

ERIE 1 | INSTRUCTIONAL BOCES SERVICES

ALTERNATIVE EDUCATION | CAREER AND TECHNICAL EDUCATION | SPECIAL EDUCATION

COVID-19 REOPENING PLAN 2020-2021

UPDATED OCTOBER 19, 2020



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THIS PLAN IS SUBJECT TO CHANGE AS PUBLIC HEALTH GUIDELINES ARE UPDATED.

Erie 1 BOCES is Committed to Those We Serve
– Students, Staff and Communities –
By Understanding, Anticipating, and Responding to Their Needs.

Our Schools

EDGE (Grades 9 – 12)
Erie 1 BOCES Learning Center (Grades 7 – 12)
Harkness Career and Technical Center (Grades 10 – 12)
Kenton Career and Technical Center (Grades 10 – 12)
Maryvale Work Readiness Academy (Grades 6 – 12)
Northtowns Academy (Grades 6 – 12)
Potter Career and Technical Center (Grades 10 – 12)
West Seneca West Elementary (K-5)
Various Integrated Special Classes in Host Component School Districts Across Western New York (K-12)



Dear Erie 1 BOCES Students, Families and Community Partners,

The health and well-being of our students and families is foremost in our minds during this difficult time. Below you will find critical information about the reopening policy and protocol of our schools and programs that make up our Alternative Education, Career and Technical Education and Special Education programs. Erie 1 BOCES will continue to monitor and implement state and federal guidelines in this area, which are fluid and subject to change. As a result, this plan is subject to regular updates. The most current version of the plan will be posted on www.e1b.org/covid.

Thank you for your continued support and understanding as we navigate this unprecedented time. Our greatest priority remains serving our students, families and partner school districts with high quality educational experiences that ensure differentiation, equality and access. Our faculty is available to address all concerns and meet your students' academic, social and emotional needs. Please do not hesitate to contact us directly should you have any concerns or questions.

Sincerely,

Dr. Lynn M. Fusco, District Superintendent and CEO
The Erie 1 BOCES Instructional Services Team
Michael Capuana, Assistant Superintendent
Patrick Canfield, Director of Exceptional Education
Christa McHale, Director of Educational Partnerships and Workforce Development
Anedda Trautman, Director of Career and Technical Education

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Communication: Family and Community Engagement

Erie 1 BOCES has involved numerous stakeholders and community members in the development of this reopening plan. This group includes but is not limited to:

- Administrators
- Faculty and Staff
- Students
- Parents and Legal Guardians
- Erie County Department of Health
- Erie 1 BOCES Consulting Psychiatrist
- Erie 1 BOCES Medical Directors
- Erie 1 BOCES Health Supervisor and COVID-19 Coordinator
- Component School Districts
- Collective Bargaining Units

Forms of Communication

Erie 1 BOCES will utilize several communication channels to inform parents, students, teachers, administrators, support staff and the community of general protocol and procedures with respect to the COVID-19 pandemic. These channels of communication include but are not limited to:

- Email and text mass communication via BlackBoard Connect.
- Erie 1 BOCES website (www.e1b.org/covid) is the primary repository for letters, documents, event headlines, frequently asked questions and general information.
- Google Classroom and Schoology are primary resources where students can connect with faculty, staff and administration regarding their child's educational platform.
- Parent Portal, where applicable, contains information available to parents regarding their child's grades, attendance and assignments.

Student, Staff and Faculty Notification

Erie 1 BOCES has been working cooperatively with its division of Health Safety and Risk Management to ensure students and staff are properly taught and trained to follow new COVID-19 protocols safely and correctly. Notification through the sources above as well as building signage will indicate that all students, faculty, staff and visitors will be required to adhere to CDC and DOH guidance regarding but not limited to the following:

- Daily Health Screening
- Hand Hygiene
- Proper Face Covering Wearing
- Social Distancing
- Respiratory Hygiene

Additionally, Erie 1 BOCES will provide guidance to faculty and staff with the following information regarding COVID-19:

- Daily school-entry health screening protocol and personal protections.
- When and how long to stay home from school or work if they are sick.

- What they should do if exposure is suspected and what will happen if a student, employee or close contact tests positive. This will include details about isolation and when the individual can return to school/work.
- How employee / student health will be monitored.
- What to do if they suspect someone else may be sick.
- How a school closure will be handled.
- What additional measures employees in vulnerable populations should take.
- The details regarding social distancing/PPE protocols are on campus and how a failure to follow these protocols will be handled.
- How workspaces, classrooms and common areas will be cleaned and disinfected and what is the responsibility of the employee vs institution.

This reopening plan will be made available for the public on Erie 1 BOCES website (www.e1b.org/covid) using proper accessibility guidelines. Requests for translation to another language will be coordinated through Erie 1 BOCES Communication Services division.

For “*Communication*” information specific to Alternative Education, Career and Technical Education or Special Education, refer to Appendix A.

Health and Safety Protocol

Erie 1 BOCES has taken the following into consideration when making the determination to resume in-person instruction:

- Ability to maintain appropriate social distancing and face coverings
- PPE (Personal Protective Equipment) and face covering availability
- Local hospital capacity as determined by the Erie County Department of Health
- Component school district re-opening plans

Personal Protocol for Students and Staff

The safety and well-being of students, faculty and staff is everyone’s responsibility. As such, Erie 1 BOCES has put mandatory protocol in place regarding the following:

1. Hand and Respiratory Hygiene
2. Social Distancing
3. Face Coverings
4. High Risk and Medically Vulnerable
5. Daily Health Screening

1. Hand and Respiratory Hygiene

Students and staff must practice good hygiene to help reduce the spread of COVID-19. Traditional hand washing with soap and water is the preferred method. When soap and water are not available, the use of alcohol-based hand sanitizers (60% alcohol or greater) are acceptable.

Hand Washing Protocol:

- All staff and students are directed to wash hands often with soap and water for at least 20 seconds.
- Always wash hands immediately after removing gloves and after contact with a person who is sick.
- Hand sanitizer: If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water.
- Before eating or preparing food.
 - After contact with animals or pets.
 - Before and after providing routine care for another person who needs assistance (e.g., a child).

Respiratory Hygiene:

The covering of mouths and noses when sneezing or coughing is critical for everyone. A supply of tissues and trash cans will be available in each classroom. If a tissue is not available, using the inside of the elbow or shirtsleeve to cover the mouth and nose is preferred followed by hand hygiene.

Personal Protective Equipment:

Erie 1 BOCES will provide and maintain adequate supplies to support healthy hand and respiratory hygiene, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, and lined trash receptacles. Appropriate signage and staff instruction will support this.

2. Social Distancing

Faculty and staff need to ensure at least six feet of distance between individuals unless safety or core function of the activity requires a shorter distance. Each classroom and shop will be evaluating and adjusting the layout to determine its capacity within parameters of proper social distancing to the greatest extent possible.

Where practicable, desks will be turned to face in the same direction (rather than facing each other), or students should sit on only one side of tables, spaced apart. Under a social distancing scenario, classrooms should require 20 SF per student and 50 SF for Career and Technical Education and Special Education or more.

In a circumstance where sufficient physical distancing is difficult or impossible, such as when students enter or exit a school bus in proximity to the bus driver, all individuals, including staff and students, should wear face coverings that cover the mouth and nose consistent with public health guidance. To be clear, face coverings are not a replacement for physical distancing, but they should be used to mitigate virus spread.

If polycarbonate dividers are installed in a classroom, students or staff seated behind the polycarbonate dividers, can remove masks.

Tightly confined spaces (e.g. elevator) will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If occupied by more than one person, will keep occupancy under 50% of maximum capacity.

Alternative spaces in Erie 1 BOCES' schools (e.g., cafeteria, library, and auditorium) may be repurposed to increase the amount of available space to accommodate the maximum distance possible. In these larger spaces, Erie 1 BOCES will establish consistent cohorts/classes with separation between the cohorts/classes as another option to maximize these spaces safely.

Social distancing markers will be posted using tape or signs that denote 6 ft. of spacing in commonly used and other applicable areas on the site.

Gatherings, events, and extracurricular activities are limited to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas. Communal use spaces such as cafeterias and playgrounds will be closed when possible; otherwise use will be staggered and the area will be disinfected between use.

Arrival and drop-off times may be staggered at the school building or program level, or other protocols may be put into place that limit direct contact with parents as much as possible.

Each student's personal belongings should be kept separated from others' and in individually labeled containers, cubbies, or areas. Where possible, avoid sharing electronic devices, toys, books, and other games or learning aids and place communal materials in special areas for regular cleaning and disinfection.

Erie 1 BOCES classrooms will have adequate supplies in order to minimize sharing of high touch materials to the extent possible (art supplies, music equipment, general classroom supplies) or use of supplies and equipment will be limited by one group of children at a time and cleaned and disinfected between use.

Each school building will create traffic patterns that best adhere to the social distancing guidelines and will address accessibility issues.

3. Face Coverings

According to Executive Order 202.17, any individual who is over age two and able to medically tolerate a face-covering shall be required to cover their nose and mouth with a mask or cloth face-covering while on campus and unable to maintain, or when not maintaining, social distance.

Staff and students (except identified special education students) are required to wear acceptable face coverings at all times expect during designated mask breaks or as directed by a staff member. Erie 1 BOCES will provide information to staff and students on proper use, removal, and washing of cloth face coverings, signage regarding use and demonstration.

Per NYSDOH Guidance, acceptable face coverings include but are not limited to cloth-based face coverings (e.g. homemade sewn, quick cut, bandana) and surgical masks that cover both the mouth

and nose.

Masks or cloth face-coverings **must be worn**:

- At all times except during designated mask breaks or when directed otherwise by staff.
- Anytime or place individuals cannot maintain social distancing.
- Upon entering the building and in hallways.
- While in any common spaces (for example, break rooms for lunches and breaks, supply closets, restrooms, hallways, copiers).
- When in tightly confined spaces occupied by more than one individual at a time.
- At all times while in the School Nurse's office or COVID isolation room.

Exceptions to mask/face covering requirements will be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors.

Mask breaks will occur throughout the day. Breaks will occur when individuals can be six feet apart in all directions.

All employees reserve the right to wear a mask in a situation when they are not required. They also have the right to request those they are interacting with to wear a mask along with them. All employees should be considerate of those who are wearing a mask. If another employee or visitor refuses to put a mask on when requested, whether it is a situation where a mask is required or not, the employee should immediately remove themselves from the area and report the incident to their supervisor. If an employee is uncomfortable, they must address the situation directly in that moment.

Erie 1 BOCES will provide students and staff with acceptable face coverings at no cost and will maintain an adequate supply of face coverings in case of replacement. Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded. Personal cloth face coverings should be washed frequently. Disposable surgical masks should be discarded in the trash.

Erie 1 BOCES may use alternate PPE (i.e., face shields or coverings that are transparent at or around the mouth) for therapies 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) that benefit from being able to see more of the employee's face.

4. High-Risk and Medically Vulnerable

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 family members who are in high risk groups may also need to attend school remotely. Erie 1 BOCES will make accommodations for these students and staff members in the school community. Persons in these groups should consult with their healthcare provider regarding prevention:

- Individuals age 65 or older;
- Pregnant individuals;
- Individuals with underlying health conditions including, but not limited to:
 1. chronic lung disease or moderate to severe asthma
 2. serious heart conditions
 3. immunocompromised
 4. severe obesity (body mass index [BMI] of 30 or higher)

5. diabetes
6. chronic kidney disease undergoing dialysis
7. liver disease
8. sickle cell anemia
9. children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

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 and home district committee on special education (CSE) 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
- Special education personnel
- Pupil personnel services and
- Administration.

Alternate plans created in consultation with school health personnel and home district committee on special education (CSE) on how to meet the needs of the child while keeping social distancing may include:

- Additional PPE for staff caring for such students;
- Assigning only one staff member to care for the student; and/or
- Decreased density of students in a classroom, alternating scheduling, and the option to provide related services to an individual instead of group setting.

Additional options for the flexible delivery of IEP programs and services are being considered under executive orders and current NYSED guidance.

5. Daily Health Screening

All students and staff will be required to conduct a daily health screening before entering any Erie 1 BOCES school building. Any student or staff member with a fever of 100°F or greater and/or symptoms of possible COVID-19 virus will not be permitted on campus. All visitors, guests, contractors and vendors wishing to enter the school will be subjected to the full health screening to include a temperature check. For full details on the Daily Health Screening see "Daily Health Screening" on the following page.

Illness and Health Monitoring

Erie 1 BOCES has consulted with its Medical Directors, COVID-19 appointed Health Supervisor and the Erie County Department of Health to develop a protocol to instruct students, families, faculty and staff to observe for signs of illness and to monitor health.

Active surveillance for severe acute respiratory syndrome coronavirus will be essential to informing school policy and public understanding over time. It will not be possible to reduce the risk of COVID-19 transmission in schools to zero.

IMPORTANT!
Faculty and staff are required to stay home if they are sick.
Parents and guardians are required to keep sick children home.

Daily Health Screening Questionnaire

Staff, students and families will be asked to comply with a daily health screening *before* entering any school building. Screenings by the parent or guardian are preferred. Reminders to conduct the health screening will be sent to families in advance via the BlackBoard mass calling system. The health screening questionnaire is available on Erie 1 BOCES' website at www.e1b.org/covid. In the event a health screening was not or could not be done at home, parents are directed to call the school and request it be done by a designated staff member upon arrival. In addition, temperatures may be taken by designated and trained Erie 1 BOCES staff upon entry to the school building. The Daily Health Screening consists of the following questions:

1. Are you currently experiencing, or have you experienced in the past 14 days, any symptoms of COVID-19 including but not limited to:
 - a. Fever of 100°F or higher (or Chills)
 - b. Cough
 - c. Shortness of Breath or Difficulty Breathing
 - d. Fatigue
 - e. Muscle or Body Aches
 - f. Headache
 - g. New Loss of Taste or Smell
 - h. Sore Throat
 - i. Congestion or Runny Nose
 - j. Nausea or Vomiting
 - k. Diarrhea
2. Have you had a confirmed case of COVID-19 in the past 14 days?
3. Are you currently subject to an active quarantine related to COVID-19?
4. In the past 14 days, have you knowingly been in close or proximate contact with anyone who has had a confirmed case of COVID-19?
5. COVID-19 Travel Advisory: In the past 14 days, have you returned from travel lasting for a period of 24 hours or more in a state covered by New York's COVID-19 Travel Advisory as issued by Governor Cuomo? <https://coronavirus.health.ny.gov/covid-19-travel-advisory>

Signs/Symptoms of COVID-19 Include the Following:

1. The following four indicators with no explanation:
 - a. Flushed cheeks;
 - b. Rapid or difficulty breathing (without recent physical activity);
 - c. Fatigue and/or irritability; **and**
 - d. Frequent use of the bathroom
2. Additional Signs and Symptoms of COVID-19 Include the Following:
 - a. Fever (100° F or greater) or chills;
 - b. Cough;

- c. Shortness of breath, difficulty breathing and/or rapid breathing (without recent physical activity);
- d. Fatigue and/or irritability;
- e. Muscle or body aches;
- f. Headache;
- g. New loss of taste or smell;
- h. Sore throat;
- i. Congestion or runny nose;
- j. Nausea or vomiting; and/or
- k. Diarrhea

Students or Staff Who Develop COVID-19 Symptoms

- Students or staff members who develop symptoms **while at home** should not enter the school building and must call the school nurse or building leader for further direction.
- If a student or staff member becomes symptomatic **while at school**, the student/staff should be immediately isolated in a supervised, designated containment room and will be assessed by the school nurse or appointed designee. The school nurse or appointed designee will follow all NYDOH and CDC guidelines regarding PPE (i.e. mask, face shield, gown, gloves).
- The school nurse will notify the building administrator who will work to limit movement in the building.
- The staff member or student will be sent home and placed in isolation ideally in their own room with their own bathroom.
- The school nurse will notify the building administrator who will notify the division director and COVID-19 Coordinator. When necessary, the Erie County Department of Health (ECDOH) will be contacted for further guidance regarding students, staff and the school building.
- **One** of the following criteria must be met before the student/staff can return to school:
 1. A note from the student/staff's medical care provider with an alternative diagnosis.
 2. The result of a negative diagnostic COVID-19 test.
 3. At least ten days has passed since the onset of COVID-19 symptoms.
- The symptomatic student/staff who is **not tested** for COVID-19 should be treated like a COVID-19 case for isolation and the quarantine of household members. If the student/guardian or staff member chooses isolation for ten days from the onset of COVID-19 symptoms, they should remain in isolation separate from household members. Household members of the isolated student/staff must self-quarantine until 14 days from the last day of exposure and remain symptom free.

