

# Ellicottville Central School

## Pandemic Continuity of Education Handbook

COVID-19, Spring 2020 Edition

Updated April 20, 2020



A Guide for Students, Parents and Teachers



**Ellicottville Central School District**  
COVID-19 Handbook

**This blank page is for you to make notes**



# ELLICOTTVILLE

## Central School

5873 Route 219 • Ellicottville NY 14731

District: 716.699.2368 • MS/HS:716.699.2316 • Elementary 716.699.2318

[www.eville.wnyric.org](http://www.eville.wnyric.org)

April 24, 2020

Dear Ellicottville Central School Community,

The COVID-19 Pandemic has certainly turned the world around us upside down and changed our daily way of life in so many ways. Social distancing has taken the place of social gatherings. Working from home means no more commuting to work. Celebrating events through social media and the internet has become the norm in place of parties. And, while the pandemic has forced the long-term closure of schools and homebound instruction has replaced face to face instruction; the faculty, staff, administration and Board of Education remain committed to provide a strong continuity of education to the students of ECS. Teachers have been preparing instructional materials to be sent home. Students and parents have diligently and patiently waited to accept delivery and/or pick up of these materials. Meals are being prepared and delivered / picked up each week. And, the School is constantly looking for ways to improve under these circumstances.

The Pandemic Continuity of Education Handbook: COVID-19, Spring 2020 Edition has been created to provide clear and consistent information for students, parents and teachers. In the handbook, you will find a wide array of important information including, but not limited to:

- The responsibilities of various groups
- Instructional expectations
- Directions for returning work
- Grading
- Information on NYS Assessments (including Regents Exams)
- Communication
- Instructions for receiving student meals
- Tips for communication with children
- Guidelines for mental health
- A timeline and instructions for delivery of work

If you have any questions after reviewing the information in the handbook, do not hesitate to ask a teacher who may be in contact with your child/children, or feel free to contact the school to leave a message. We will work to make sure the correct person gets in touch with you. The two best ways to contact the school are:

**COVID-19 direct phone line: 716-699-6052 OR COVID-19 e-mail: [covid19@eville.wnyric.org](mailto:covid19@eville.wnyric.org)**

Please note that as we are publishing this handbook, there are still so many questions that need to be answered across New York State. **For example, while we know that all schools in the State are closed until May 15<sup>th</sup>**, we do not know if that date will be extended. As we learn about changes, we will be sure to keep you informed. Robo-calls, postings to the school website, updates on the Facebook page at Ellicottville Central School District (<https://m.facebook.com/Ellicottville-Central-School-District-103028054671383/>), and letters via US Mail will all be used to keep you informed. Information is being released at a quick pace; in fact new information may become available between the printing and delivery of this Handbook. In the meantime, we cannot wait for all the information; we need to maintain and plan for the continuity of education for our students. **And, while the Handbook contains dates and plans well past May 15<sup>th</sup>, they are for planning purposes. If something changes, we will let you know.**

The COVID-19 has certainly tested all of us. But, I know that ECS is a strong community. The support, understanding and patience parents have shown is simply amazing. The District will continue to work closely with you throughout this closure to ensure that we meet the needs of all children during this history changing experience. Together, we will not only work through this challenge, we will emerge a stronger community. This pandemic may, indeed, test us, but... **it will not define or break us!**

Stay safe and healthy!

Robert Miller  
Superintendent



### **ECS HOME BASED LEARNING GUIDELINES**

During periods of extended school closure, **Ellicottville Central School District** will ensure a continuity of learning through home-based curriculum designed to provide meaningful learning opportunities for our students.

Our goal is to maintain positive relationships and a sense of “school” while supporting the social and emotional needs of our students during the pandemic.

Through these efforts, ECS will provide instruction utilizing a variety of digital platforms as well as hard copy instructional packets to ensure equal access for all students. Routine communication will occur between classroom teachers and students/families to provide educational support as needed and/or until a return to campus is possible.

#### **Teacher Roles and Responsibilities**

- Provide instruction (new content and enrichment) and support all student learning via digital platforms and/or through hard copy packets.
- Provide routine (weekly) communication with students and families to provide academic support and feedback.
- Respond to student/parent questions/concerns in a timely manner.
- Fairly monitor progress and provide feedback as appropriate or as the situation allows.

#### **Student Roles and Responsibilities**

- Complete and submit new content and/or enrichment activities as provided by classroom teachers.
- Engage and participate with the classroom teacher and/or class peers through a variety of methods (online or via telephone) to promote a continuity of learning.
- Respond to ECS attempts to communicate and “check in.”
- Monitor school-related news outlets such as the school website, newsletter, Facebook page, and school email.
- Remain physically active outside the expectations from your PE teachers. Get outside / exercise whenever possible!
- Keep an open mind about what constitutes learning during this time away from school. This is an opportunity to pursue hobbies and skills at home, growing in ways we cannot replicate at school.

#### **Family Roles and Responsibilities**

- Provide a safe, supportive and nurturing environment that promotes student growth and learning.
- Provide a quiet place / time for children to work free from distractions.
- Remind students to remain balanced in their daily activities, such as spending time on school work, physical activity, leisure time, reading and family time. A daily schedule assigning hours to each of these expectations may help keep children active and productive.



