

# Ellicottville Central School

Pandemic - COVID-19

Continuity of Instruction (Including Remote Instruction)

August 14, 2020



This COVID-19 **Continuity of Instruction (Including Remote Instruction)** Plan has been extracted from the Ellicottville Central School Re-Opening Plan – Fall 2020. This plan can be found at [www.ellicottvillecentral.com](http://www.ellicottvillecentral.com) .

## Continuity of Instruction (Including Remote Instruction):

The structural integrity of instruction at ECS will be preserved across all grade levels and models delivering instruction aligned to the latest NYS learning standards and regulations of the Commissioner of NYS.

### Remote Learning – An Overview:

Please note: This section of the plan is an overview of remote learning for all students at all grade levels. Following this section are two (2) more specific continuity of learning plans for PreK – 6<sup>th</sup> Grade and Grades 7 -12. Each of these continuity of learning plans has components of remote instruction embedded throughout it. For your convenience, these components have been highlighted in yellow and should be considered part of the District's overall remote learning plan.

The District is committed to ensuring quality instruction when students are learning via remote models which includes:

- An all remote instructional model for all students.
- Hybrid models where students are engaged in **both** in-person and remote instruction during the week.
- Students / parents that elect to have their child/children learning remotely even though in-person and hybrid models are being used by the school.

### Synchronous and/or Asynchronous Learning:

As defined by <https://thebestschools.org/magazine/synchronous-vs-asynchronous-education/#:~:text=Synchronous%20learning%20is%20online%20or,asynchronous%20and%20synchronous%20online%20learning.>; *Synchronous learning is online or distance education that happens in real time, whereas asynchronous learning occurs through online channels without real-time interaction.*

When is ECS operating under hybrid and/or remote instructional models, the District will try to provide synchronous learning as much as possible within grade levels (PreK-6) or subject areas (7-12) in order to better ensure consistency for students and parents. At the same time, we realize that each family's circumstances are unique and factors such as access to the internet, access to a dedicated technology device, the need for older siblings to possibly assist with child care for younger siblings during the day, etc. will require the District to be flexible and operate under an asynchronous manner at times for these students. Regardless of the model each student / family will be able to follow most closely, there will be established deadlines for assignments. This is needed so that the teachers can accurately monitor each student's progress.

**Realities of access to technology / internet and plans to overcome obstacles related with remote learning:**

1. As a rural community, reliable internet access is not available in all homes AND, at the same time not all households have reliable cell phone access, thus, diminishing the effectiveness of the use of Wi-Fi hotspots.
  - a. During the Spring of 2020, the District conducted a survey and was able to determine that, based on responses, approximately 25%-30% of the families in the District did not have reliable internet service because it is not available to them as a cable connection or because they had unreliable cell phone service.
  - b. The District will be engaged in ongoing research regarding the feasibility of providing wi-fi hotspots to families. The District has:
    - i. Secured 3 trial hot spots and they are being tested at various locations in the District.
    - ii. Created a map of the school district showing where there may be sufficient cell phone access to use a wi-fi hotspot. As signal strength differs between providers, both AT&T and Verizon accounts were used to determine signal strength.
    - iii. Entered into discussions with a neighboring district and the CA BOCES to create a COSER to better help with costs should a sufficient number of households benefit by receiving a wi-fi hotspot.
2. The District provides 1:1 devices (Dell Laptop) computers to students in grades 7-12. At the end of the 2019-20 school year, instead of collecting all laptop computers to clean, repair, update, etc. The District collected them on a rotating basis over the summer, repaired / updated them and then returned to the students so they would be ready for the beginning of the 2020-21 school year.
3. Through various means of collecting data, during the spring of 2020, it was estimated that approximately 70% of elementary students had access to some sort technology device provided by the household. Some students had exclusive use of the device, other devices were shared.
4. The District currently has a limited number of Ipads for students at the elementary level who have IEP / 504 plans that require one. The use of these Ipads will continue.
5. The District is researching the possibility of re-allocating current funds to purchase Ipads to work towards providing a 1:1 ratio of these devices for elementary students. This will take some time and can be affected by things such as supplier ability to fulfill orders.
6. The District has engaged in a new survey to more accurately collect additional data regarding internet access data, access to a device and cell phone reception. It will use this data to make informed decisions regarding the purchasing of additional Ipads and/or laptops computers and/or provisions for wi-fi hotspots.
7. If the District cannot assist a family with internet access, it will ensure the family is aware of the ability to connect to the school's wi-fi network while parked in front of the school in the bus loop.
8. If a student does not have a technology device and/or reliable access, the District will work with the family to make provisions to provide paper materials to the student and then collect for assessment of student work / progress.