- Staff, students or parents seeking a COVID-19 diagnostic test are instructed to contact their healthcare provider or the Erie County Department of Health Lab by calling (716) 858-2929.
- Erie 1 BOCES will coordinate with the home school component district (where applicable) and the ECDOH, the individual's healthcare provider, and the parent/guardian to follow-up.
- Required CDC guidelines for cleaning and disinfection will occur.

Positive COVID-19 Cases and Contact Tracing

- When a student or staff member tests positive for COVID-19, they should, when possible, be placed in isolation in their own room with their own bathroom.
- For COVID-19 positive individuals, Erie 1 BOCES will collaborate with the ECDOH to identify close contacts and assist with case investigation and contact tracing.
- Contact tracing is a function of the local health department. The contact tracing process starts with the individual with a positive lab-confirmed COVID-19 test result. When there is a confirmed case, the ECDOH will start a case investigation with the infected student and their parent or with the infected staff member.
- There may be instances where a student or staff member is infected but was not present in the school setting during a time where they were infectious. In those cases, involvement from the school COVID resource team may not be necessary.
- All of the following criteria must be met before the student or staff member can return to school:
 - At least ten days after COVID-19 symptom onset, or
 - Ten days from their first positive test if symptomatic, AND
 - Fever-free for at least 72 hours without the use of fever-reducing medication, AND
 - Respiratory symptoms are improving.

Exposure to Someone Infected with COVID-19:

What to do if a Classmate or Staff Member is in Contact with a Confirmed COVID-19 Case?

Erie 1 BOCES, its related component districts and the Erie County Department of Health will collaborate to address instances or concerns regarding someone's exposure to COVID-19.

It is important to understand that protective measures such as maintaining 6 feet of social distance and masking while in the classroom are practices aimed at reducing the risk of infection. However, having these practices in place does not mean that a classroom is exempt from quarantine in the event of a positive COVID-19 case. Duration of exposure impacts risk. Even with protective practices, the Erie County Department of Health requires that the following quarantine practices apply:

1. Any student/staff exposed to a COVID-19 case in a classroom setting or other enclosed common school settings, such as a breakroom or office, for **60 minutes or more** will be instructed to quarantine for 14 days from the last day of exposure to the COVID-19 case. Ideally, quarantine should take place in a private room with a private bathroom.

2. Any student/staff exposed to a COVID-19 case in a large classroom setting (e.g., lecture halls with more than 50 students present) for **60 minutes or more**, and within a space consisting of two seated rows behind, in front of, and to both sides of the case, will be instructed to quarantine for 14 days from the last day of exposure to the COVID-19 case. If seats are not assigned and individual proximity to the case cannot be determined, the entire classroom will be instructed to quarantine in their own room with their own bathroom for 14 days from the last day of exposure to the COVID-19 case.
3. If the exposure time was **less than 60 minutes**, no quarantine instruction will be given, so long as 6 feet of social distancing was in place. However, those in the class should monitor for symptoms.
4. Persons under quarantine who develop symptoms should be tested for COVID-19. If the test result is positive, the student/staff will be placed in isolation. If test result is negative, the student/staff will continue in quarantine for the full 14 days.

Protected Health Information

A COVID-19 diagnosis is protected health information. Erie 1 BOCES will maintain confidentiality and not disclose the identity of the diagnosed individual. ECDOH guidelines will, if necessary, announce the location of schools with a confirmed COVID-19 case if there is a concern about exposure to the public and they are not able to identify close contacts through investigation.

School Nurse Care Coordination

The school nurse coordinates school health services with the school physician and medical director to manage, prevent, and/or reduce health issues. The team will coordinate with student's family and health team and include trauma informed education practice to address the behavioral health needs of students.

The school nurse will establish community behavioral health referral agencies, and coordinate with school health professionals, counselors, social workers, school psychologists.

The school nurse will identify students with pre-existing medical or mental health conditions to determine if treatment has been interrupted, medication or supplies have run out, or important appointments or procedures have been missed.

The school nurse will coordinate with the student's special education teacher to address current health care considerations by:

- Revising IHP's
- Determining the special healthcare needs of medically fragile students
- Communicate with parents and health care providers to determine return to school status and modify IEP's as indicated.

Safety Coordinator

For the purposes of reopening during the COVID-19 pandemic, Erie 1 BOCES has designated a Safety Coordinator (Deborah Summers R.N., Health Supervisor) whose responsibilities include oversight of continuous compliance with all aspects of the school's reopening plan and DOH regulations and will ensure the compliance of each School Nurse.

Visitors, Guests, Contractors and Vendors

Access to Erie 1 BOCES schools by visitors, guests, contractors and vendors will be limited to the extent possible and will be subjected to the full health screening to include a temperature check and questionnaire.

Visitors seeking entry to the building will be communicated with through the intercom communication system to the extent possible. Employees will ask the purpose for their visit and whether their business can be accomplished through phone, email, or mail. To the extent possible, deliveries should be made to building loading docks. Delivery people should be requested to wear a face covering when entering the building. Social distancing should be practiced.

Only visitors with scheduled meetings with an employee in the building will be allowed in. Visitors will be required to complete the health screening questionnaire, sanitize their hands upon entry to the building and wear a face covering. Disposable masks will be available for those who need one.

For “Health and Safety Information” information specific to Alternative Education, Career and Technical Education or Special Education, refer to Appendix A.

Facilities

Erie 1 BOCES Operating Sites

Erie 1 BOCES works cooperatively with many component school districts and organizations across Western New York to be able to operate programs and services for thousands of students each year. Great care is taken at each site to ensure the safety and well-being of our students and staff at all locations. While Erie 1 BOCES does not own or manage all of its facilities, personal protections for students, faculty and staff remain the same across all locations. All facilities not owned and operated by Erie 1 BOCES will follow the building level protocol for facility usage as established by the host component school district. Erie 1 BOCES’ Operations and Maintenance division will confirm that host component Districts maintain compliance with the most recent Department of Health and CDC guidelines for cleaning, disinfecting and documentation.

Before Opening

Prior to reopening school buildings, administrators, Erie 1 BOCES Health and Safety Risk division and Operations and Maintenance team members will consult the most recent federal guidance for school programs, including ongoing mitigation strategies, as well as prevention, support, and communication resources. The aforementioned leadership teams will ensure that appropriate inventory of personal protective equipment (PPE), and cleaning/disinfection have been purchased. Erie 1 BOCES will post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering. Erie 1 BOCES will also train all faculty and staff on the precautions both remotely and in-person. A workplace risk assessment will also be conducted in each of the buildings.

General Cleaning

A deep cleaning of all buildings will take place prior to students and staff being reintroduced. Regular building cleaning and disinfecting practices will occur at the end of each workday, including routine cleaning and disinfecting of work surfaces and areas in the work environment, including restrooms, offices, break rooms, classrooms, and other spaces throughout each building. Daily cleaning and disinfecting will be conducted in high-touch areas (e.g. door handles, sink handles, drinking fountains, electronics, shared objects). While most surfaces will need normal routine cleaning, including outdoor areas, frequently

touched surfaces will require daily disinfection as well.

Coverage hours for cleaning staff may be expanded to allow more frequent cleaning throughout the day, including frequent cleaning and disinfection of shared objects and surfaces, as well as high transit areas, such as restrooms and common areas.

Erie 1 BOCES will follow the hygiene and sanitization requirements from the Centers for Disease Control and Prevention (CDC) and NYSDOH document “Interim Cleaning and Disinfection Guidance for Primary and Secondary Schools for COVID-19”. Disinfecting products specifically labeled for SARS-CoV-2 have been procured and will be used.

Personal Protective Equipment Supplies (PPE)

Erie 1 BOCES is committed to supplying and maintaining an adequate supply of PPE for all Erie 1 BOCES students and staff. Erie 1 BOCES has been successful in finding vendors who can fill all our orders in a timely manner for the most needed items, all while we have followed approved purchasing guidelines. The list of PPE includes but is not limited to:

- Cloth mask coverings, disposable mask or face shields
- Liquid soap
- Running water
- Paper towels
- Tissues
- If soap, water, and paper towels are not readily available, Erie 1 BOCES will provide alcohol-based hand rubs (ABHR) for use if hands are not visibly dirty. Only ABHRs with 60% alcohol or more are recommended in relationship to COVID-19. This product when used in schools will be administered under adult supervision.

Due to potential exposure, the following PPE will be readily available for health services/custodial staff:

- Non-Latex Disposable Gloves
- Gowns
- Eye Protection (Face Shield or Goggles)
- Surgical masks for health service staff when providing care to ill students
- Cloth face coverings and/or surgical masks (to be provided to ill students with fever and cough)
- Thermometers (forehead/strip or digital thermometers with a disposable sleeve)
- Disinfecting wipes
- N95 Respirators to school nurses

Cleaning and Disinfecting Schools following CDC Guidance

Erie 1 BOCES acknowledges reducing the risk of exposure to avoid the transmission of any virus starts with cleaning and disinfection. Per CDC Guidelines, Erie 1 BOCES staff has evaluated our buildings and have created a cleaning and disinfecting plan. Frequently touched surfaces and objects like light switches and doorknobs will need to be cleaned and then disinfected to further reduce the risk of germs on surfaces and objects. As part of our standard infection control practices, routine cleaning will be rigorous and ongoing. Surfaces touched most frequently are prioritized for routine cleaning because these surfaces can be reservoirs for germs and an exposure pathway for transmission to people through contact with these surfaces.

Examples of priority areas for routine cleaning then disinfecting include but are not limited to:

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

Cleaning Plan and Disinfecting Protocol

Below is the cleaning and disinfecting Plan for Erie 1 BOCES. Each custodial team member has been trained on and is following proper cleaning and disinfecting procedures. There is a copy of this plan on each team members cart so they can refer to it as often as needed. This plan aligns with CDC recommendations for School Buildings. Also on each custodian's cart is a log that is initialed each day after an area is completed, this is used as another tool to ensure all areas are covered each day or as often as scheduled if more often is necessary.

Cleaning with soap and water reduces number of germs, dirt, and impurities on the surfaces. Disinfecting kills germs on surfaces. Below is the protocol for each practice:

Cleaning:

- Wear disposable gloves to clean and disinfect.
- Clean surfaces using soap and water, then use disinfectant if surface being clean requires it.
- Practice routine cleaning of frequently touched surfaces.
- More frequent cleaning and disinfection may be required based on level of use. The following frequently touched surfaces have been reviewed with each custodial team member:
 - Surfaces and objects in public places, such as telephones, keyboards, monitors, copier machines should be cleaned and disinfected before each use.
 - Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.
 - Toys, classroom objects, community play materials, community supplies, and physical education equipment will be disinfected daily. If playgrounds are open, they will be disinfected daily.

Disinfecting:

Erie 1 BOCES uses only EPA-registered disinfectant chemicals in all of our buildings. Custodians will follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:

- Keeping surface wet for a period of time (see product label).
- Precautions such as wearing gloves and making sure you have good ventilation during use of the product.

Product Safety:

Custodial staff are trained to always read and follow the directions on the label to ensure safe and effective use. This includes:

- Wearing skin protection and considering eye protection for potential splash hazards.
- Ensuring adequate ventilation.
- Using no more than the amount recommended on the label.
- Using water at room temperature for dilution (unless stated otherwise on the label).
- Avoiding mixing chemical products.
- Labelling diluted cleaning solutions.
- Storing and using chemicals out of the reach of children and animals and never applying directly to your skin as they can cause serious harm.
- Alcohol solutions with at least 70% alcohol may also be used.

Soft Surfaces

For soft surfaces such as carpeted floor, rugs, and drapes, custodial staff will:

- Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.
- Launder items (if possible) according to the manufacturer's instructions and use the warmest appropriate water setting and dry items completely.

OR

- Disinfect with an EPA-registered criterion for use against COVID-19.
- Vacuum as usual.

For clothing, towels, linens, and other items, custodial staff will:

- Launder items according to the manufacturer's instructions using the warmest appropriate water setting and dry items completely.
- Wear disposable gloves when handling dirty laundry from a person who is sick.
- Do not shake dirty laundry.
- Clean and disinfect clothes hampers according to guidance above for surfaces.
- Properly remove gloves, and wash hands right away.

Cleaning and Disinfecting Erie 1 BOCES Building or Facility if Someone is Sick:

If an employee becomes ill with COVID-19, the building will be disinfected and closed for a determined amount of time, both in accordance with CDC and NYSDOH recommendations.

- Close off areas used by the person who is sick. (Erie 1 BOCES will consult Erie County Department of Health for guidance on closing entire building or just a particular area of the building.)
- Where possible, open outside doors and windows to increase air circulation in the area.
- As per Erie County Department of Health, wait 24 hours before you clean or disinfect. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls.
- Vacuum space if necessary, use vacuum equipped with high-efficiency particulate air (HEPA) filter, if available.
 - Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.

- Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- Once area has been appropriately disinfected, it can be opened for use.
 - Staff without close contact with the person who is sick can return to work immediately after disinfection.
- If more than 7 days since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.
 - Continue routine cleaning and disinfection. This includes everyday practices that businesses and communities normally use to maintain a healthy environment.
 - Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.
 - Gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area.