**Ellicottville Central School District**  
COVID-19 Handbook

- Communicate with teachers, administrators and other staff as it pertains to the educational program and well-being of their child/children, especially in the event of concerns.
- Encourage students to put forth their best effort with attention to detail on school assignments.
- If a student is frustrated, remind him/her that deadlines are flexible and teachers are understanding during this time. Offer to assist communicating with his/her teacher if that would be helpful.

### **Administration Roles and Responsibilities**

- Provide timely updates from the CDC<sup>1</sup>, NYS Department of Health<sup>2</sup>, Governor Cuomo's Office<sup>3</sup> and the NYS Education Department<sup>4</sup> as it relates to and impacts the educational process.
- Respond and oversee the ECS COVID-19 Hotline and e-mail. The phone number and e-mail are monitored by ECS administration and are good methods to ask school-related questions during the COVID school closure. Please leave a message and appropriate ECS personnel will get back to you as soon as possible.
  - **Phone line = 716-699-6052**
  - **E-mail = covid19@eville.wnyric.org**
- Coordinate and oversee the home-based instructional program.
- Utilize multiple platforms to communicate district updates including but not limited to the: District Facebook page, school district website, email and/or robo-calls.
- Support the well-being of students, families, and staff during this time of uncertainty.

### **INSTRUCTIONAL EXPECTATIONS**

Home based learning will continue to be aligned to NYS Common Core/Next Generation Standards during extended closure periods. Key content will focus on learning standards relevant to each grade level. Instruction may be modified or adjusted as appropriate to maintain student mastery of previously learned skills and/or when introducing new content. Below are listed guidelines for ECS students during home-based learning.

---

<sup>1</sup> <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

<sup>2</sup> <https://coronavirus.health.ny.gov/home>

<sup>3</sup> <https://www.governor.ny.gov/>

• <sup>4</sup> <http://www.nysed.gov/coronavirus>



**Summary of General Instructional Time Expectations**

<b>Grade</b>	The times in this chart are based upon guidance from NYSED for Homebound Instruction.	<b>Notes</b>
Pre-K*	45 Minutes	
K-2*	60 Minutes per day	
3*	80 Minutes per day	<ul style="list-style-type: none"> <li>• Average of 4 lessons per day</li> <li>• 20 minutes per lesson</li> </ul>
4-5*	100 Minutes per day	<ul style="list-style-type: none"> <li>• Average of 5 lessons per day</li> <li>• 20 minutes per lesson</li> </ul>
6-8**	120 - 160 Minutes per day	<ul style="list-style-type: none"> <li>• 6 - 8 lessons per day depending on a student's schedule</li> <li>• 20 minutes per lesson</li> </ul>
9-12**	Approx. 180 Minutes per day	<ul style="list-style-type: none"> <li>• Average of 30 minutes per lesson</li> </ul>
Dual Enrollment Classes**		<ul style="list-style-type: none"> <li>• These classes may require additional time as determined by college requirements and teacher</li> </ul>
<b>Please note: These times include BOTH instruction (teacher lesson) and student work and represent a daily average</b>		

\* Incorporating “play” in home-based learning.

Some of the most authentic learning experiences for young children are through play. Play-based learning can provide excellent opportunities for children to develop their social, emotional, cognitive, speech and language skills. Below are ways to encourage and incorporate play-based activities while your child is at home.

- Turn off all electronic/technology-based devices.
- Get outside and explore if possible.
- Allow your child to take the lead and find things he/she is interested in.
- Have conversations about the activity, ask questions, encourage the child to problem solve and/or make inferences while engaged in play.
- Provide hands on materials for your child to make play-based learning more interactive and engaging. Utilizing materials (i.e. arts and crafts, outdoor items) to create a finished product provides a wonderful way to re-visit past learning and make meaningful connections for future learning.
- Have fun, get messy and enjoy time together with your child!

\*\* Academic Engagement per school day (M-F) for students in grade 6-12 may vary from day to day.

- a. We believe a typical, healthy week day of home learning for GR 6-12 via ECS home instruction should include academic engagement.
- b. There may be some days where a student will work less than the times indicated above, and that is OK. It just should not be the daily norm.
- c. Some days may include additional time to complete school work, especially for high school students taking upper level classes that have continued with new content.
- d. Students taking college-level coursework may experience the need to spend more than the indicated amounts of school work per day.
- e. Some days may include less in the way of assignments or school work, and that is OK. On days when things aren't due or if you aren't sure what to work on, focus on keeping your mind engaged. Online libraries are eliminating fees and due dates, so read a book! Go for a walk: a long-forgotten, stress-reducing physical activity. Engage in something that keeps your mind active and refreshed.