9. If a student does not have reliable internet service BUT does have a technology device that accepts an external data storage device, the District will provide and collect materials with the student via applicable storage devices.

**Ellicottville Central School Remote Instruction Guidelines and Expectations for All Students at ALL GRADE LEVELS:**

**Students will...**

- Access lessons for all classes utilizing resources available to the student (family)
- Engage in and complete lessons / learning / assessments as directed by teachers
- Ensure they set up a remote workspace and/or calendar to help manage their time
- Contact teachers with questions about activities and assignments
- Submit assignments within a timely manner via online, email, thumbdrive, packet return or other method agreed upon with the teacher
- Return / exchange thumb-drives on a regular basis
- When participating in virtual lessons, students will:
  - wear appropriate attire (i.e. no pajamas).
  - ensure their background is appropriate or use a digital background.
  - leave the video camera on at all times during the lesson to the greatest extent possible.
  - demonstrate engagement in the lesson via the chat feature or e-mail if it is not possible to keep the camera on at all times.
  - mute their microphone unless they are speaking to teacher / group.
  - understand the teacher may “dismiss” a student if they are unwilling to follow established rules. (The teacher will follow-up with a call to parents.)
  - understand the teacher may end a lesson if it is “hacked” and/or becomes unsafe / inappropriate for students.

**Parents/guardians will support students with remote learning by...**

- Monitoring and/or reviewing lessons with their children
- Ensuring students set up a remote workspace and/or calendar to help manage their time
- Always communicating issues or questions with the teacher first
- If an issue cannot be resolved at the teacher level, then contact the principal
- Reporting student illnesses to the school nurse, elementary office or MS/HS, accordingly, so appropriate attendance records can be maintained.
- Ensuring students follow the rules for virtual lessons.

**Teachers / Staff will...**

- Plan and provide remote instruction and learning materials, lessons, and assignments for all courses when / as needed virtually, through memory devices and/or via paper packets.
- Assess students as needed and maintain records of student engagement and progress.
- Maintain records of student attendance and/or engagement.
- Hold / schedule virtual “office hours” to offer assistance and answer questions of all students by being available to parents.
- Maintain open communication with administration and families

- If the entire school is working under a remote model:
  - Elementary teachers will offer a minimum of one live lesson and/or chat session per subject each week; with the emphasis being on reading/language arts, spelling, math, and science.
  - MS/HS teachers will coordinate efforts and offer a schedule of lessons and/or chats during the week in a manner that is manageable for students / families.
  - Elementary teachers, to the greatest extent possible, will attempt to communicate with each student daily and each parent/family weekly to provide instruction, answer any questions via telephone, email or hold one-on-one video conferences.
  - MS/HS teachers, will maintain regular contact with students and parents to provide instruction, answer any questions via telephone, email or hold one-on-one video conferences.

|  |
|--|
| <b>Administration / District / Technology Department will...</b> |
|--|

- Oversee the daily operations of remote learning
- Provide communication and guidance as needed
- Maintain open lines of communication
- Work with staff to transition to one (1) main software platform for remote learning. This platform will be Microsoft Teams. It will be used for virtual lessons, assignment distribution, collections of assignments, assessments, etc.
- While transitioning to Microsoft Teams, teachers may have to continue using Schoology, Google Documents, etc. until they can transfer all materials over.
- Serve as liaison between teachers and families
- Provide applicable technology support to the greatest extent possible for virtual learning, which may include links to on-line resources for training opportunities for students/parents.
- To the greatest extent possible assist families with internet access, which may include, but is not limited to: providing wi-fi hotspots (where practicable), ensuring wi-fi access from the school in the bus loop / parking lots, etc.
- To the greatest extent practicable, provide technology devices for students as follows:
  - 1:1 laptop computers for students in grades 7-12
  - I-Pods / Laptops for students who have unique instructional needs required via IEP, 504s, etc.

***Continuity of Learning Plan- Elementary (Grades Prek – 6)***

Please note, at the time this plan was initially developed, the District does not contract with any outside agencies to provide PreK programs, as it provides its own PreK program in-house.