Safety Drills

Education Law SS807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. Safety drills will be performed in conjunction with social distancing to mitigate the spread of infectious diseases within reason. During the 2020 – 2021 school year, it may be necessary to conduct drills using protocols that are different than previously conducted. When planning drills, Erie 1 BOCES may conduct drills on a staggered schedule where classrooms are evacuated separately rather than all at once conduct drills in the classroom while maintaining social distancing and using masks. No matter the method, students will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety and should be the first priority.

Ventilation

Erie 1 BOCES plans to maintain adequate, code required ventilation (natural or mechanical) as designed. Erie 1 BOCES will work with its architects to ensure that any proposed changes to air cleaning equipment will be submitted to OFP for review and approval. Erie 1 BOCES will increase the fresh air ventilation rate to the extent possible to aid in maintaining healthy indoor air quality. All buildings temperature control systems have been switched to run 24 x 7 in the occupied mode which ensures air is exchanging in buildings as designed every day, all day. Where possible, Erie 1 BOCES will install a higher efficiency filter when the current equipment will not limit the code compliant air exchanges.

Fire Code Compliance

Erie 1 BOCES has completed all of our required Fire Inspections for the Fiscal Year and has Certificates of Occupancy posted in each building. Through our current Architect, Young & Wright Architectural, when changes or additions to facilities are requested they will be reviewed by the Office of Facilities Planning (OFP), to ensure all spaces to be occupied by Erie 1 BOCES students and staff meet the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

Lead Testing

Erie 1 BOCES has a plan in place for Lead Testing, regulation 67-4, Lead-In-Water Testing as per DOH requirements when the building is normally occupied. Sampling will not be conducted when the building is

vacant or has been vacant for an extended period due to COVID-19 closure. Erie 1 BOCES will follow recommended procedures and provide clean and safe drinking water upon reopening.

Drinking Fountains

In many of our buildings Erie 1 BOCES has replaced our drinking fountains with combination drinking/bottle filler stations. We have disabled the drinking feature at these stations, the bottle filling feature of these fountains remain intact as they are touchless.

General Health and Safety Assurances

Erie 1 BOCES Building and Grounds staff will work with administrators and instructional leaders incongruence with the DOH and CDC to ensure all buildings meet all requirements associated with building space and related changes that they may elect to make. The health and safety of the children and adults in Erie 1 BOCES' schools are paramount. Health and safety considerations always come first in every decision made and every action taken by Erie 1 BOCES staff.

1. In the event Erie 1 BOCES makes changes or additions to facilities, it will comply with the requirements of the 2020 New York State Uniform and Fire Prevention and Building Code (BC) and the State Energy Conservation Code and submit all changes to OFP.
2. Erie 1 BOCES is in compliance with the 2020 Building Condition Survey and Visual Inspection.
3. All installed alcohol-based hand-rub dispensers are in accordance with FCNYS 2020 Section 5705.5.
4. In the event Erie 1 BOCES installs dividers in classrooms, libraries, or other points of congregation, it will ensure the submission of detailed floor plans to OFP for review.
5. All new building construction and temporary quarter projects will be submitted to OFP for a full code review.
6. Any new facilities for leasing will provide a plan to consult with OFP for a preliminary evaluation.
7. In the event tents are used, Erie 1 BOCES will provide a plan adhering to the BCNYS.
8. Any alteration to the number of toilet and sink fixtures will follow the minimum standards of BCNYS.
9. Any project submissions only dedicated to "COVID-19 Reopening" will be labeled as such.
10. Any and all plastic separators used to control congregation and social distancing are in compliance with the 2020 BCNYS Section 2606.

For "Facilities" information specific to Alternative Education, Career and Technical Education or Special Education, refer to Appendix A.

Child Nutrition

Food Authority Partners

Erie 1 BOCES will continue to cooperate with the School Food Authorities (SFAs) of Cheektowaga-Sloan Union Free School District, Sweet Home Schools, Maryvale Union-Free School District and West Seneca Central Schools to provide meals to applicable school programs in Alternative and Special Education. Students in applicable schools will continue to receive access to meals each school day in accordance with health and safety guidelines and the Child Nutrition Program.

Food Services During Remote Learning

In the event schools are closed and/or students are working remotely, families are to rely on the child's district of residence to provide for the continuity of meal services.

Providing Food Service

Food service workers will be monitored on a daily basis and by subject to daily health screening protocols. Kitchen areas will be cleaned and disinfected on a daily basis in compliance with CDC and DOH guidelines and as directed by the host component school District. Food service workers will wear face coverings at all times. Equipment and high touch objects will be disinfected daily or more often as to be determined by usage. At a minimum, the follow applies to food service:

- Gloves, masks, disposable aprons, and other supplies will be readily available.
- Fresh healthy menu options will be available that are individually plated meals and pre-portioned and pre-wrapped produce.
- Disposable trays may be utilized, and cold items will be wrapped in plastic and hot food wrapped with foil.
- Food stations will be reorganized for proper physical distancing during meal preparation and meal service.
- Floor spaces will be marked at 6' intervals to ensure social distancing while waiting to be served.
- Cleaning and disinfection of all utilized tables, chairs, trash receptacles, and high contact surfaces will occur before and after the arrival of each lunch group.

Lunch Hygiene Protocol

- Appropriate measures will be taken to identify and protect students with food allergies in the event meals are provided outside the cafeteria (e.g. classroom).
- Students will be required to use proper hand hygiene before and after eating any meal or snack. Hand washing using soap and water is the preferred method, but when not possible, hand sanitizer is advised. Staff and signage will work to promote this.
- The sharing of food and/or beverages between students will be discouraged.
- Students will wear masks whenever they are not seated in the cafeteria including arrival, securing food, and returning trash.

Social Distancing During Lunch Service

- Physical distancing will occur through increased spacing, small groups, and limited mixing between groups where feasible.
- Meal times may be staggered to allow for cleaning between meal services and to serve students in smaller groups.
- Six feet of physical distancing will be provided between groups or tables by increasing table spacing, removing tables, marking tables as closed, and/or providing a physical barrier between tables.
- Physical guides, such as tape on floors or sidewalks and signage on walls will be provided to ensure that students remain at least 6 feet apart in lines or while waiting for seating.
- Where necessary, physical barriers will be installed, such as sneeze guards and partitions, at point of service and other areas where maintaining physical distance of 6 feet is difficult. (8)
- Cafeteria tables and chairs will be disinfected between lunch periods.

- Students will wear masks whenever they are not seated in the cafeteria including arrival, securing food, and returning trash.
- Schools will identify additional meal consumption spaces throughout the school to reduce congregation at meal distribution sites and provide greater social distancing for students.
- Where applicable, meals may be distributed via carts in locations throughout the school.

For “Child Nutrition” information specific to Alternative Education, Career and Technical Education or Special Education, refer to Appendix A.

Transportation

Erie 1 BOCES relies on and works cooperatively with its component district partners and third-party providers to ensure transportation is provided to students.

Each Erie 1 BOCES’ instructional campus has developed a protocol for student arrival and dismissal designed to minimize student congregation and ensure social distancing. This may include maximizing the use of multiple entry locations to minimize school congregation and directing students to enter the school one busload at a time per entryway. Once in the building, students will be required to move directly to the classroom.

In instances in which transportation is secured by a carrier for events or activities, Erie 1 BOCES will work with the carrier to ensure proper assurances and COVID-19 related safety and cleaning / disinfecting protocols are in place.

For “Communication” information specific to Alternative Education, Career and Technical Education or Special Education, refer to Appendix A.

Social Emotional Well-Being

Even before the COVID-19 pandemic dramatically changed the landscape of education, there was a growing consensus in education that schools have a responsibility to attend to students’ social-emotional development. Further, Erie 1 BOCES recently appointed a full-time Social Emotional Learning Coordinator whose responsibility it is to coordinate services, supports, events and activities for students enrolled in all of Instructional Services. The social-emotional learning skills are outlined in the five-core social-emotional competencies as identified by the Collaborative for Academic, Social and Emotional Learning (CASEL) and are considered the foundation for young people’s well-being. These five competencies include:

1. Self-Awareness
2. Social Awareness
3. Self-Management
4. Relationship Skills
5. Responsible Decision Making

Welcoming Students Back to School

Erie 1 BOCES will be prepared to support an influx of students who may need counseling support by creating a positive school climate and culture to address the issues raised by the COVID-19 pandemic and improve the conditions for learning for all students in any of the in-person, hybrid, or remote instructional models. To optimize the learning process, students and staff need to feel cared for, reengaged, and reacclimated to the school community, so schools can deliver instruction most effectively. In order to improve school culture and climate, Erie 1 BOCES will:

- Prioritize the health and emotional well-being of staff and students above all else.
- Assess the school climate to identify vulnerabilities and plan to implement evidence-based strategies to address identified needs.
- Plan to provide and sustain instruction on social norms, relationship building, and behavioral expectations beginning at the start of the school year.

Further, Erie 1 BOCES faculty and staff will consider the following when working with students:

- Secondary traumas
- Increase in abusive tendencies
- Isolation/loneliness
- Changes in routine
- Relocation
- Family unemployment / job loss
- Previous mental health issues worsening
- Frustration with use/knowledge of remote technology

Supports for Students and Families

Erie 1 BOCES holds a collective responsibility to ensure to safety, well-being, and overall development of its students. To support this:

- School counselors and support staff will ensure that comprehensive school counseling program plans are reviewed and updated to meet the current state-of-affairs.
- Erie 1 BOCES, in collaboration with its consulting psychiatrist and other mental health professionals will provide resources, referrals and access to address mental health, behavioral, and emotional support services and programs to individual students and families based on need.
- Each school building will build a broad coalition through their building-based Student Support Team (SST) to integrate SEL and academic supports into transition plans, and create and maintain a caring, safe, and supportive environment for all students and adults.

Staff Professional Development

And while learning does not happen without social connection, we recognize that in the light of social disconnection caused by COVID-19, learning of any kind (remote or in-person) cannot occur without first addressing the social-emotional needs of our students, teachers, and families. Furthermore, we recognize that to attend to these social-emotional learning needs, we must provide the necessary support and resources to all district stakeholders to build a community of collective understanding on how we can attend to students as well as each other. Erie 1 BOCES will provide professional development opportunities for faculty and staff on:

- Talking with and supporting students during and after the ongoing COVID-19 pandemic and provide supports for developing coping and resiliency skills for students, faculty and staff.
- Integration of social-emotional learning (SEL) in their teaching, including the skills to foster positive learning environments and techniques for embedding SEL into instruction whether in-person or remote.
- Understanding and utilization of trauma-informed practices.
- Protocol for identifying and supporting students who may be experiencing social- emotional, behavioral, and mental health challenges.

Shared Decision-Making

Erie 1 BOCES has an established Shared Decision-Making plan and building-level teams that will work to advise and inform the comprehensive developmental school counseling program plan. The team will be comprised of:

- Families
- Students
- Members of the Board of Education
- Erie 1 BOCES Leadership
- Teachers
- School Counselors
- Social Workers
- School Psychiatrist

Student Support Teams (SST)

Erie 1 BOCES will utilize its existing Student Support Teams within each building to further support and identify students who exhibit academic, social-emotional or behavioral problems by providing early, systematic assistance to students and connect them to the appropriate interventions and supports.

Pupil Personnel Services Staff

Counselors, social workers psychologists, consulting psychiatrist and behavioral specialists are ready to provide student mental health and counseling services with telehealth options. Staff are prepared to create plans with students and parents that return to school, monitoring various mental health needs related to COVID-19 (e.g., added financial stress, abusive home environments exacerbated by remote learning, isolation, and depression).

For “*Social Emotional Learning*” information specific to Alternative Education, Career and Technical Education or Special Education, refer to Appendix A.

School Schedules

Erie 1 BOCES’ goal is to support all component districts, students and families by continuing to provide instructional services to 100% of students in a meaningful way that adheres to current standards for health and safety measures. All instructional plans (in-person, hybrid, and remote) will consist of regular substantive interaction between teachers and students. The following models outline the instructional plans

Erie 1 BOCES may implement based-on considerations and guidance from the NYS and Erie County Department of Health, NYS Education Department:

The models include:

- 1.) In-Person
- 2.) Remote Learning
- 3.) Hybrid Learning in Career and Technical Education (CTE)
- 4.) Hybrid Learning in Alternative and Special Education

In-Person with Erie 1 BOCES

The in-person model for Erie 1 BOCES' instructional programs and services accounts for 100% density of staff and students attending school in the physical building for a full day on each scheduled school day per the Board of Education adopted school calendar. Instruction will be delivered in-person in traditionally scheduled courses/subject areas. This will include established precautions for maintaining health and safety. Social distancing measures will be in place and masks are to be worn. Using this model, students will be actively involved in the school learning environment. In addition, instructional programs, for the most part, will maintain their current integrity. This model will be adopted only when full health and safety guidelines can be fully assured and maintained.

Remote Learning with Erie 1 BOCES

The decision to go fully remote will be carefully considered in consultation with component school districts and guidance from the Erie County Department of Health, NYS Education Department and State and Federal Guidelines.

When under a remote model, students from across Alternative Education, Career and Technical Education and Special Education will remain at home and receive instruction remotely through distance learning platforms. Students will have meaningful contact with teachers and support staff and receive regular feedback regarding their learning objectives.

Remote Online Learning Model

Under a remote online model, some assignments and activities need to be modified for distance learning. However, students will engage in and cover the same curriculum as those students who come to the building each day. Learning content for all students may include documents, videos, learning activities, and assessments.

Learning in a fully remote model incorporates the use of a combination of synchronous and asynchronous teaching and learning methods as well as independent student practice and daily office hours for teachers. A definition of terms is outlined below:

- Synchronous Learning: Direct instruction and engagement facilitated by the teacher/educator remotely, happening in real time.
- Asynchronous Learning: Digital instructional materials and resources provided by the teacher/educator to students for their individual access (e.g., recorded and video-based lessons); can be revisited on multiple opportunities if desired or needed.

- Independent Student Practice: Meaningful engagement of students as they apply the skills and strategies gained and demonstrate understanding of their learning; also includes engagement with resources and activities not requiring a device.
- Office Hours: Opportunities for students to interact directly with the teacher for any additional assistance needed or to ask questions.

Schedule and Attendance

Students are expected to be engaged through the entirety of the school day. Attendance will be taken remotely and daily. Student participation may be used to determine attendance.

Family Choice

Erie 1 BOCES recognizes that some students and parents may not be comfortable reporting to the school building for in-person learning for a wide variety of reasons. These students will be provided with a distance learning program that is as seamless to in-person instruction as possible.

Families who choose not to send their student to school in the fall should complete the online application available at e1b.org/COVID. Erie 1 BOCES will consider requests for fully remote instruction in collaboration with the building principal, the home school component district and the family. Families are not required to commit to the remote learning online model for a predetermined amount of time and may choose to re-enter schools via the hybrid model at any time.

Technology Access

Teachers in Alternative Education and Special Education will use Google as the primary method to post assignments, communicate with students, create assessments and share information. Additional instructional tools are outlined in Appendix A at the bottom of this document.