## Submitting / Turning-In Assignments

- PreK-6: Printed learning packets will be distributed to students in grades PreK–6. Assignments can be submitted in the following ways:
  - If possible, a parent may choose to capture a picture of student work and email/scan it to the classroom teacher.
  - Return hard copy packets for review and grading. Completed work should be kept in the envelope in which delivered and returned when the “next” set of homework is dropped off or otherwise directed by the teacher.
- Grade 7-12: While digital/electronic submission is the preference, we realize that this is not possible for everyone. In light of this, any of the following methods may be used:
  - Schoology, the most common online platform used by ECS teachers, has clear methods of turning in digital coursework. This is much like uploading a file to an email or website. Please keep in mind the school wi-fi can be accessed by pulling up in front of the school. This is a good way for students to upload files / work. Students should also keep a copy of the file on their computer.
  - Some teachers are accepting written assignments via a photo submitted through REMIND or other similar app provided by the teacher. This is an excellent method for families with no or unreliable internet service.
  - If all else fails, digital copies of completed assignments should be stored on a laptop hard drive and a copy then submitted on a flash drive / memory stick. If possible it is also suggested that the assignment be printed and saved in case the technology fails.
  - **If a student is submitting work on the memory stick, he/she MUST put all their work in one folder on the memory stick. The folder MUST be named as follows: 1Last Name-First Name. For example, if a student is named John Doe, his folder would be named 1Doe-John.**
  - Please note: When submitting assignments on flash drives / memory sticks or via paper copy, there may be a delay between completion of the assignment and grading / feedback on the assignment.

## COMMUNICATION

- PreK-6: Classroom teachers will communicate at least two times per week via online platforms or telephone to provide academic support and feedback. Please feel free to reach out to your teachers and/or administration through email or telephone if you need additional support. All staff email includes the person’s first initial and full last name with the ending of @eville.wnyric.org. For example, Maren Bush, principal, would be [mbush@eville.wnyric.org](mailto:mbush@eville.wnyric.org). Please do not hesitate to reach out if you need assistance of any kind.
- Grades 7-12: Each classroom teacher should touch base with you one time per week. This communication can be in different forms such as: e-mail, a phone call, a school platform such as Schoology or an app such as Remind. It is important that we maintain communication with students.
  - When we check-in on you, please don’t just tell us everything is OK to be polite. If you need something, let us know!
  - If you need help or in some way you are not receiving the services or materials you require to be successful with the assignments coming your way, please let someone know.



## Ellicottville Central School District

### COVID-19 Handbook

- In addition to your teachers Mr. LaCroix ([dlacroix@eville.wnyric.org](mailto:dlacroix@eville.wnyric.org)) and Mrs. Eddy ([teddy@eville.wnyric.org](mailto:teddy@eville.wnyric.org)) are available via email, as is Mr. Ploetz ([eploetz@eville.wnyric.org](mailto:eploetz@eville.wnyric.org)).

**And... don't forget about the direct phone line and e-mail:** If necessary you may leave a message for a specific teacher who will then get back to you. Use one of the methods below to reach school. Please leave your name, number, and who you are trying to reach.

- **The direct number to leave a message is 716-699-6052.**
- **The direct e-mail to ensure you reach the school is [covid19@eville.wnyric.org](mailto:covid19@eville.wnyric.org)**

### **How to Stay Up to Date with work and contact teachers:**

Please use this reference chart to determine how to communicate with your teacher(s) during school closure:

Course/ Teacher Name	Primary Management System (i.e., the main platform by which assignments are delivered)	Secondary Management Platforms (other apps, software or platforms in use)	Preferred Method of Assignment Submission (how to turn in assignments)	Preferred Method of Communication (for student questions or general student check-ins)
Prek-6 <sup>th</sup> Grade	Paper Packets	Classtag	Return of papers	Classtag / Phone calls / e-mails
Grades 7-12	Memory Sticks to all students	Schoology, school website, Remind app, Microsoft Office 365	Digital Submission when possible, otherwise return of papers and/or memory sticks	Remind messages, e-mail or phone calls

### **TECHNOLOGICAL EXPECTATIONS**

Access to technology varies from household to household. Keeping this in mind, all students will be provided with hard copy resources (either paper packets or memory sticks). Online instruction will be utilized as a supplemental resource for learning. Teachers are currently utilizing the following programs to provide resources, communicate with students and/or deliver instruction:

Zoom*	Classtag	ECS Email
Scholastic Learn @ Home	Scholastic Study Jams	Mystery Science
Brain Pop/Brain Pop Jr.	Spelling City	Xtra Math
Study Island	Time for Kids	Storyline Online
NatGeo Kids	Reading Eggs	Math Seeds
Schoology	REMIND	Quizlet
ECS Teacher Websites	USB Drives	Quizzizz
Microsoft Office 365		

*\*At the writing of this manual, Zoom use has been suspended while we research the appropriateness and safety of video conferencing with students (individual and group) over the internet.*



## **GRADING POLICIES & STATE ASSESSMENT INFORMATION**

### **Marking Period Dates:**

- The 3<sup>rd</sup> marking period will officially end on Friday, April 17<sup>th</sup>. (Students may still be allowed to turn work in after this date as outlined below through May 11<sup>th</sup> – See below).
- The 4<sup>th</sup> marking period will officially begin on Monday, April 20<sup>th</sup>.
- The 4<sup>th</sup> marking period will be new instruction and grades will have to be recorded.
- Some classes / grade levels may fluctuate, at most, a day or two from these dates.