**In-Person Plan:**

1. Each elementary classroom will be designed with the utilization of clear plastic barriers or will utilize 6 ft. of distance between students to ensure appropriate social distancing.
2. Masks will be worn by students and staff except for mask breaks as outlined by NYSED FAQ’s #1 on 7/22/20 and DOH guidance on face coverings page 10.
3. Elementary students will be divided into two cohorts with different arrival and dismissal times to accommodate safe transportation and social distancing.

- **Group 1:** Arrival time 8:00 AM, Dismissal Time 1:45 PM
  - **Group 2:** Arrival time 9:00 AM, Dismissal Time 2:45 PM
4. Intervention and special education services to be offered during staggered times and throughout the instructional day.
  5. Special area classes may vary (1-2 specials per day).
  6. Assign virtual online coordinators/teachers to instruct medically vulnerable students who will be learning remotely full time.

**Hybrid Model Plan:**

This model will be used if the school is not able to ensure social distancing and/or use of PPE and hygiene protocols needed for all in-person instruction at the elementary level (i.e. the District is unable to secure clear barriers, masks are not readily available, insufficient staff to clean, etc.).

**Hybrid Model (online and packet):**

1. The hybrid plan allows for 2 days of face-to-face instruction and 3 days of remote instruction.
2. Students will be divided into 2 separate cohorts.
3. Teachers may share a portion of the curriculum through printed material and/or online for remote days.
4. Teachers may post pre-recorded videos of lessons for students to watch before completing assignments.
5. Teachers will also use video-conferencing to hold live classes, one-on-one tutoring sessions, and/or administer assessments.
6. Students who do not have internet access and wish to utilize the district's Wi-Fi, may do so by scheduling a time to enter the school building.
7. As with the above options, assignments may be submitted once the entire packet has been completed or by emailing photos of each completed assignment to the teacher. If the assignment is solely online, it may be submitted via the online platform in which it was posted.

**Hybrid Instruction (packet only):**

A non-digital component of remote learning is available for all students who:

- do not have home internet or an electronic device to use at home
- have limited access to the internet
- have classes that do not have online materials
- are too young to complete instruction online

In these cases, curriculum materials are shared through printed packets that students can complete at home. Assignments may be submitted once the entire packet has been completed or by emailing photos of each completed assignment to the teacher.

### Hybrid Schedule:

| Monday                | Tuesday               | Wednesday          | Thursday              | Friday                |
|-----------------------|-----------------------|--------------------|-----------------------|-----------------------|
| Cohort A<br>In-Person | Cohort A<br>In-Person | Cohort A<br>Remote | Cohort A<br>Remote    | Cohort A<br>Remote    |
| Cohort B<br>Remote    | Cohort B<br>Remote    | Cohort B<br>Remote | Cohort B<br>In-Person | Cohort B<br>In-Person |

- Time: Arrival 8:00 AM, Dismissal 2:00 PM
- Teacher office hours 2:15 PM-3:00 PM
- Wednesday: Remote learning for all. The building will be closed with the exception of:
  - In-person intervention for some students (Rtl, special education, 504)
  - Virtual office hours
  - CSE Evaluations
  - Counseling sessions
  - CSE/504 Meetings (virtual)
- In the event of a Monday/Friday holiday, Wednesday could be in-person instruction for cohort A/B.
- Special education students to attend 4 days a week
- Students with no internet capabilities to have access to the school to utilize Wi-Fi to complete necessary work/watch videos etc. as needed.

### Remote Model Option:

1. Online: Digital instructional materials will be provided to parents to assist their children in completing their education.
  - a. Teachers will use an online platform (Microsoft Office 365-Teams) for students to access their digital instructional materials and complete their work while away from school.
  - b. Teachers may post pre-recorded videos of lessons for students to watch before completing assignments.
  - c. Assignments may be submitted via the online platform or by emailing a photo of the handwritten completed assignment. Any printed/packet materials may be dropped off to the school and/or picked up via school bus.
  - d. Teachers should use Microsoft Office 365 Teams to hold live classes, one-on-one tutoring sessions, and/or administer assessments.
2. Paper packets:
  - a. Paper packets will be provided for students who do not have internet access or wish for a paper-pencil format.
  - b. Teachers will make telephone calls to students who lack internet access.
  - c. Teachers may upload pre-recorded lessons to a USB drive for students to watch at home if internet accessibility is a barrier for access.
  - d. Assignments may be submitted via bus pick up or school drop off. If available, assignments can be emailed.