Teachers in Career and Technical Education will use a mix between Google and Schoology to post assignments, communicate with students, create assessments, and share information.

Devices for students in Alternative Education and Special Education will be provided by Erie 1 BOCES when necessary. Students in Career and Technical Education will be expected to utilize a device provided by their component school district.

Erie 1 BOCES will survey students with respect to their access to high-speed internet connectivity and a reliable mobile device by utilizing our Blackboard Connect System that is linked to its Student Information Systems and employee databases. Those not responding to the survey will be provided information during the opening days of school/return to work. Building teachers and administrators will prioritize these conversations with students and families either in class or by phone and email.

Student connectivity should be addressed by the component school district of residence – Erie 1 BOCES will facilitate this process when necessary.

Students or parents who need technology support should first contact their assigned teacher. Additional resources can be found on Erie 1 BOCES website: e1b.org/COVID. If parents or students are still having difficulty after employing these resources, please email ISTech@e1b.org with details outlining your needs or issues.

Hybrid Learning Schedule in Career and Technical Education (CTE)

- CTE will follow the schedule of the participating component school whether it is remote, in-person or hybrid.
- Any day a student is In-Person with the Component District, they are In-Person with Erie 1 BOCES CTE.
- All career centers (Harkness, Kenton and Potter) will be open Monday – Friday to accommodate component district students and schedules.
- Occupational Education can follow traditional, five day/week schedule pending District/Parent approval.
- In-person instruction will focus on hands-on practical application of technical skills.
- Remote instruction will consist of various models which may include: teacher developed pre-recorded theory lessons, direct instructional links, supplemental instructional resources (online textbooks, YouTube educational videos, industry sponsor supporting learning platforms) that will allow for teachers to assess and evaluate student academic progress including completion of assignments.
- Districts will assign the specific days that their students will attend E1B CTE Centers (Exception: Occupational Education will run every day, Monday – Friday during mid-session).

CTE Student Example Schedule:

Example Component District Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
AA/BB	Group A (at Erie 1 BOCES) Group B (Remote Learning at Home)	Group A (at Erie 1 BOCES) Group B (Remote Learning at Home)	Remote Learning at Home	Group B (at Erie 1 BOCES) Group A (Remote Learning at Home)	Group B (at Erie 1 BOCES) Group A (Remote Learning at Home)
AB/AB	Group A (at Erie 1 BOCES) Group B (Remote Learning at Home)	Group B (at Erie 1 BOCES) Group A (Remote Learning at Home)	Remote Learning at Home	Group A (at Erie 1 BOCES) Group B (Remote Learning at Home)	Group B (at Erie 1 BOCES) Group A (Remote Learning at Home)
A/B	Group A (at Erie 1 BOCES) Group B (Remote Learning at Home)	Group B (at Erie 1 BOCES) Group A (Remote Learning at Home)	Group A (at Erie 1 BOCES) Group B (Remote Learning at Home)	Group B (at Erie 1 BOCES) Group A (Remote Learning at Home)	Group A (at Erie 1 BOCES) Group B (Remote Learning at Home)
Fully Remote	Erie 1 BOCES can offer a fully remote CTE program OR students can access the Career Centers based on an in-person schedule determined by the Component School and CTE Center.				

CTE Student Schedule for In-Person/Hybrid Learning:

Monday – Friday		
Year 2 Students	7:45– 10:00 am (Harkness/Kenton) 7:20 – 9:35 am (Potter)	Demonstration, Practical Application, Guided Practice
MID Session	10:00 – 12:15 pm (Harkness/Kenton) 9:35 – 12:00 pm (Potter)	Demonstration, Practical Application, Guided Practice
Year 1 Students	12:30 – 2:45 pm (Harkness/Kenton) 12:15 – 2:30 pm (Potter)	Demonstration, Practical Application, Guided Practice

Additional CTE Learning Supports and Assurances:

All Erie 1 BOCES CTE programs are NYS approved for integrated academic credit in the areas of Math, Science and ELA. When requested by the district, students will have the opportunity to receive a unit of credit for 3rd Math, 3rd Science and 4th ELA. 3.75 credits per year can be granted for each year of instruction for a total of 7.5 credits for program completion.

- E1B CTE Liaison and academic teachers will support students that need a deeper understanding of concepts.
- E1B ELA Teachers will host and post assignments for all CTE students to create online portfolios through Google Site. ELA teachers will provide pre-recorded videos and host daily Google meet rooms.
- E1B CTE work-based learning coordinators will develop online professional development workshops, virtual career fairs and other virtual sessions that will allow students to obtain CDOS hours.
- E1B School Counselor and School Social Workers will be available to assist any students who needs additional support.
- Parents and home school counselors will be made aware of individual student situations and concerns.
- E1B Administrators will provide daily office hours for teachers to check-in on student engagement, delivery of curriculum, and student concerns.

CTE Teacher Expectations for Learning Models:

- E1B CTE teachers will report to designated CTE Centers for both models. CTE centers are opening 5 days a week.
- Teachers will provide theory-based assignments virtually through the Google or Schoology platform in both models.
- In the Hybrid Model, teachers will provide of various models of instruction which may include: teacher developed pre-recorded theory lessons, direct instructional links, supplemental instructional resources (online textbooks, YouTube educational videos, industry sponsor supporting learning platforms) on a Google or Schoology Platform.
- In the Remote Model, teachers will provide live theory and demonstrations via Google Meet or Schoology and will upload recorded lessons along with instructional materials and assignments.
- Teachers will hold weekly office hours.
- Teachers will establish weekly lesson plans and assignments with clear instructions that can be followed on or off-site and will include assigned due dates.
- Create standards-aligned lessons that work toward mastery of the learning targets for instruction in a CTE shop, lab, adhering to health and safety recommendations.
- Provide resources for students to create evidence of their knowledge in a variety of formats to demonstrate mastery.
- Create customized learning pathways, where learning goals and objectives are linked to specific directions for completion.
- Ensure targets are being met to provide quality remote instruction which include regular check-ins with students on a daily/weekly/set interval.
- Teachers will commit to a response time for emails, discussion board posts, and submitted work as detailed below:
 - Email response within 24 hours or the next business day

- Discussion Board- 48 hours
- Submitted Work- 72 hours
- Establish remote classroom materials access for students and families.
- Provide guidance and ensure that all students are able to login to all systems that are a part of the class/course.
- Support students with technical issues related to online learning.

CTE Student Expectations for Learning Models:

- CTE students will report to designated CTE Centers on assigned days. Attendance at the center is of utmost importance for students to gain the practical skills required to gain mastery level competencies.
- Access theory-based assignments virtually through the Google or Schoology platform in both models.
- Complete assignments, reading, videos, lessons, etc. as assigned by teacher by due dates.
- When needed or directed, students will attend scheduled meeting(s) with teachers during office hours.
- Review weekly lesson plans on Monday to plan for week and ensure meeting assignment due dates.
- Communicate via email, phone, google or any other forms provided by teachers. Be responsive to teacher inquiry.
- Work with parents/guardians to access Parent Portal to monitor grades.
- Complete professional activities through the Erie 1 BOCES Work-Based Learning coordinators to prepare for career and future opportunities.

Hybrid Learning in Alternative Education and Special Education

- Students will rotate between in-person and remote learning (synchronous and asynchronous).
 - Erie 1 BOCES has adopted the following model: (AB Monday, Tuesday, Wednesday Remote, AB Thursday, Friday).
 - Erie 1 BOCES will work with participating school districts to designate student cohort groups (A or B for Special Education and Alternative Education Only).
- All classrooms will be reduced to 50% of the students present for in-person instruction at any time.
- K-2 and all Functional students in grades 3 -12 will be provided an iPad.
- Gr 3 – 12 will use Google. E1B will provide student devices on a 1:1 basis.

In Person / Hybrid Learning (A/B Student Rotations) for Alternative and Special Education Students

- The reopen plans for Alternative and Special Education emphasize:
- Students will be placed into cohorts with content certified teachers for the duration of the day for middle and high school academic students every other day.
- Students will rotate through their content specific classes and lessons virtually while remaining in the same physical location at school or from home on alternating days.
- Students will be provided additional instructional support by the classroom teacher and substantive interactions with other content area teachers through daily office hours.
- Specials and electives such as art, physical education, and music may be provided in person on alternating days.

Student Schedules for Alternative and Special Education Students

- Special education students in elementary grades or in functional life skill groupings K-12 will remain with their special class teacher (in reduced size groups) for all instruction through a combination of live and synchronous instruction on alternating days.
- On remote learning days students will also virtually access synchronous Art and PE instruction as well as certain related services provided via tele-therapy.
- Additionally, students will access computer based/ virtual instruction, practice and assessment activities in the reading series (e.g. Reading Street) and math series (e.g. Go Math).

Cohort Assignments for Alternative and Special Education Students

- Erie 1 BOCES will do its best to accommodate student and district schedules while taking into account the individual needs of our students.

Instructional Model for Alternative and Special Education Students

- Erie 1 BOCES will host its virtual classrooms at all grades and levels using the Google Classroom platform and will subscribe to the “I do, we do, you do” gradual release model for instruction. This model of explicit instruction lends itself to optimizing academic achievement for “at risk” special education and alternative education learners given present circumstances and scheduling needs.
- This approach to instruction will be employed in the mixed A/B scheduled hybrid model and easily rolled into a full distance learning model should schools be required to go on a full pause.

For “School Schedules” information specific to Alternative Education, Career and Technical Education or Special Education, refer to Appendix A.

Technology and Connectivity

Access

Erie 1 BOCES will survey all faculty, staff, and students, with respect to their access to high-speed internet connectivity and a reliable mobile device. The results will be used to inform next steps in providing access to the needed technologies for online learning, remote teaching, and remote work. Those not responding to the survey will be provided information during the opening days of school/return to work and building teachers and administrators will prioritize these conversations with students and families either in class or by phone and email.

Erie 1 BOCES is prepared to provide a mobile device as needed to each faculty member, staff member, and student who is not provided an appropriate device by their district of residence. Erie 1 BOCES maintains individual accounts for each full-year enrolled student, faculty, and staff member in multiple systems to facilitate online work, teaching, and learning. Student connectivity should be addressed by the component school district of residence – Erie 1 BOCES will facilitate this process when necessary.

Engagement Strategies and Online Learning

Over the past several months, Erie 1 BOCES has shifted instruction with the use of Google-based tools. This aligns better with most component school district modalities. We have capacity for asynchronous and

synchronous online learning in a variety of modalities as enabled by Google tools, and in concert with additional online learning supports, such as Freckle, GO Math, News 2 You, RAZ Plus, etc.

Asynchronous virtual learning occurs when students work independently on learning activities and assignments. Teachers provide lesson content through written materials and video presentations. Students show what they know by completing interactive learning activities, self-grading and teacher graded assessments, and teacher graded written work and projects.

Synchronous virtual learning occurs when students join an audio/video enabled meeting space at the same time. This space is greatly enhanced when the meeting space includes an interactive whiteboard, chat, and breakout rooms. This synchronous session may include whole group instruction led by the instructor and small group work amongst the learners. The structure of this session is similar to an in-person learning experience.

Teachers are provided professional learning opportunities to help them become adept at using online portfolios, authentic assessments, and immersive learning tasks through an online platform. In addition, Erie 1 BOCES technology integrators are on staff and available to support teachers and families adapt to multiple modalities of learnings.

For “Technology and Connectivity” information specific to Alternative Education, Career and Technical Education or Special Education, refer to Appendix A.

Teaching and Learning

Continuity of Learning

Erie 1 BOCES will ensure a continuity of learning and instruction for all of its students across Alternative Education, Career and Technical Education and Special Education. Continuity of learning will be guaranteed through each of its proposed instructional models including in-person, hybrid, and remote scenarios as outlined in the overall re-opening plan.

Alignment to New York State Learning Standards

The aforementioned continuity of instruction and learning plan incorporates alignment with all applicable NYS Learning Standards and Career and Technical Education Industry standards across its K-12 programming. Furthermore, Erie 1 BOCES has Professional Development and Technology plans established that provide a framework and overarching guidance in support of student instruction aligned to relevant NYS Learning Standards.

Teacher / Student Interaction

Erie 1 BOCES understands the importance of equity and access for all students and families whether the instruction is delivered in-person, hybrid or remotely. Further, Erie 1 BOCES understands that the relationship between a teacher and his or her students is critically important to the learning process and to the social-emotional well-being of students. As such, regular and substantive interaction between students whether delivered in-person, hybrid, or remotely is of the utmost importance. Administrators, faculty and staff will collaborate on a daily basis to ensure consistent, meaningful and rigorous learning opportunities

for all students. The delivery of instruction, whether in-person or remote, will continue to occur at scheduled times so as to provide consistency for students and teachers to interact and seek feedback.

Communicating with Teachers and Building Leaders

Communication between students, families and caregivers and teachers, principals and support staff is paramount. Information on ways to contact school staff is available on Erie 1 BOCES website (www.e1b.org) and at each individual and will be made available on school correspondence. In addition, communication is encouraged to occur via student learning platforms Google and/or Schoology and Parent Portal for Alternative Education and Career and Technical Education programs.

Attendance and Chronic Absenteeism

Erie 1 BOCES has in place a Student Attendance Policy to raise student achievement, ensure student safety and verify compliance with education laws. Parents and Guardians are expected to notify the district in the event of an absence or illness.

Whether in-person, remote or hybrid learning is occurring, all Erie 1 BOCES programs and services will continue to collect and report daily student attendance and engagement. Daily attendance will be recorded in the applicable student management system (eSchoolData for Alternative and Career and Technical Education and Frontline ESA for Special Education programs). Student attendance concerns will be communicated directly with the parent or guardian and school administration. Teachers will make documented contact with students and parents via email and/or phone calls. For students that are absent, missing for online virtual platforms or disengaged for more than 5 consecutive days will be considered chronically absent and referred to Student Support Team. In addition to communicating with students and families, Erie 1 BOCES' administrators will communicate chronic absenteeism concerns with CSE, guidance office and/or administration of component district. E1B will also provide attendance/engagement level letters as established in the Student Handbook (7 days, 15 days, 20 days).

Teacher and Principal Evaluation Systems

All Erie 1 BOCES teachers and principals are evaluated pursuant to its currently approved Annual Professional Performance Review (APPR) plan unless directed other by the New York State Department of Education.

Teacher Certification and Contracted Employees

All Erie 1 BOCES teachers, administrators, support staff and substitute teachers hold valid and appropriate teaching certification expect where otherwise allowable under the Commissioner's regulations. Contracted service providers, such as community-based organizations, will be trained and required to follow all health and safety guidelines as required by the New York State Department of Health. Further, these individuals will continue to follow Erie 1 BOCES' plans for instruction whether in-person, hybrid or remote.

For "Teaching and Learning" information specific to Alternative Education, Career and Technical Education or Special Education, refer to Appendix A.

Special Education

In accordance with the Individuals with Disabilities Education Act (IDEA), each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the component or home school district IEP team meets and works with the family to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allows the greatest access.