### **Grading for PreK-5<sup>th</sup> Grade:**

- **3<sup>rd</sup> Marking Period:** Students will earn a grade based on their progress up to the date of the school closure (3/13). Understanding that a child may not have had an opportunity to turn in all work prior to the closure, these grades reflect only what the child completed/submitted/demonstrated. **The work that was issued between March 16<sup>th</sup> and April 16<sup>th</sup> will not be graded or influence a student's 3<sup>rd</sup> Quarter grade.** This work is considered instructional review, supplemental and enrichment. It allowed students to stay connected to their work, brush up on skills and work through connecting with teachers/the school remotely. Students should retain work completed in the folder it was delivered in so the teacher may review at a later point in time for feedback purposes.
- **4<sup>th</sup> Marking Period:** Students will be expected to attempt to complete all assignments to the best of their ability.
- **Grading Key for 3<sup>rd</sup> and 4<sup>th</sup> marking periods for grades PreK-2**
  - 4 = Exceeds Grade Level Expectations . This will be given to students that excel on the assignments that were / are provided.
  - 3 = Meets Grade Level Expectations. This will be given to students that legitimately attempt the majority of the work that is provided. This grade provides for an emphasis on effort. *It encourages students to work diligently on their assignments.*
  - 2 = Approaching Grade Level Expectations. This will be given to students that make very little or no effort to complete assignments.
- **Grading Key for 3<sup>rd</sup> and 4<sup>th</sup> marking periods for grades 3-5:**
  - 4 = Meets Grade Level Expectations All of the Time. This will be given to students that excel on the assignments that were / are provided.
  - 3 = Meets Grade Level Expectations Most of the Time. This will be given to students that legitimately attempt the majority of the work that is provided. This grade provides for an emphasis on effort. *It encourages students to work diligently on their assignments.*
  - 2 = Meets Grade Level Expectations Some of the Time. This will be given to students that make very little or no effort to complete assignments.
  - ★ The use of percentage based alpha-numeric grades will not be used for the 3<sup>rd</sup> and 4<sup>th</sup> marking periods.



### **Grading for 6-12 Grade:**

- **3<sup>rd</sup> Marking Period:** With this being such a unique time, the District is keeping the 3<sup>rd</sup> marking period open until May 11<sup>th</sup>. **This provides students the ability to turn in assignments that were issued PRIOR to the closure.** UNDER NO CIRCUMSTANCES will work that was issued from March 16<sup>th</sup> – April 16<sup>th</sup> be computed into the 3<sup>rd</sup> marking period grades. Students will earn a grade based ONLY on their progress up to the date of the school closure. Some students may have already turned everything in and had a 92% average on March 13<sup>th</sup>. This grade will stand. We are encouraging students that may have work missing or not turned in from this time period to do so to increase their grade. At the same time, we understand that given the “sudden” manner in which school simply closed, completing back work may be too big of a struggle for some (access to support, internet, instructional materials). Therefore, no grade below 65% will be issued in the 3<sup>rd</sup> Quarter. At this time, we do not have the ability to allow students to make up quizzes/tests or actual presentations, and teachers will make compensations for these accordingly. **The work that was issued between March 16<sup>th</sup> and the week of April 13<sup>th</sup> will not be graded or influence a student’s 3<sup>rd</sup> Quarter grade.** This work is considered instructional review, supplemental and enrichment. It allowed students to stay connected to their work, brush up on skills and work through connecting with teachers/the school remotely. Students should retain work completed on their hard drive so the teacher may review at a later point in time for feedback purposes.
- **4<sup>th</sup> Marking Period During Closure:** Students will be expected to attempt to complete all assignments to the best of their ability. While the school is closed students will earn grades as follows:
  - Actual Grade Earned = This will be given to students who earn grades that exceed 80%
  - \*80% = This will be given to students that legitimately attempt the majority of the work that is provided, but the actual grade is lower than 80%. It recognizes that some of the material may be difficult for a student to completely grasp without the daily support of teachers. This grade provides for an emphasis on effort. *It encourages students to work diligently on their assignments, communicate with their teachers (e-mail, remind, phone calls), and continue to work / try despite frustrations.*
  - \*65% = This will be given to students that make very little attempt or no attempt to complete or submit work.
  - **SPECIAL NOTE:** Students MUST keep in mind that their 4<sup>th</sup> marking periods grades earned during the closure will be combined with work completed after the closure (when / if we are able to return) so it is in their best interest to put forth their best efforts.
  - **4<sup>th</sup> Marking Period After Closure:** Currently it is not possible to determine exactly how these grades will be incorporated with the traditional grades students earn, as there are many unknown factors such as the date we will be allowed to return.