Erie 1 BOCES will provide special education programs and services in a manner which ensures the provision of a Free Appropriate Public Education (FAPE) for all enrolled students with a disability regardless of the mode of instructional delivery (i.e. in-person, hybrid, or remote). IEP implementation during in-person, remote or hybrid instruction will be delivered in a manner consistent with current NYSED Office of Special Education (OSE) guidance. Programs and related services will be delivered to the greatest extent possible in a manner that ensures the health and safety of students with disabilities and staff delivering services.

Parents and guardians will be given a variety of opportunities to provide feedback to each student's instructional team regarding their child's unique learning needs. Opportunities for meaningful engagement will be provided through telephone, email and other written communications provided in the parents preferred language or mode of communication.

Erie 1 BOCES will collaborate with representatives of its component school district's special education administrators through the regional Special Education Advisory Council. Collaborations will address general special education program and service delivery, progress monitoring and reporting. BOCES will collaborate directly with the Committees on Special Education (CSE) regarding the individual needs of enrolled students, delivery of IEP programs and services, necessary accommodations / modifications and specific or unique needs of students relative to health and safety under varied modes of instruction delivery including in-person, remote or hybrid.

Erie 1 BOCES will collaborate with each student's CSE to identify and address unique needs for necessary accommodation, modifications, supplementary aides and services and technology (including assistive technology) relative any specific mode of instruction necessary to ensure the health and safety of students and staff. BOCES will provide for each student's unique needs as identified in collaboration with the CSE and described in the IEP. BOCES will collaborate with enrolling districts concerning any necessary flexibility with respect to mode and /or manner; group or individual service sessions; specific group sizes for related services; frequency, duration or location of related services and special class ration sizes, as provided for in current OSE guidance in order to ensure the health and safety of students and staff.

Erie 1 BOCES will maintain individual instructional logs for each enrolled student identifying the mode of instructional delivery being employed, levels of student engagement, feedback and communication with parents and the CSE. Descriptions of programs, services and modes of delivery will be widely published through a variety of means including letters, web site, Blackboard telephone communications and emails. Information will be provided to families in their preferred language and mode of communication.

For “Special Education” information specific to Alternative Education, Career and Technical Education or Special Education, refer to Appendix A.

Bilingual Education and World Languages

Erie 1 BOCES supports Component School Districts through purchased FTE services under a COSER for English as a New Language (ENL) services. BOCES ENL services providers will follow all provisions of the contracting component district’s reopening plan regarding the provision of ENL and Bilingual educational services. All applicable guidelines will be followed with regard to the established timelines for the initial identification process for potential new English Language Learners (ELLs).

ENL services will be provided in the mode prescribed by the contracting District (in person, remote or hybrid) and at a level consistent with Part 154 Regulations and established guidelines regarding instructional units of study for ELLs based upon each student’s most recently measured level of English Language Proficiency.

The BOCES ENL provider will maintain regular communication with the parent/ guardian and other family members of each ELL to ensure that they are engaged in the ELLs instructional program. All communications will be provided in the families preferred language and mode of communication.

For “Bilingual and World Languages” information specific to Alternative Education, Career and Technical Education or Special Education, refer to Appendix A.

Appendix A

This section contains information specific to the schools and buildings that make up Alternative Education, Career and Technical Education and Special Education. This includes:

Harkness, Kenton and Potter Career and Technical Education Centers

EDGE Academy

Erie 1 BOCES Learning Center

Maryvale Work Readiness Academy

Northtowns Academy

Related Services

Twilight

West Seneca West Elementary

WNY Children's Psychiatric Center (WNYCPC)

Harkness, Kenton and Potter Career and Technical Education Centers

Student Arrival / Dismissal

- Students may not enter the building prior to 10 minutes before the start of each session.
- Designated loading and unloading zones will be provided with staggered building entry.
- Students enter through identified entry points at front of buildings.
- Student drivers will park in designated student parking area.
- Student drivers will be required to enter through the main entrance.
- Students report directly to shops/labs upon arrival.
- Dismissal will be staggered to avoid students congregating.
- Doors will be manually opened as students arrive.
- All students must wear a mask upon entry to the building.

Daily Health Screening

- Staff, students and families are asked to comply with a daily health screening *before* entering any school building. Screening questions will be sent to families through BlackBoard calls and text messages (where applicable).
- Upon entering the school building, students, staff and visitors may be subject to a temperature screening. Individuals with a temperature at or above 100°F or other signs/symptoms of COVID-19 will be immediately isolated and assessed by the school nurse or appointed designee.

Social Distancing / Facial Coverings

- Every attempt will be made to ensure students are socially distanced.
- Face coverings must be worn at all times expect when directed by a staff member or during designated mask breaks.

Building / Hallway Traffic / Signage

- Lockers will be available with safety measures in place.
- One-way direction during transitions.
- Congregating in hallways is not allowable.
- Masks will be worn at all times by students and staff except during designated mask breaks.

Common Areas / Shared Spaces

- Sanitizing stations will be placed throughout the building.
- Restrooms restricted to one student at a time.
- Water fountain will be disabled, but bottle filling stations will remain operable.
- Shared equipment and technology will be sanitized frequently throughout the day.

Health Office / COVID Isolation

- Each Center will have a designated COVID 19 isolation room.
- Symptomatic student(s) will be removed from shared spaces and placed in isolation room with appropriate PPE and supervision.
- Student will remain isolated until they can be transported home.
- School nurse will follow guidelines as directed by E1B's designated COVID-19 Coordinator, medical directors and appropriate DOH and CDC guidance.

Communication Protocols (Staff / Students / Families)

- School mailing will be sent to all students and families including directions for parents explaining setup/ access to online learning and access to parent portal.
- Teachers will contact students and detail learning expectations, including teacher contact information.
- Students will be provided guidance to ensure they can login to all systems that are a part of the class/course.
- Support will be provided to students with technical issues related to online learning.

Setting Learning Objectives

- All lesson will align to NYS and industry standards guide students to mastery of the learning targets for instruction in a CTE shop, lab, while adhering to health and safety recommendations.
- Teachers will provide resources for students to create evidence of their knowledge in a variety of formats to demonstrate mastery.
- Teachers will create customized learning pathways, where learning goals and objectives are linked to specific directions for completion.
- Students will be provided with additional time and support for assignments, activities, and assessments in consideration of the diverse home experiences for remote learning.

Delivery of Instruction

Erie 1 BOCES remains fully committed to of all component districts, students, and families by continuing to provide high quality instructional services to 100% of students in a meaningful way, while also adhering to the current standards for health and safety measures. All instructional models (in-person, hybrid, and remote) will consist of regular and substantive interactions between teachers and students.

In addition to the details included in Erie 1 BOCES' overall Reopening Plan, the below details reflect further guidance and expectations for the hybrid model of instruction:

Monday, Tuesday, Thursday, Friday

- Instruction will be provided to all in-person students.
- All necessary learning content and assignments will be made available to students by the classroom teacher in the applicable Learning Management System (e.g. Google or Schoology) or via hard copy prior to the start of the scheduled class time.
- All necessary student, parent, or partner school district communications (e.g. phone or email) will be responded to as appropriate within 24 hours.

Wednesday

- Instruction will be provided to all in-person students.
- Teachers will hold a minimum of 30 minutes of open and regularly scheduled office hours within the school day.
- All students and families must be made aware of office hour times and given advance opportunity to schedule a meeting time with the teacher.
- Additionally, a combination of both synchronous and asynchronous instruction (individual, group, and/or whole class) and support will occur remotely on Wednesday across all programs.

Attendance and Chronic Absenteeism

- Whether in-person, remote or hybrid models, attendance and engagement will be tracked daily.
- Attendance will be recorded in eSchool data.

- Teachers will make documented contact with students and parents via email and/or phone calls related, but not limited, to attendance and engagement concerns.
- Students that are absent, missing for online virtual platforms or disengaged for more than 5 consecutive days will be considered chronic and may be referred to Student Support Team.
- E1B Administrators will communicate chronic absenteeism concerns with the Committee on Special Education (CSE), guidance office and/or administration of component district.
- E1B will also provide attendance/engagement level letters based-on established notification windows / thresholds (7 days, 15 days, 20 days).

Student Pick-Up and Early Releases

- If being picked up, students must provide a note and follow early dismissal protocol.
- If a student has to be dismissed due to illness, the student will remain in the nurse's office or isolation room until transportation has arrived.

EDGE Academy

Student Arrival / Dismissal

- Arrival: Each district bus will exit their students one at a time. Students will be required to wear their masks as they enter the building and will remain 6 feet apart. Students will enter the gym and follow the signage until they reach the screening table.
- Dismissal: Students will be called for dismissal by district as their bus arrives. Students will exit their cohort room wearing their masks and social distance as they leave out of a separate exit door. Students will not be in contact with Twilight students that arrive as they will be entering through a separate doorway. They will not congregate outside for dismissal and will immediately get on the bus. Dismissal will be supervised by faculty and staff.

Daily Health Screening

- Staff, students and families are asked to comply with a daily health screening *before* entering any school building. Screening questions will be sent to families through BlackBoard calls and text messages (where applicable).
- Upon entering the school building, students, staff and visitors may be subject to a temperature screening. Individuals with a temperature at or above 100°F or other signs/symptoms of COVID-19 will be immediately isolated and assessed by the school nurse or appointed designee.

Social Distancing / Facial Coverings

- EDGE Academy's capacity will be reduced by 50% adhering to an A/B schedule and starting in a hybrid model. Students will be spaced 6' apart, be required to wear a face covering at all times and will have built in mask breaks provided. Cafeteria desks/tables will be spaced 6 feet apart and students can take their masks off while eating. Classroom desks and tables will be spaced 6 feet apart.

Building / Hallway Traffic / Signage

- Signage will be placed in highly visible areas around the building and on the floors to remind staff and students of proper hygiene and social distancing procedures and expectations.
- Hallway traffic will be extremely limited as students will be required to remain in their homeroom cohorts and use restrooms one at a time.

- Hallways will be supervised by aides.
- When students do need to move from their classrooms (e.g. for arrival and dismissal) the number of students in the hall will be limited to a small number of students.

Common Areas / Shared Spaces

- Use of common areas will be extremely limited and only used when necessary. Most students will remain in their cohorts in their homerooms.
- When common areas are utilized, such as the gymnasium, cafeteria, or library area, these common areas will be sanitized between groups following recommended CDC disinfecting guidelines.
- Hand Sanitation stations will be established throughout the common areas.
- Water stations – water fountains will be disabled but bottle filling stations will remain operable. Students will be encouraged to bring their own water bottles and disposable cups will be provided by the water filling stations.

Health Office / COVID Isolation

- A separate location will be equipped and maintained as an isolation area for potentially ill students and staff.
- The main health office will be used for well visits and distributing medicines on a daily basis.

Communication Protocols (Staff / Students / Families)

- Blackboard will be a primary tool in communication with parents and families through mass calls/texts/emails.
- Additional forms of communication will include the Erie 1 BOCES website, Google Classroom, as well as personal calls to parents and guardians.

Setting Learning Objectives

- Teaching staff will be responsible for implementing clear and meaningful learning objectives through their lesson planning. This objective will be stated at the beginning of instruction and during the “I do” component of the lesson.
- Teaching staff will provide supports to students for assignments, activities, and assessments.

Delivery of Instruction

Erie 1 BOCES remains fully committed to of all component districts, students, and families by continuing to provide high quality instructional services to 100% of students in a meaningful way, while also adhering to the current standards for health and safety measures. All instructional models (in-person, hybrid, and remote) will consist of regular and substantive interactions between teachers and students.

In addition to the details included in Erie 1 BOCES’ overall Reopening Plan, the below details reflect further guidance and expectations for the hybrid model of instruction:

Monday, Tuesday, Thursday, Friday

- Instruction will be provided to all in-person students.
- All necessary learning content and assignments will be made available to students by the classroom teacher in the applicable Learning Management System (e.g. Google or Schoology) or via hard copy prior to the start of the scheduled class time.
- All necessary student, parent, or partner school district communications (e.g. phone or email) will be responded to as appropriate within 24 hours.

Wednesday

- Instruction will be provided to all in-person students.
- Teachers will hold a minimum of 30 minutes of open and regularly scheduled office hours within the school day.
- All students and families must be made aware of office hour times and given advance opportunity to schedule a meeting time with the teacher.
- Additionally, a combination of both synchronous and asynchronous instruction (individual, group, and/or whole class) and support will occur remotely on Wednesday across all programs.

Erie 1 BOCES Learning Center

Student Arrival / Dismissal

- Students must remain on the buses until released by Learning Center staff/administration in order to maintain proper social distancing.
- Students will wear masks during this time. Once in the building students will have their temperatures checked, be screened and then report to homerooms.
- Flexible arrival and dismissal time will be communicated to districts.
- At the end of the day students will remain in their cohorts/homerooms until their bus is called to leave the building in socially distanced manner.

Daily Health Screening

- Staff, students and families are asked to comply with a daily health screening *before* entering any school building. Screening questions will be sent to families through BlackBoard calls and text messages (where applicable).
- Upon entering the school building, students, staff and visitors may be subject to a temperature screening. Individuals with a temperature at or above 100°F or other signs/symptoms of COVID-19 will be immediately isolated and assessed by the school nurse or appointed designee.

Social Distancing / Facial Coverings

- Building/program capacity will be reduced by 50% and adhere to an A/B schedule.
- Students will be spaced 6' apart, be required to wear a face covering and will have built in mask breaks provided.
- Classroom environments will be arranged to accommodate to the maximum extent possible to provide adequate spacing.

Building / Hallway Traffic/ Signage

- Signage has been placed in highly visible areas around the building to remind staff and students of proper hygiene and social distancing procedures and expectations.
- Hallway traffic will be extremely limited as students will be required to remain in their homeroom cohorts and use restrooms in the classroom.
- Students will have lunch in their homeroom.
- For students requiring toileting, this will be in a separate location in the locker room area in order for staff to assist.
- When classes do need to move from their classrooms (e.g. for arrival and dismissal or PE) the number of students in the hall will be limited to those in each cohort prior to another being released.

Common Areas/ Shared Spaces

- Use of common areas will be extremely limited and only used when necessary.
- Most students will remain in their cohorts in their homerooms.
- When common areas are utilized, such as the gymnasium, or library area, these common areas will be sanitized between groups following recommended disinfecting procedures.
- The cafeteria will be utilized to provide planning, lunch, and break time for staff. Tables will be spaced at least 6 feet apart and sanitation supplies provided.

Health Office / COVID Isolation

A separate location, adjacent to the Nurse's Office will be equipped and maintained as an isolation area for potentially ill students and staff.

Communication Protocols (Staff/Students/ Families)

Blackboard will be the primary tool used to communicate with parents and families through mass calls/texts/emails. Additional forms of communication will include the Erie 1 BOCES website, Google Classroom, and traditional forms of communication including personal calls to parents and guardians.