### **Final Exams and Final Grades 6-12 Grade:**

As of April 20<sup>th</sup>, the school is still working through plans to deal with these two items. Again, currently, it is not possible to determine exactly how these grades will be incorporated with the traditional grades



students earn, as there are many unknown factors such as the date we will be allowed to return. Currently, the following items are being discussed and considered:

- When / if we return to school this year, the \*65% may be discontinued or combined with more traditional grades.
- If we do not return to school or we return too late in the year such that final exams are not reasonable, final course averages may be calculated using a straight average (25% each) of the four quarterly marking periods on record for each student.
- Students who “accept” a \*65 during the 4<sup>th</sup> marking period (because they made very little attempt or no attempt to complete or submit work) who also have a failing average for the year, may be asked to complete a final project in order to justify the earning of Course and/or Regents credit. (...and remember, every ECS student has the opportunity, through diligent work completion and communication with instructors during 4<sup>th</sup> Marking Period to earn a \*80 or higher, which will help their overall average.)

### **NYS 3-8, Regents Exams & Other Assessments Update<sup>5</sup>:**

The following NYS Assessments have been suspended for the Spring testing period:

- New York State Grades 3-8 English Language Arts Test;
- New York State Grades 3-8 Mathematics Test;
- New York State Grade 4 Elementary-Level Science Test;
- New York State Grade 8 Intermediate-Level Science Test;
- New York State English as a Second Language Achievement Test (NYSESLAT) in Grades K-12; and
- New York State Alternate Assessment (NYSAA)
- All High School Regents Examinations

### **Update on NYS Regents Exams**

On April 7, 2020, the NYS Education Department issued unprecedented guidance cancelling the administration of June 2020 Regents Examinations and modifying the diploma requirements for students studying to take Regents exams. As of this date, students enrolled in Regents-level coursework and students preparing to retake Regents exams required for graduation are NO LONGER REQUIRED to take such exams to be eligible for a NYS High School Regents or Local Diploma. The provisions apply to all students in Grades 7-12 during the 2019-20 school year who were intending to participate in one or more of the June 2020 Regents Examinations.

The exemption from Regents Examination(s) requirement(s) **DOES NOT** guarantee credit earned in Regents course(s). ***The student still needs to complete the required coursework (including work assigned during the 4<sup>th</sup> marking period) and the District needs to determine if the completed work is sufficient to merit the awarding of credit.*** Students in these courses during the 2019-20 school year or in preparation to retake an exam, however, are no longer required to take or pass the examination to graduate from high school.

Students enrolled in World Languages (French & Spanish) are also exempted from the requirement to pass a locally-developed checkpoint exam to (a) earn required credits for graduation by passing a

---

<sup>5</sup> <http://www.nysed.gov/news/2020/statement-board-regents-chancellor-betty-rosa-and-interim-state-education-commissioner-2>



**Ellicottville Central School District**  
COVID-19 Handbook

Checkpoint A examination, OR (b) meet the requirement for an Advanced Regents Diploma by passing a Checkpoint B examination. ECS will utilize aforementioned guidelines for completing work and earning course credit.

At publication time for this handbook, we are still awaiting additional guidance for the August 2020 Regents Examinations.

**Summary Guidance for NYS Regents Exams**

<p>Grades 7-12 students currently enrolled in a course that will culminate in a Regents who <b>will</b> earn course credit by the end of 2019-20 school year</p>	<p>Exempt from <b><u>Regents Exam</u></b></p>
<p>Grades 7-12 students currently enrolled in a course that will culminate in a Regents who <b>will not</b> earn course credit by the end of 2019-20 school year <i>(Note added by ECS: this would be due to poor grades throughout the entire year.)</i></p>	<p>If student attends summer school in 2020 to earn <b>course credit</b>, they are still <b>exempt</b> from the culminating <b><u>Regents Exam</u></b> if it is administered in August 2020</p>
<p>Grades 8-12 students who <b>are not</b> currently enrolled in a course that will culminate in a Regents, but were in the past and <b>have already</b> earned course credit and planned on taking the Exam in June 2020</p>	<p>Exempt from <b><u>Regents Exam</u></b></p>
<p><b>Any student</b> preparing to take a +1 Pathways Assessment in June 2020 who:</p> <ol style="list-style-type: none"> <li>1. Currently or previously enrolled in the course that leads to the pathway assessment and will or has already earned course credit or,</li> <li>2. ELL whose home language is Chinese, French, Italian, Korean or Spanish, intending to take LOTE +1 or,</li> </ol> <p>Student intending to use the ASL +1 Pathway</p>	<p>Exempt from <b><u>Pathway Assessment</u></b> (including <b><u>Technical Assessments</u></b> for purposes of graduation)</p> <p>Exemption from <b><u>Technical Assessments</u></b> for the purposes of a <b><u>CTE Technical Endorsement</u></b> is not automatic. This determination is student-specific and a local decision using data regarding individualized student proficiency.</p>
<p><b>Any student</b> who has earned 3 course credits by end of school year 2019-20 in LOTE, who was intending on taking the LOTE Checkpoint B Exam in June 2020 for an Advanced Regents Diploma</p>	<p>Exempt from <b><u>Checkpoint B Exam</u></b></p>
<p><b>Any student</b> exiting high school in June 2020 who is unable to meet the requirements of the CDOS Commencement Credential or the CDOS +1 Pathway because of the COVID-19 situation, who has demonstrated proficiency of the CDOS learning standards may be granted various waivers.</p>	<ol style="list-style-type: none"> <li>1. Granted a waiver from the completion of the <b><u>216 hours of CTE Instruction</u></b> and/or</li> <li>2. Granted a waiver of the <b><u>54 hours of work-based learning requirement</u></b> and/or</li> <li>3. Granted a waiver from any other <b><u>NYSED approved exam</u></b> that may have been being used to achieve the CDOS +1 Pathway</li> </ol> <p>*Student eligible to earn either the <b><u>Regents or Local diploma</u></b> as applicable</p>

Refer to NYSED guidance for all official language:

<http://www.nysed.gov/common/nysed/files/programs/coronavirus/nysed-covid-19-memo-cancellation-june-2020-regents-exams.pdf>



**DUAL-ENROLLMENT COLLEGE CLASSES:** The grading policies for these classes will be established by the colleges. ECS teachers will ensure students in these classes are aware of their responsibilities to earn college credit.

**Class Rank, Weighted Classes and GPA**

At the time of the publication of this handbook, the school still needs time to determine how grades during the closure will have an impact on overall GPAs and class rank for High School Students.

**MEETING THE NEEDS OF STUDENTS WITH IEPs, 504s, or WHO ARE IN THE PROCESS OF BEING EVALUATED**

This District recognizes that an extended school closure can place a great amount of stress and/or anxiety on students with disabilities. In addition to the efforts of General Education Teachers, the following plan will be utilized:

- All Resource Room and Consultant Teachers are in regular contact with general education teachers to discuss materials and specific student modifications.
- All Resource Room and Consultant Teachers are maintaining regular contact with students with IEPs to offer help and support. One or more the following methods may be used for this communication: Class-Tag, Zoom, e-mail, Remind App, phone calls, and Schoology.
- The Special Education Classroom Teacher is sending student specific materials home and checking in with students and parents weekly.
- Counselors / School Psychologist are contacting all 504 and IEP students who have 504 plans / IEPs that specify counseling services.
- Related Service Providers have prepared individual packets and/or activities for students to be sent home to support IEP goals. Related Service Providers will also maintain regular communication with students during the closure.
- Additionally, special education staff will be assigned to support students in the process of being evaluated for CSE eligibility.

**EXTRA-CURRICULAR ACTIVITIES/ATHLETICS**

As of March 17, 2020, ECS has been following state and county guidelines for the required closure of school. This means we are not allowed to use the building for any activities, including extra-curricular and athletic practices and events. We in the secondary school know how heart-breaking this is for some of you, especially due to the extensive commitment shown by some of our students to these activities. For these reasons, on behalf of the ECS school community, we extend our apologies and thoughts to those students impacted by the loss of extra-curriculars and athletics to this point.

If/when school reopens, guidance will be provided on any remaining spring athletic seasons or extracurricular opportunities for ECS students. We are all hopeful that something can be preserved of the Spring opportunities enjoyed by so many here at ECS.



## **STUDENT MEALS**

ECS will continue to run a nutritional program to provide daily meals to our students. Meals will be delivered on a three day per week schedule. Meal packages on Monday and Wednesday will contain Tuesdays' and Thursdays' meals respectively. These meals are being provided free to all ECS students. If your child / children are not currently receiving meals and you would like them, there are two ways to register for this:

- You can register via the District webpage: [www.ellicottvillecentral.com](http://www.ellicottvillecentral.com). The link you are looking for is: "Registration for Meal Service During School Closure." This registration form works with both computers and smartphones.
- You can call Mrs. Williams at 699-2316 extension 1403. When leaving a message, please be sure to clearly state your name, the number of meals you need and a number where you can be reached during the day. If you require delivery of the meals, please let Mrs. Williams know that as well.

## **CHILD CARE**

If you are a parent or caregiver who needs child care, please complete the "[\*parent need for child care survey\*](#)" which can be found at <https://www.surveymonkey.com/r/3HSNNYJ>. Based on the information you provide about your job, employer, number of children, and financial need, OCFS may be able to help you find the child program you need. It may be a challenge to find child care due to COVID-19 related program closures, however the staff at OCFS are trying their best to support families to find the high quality child care that they need. (There is also a link to this survey on the District Website.)

## **HEALTH & WELLNESS - A Parent's Guide<sup>6</sup>**

Families across the country are adapting to the evolving changes in daily life caused by the COVID-19 pandemic. Most schools, places of public gathering, and nonessential businesses are closed, and parents and other caregivers are faced with helping their families adjust to the new normal. This includes trying to keep children occupied, feeling safe, and attempting to keep up with schoolwork as best as possible.

None of this easy, but it helps to stay focused on what is possible in order to reinforce a sense of control and to reassure children that they are okay, and that the situation will get better. It is very important to remember that children look to adults for guidance on how to react to stressful events. Acknowledging some level of concern, without panicking, is appropriate and can result in taking the necessary actions that reduce the risk of illness. Teaching children positive preventive measures, talking with them about their fears, and giving them a sense of some control over their risk of infection can help reduce anxiety.

This is also a tremendous opportunity for adults to model for children problem-solving, flexibility, and compassion as we all work through adjustment to daily schedules, balancing work and

---

<sup>6</sup> Adapted from National Association of School Psychologists, Retrieved at <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19>



other activities, getting creative about how we spend time, processing new information from authorities, and connecting and supporting friends and family members in new ways.