Setting Learning Objectives

- Teaching staff will be responsible for implementing clear and meaningful learning objectives through their lesson planning.
- Teachers will be required to maintain two weeks' worth of future lessons on their Google Classroom sites.
- Teachers will track engagement and performance of students. Progress will be reported to students/families weekly.
- Parents have the choice to be notified via email regarding all assignments/ learning objectives posted on Google Classrooms.
- Ongoing administration and monitoring of lessons, engagement logs, grades, and Google Meets.

Delivery of Instruction

Erie 1 BOCES remains fully committed to all component districts, students, and families by continuing to provide high quality instructional services to 100% of students in a meaningful way, while also adhering to the current standards for health and safety measures. All instructional models (in-person, hybrid, and remote) will consist of regular and substantive interactions between teachers and students.

In addition to the details included in Erie 1 BOCES' overall Reopening Plan, the below details reflect further guidance and expectations for the hybrid model of instruction:

Monday, Tuesday, Thursday, Friday

- Instruction will be provided to all in-person students.
- All necessary learning content and assignments will be made available to students by the classroom teacher in the applicable Learning Management System (e.g. Google or Schoology) or via hard copy prior to the start of the scheduled class time.
- All necessary student, parent, or partner school district communications (e.g. phone or email) will be responded to as appropriate within 24 hours.

Wednesday

- Instruction will be provided to all in-person students.

- Teachers will hold a minimum of 30 minutes of open and regularly scheduled office hours within the school day.
- All students and families must be made aware of office hour times and given advance opportunity to schedule a meeting time with the teacher.
- Additionally, a combination of both synchronous and asynchronous instruction (individual, group, and/or whole class) and support will occur remotely on Wednesday across all programs.

In-School Suspension

In order to maintain the ability to contact trace and communicate, for the foreseeable future, the Learning Center will only accept long-term suspended students that will be with us for a time of at least two weeks. The short-term suspension program will not operate at this time.

Related Services

Staff will be responsible for their assigned therapy space and sanitizing areas/materials between sessions.

Maryvale Work Readiness Academy (Binner Building)

Student Arrival / Dismissal

- Arrival: Busses will pull into the bus circle (behind Binner) and disembark only when staff is ready for them to. One bus at a time. Students must be wearing masks to disembark. Buses will not be allowed to drop off prior to 7:25 a.m. daily.
- Dismissal: Buses will be called over the PA system upon arrival. Students will be escorted by classroom staff to the cafetorium to line up for their busses (line up tape will be on the ground to ensure social distancing – six feet). Each student must be wearing a mask. Students will be released to their busses with six feet difference between them and classmates.

Daily Health Screening

- Staff, students and families are asked to comply with a daily health screening *before* entering any school building. Screening questions will be sent to families through BlackBoard calls and text messages (where applicable).
- Upon entering the school building, students, staff and visitors may be subject to a temperature screening. Individuals with a temperature at or above 100°F or other signs/symptoms of COVID-19 will be immediately isolated and assessed by the school nurse or appointed designee.

Social Distancing / Face Coverings

- Each area in the building that students frequent and gather will be separated by six feet to ensure that there is social distancing. Signage will be evident.
- Masks will be worn at all times and in all areas of the building by staff and students alike. Masks will be removed only during the designated mask breaks and lunch.
- Hand washing and hand sanitizers will be instructed and utilized whenever needed throughout the school day. No single use drinking fountains will be permitted; however, water bottle refill stations will be available.

Building / Hallway Traffic / Signage

- Upon walking through the hallways to enter any room in the program, students will keep six feet apart and will be escorted, at-all-times, by an E1B staff member. This includes all lavatory visits and related service sessions.
- Outside of each room there will be signage on the walls for practicing social distancing, proper hygiene, and six-foot markers will be visible on the floor for students to stand while socially distancing, prior to entering their classrooms as needed.
- Upon entering each classroom, the desks will be and remain six feet in distance from the next, to ensure student/staff safety.
- All surfaces will be cleaned daily and each time a new set of students/staff enter each room.
- Breakfast and lunches will be delivered to and eaten within students daily assigned classrooms.
- Students will attend PE classes physically and within a small cohort. PE will occur outside at this time, and in the gym when weather does not permit outside PE, to ensure social distancing.

Common Areas / Shared Spaces

- Lavatories: Students will enter the designated E1B Binner lavatories one student at a time. Staff will remind students to use good hygiene while using the facilities. If more than one student is waiting to use the lavatory, the designated adult with that student will help maintain six feet of distance from each person before entering the lav. The student lavatories to be used by E1B students are located next to room 179 and 281 – these are the only two lavatories that will be allowed to be used for students throughout the school day. Lavatories will be locked, and staff will carry a key and be responsible to open the door/close and lock the door for each student. Faculty bathrooms will remain locked as well.
- Hallways/Stairways: Students and staff will keep to the right side of the hallway at all times, when going to any rooms. Students and staff will use the right set of stairs from the first floor to get to the second floor - up. Students and staff will use the left set of stairs from the second floor to the first floor – down. Signage will be posted to direct traffic on stairwells. Staff must be with students at all times.
- Cafetorium: Upon arrival from busses, students will be escorted in and through daily screening by staff. There will be six feet in between each person in the cafetorium at all times. There will only be one entrance and exit door to/from the busses and then one entrance and exit door to the cafetorium from the hallway. Students who attend P.M. CTE at Harkness will follow the same procedures as dismissal. Students who enter Binner after their AM CTE session will be screened at the front door and then accompanied to the office to sign in, where a staff member will escort them to their next classroom. Students who attend mid-session CTE, will be escorted by staff to the main entrance at Binner for dismissal – staff will ensure that students remain six feet apart and will leave the building/enter the bus one student at a time. When weather permits, staff and students may wait outside.
- PE: When conducting PE class outside, the same door will be used at all times (same as entrance/exit to the bus loop. Social distancing will occur during PE at all times. Activities will not include any shared equipment. Any equipment assigned to an individual student per PE class period will be cleaned/sanitized before it is assigned to any other student.
- Student lockers will not be used at this time. Students will be able to keep their belongings in the classroom that they are assigned to.

Health Office / COVID Isolation

- The nurse's office will be moved to a suitable location where there is appropriate room and facilities to triage and maintain all sick students and house students awaiting pick up from their guardians. Room 171 is being considered.
- The nurse will have the assistance of a building Licensed Practical Nurse as needed to help with triage and maintaining students who are ill or exhibiting symptoms of COVID.
- The nurse will contact the school principal if it is deemed that a student has COVID-like symptoms and a determination will be made to contact guardians to pick up the student for further treatment by their personal physician.
- Parent/guardian will be contacted and will estimate what time their student will be picked up and the student will remain in the nurse's office until pick up. Upon arrival, the parent/guardian will be screened at the front door and then escorted to the office to pick up their child. Sign in and out will be required.
- If COVID symptoms are suspected, the school principal and nurse will contact E1B's COVID-19 Coordinator and Division Director and follow E1B protocol.
- Students/staff with COVID symptoms and potentially the virus will only be allowed back to school when documented in writing by their personal physician.

Communication Protocols (Staff / Students / Families)

- Prior to the start of school – phone calls, uploaded information to E1B's website, mailings home, virtual meetings, where appropriate, will be completed to update our educational stakeholders on building level plans to re-open.
- When school opens – if a student shows signs of illness when screened by our E1B nursing staff, an immediate phone call will be made to that student's caregiver to discuss the nurse's findings and suggestions.
- Students will receive information and classes/therapy sessions by their teachers/therapists at school 2-3 days per week, and online through Google Classroom 2-3 days per week.
- In the case of full remote learning – Students will transition to fully online classes/therapies through Google Classroom. They will have daily class sessions with their teachers/therapists through Google Classroom and office hours will continue for additional student assistance.
- Throughout full remote learning – Phone calls will be made home to all educational stakeholders with current information. E1B's website will also continue to provide relevant information for our families.

Setting Learning Objectives

- Learning objectives will remain based upon the NYS Common Core Curriculum, the NYS NYSAA Curriculum, and IEP Goals and Objectives for each student within the Maryvale E1B Work Readiness Program.
- Special attention will be made to create lessons/therapy sessions that include sensitivity and check-ins on social and emotional wellness for all students.

Delivery of Instruction

Erie 1 BOCES remains fully committed to of all component districts, students, and families by continuing to provide high quality instructional services to 100% of students in a meaningful way, while also adhering to the current standards for health and safety measures. All instructional models (in-person, hybrid, and remote) will consist of regular and substantive interactions between teachers and students.

In addition to the details included in Erie 1 BOCES' overall Reopening Plan, the below details reflect further guidance and expectations for the hybrid model of instruction:

Monday, Tuesday, Thursday, Friday

- Instruction will be provided to all in-person students.
- All necessary learning content and assignments will be made available to students by the classroom teacher in the applicable Learning Management System (e.g. Google or Schoology) or via hard copy prior to the start of the scheduled class time.
- All necessary student, parent, or partner school district communications (e.g. phone or email) will be responded to as appropriate within 24 hours.

Wednesday

- Instruction will be provided to all in-person students.
- Teachers will hold a minimum of 30 minutes of open and regularly scheduled office hours within the school day.
- All students and families must be made aware of office hour times and given advance opportunity to schedule a meeting time with the teacher.
- Additionally, a combination of both synchronous and asynchronous instruction (individual, group, and/or whole class) and support will occur remotely on Wednesday across all programs.

Northtowns Academy

Student Arrival / Dismissal

- Arrival: Staff member will allow one bus at a time to release students from bus and enter building. Students will stand on markers that are 6 feet apart within the entry and the front sidewalk.
- Dismissal: Buses will be called overhead as they arrive. One bus at a time will be called. Staff will be assigned throughout the hallway to ensure social distancing and direction to the bus.

Daily Health Screening

- Staff, students and families are asked to comply with a daily health screening *before* entering any school building. Screening questions will be sent to families through BlackBoard calls and text messages (where applicable).
- Upon entering the school building, students, staff and visitors may be subject to a temperature screening. Individuals with a temperature at or above 100°F or other signs/symptoms of COVID-19 will be immediately isolated and assessed by the school nurse or appointed designee.

Social Distancing / Face Coverings

- All staff and students will be required to wear masks and follow social distancing protocols throughout the school day except during designated mask breaks.
- Transitions to the bathroom will occur only if the hall is clear or social distancing can occur. Face masks must be worn. Staff must accompany student to the restroom. One student in the restroom at a time.
- Staff will retrieve breakfast and lunches for students.

Building / Hallway Traffic / Signage

- Building entrance doors will indicate entrance and exit doors. Students will be directed through main doors to designated areas by staff.
- Hallways will have “arrows” to indicate the traffic pattern. At the restrooms there will be signage to indicate appropriate social distancing.

Common Areas / Shared Spaces

- Breakfast and lunch foods for students will be retrieved by staff. They will retrieve the food at the scheduled time and bring it to the classrooms where students will eat. The cafeteria will have signage to indicate appropriate social distancing for staff as they wait for the food.
- Tables will be in the cafeteria. However, the use of the tables will be limited as food consumption is to occur in the classrooms. Tables in the cafeteria will have seating at appropriate social distances, only 2 per table.
- There will be designated rooms for teacher prep period use, student breaks and staff lunches. These areas will have signage for appropriate social distancing and have limits on number of people in the area at a time. Also, the area will be required to be sanitized prior to the individual leaving.

Health Office / COVID Isolation

- Health office will be used for those in need of the nurse’s services only. These services include but are not limited to, illness, injury, and medication distribution. The nurse and student/staff member will wear masks and PPE to ensure safety. Proper cleaning and sanitizing will occur after each interaction. The nurse will wear appropriate PPE.
- There will be appropriate social distancing measures between beds, chairs and standing areas.
- Restrooms within the nurse’s office will only be used in an emergency. They will be cleaned right after use.
- A COVID isolation area will be housed in Room 435. The room will house beds or chairs for individuals to be seated as they wait for their rides. There will be appropriate social distancing and the staff member overseeing this room will wear appropriate PPE.

Communication Protocols (Staff/Students/Families)

- Blackboard will be a primary tool in communication with parents and families through mass calls/texts/emails.
- Additional forms of communication will include the Erie 1 BOCES website, Google Classroom, as well as personal calls to parents and guardians.

Setting Learning Objectives

- Teachers will be expected to complete 2 weeks of lesson plans for their classes. Each will include the objective, procedure, assessment, NY state learning standards, IEP goals and closure for the lesson. Expectations should be clear for both in person and distance learning.

Delivery of Instruction

Erie 1 BOCES remains fully committed to of all component districts, students, and families by continuing to provide high quality instructional services to 100% of students in a meaningful way, while also adhering to the current standards for health and safety measures. All instructional models (in-person, hybrid, and remote) will consist of regular and substantive interactions between teachers and students.

In addition to the details included in Erie 1 BOCES' overall Reopening Plan, the below details reflect further guidance and expectations for the hybrid model of instruction:

Monday, Tuesday, Thursday, Friday

- Instruction will be provided to all in-person students.
- All necessary learning content and assignments will be made available to students by the classroom teacher in the applicable Learning Management System (e.g. Google or Schoology) or via hard copy prior to the start of the scheduled class time.
- All necessary student, parent, or partner school district communications (e.g. phone or email) will be responded to as appropriate within 24 hours.

Wednesday

- Instruction will be provided to all in-person students.
- Teachers will hold a minimum of 30 minutes of open and regularly scheduled office hours within the school day.
- All students and families must be made aware of office hour times and given advance opportunity to schedule a meeting time with the teacher.
- Additionally, a combination of both synchronous and asynchronous instruction (individual, group, and/or whole class) and support will occur remotely on Wednesday across all programs.

Related Services

Student Arrival / Dismissal

Related Service provider will refer to building specific plans.

Staff and Student Screening

Related Service provider will refer to building specific plans.

Social Distancing / Facial Coverings

Related Service provider will refer to building specific plans.

When working directly with a student(s), Related Services provider will ensure appropriate PPE and social distancing are utilized.

Building / Hallway Traffic/ Signage

Related Service provider will refer to building specific plans.

Common Areas/ Shared Spaces

Related Service provider will refer to building specific plans.

Health Office / COVID Isolation

Related Service provider will refer to building specific plans.

Communication Protocols (Staff/Students/ Families)

- Related Service provider will refer to building specific plans.

- Information specific to related services will be provided to families and students in student packets mailed home. This will include the plan for providing the service as well as what to expect the therapy to look like.
- Therapist will keep contact with families, education team and students regularly. This will be through email, virtual contact or by phone.

Setting Learning Objectives

Learning objectives of the session will be based on the student's Individual Education Plans and their goals. Therapists will determine how to best address these learning objectives both in person and virtually.

Twilight

Student Arrival / Dismissal

- Arrival: Students will be called off their individual buses one bus at a time. Students will be required to wear their masks as they enter the building. Students will remain 6 feet apart and wrap through the gym until they reach the screening table. Appropriate staff will take each student's temperature and ensure the health screening was taken prior to arrival. Students will report to the cafeteria until classrooms are sanitized.
- Dismissal: Students will be called for dismissal by individual district as their bus arrives. Students will exit their cohort room and leave out of a separate exit door. They will not congregate outside for dismissal. Students will remain socially distanced at all times and will wear masks. Dismissal will be supervised by an administrator, SRO, and school nurse. Students who drive to school will be dismissed first.

Daily Health Screening

- Staff, students and families are asked to comply with a daily health screening *before* entering any school building. Screening questions will be sent to families through BlackBoard calls and text messages (where applicable).
- Upon entering the school building, students, staff and visitors may be subject to a temperature screening. Individuals with a temperature at or above 100°F or other signs/symptoms of COVID-19 will be immediately isolated and assessed by the school nurse or appointed designee.

Social Distancing / Facial Coverings

- Twilight's capacity will be reduced by 50% adhering to an A/B schedule. Students will be spaced 6' apart, be required to wear a face covering and will have built-in mask breaks provided. Cafeteria desks/tables will be spaced 6 feet apart as well.
- Students who do not adhere to the mask policy or social distance requirements may be subject to disciplinary action.

Building / Hallway Traffic/ Signage

- Signage will be placed in highly visible areas around the building to remind staff and students of proper hygiene and social distancing procedures and expectations.
- Hallway traffic will be extremely limited as students will be required to remain in their homeroom cohorts and use restrooms one at a time.
- If a student requires health services, a call must be placed to the school nurse's office. A plan for student movement must be arranged with the nurse prior to sending student to the office.

Common Areas/ Shared Spaces

- Use of common areas will be extremely limited and used only when necessary. Most students will remain in their cohorts in their homerooms. When common areas are utilized, such as the gymnasium or cafeteria, these common areas will be sanitized between groups following disinfecting procedures.
- Hand Sanitizing stations will be established throughout common areas.
- Water Stations – water fountains will be disabled but bottle filling stations will remain operable.

Health Office / COVID Isolation

- A separate location will be equipped and maintained as an isolation area for potentially ill students and staff.

Communication Protocols (Staff/Students/ Families)

- Blackboard will be utilized as a primary tool in communication with parents and families through mass calls/texts/emails.
- Additional forms of communication will include the Erie 1 BOCES website, Google Classroom, as well as personal calls to parents and guardians.
- Support staff will be available for students with technical issues related to online learning.

Setting Learning Objectives

- Teachers will be responsible for implementing clear and meaningful learning objectives through their lesson planning.
- Teaching staff will provide supports to students for assignments, activities, and assessments.

Delivery of Instruction

Erie 1 BOCES remains fully committed to all component districts, students, and families by continuing to provide high quality instructional services to 100% of students in a meaningful way, while also adhering to the current standards for health and safety measures. All instructional models (in-person, hybrid, and remote) will consist of regular and substantive interactions between teachers and students.

In addition to the details included in Erie 1 BOCES' overall Reopening Plan, the below details reflect further guidance and expectations for the hybrid model of instruction:

Monday, Tuesday, Thursday, Friday

- Instruction will be provided to all in-person students.
- All necessary learning content and assignments will be made available to students by the classroom teacher in the applicable Learning Management System (e.g. Google or Schoology) or via hard copy prior to the start of the scheduled class time.
- All necessary student, parent, or partner school district communications (e.g. phone or email) will be responded to as appropriate within 24 hours.

Wednesday

- Instruction will be provided to all in-person students.
- Teachers will hold a minimum of 30 minutes of open and regularly scheduled office hours within the school day.
- All students and families must be made aware of office hour times and given advance opportunity to schedule a meeting time with the teacher.

- Additionally, a combination of both synchronous and asynchronous instruction (individual, group, and/or whole class) and support will occur remotely on Wednesday across all programs.

West Seneca West Elementary

Student Arrival / Dismissal

Parent Drop-Off: Parents will call the classroom when they are approaching the building. Parents will pull into the designated parent drop-off location and get in single file line with the other vehicles. A staff member from the program will get the student from the parent's vehicle and take them to their classroom while following directional signage, maintaining social distancing and wearing face masks.

Parent Pick-Up: Parents will call the classroom when they are approaching the building. Parents will pull into the designated parent drop-off location and get in single file line with the other vehicles. A staff member from the program will take the child out to the parent's vehicle while following directional signage, maintaining social distancing, and wearing face masks.

Unloading Buses: A staff member will be in the designated busing area. The staff member outside will communicate via walkie talkie to a staff member in the building as the buses come into the parking lot. The staff member in the building will alert the classroom teams via a Google Slide when the buses arrive. One staff member from the classroom will come to the bus to get their student while social distancing and wearing face masks. Staff members will take their student to the classroom while following directional signage, social distancing, and wearing face masks.

Loading Buses: A staff member will be in the designated busing area. The staff member outside will communicate via walkie talkie to a staff member in the building as the buses come into the parking lot. The staff member in the building will alert the classroom teams via a Google Slide when the buses arrive. One staff member from the classroom will bring the student to their bus while social distancing and wearing face masks.

Daily Health Screening

- Staff, students and families are asked to comply with a daily health screening *before* entering any school building. Screening questions will be sent to families through BlackBoard calls and text messages (where applicable).
- Upon entering the school building, students, staff and visitors may be subject to a temperature screening. Individuals with a temperature at or above 100°F or other signs/symptoms of COVID-19 will be immediately isolated and assessed by the school nurse or appointed designee.

Social Distancing / Facial Coverings

Building/program capacity will be reduced by 50% while adhering to an A/B schedule. Students will be spaced 6' apart, be required to wear a face covering and will have built in mask breaks provided.

Students who are not able to tolerate wearing the face masks will be monitored to determine function of adversity to a mask (anxiety, sensory needs, etc.). The behavior specialist, classroom team, parents, and CSE will determine a plan to address the issue whether it be environmental accommodations and/or desensitization lesson plans.

Students who are not able to social distance due to safety reasons, behavioral concerns, etc. will be monitored. The classroom team, behavior specialist, CSE, and administration will develop a plan to make necessary accommodations to ensure safety.

Building / Hallway Traffic / Signage

E1B at West Elementary will use signage and follow a traffic flow consistent with West Seneca West Elementary

Signage has been placed in highly visible areas around the building to remind staff and students of proper hygiene and social distancing procedures and expectations.

Hallway traffic will be extremely limited as students will be required to remain in their homeroom cohorts and use restrooms in the classroom.

For students requiring toileting, there will be student bathrooms dedicated to Erie 1 BOCES' students (1 boy, 1 girl). Students will go to the bathroom one-at-a-time while being monitored by a staff member to ensure cleanliness of both the student and bathroom.

When classes do need to move from their classrooms, for arrival and dismissal for example, the number of students in the hall will be limited to those in each cohort prior to another being released. While in the hallways, students will follow signage for the flow of traffic, maintain social distancing, and wear face masks.

Common Areas / Shared Spaces

E1B at West Elementary will use common area/shared space policies and protocols consistent with West Seneca West Elementary

Use of common areas will be extremely limited and only used when necessary. Students will remain in their cohorts in their homerooms except when they are traveling to therapy. Students will eat breakfast and lunch in their classrooms. A staff member will go to the cafeteria and bring meals back to the classroom. The staff member will maintain social distancing, follow traffic flow in the hallways, and wear a face mask.

For students requiring toileting, there will be student bathrooms dedicated to Erie 1 BOCES students (1 boy, 1 girl). Students will go to the bathroom one at a time while being monitored by a BOCES staff member to ensure cleanliness of both the student and bathroom.

PE will take place outside (weather dependent) and in the gym on Wednesdays. Music will be virtual and in the café on Wednesdays. Art will be virtual throughout the week. Each student will have their own set of art and music materials that will be managed with the special area teacher and classroom aides. Materials will be cleaned and sanitized between use by the classroom support staff.

When common areas are utilized, such as the gymnasium, cafeteria, or library area, these common areas will need to be sanitized between groups following disinfecting procedures.

Alternative Learning Center Room: Students will use the ALC room on a worst-case scenario basis. One student will be in the room with a staff member to monitor safety, while a second staff member is in the

hallway to assist, as needed. This room will be sanitized between students following recommended disinfecting procedures.

Health Office / COVID Isolation

Health Office (207A): The school nurse will be located in her office to respond to student illness and emergencies throughout the day. The nurse will continue to provide first aid as needed and administer medication to those identified students.

In the event a student needs to come to the nurse's office, the classroom team will contact the nurse via walkie-talkie, phone, or Microsoft Teams to state their concern. The nurse will assess the situation to determine if the student should come to be treated immediately. If the student needs to be seen immediately, the student will go to the nurse's office where they will socially distance and be assessed.

The nurse's office will be set up to maintain social distancing and meet the needs of one or two students at a time. Chairs and cots will be 6 feet apart and any extra staff will wait in a designated area in the hallway. Any materials and spaces used will be disinfected and sanitized between use.

COVID Isolation Room (211A): Students who exhibit symptoms of COVID-19 will go to the isolation room immediately following the nurse's assessment of the student. Students will socially distance and wear a face mask while waiting in this room for the parent/guardian to come pick them up. An LPN will be assigned to the room to monitor students as they wait for their parents. The nurse will monitor student's symptoms and alert the nurse of any significant changes in health. The LPN will follow the directives given by the RN and will not make their own clinical decisions in treatment of students within the room. Any materials and spaces used will be disinfected and sanitized between use.

The room will be set up to social distance. All chairs and/or cots will be 6 feet apart.

Communication Protocols (Staff / Students / Families)

Blackboard will be a primary tool in communication with parents and families through mass calls/texts/emails.

Additional forms of communication will include the Erie 1 BOCES website, Google Classroom, and traditional forms of communication including personal calls to parents and guardians.

A Parent Resource Google Classroom will be set-up with information, videos, trainings, and other materials to assist in distance learning. This site will also include resources for parents and families during the pandemic, including but not limited to food stamps, daycare assistance, contact information to Spectrum, etc. Parents will also have the opportunity to meet with administrators, team members, and various staff throughout the school year.

Communication with staff will remain consistent throughout the 20-21 school year. Staff will be involved in the development of and modifications to the reopening plan. Communication with staff will be done via Blackboard and email primarily; however, when personal phone calls are necessary, the administrator will contact staff via personal cell phones or text.

Setting Learning Objectives

Teaching staff will be responsible for reading and becoming familiar with all their assigned students' IEPs, behavior plans, treatment plans, etc. to ensure proper planning for the school year.

Teachers will conduct baseline assessments to determine students' reading, math and social skills levels to determine the most effective instructional approaches, both virtually and in-person. Teachers will use this data to develop materials, lesson plans, etc. to meet the needs of each student and optimize progress.

Teachers will continue to monitor student progress throughout the year. Teachers and therapists will bring any concerns to the attention of administration, therapists assigned to the student, behavior specialist, and/or parents. At this time, the team will determine if a team meeting is necessary to determine next steps and/or contact the home district with any concerns.

Teachers will reach out to each family to conduct an informal assessment of the following: academic and social progress at home during the closure, mask tolerance, newly developed behavior concerns, and/or acquisition of skills related to SL, OT, and PT. Teachers will use this information to proactively plan with their classroom team, administration, and behavior specialist to prevent any issues the first day and meet the needs of all students when they return.

Social workers will reach out to families of those student identified to gather information in regard to social emotional well-being. These students will have a proactive plan in place to make them feel safe and secure and school. Plans to gain rapport and re-establish routines will also be implemented within, but not limited to, the first week of school.

Delivery of Instruction

Erie 1 BOCES remains fully committed to of all component districts, students, and families by continuing to provide high quality instructional services to 100% of students in a meaningful way, while also adhering to the current standards for health and safety measures. All instructional models (in-person, hybrid, and remote) will consist of regular and substantive interactions between teachers and students.

In addition to the details included in Erie 1 BOCES' overall Reopening Plan, the below details reflect further guidance and expectations for the hybrid model of instruction:

Monday, Tuesday, Thursday, Friday

- Instruction will be provided to all in-person students.
- All necessary learning content and assignments will be made available to students by the classroom teacher in the applicable Learning Management System (e.g. Google or Schoology) or via hard copy prior to the start of the scheduled class time.
- All necessary student, parent, or partner school district communications (e.g. phone or email) will be responded to as appropriate within 24 hours.

Wednesday

- Instruction will be provided to all in-person students.
- Teachers will hold a minimum of 30 minutes of open and regularly scheduled office hours within the school day.
- All students and families must be made aware of office hour times and given advance opportunity to schedule a meeting time with the teacher.
- Additionally, a combination of both synchronous and asynchronous instruction (individual, group, and/or whole class) and support will occur remotely on Wednesday across all programs.

Chronic Absenteeism

Teachers will be expected to take attendance daily, whether in-person or virtual. Virtual attendance will be monitored by engagement with materials and assignments on the Google Classroom. Lack of engagement on days students are expected to engage virtual will be counted as an absence. Teachers will continue to use ESA to take daily attendance.

Teachers and administrators will use the following guidelines to respond to chronic absenteeism:

3 or more consecutive days of lack of engagement will result in a call to the parent from the nurse, teacher, or social worker. The call be for the purposes of checking in and verifying everything is ok.

5 or more consecutive days of lack of engagement and no contact with parents after several attempts will result in a referral to the Student Support Team and a letter from eSchool will also be generated and mailed home to the family.

10 or more consecutive days of lack of engagement and no contact with parents after several attempts will result in continuous consultation with the Student Support Team and notification to the home district.

20 days or more consecutive days of lack of engagement and no contact with parents after several attempts will result in continuous consultation with the Student Support Team, notification to the home district, and a call to CPS (if deemed appropriate).

Therapeutic Crisis Intervention (TCI)

Erie 1 BOCES staff will refrain from using TCI physical restraints at all cost. All staff will practice proactive strategies throughout the day to prevent crisis situations. If a situation escalates to a level in which the student is at high risk of hurting themselves or others, the classroom team will contact an administrator and/or the behavior specialist to complete an on-the-spot risk assessment to evaluate the safest response/intervention necessary.

The classroom team, behavior specialist, and administration to work with the parents and home district to identify and plan for any instances that may be difficult to manage and lead to unsafe situations. Behavior plans may be revised to meet the needs of the students under these conditions. The home district and parents will be provided with an updated behavior plan, if necessary.

Related Services

All related services sessions will take place in room 214, 214A, and 214B. One door will be designated as the entrance as the other door will be the exit. Any group mandates on the IEP will be carefully assessed to identify proper grouping to ensure compliance with safety guidelines of social distancing. Groups will be provided support where and when necessary to assist.

Classroom aides and personal aides will be responsible for dropping off and picking up students from related services sessions in room 214. The occupancy of the room will remain at 50% capacity. Staff will wait in the hallway to bring students in as the other students exit through the other door.

OT (214): Staff will designate a work area that is 6 feet apart from the other OT and PT working in the same room. The staff member will disinfect and sanitize work areas and materials between students.

PT (214): Staff will designate a work area that is 6 feet apart from the other OT and PT working in the same room. The staff member will disinfect and sanitize work areas and materials between students.