### **STAY CALM, LISTEN, AND OFFER REASSURANCE**

- Be a role model. Children will react to and follow your reactions. They learn from your example.
- Be aware of how you talk about COVID-19. Your discussion about COVID-19 can increase or decrease your child's fear. If true, remind your child that your family is healthy, and **you are going to do everything within your power to keep loved ones safe and well**. Carefully listen or have them draw or write out their thoughts and feelings and respond with truth and reassurance.
- Explain social distancing. Children probably don't fully understand why parents/guardians aren't allowing them to be with friends. Tell your child that your family is following the guidelines of the Centers for Disease Control and Prevention (CDC), which include social distancing. Social distancing means staying away from others until the risk of contracting COVID-19 is under control. Showing older children the "flatten the curve" charts will help them grasp the significance of social distancing. Explain that while we don't know how long it will take to "flatten the curve" to reduce the number of those infected, we do know that this is a critical time—we must follow the guidelines of health experts to do our part.
- Focus on the positive. Celebrate having more time to spend as a family. **Make it as fun as possible**. Do family projects. Organize belongings, create masterpieces. Sing, laugh, and go outside, if possible, to connect with nature and get needed exercise. Allow older children to connect with their friends virtually. One good suggestion is to have children keep a written journal of what their experience is like during COVID-19, a document they may someday show their children.
- Establish and maintain a daily routine. Keeping a regular schedule provides a sense of control, predictability, calm, and well-being. It also helps children and other family members respect others' need for quiet or uninterrupted time and when they can connect with friends virtually.
- Identify projects that might help others. This could include: writing letters to the neighbors or others who might be stuck at home alone or to healthcare workers; sending positive messages over social media; or reading a favorite children's book on a social media platform for younger children to hear.
- Offer lots of love and affection.

### **MONITOR TELEVISION VIEWING AND SOCIAL MEDIA**

- Parents/guardians should monitor television, internet, and social media viewing—both for themselves and their children. Watching continual updates on COVID-19 may increase fear and anxiety. Developmentally inappropriate information, or information designed for adults, can also cause anxiety or confusion, particularly in young children.
- Dispel rumors and inaccurate information. Explain to your child that many stories about COVID-19 on the internet may include rumors and inaccurate information. Older children, in particular, may be



accessing a great deal of information online and from friends that contains inaccuracies. Talk to your child about factual disease information.

- Provide alternatives. Engage your child in games or other exciting activities instead.

### **TAKE TIME TO TALK**

- Let your children's questions guide you. Answer their questions truthfully, but don't offer unnecessary details or facts. Don't avoid giving them the information that experts indicate as crucial to your children's well-being. Often, children and youth do not talk about their concerns because they are confused or don't want to worry loved ones. Younger children absorb scary information in waves. They ask questions, listen, play, and then repeat the cycle. Children always feel empowered if they can control some aspects of their life. A sense of control reduces fear.

### **BE HONEST AND ACCURATE**

- Correct misinformation. Children often imagine situations worse than reality; therefore, offering developmentally appropriate facts can reduce fears.
- Explain simple safety steps. Tell your child this disease spreads between people who are in close contact with one another, when an infected person coughs or sneezes, or when one touches infected objects or surfaces.
- Stay up-to-date on the facts. Go to <https://www.cdc.gov/coronavirus/2019-ncov/index.html> for additional factual information.

### **KEEP EXPLANATIONS AGE-APPROPRIATE**

Early elementary school children. Provide brief, simple information that balances COVID-19 facts with appropriate reassurances that adults are there to help keep them healthy and to take care of them if they do get sick. Give simple examples of the steps people make every day to stop germs and stay healthy, such as washing hands. Use language such as "adults are working hard to keep you safe."

Upper elementary and early middle school children. This age group often is more vocal in asking questions about whether they indeed are safe and what will happen if COVID-19 spreads in their area. They may need assistance separating reality from rumor and fantasy. Discuss the efforts national, state, and community leaders are doing to prevent germs from spreading.

Upper middle and high school students. Issues can be discussed in more depth. Refer them to appropriate sources of COVID-19 facts. Provide honest, accurate, and factual information about the current status of COVID-19. Engage them in decision-making about family plans, scheduling, and helping with chores at home.

**For all children:** encourage them to verbalize their thoughts and feelings. Be a good listener!

### **KNOW THE SYMPTOMS OF COVID-19**

- According to the CDC, symptoms of fever, cough, and/or shortness of breath appear within 14 days after being exposed to the disease.
- For some people, the symptoms are similar to having a cold; for others, they are more severe or even life threatening.



### **MODEL BASIC HYGIENE AND HEALTHY LIFESTYLE PRACTICES**

- Practice daily good hygiene. Encourage your child to practice these simple steps to prevent spreading the virus. Wash your hands multiple times a day for 20 seconds. Signing “Twinkle, Twinkle Little Star” or “Happy Birthday” twice is about 20 seconds. Compliment your children when they use a Kleenex or sneeze or cough into the bend of their elbow. Teach them the importance of throwing away used tissues immediately after sneezing or coughing. Sadly, handshakes and hugs need to be limited to immediate family members, at least for now.
- Foster a sense of control. Offering guidance on what your child/children can do to prevent infection offers them a greater sense of control, which reduces anxiety.
- Build the immune system. Encourage your child to eat a balanced diet, get enough sleep, and exercise regularly; this will help them develop a robust immune system to fight off illness.

### **BE AWARE OF YOUR CHILDREN’S MENTAL HEALTH**

Most children will manage well with the support of parents and other family members, even if showing signs of some anxiety or concerns, such as difficulty sleeping or concentrating. Some children, however, may have risk factors for more intense reactions, including severe anxiety, depression, and suicidal behaviors.

Risk factors can include a pre-existing mental health problem, prior traumatic experiences or abuse, family instability, or the loss of a loved one. Parents and caregivers should contact a professional if children exhibit significant changes in behavior or any of the following symptoms for more than 2 weeks.

*Preschoolers*—thumb sucking, bedwetting, clinging to parents, sleep disturbances, loss of appetite, fear of the dark, regression in behavior, and withdrawal.

*Elementary school children*—irritability, aggressiveness, clinginess, nightmares, school avoidance, poor concentration, and withdrawal from activities and friends.

*Adolescents*—sleeping and eating disturbances, agitation, increase in conflicts, physical complaints, delinquent behavior, and poor concentration.

During this time, you may also feel your child needs to speak to her/his counselor or the school psychologist. These e-mails are:

- Tammy Eddy (Counselor, GR 8-12) = [teddy@eville.wnyric.org](mailto:teddy@eville.wnyric.org)
- Dan LaCroix (Counselor, GR PK-7) = [dlacroix@eville.wnyric.org](mailto:dlacroix@eville.wnyric.org)
- Joe Prior (School Psychologist) = [jprior@eville.wnyric.org](mailto:jprior@eville.wnyric.org)



## Delivery and Collection of Instructional Materials Spring 2020 COVID-19 Closure

Work Pack	Delivery / Pickup	Alternate Delivery / Pickup	Student's Return Work (paper copies and memory sticks)
1	Wednesday, March 25 <sup>th</sup>		Upon Return to School
Desk / Lockers	Monday, April 13 <sup>th</sup>		
2	Thursday, April 16 <sup>th</sup>	Friday, April 17 <sup>th</sup>	Friday, May 1 <sup>st</sup>
3	Friday, May 1 <sup>st</sup>	Monday, May 4 <sup>th</sup>	Friday, May 15 <sup>th</sup>
4*	Friday, May 15 <sup>th</sup>	Monday, May 18 <sup>th</sup>	Friday, May 29 <sup>th</sup>
5*	Friday, May 29 <sup>th</sup>	Monday, June 1 <sup>st</sup>	Friday, June 12 <sup>th</sup>
6*	Friday, June 12 <sup>th</sup>	Monday, June 15 <sup>th</sup>	Monday, June 22 <sup>nd</sup>

\* If the school closure extends beyond May 15<sup>th</sup>.

- When submitting assignments on flash drives / memory sticks or via paper copy, there may be a delay between completion of the assignment and grading / feedback on the assignment.
- **The dates are subject to adjustment as necessary**



## **Homework Delivery / Pick-up Plan**

- Parents will be made aware of delivery dates and times via a robo-call from the school.
- We will be making the deliveries with school busses.
- **Deliveries will be made to the permanent residence of students that live in the District regardless of whether the student normally rides the bus. We do not have the ability to deliver to other locations.**
- Drivers will follow their normal routes.
- Please be on the lookout so that the bus can stop and deliver your family's package. A packet will not be left unless you are in the driveway or otherwise make visual contact with the driver.
- If you live down a narrow road or a long private driveway please wait in your car by the main road.
- As the bus approaches your house, please stay at least 20 feet back from the road.
- We will open the door, verify the family name and then set your packet on the ground in the driveway.
- We will also set a container on the ground in which you will place the homework / memory sticks that need to be returned to the school.
- Please wait for the deliverer to step back before proceeding to your packet / dropping off your work.

### **If you are a non-resident family, we are setting up 3 pick-up locations:**

- West Valley, Franklinville and Pioneer students' pick will be in the Ellicottville BOCES Parking Lot from 12:30 PM – 1:30 PM.
- Salamanca students' pick-up will be the Green Gables parking lot from 2:30 PM -4:00 PM.
- Cattaraugus / Little Valley and students from all other districts can pick up items at the Elementary Entrance from 1:00 PM– 3:00 PM.
- For families picking up packets, we ask that only one person proceed towards the bus or entrance at a time. When you are about 20 feet away from the bus, the driver will ask your name and get your packet.
- Please wait for the driver to get back on the bus before picking up your packet.
- Please stay in your car until it is your turn to pick up your packet.
- For safety and security reasons, each family may only pick up their package.
- There will also be a container on the ground at each location in which you will place the homework / memory sticks that need to be returned to the school.

Within 2 days we will contact families that were unable to receive packages to make alternate arrangements.



**Stay Safe!**  
**Stay Healthy!**