SLP (214A): Staff will designate a work area that is 6 feet apart from the other SLPs working in the same room. The staff member will disinfect and sanitize work areas and materials between students.

Social Work (214B): Staff will designate a work area that is 6 feet apart from any other social workers working in the same room. The staff member will disinfect and sanitize work areas and materials between students.

Supplies / Materials

Teachers will develop school supply lists. On this list, the teachers will differentiate between supplies needed for in-person learning and virtual learning. Therefore, one of these sets will stay at home while others come to school.

Shared materials (Art/Music/PE): Students will have their own totes to hold all of their materials for Art, Music, and PE. The classroom aides will work with the special area teachers to identify what materials are needed for each content area and fill a tote with all needed materials. These totes will be labeled with the students' name and contents.

Reinforcers/Sensory Items: Students will have their own personal reinforcers and sensory items. These items will NOT be shared and used for only specific students. Once preference assessments have been completed, a tote labelled with the students' name and contents will be filled.

Technology

All K-2 students will be provided an iPad. Parents/Guardians will sign an Acceptable Use Policy via the Student Code of Conduct. Parents may be provided a reminder daily via Blackboard to send in their child's dedicated device.

All 3-5 students will be provided with a laptop. Parents/Guardians will sign an Acceptable Use Policy via the Student Code of Conduct. Parents may be provided a reminder daily via Blackboard to send in their child's dedicated device.

While at school and engaged in, in-person sessions, students will receive training and support from teachers and other support staff on how to use the computer and navigate their Google Classroom.

WNY Children's Psychiatric Center (WNYCPC)

Student Arrival / Dismissal

- Students will exit the busses following appropriate social distancing measures. Students will enter the building by two separate entrances, with A-L entering door 2 and M-Z entering door 3.
- Upon entry, students will proceed through a screening area in a socially distanced manner. Floor markers and signage will be placed in screening areas to indicate entrance procedures.
- At dismissal, designated Erie 1 BOCES staff will relay information regarding arriving busses to classroom staff. Students will be dismissed in a staggered fashion, with succeeding busses announced after students have boarded the previous announced bus.

- Students will remain in their designated classrooms until such time they are called and released to their bus and/or pick up. Students will proceed to their bus, in a socially distanced manner.

Daily Health Screening

- Staff, students and families are asked to comply with a daily health screening *before* entering any school building. Screening questions will be sent to families through BlackBoard calls and text messages (where applicable).
- Upon entering the school building, students, staff and visitors may be subject to a temperature screening. Individuals with a temperature at or above 100°F or other signs/symptoms of COVID-19 will be immediately isolated and assessed by the school nurse or appointed designee.

Social Distancing

- Faculty and staff need to ensure at least six feet of distance between individuals unless safety or core function of the activity requires a shorter distance.
- Desks will be turned to face in the same direction (rather than facing each other), or students should sit on only one side of tables, spaced apart. (Under a social distancing scenario, classrooms should require 20 SF per student.)
- Students are not permitted to congregate, and must adhere to social distancing standards, while in the school building or on school grounds.
- All teachers and staff will reinforce student social distancing, proper handwashing and hygiene, respiratory hygiene and PPE compliance.
- All teachers and staff are to model social distancing behavior, proper PPE usage, respiratory hygiene, and proper handwashing procedures and hygiene.

Face Coverings

- Staff and students are expected to bring an acceptable face covering to school with them every day. If an individual arrives to work/school without a face covering, one will be provided.
- Face coverings may not be shared with any other individuals and should be safely stored away from others.
- Staff and students are required to wear acceptable face coverings at all times unless during designated mask breaks and as directed by a staff member. Exceptions to wearing masks will be made to those deemed necessary in line with DOH guidance (i.e. medical condition, disability, etc.).
- Face coverings must be properly worn, covering mouth and nose fully.
- Staff and students must wear acceptable face coverings at all times while in hallways and bathrooms.
- Face coverings may be removed only during eating lunch in a designated area.

Mask Breaks

- All mask breaks must be when the student is properly socially distanced at least six feet from other individuals in all directions.
 - Hand sanitizer or hand washing should take place prior to removing the mask and prior to replacing the mask.
 - Hands should not touch the face, nose, or mouth.
- Mask breaks can only occur when directed or permitted by a staff member or counselor.
- The duration of a mask break should be limited to approximately one minute or less.
- Mask breaks cannot be taken in hallways or lavatories under any circumstances.

- Students will be able to take a mask break while seated and eating lunch in their designated cafeteria area. Masks should be immediately put back on after a student has finished eating their lunch in their designated cafeteria area.

Building / Hallway Traffic / Signage

- Staff and students must remain socially distanced and separated by six feet while in hallways.
- Students will remain in class, unless directed and escorted by an Erie 1 BOCES staff member or a counselor.
- Staff and students must not congregate while in the hallways. Students will be directed to continue onto the location indicated on their schedule.
- Directional signage will denote hallway travel direction.
- Classroom doors and windows will remain open at most times, as appropriate.
- Teachers and/or teacher aides must be present near classroom doors to monitor hallway behavior.
- Students will be escorted while traveling between locations within the facility.
- Students will be escorted to and from the lavatories.
- Hallway travel will be one-way only for students while traveling in the facility. Signage will be present to indicate routes of travel.

Common Areas / Shared Spaces:

Guidance

- Each common area (cafeteria, entrances, reception area) will be equipped with the following health and safety supplies and PPE:
 - Hand sanitizer
 - Disinfectant wipes
 - Tissues
 - Additional face coverings
- Windows and doors should be open as much as possible while maintaining health and safety protocols.
- Appropriate social distancing will be maintained at all times.
- Reminders and signage will be used to reinforce appropriate social distance standards.

Cafeteria

- Each table will be equipped with red/green sanitation signs.
- Staff will be present at all times the cafeteria is in use by students.
- Students will be assigned to tables, with one student assigned per table.
- Prior to sitting, students will confirm that the table has been sanitized, as indicated that the signage on the table is green side up.
- Students may remove face coverings while eating.
- Once the student has eaten, they will replace their mask and place the sanitation sign red side up, indicating that the table needs to be sanitized.
- Once the student exits, staff will sanitize the table area (including the seat) and turn the sanitation sign green side up.

Recreation Area

- Students will access the recreation area only when accompanied by staff.
- Appropriate social distancing will be maintained at all times.

- All equipment will be sanitized prior to and following any use by staff or students.
- Treadmills are not permitted for use by either staff or students.

Health Office / COVID Isolation

- A separate designated area for those exhibiting COVID-19 symptoms has been established, with appropriate 6-foot social distance for those feeling ill.
- Students conducting routine visits to the nurse will be accompanied by program staff.
- Face coverings must be worn at all times.
- Appropriate PPE for the nurse is provided.
- All beds and chairs will be disinfected after use.

Communication Protocols (Staff/Students/ Families)

- Erie 1 BOCES will utilize several communication channels to inform parents, students, teachers, administrators, support staff and the community of general protocol and procedures with respect to the COVID-19 pandemic. These channels of communication include but are not limited to:
 - Email and text mass communication via BlackBoard Connect.
 - Erie 1 BOCES website (www.e1b.org/covid) is the primary repository for letters, documents, event headlines, frequently asked questions and general information.
- Google Classroom will be used by students to connect with faculty, staff and administration regarding their child's educational platform.
- Teachers will make effort to maintain daily contact with students and families to assist with questions of instruction and school related activities.

Setting Learning Objectives

- Teachers will establish weekly checklists with clear instructions for students across all instructional models, hybrid, remote or in-person.
- Teachers will create standard-aligned lessons that work toward mastery of the learning targets for instruction.
- Teachers will provide resources for students to create evidence of their knowledge in a variety of formats to demonstrate mastery.
- Teachers will create customized learning pathways, where learning goals and objectives are linked to specific directions for completion.
- Teachers will ensure targets are being met to provide quality remote instruction which include regular check-ins with students on a daily/weekly/set interval.
- Students will be provided with additional time and support for assignments, activities, and assessments in consideration of the diverse home experiences for both hybrid and remote learning.

Delivery of Instruction

Erie 1 BOCES remains fully committed to of all component districts, students, and families by continuing to provide high quality instructional services to 100% of students in a meaningful way, while also adhering to the current standards for health and safety measures. All instructional models (in-person, hybrid, and remote) will consist of regular and substantive interactions between teachers and students.

In addition to the details included in Erie 1 BOCES' overall Reopening Plan, the below details reflect further guidance and expectations for the hybrid model of instruction:

Monday, Tuesday, Thursday, Friday

- Instruction will be provided to all in-person students.

- All necessary learning content and assignments will be made available to students by the classroom teacher in the applicable Learning Management System (e.g. Google or Schoology) or via hard copy prior to the start of the scheduled class time.
- All necessary student, parent, or partner school district communications (e.g. phone or email) will be responded to as appropriate within 24 hours.

Wednesday

- Instruction will be provided to all in-person students.
- Teachers will hold a minimum of 30 minutes of open and regularly scheduled office hours within the school day.
- All students and families must be made aware of office hour times and given advance opportunity to schedule a meeting time with the teacher.
- Additionally, a combination of both synchronous and asynchronous instruction (individual, group, and/or whole class) and support will occur remotely on Wednesday across all programs.

Classroom Considerations

- Classroom materials will not be shared between students and/or staff members.
 - Students will be required to supply their own materials on a daily basis.
 - Materials such as, headphones, calculators, etc., will be assigned to students for use in the classroom.
 - Individual storage bins will be provided to store personal student materials and headphones.
 - Additional materials such as pencils, pens, markers, paper will be available for students in need. Consumable materials will not be returned.
- Food, teacher rewards, and other shared items are prohibited.
- Desks will be placed in rows all facing the same direction and students will be seated 6 feet apart from others.
- Students will be assigned to a desk for use throughout the day when in the classroom.
- Unneeded furniture will be removed in order to maximize space for student desks.
- Windows and doors should be open as much as possible while maintaining health and safety protocols.
- Each classroom will be equipped with the following health and safety supplies and PPE:
 - Hand sanitizer
 - Disinfectant wipes
 - Tissues
 - Additional face coverings

Training (Staff/Students)

Staff Training Considerations

- Social Distancing practices and guidelines.
- Understanding floor and wall signage markers so that they understand the floor markers indicated an approximate distance.
- Appropriate use of PPE materials and face coverings (donning, doffing, cleaning, and disposal).
- Scheduling face covering breaks.
- Healthy Hygiene (Hand Washing, Respiratory Hygiene).
- Health Screening Procedures.
- Monitoring student symptoms.

Student Training Considerations

- Social Distancing practices and guidelines.
- Understanding floor and wall signage markers so that they understand the floor markers indicated an approximate distance.
- Appropriate use of PPE materials and face coverings (donning, doffing, cleaning, and disposal).
- Expectations for wearing face coverings.
- Understanding of mask break protocol.
- Healthy Hygiene (Hand Washing, Respiratory Hygiene).
- Health Screening Procedures.
- A variety of modalities of training will be utilized: in person, videos, signage, etc.

**Use this form to report the following COVID-19 related circumstances in your building.
This information is necessary for Directors and the COVID-19 Safety Officer to determine next steps.**

Staff Student Name of Person Filling Out this Form _____

Division (ALT, CTE, SPED, WFD) _____ Today's Date _____

Student / Staff Name _____

School / Building _____

Grade Level _____

DOB _____

Background Information (Use this space to outline pertinent details.) _____

Who Was Notified (e.g. District, Parent)?

1. _____ Date / Time _____

2. _____ Date / Time _____

3. _____ Date / Time _____

Symptoms Identified During Health Screening Process at School

- Description of symptoms: _____

- Date of onset of symptoms: _____
- Who reported the symptoms? _____
- Last day in building prior to this date: _____
- What precautions were taken on last day in building prior to this screening? _____

- Is anyone in the household symptomatic or had a positive COVID test? (If so, when was the test, are they quarantined and for how long?) _____
- Have they been in contact with anyone who has been suspected of having or tested positive for COVID-19? _____

- Possible close or proximate contacts during last date of attendance: _____

- Who supplied this information and when? (e.g. staff, parent / guardian / student) _____

Symptoms Developed at Home and DID NOT Report to School / Building

- Date student / staff was last in the building: _____
- Date of onset of symptoms: _____
- Description of symptoms: _____
- Precautions taken in school prior to being symptomatic (e.g. social distancing, masks): _____

- Is anyone in the household symptomatic or had a positive COVID test? (If so, when was the test, are they quarantined and for how long?): _____

- Have they been in contact with anyone who has been suspected of having or tested positive for COVID-19? _____
- Identify possible close or proximate contacts during last date of attendance: _____

- Who supplied this information and when? (e.g. staff, parent / guardian / student): _____

Symptoms Developed While at School

- Description of symptoms: _____

- What time did symptoms develop? _____
- Date of onset of symptoms: _____
- What precautions were used during the day? _____

- What was last date of student attendance prior to this day? _____

- Is anyone in the household symptomatic or had a positive COVID test? (If so, when was the test and are they on quarantine and for how long?) _____

- Have they been in contact with anyone who has been suspected of having or tested positive for COVID-19? _____
- Possible close/proximate contacts today: _____

- Who supplied this information? (e.g. staff, parent / guardian / student) _____

Confirmed COVID-19 Case, Close Contact or Active Quarantine

Had a Confirmed COVID-19 Case in the Past 14 Days

- Date of test: _____
- Proof of test received: _____
- Date symptoms onset: _____
- Have individuals in household been quarantined? _____

Close Contact within 14 Days (Student / Staff has Been in Close / Proximate Contact with Someone who has a Confirmed Case of or Experienced Symptoms of COVID-19)

- Relationship to confirmed or suspected individual: _____
- Description of contact (where, when and for how long were individuals together?): _____

- Date infected individual became symptomatic and description of symptoms: _____

- Date of confirmed COVID test for (if applicable): _____

Active Quarantine (Staff / Student is Currently Subject to an Active Quarantine)

- Reason for quarantine (ex. symptoms, contact with infected individual): _____

- Date quarantine initiated: _____
- How or by whom was the quarantine initiated? (ex: DOH) _____

- Has the Individual been contacted by the DOH and identified as a close contact? (If so, when?)

- Date quarantine is scheduled to end / date to return to school: _____
- Is the staff / student symptomatic? (If so, what symptoms, when was onset, and are symptoms improving?) _____

- Did the staff / student get a COVID-19 Test? Results? _____

Restricted Travel
Student/Staff Traveled to Restricted Area Within Past 14 Days

- To where did the individual travel? _____
- Reason for visit: _____
- Length of time in restricted area: _____
- Date returned from trip: _____
- Is the individual symptomatic? _____

Internal Use Only

Person Filling Out this Form: _____

Was the ECDOH Notified? _____ Who was contacted? _____

Date/Time _____ by Whom: _____

ECDOH Recommendations _____

COVID-19 Safety Officer Recommendations _____

Do we need to notify close contacts, staff, parents? _____

Next Steps _____