### Grading (regardless of model of instruction being used):

Students in grades Prek-5 will be graded utilizing standards-based grading. In addition, students in grades 3, 4, and 5 will be given alpha-numeric grades.

#### Prek-2 Grading:

- 4 = Exceeds grade level expectations
- 3 = Meets grade level expectations
- 2 = Approaching grade level expectations
- 1= Does not meet grade level expectations

#### Grades 3-5 Grading:

- 4 = Meets grade level expectations all of the time
- 3 = Meets grade level expectations most of the time
- 2 = Meets grade level expectations some of the time
- 1= Below grade level expectations

#### Grading for Remote Instruction Only:

Standards-based grading (all grades) and alpha-numeric grades (grades 3-5) will be utilized and formatted on a teacher created report card. Teachers will report on individual standards addressed during closure.

### **Communication:**

Ellicottville Central School District will ensure clear and consistent communication with students and families. The district will prioritize and disseminate information related to curriculum, technology, health and safety guidance, scheduling and/or events. The district will also respond in a timely manner to requests, questions and/or concerns from students/parents.

1. In-Person
  - a. Teacher-Student check-ins: Daily (in-person)
  - b. Teacher-Parent check-ins: As needed (telephone, email, parent-teacher conference)
  - c. Counselor - Student check-ins: As needed (telephone, email, parent-teacher conference)
2. Hybrid/Remote Plans:
  - a. Teachers will provide a weekly schedule with due dates, weekly expectations for work completion.
  - b. Teacher "virtual" office hours
  - c. Teacher/Staff-Student check-ins: Daily (email, telephone, video-conferencing etc.)
  - d. Teacher-Parent check-ins: Weekly (email, telephone, video-conferencing etc.)
  - e. Provide on-going tutorial opportunities for parents/students on Microsoft Office 365 platform.
3. **Students, parents and staff can contact the school directly by using the COVID-19 hotline (699-6052) or sending an e-mail to covid19@ecsny.org to share concerns / suggestions or ask questions regardless of the model of instruction being used.**



## **Continuity of Learning Plan- Elementary (Grades 7-12)**

### **Learning Management System**

*To the extent practicable, secondary teachers (7-12) will streamline instructional materials in digital format in a single learning management system (LMS) to minimize confusion, passwords, etc. At the time of the writing of this document, we plan to eventually migrate completely to Microsoft Teams from Schoology (but this may require a period where both are used). The secondary planning committee has requested a caveat to this expectation, more specifically when working with families with limited internet access and communication. For instance, it has been noted the REMIND platform works well for students without internet at home. In summary, while the main thrust of all coursework will be placed into a single platform, and teachers will utilize other platforms as needed to serve individual student and family needs.*

*A philosophy of maintaining instructional materials digitally (regardless of remote, hybrid or in-person instruction) will be adopted to ensure continuity of learning in the event of delivery method/schedule adjustments or changing guidelines from NYSED or DOH.*

### **Instructional Design**

1. Instruction in GR 7-12 will be delivered in two-week modules, with uniform due dates across all classes for each module.
2. Teachers will be able to choose using a range of 2-6 assignments per module (i.e., 1-3 assignments per week), and all assignments for each module will be due no later than one week after the end of the module. For example, Module 1 might theoretically be September 10 through September 24, encompassing curriculum and assessments for two weeks of instruction. Students will be given a grace period of one week to turn in late work (in this instance, September 31), at which time work from Module 1 will no longer be accepted barring extenuating circumstances (such as illness).
3. A uniform calendar of Modules and due dates for each Module should assist students while managing time and remain organized with regard to expectations for each course. This uniform organization of curriculum should also enhance student motivation to complete work on time and keep lines of communication with instructors open.
4. To the greatest extent possible, ECS will strive to provide engaging and project-based learning opportunities utilizing in-person instruction, live-streamed instruction on campus, pre-recorded video lessons, live video conferencing, and two-way development of authentic work products using the Microsoft Office 365 suite of applications.

### **Grading (regardless of instructional model):**

1. ECS Middle/High School will utilize a traditional system of numeric grading (65+ passing) using quarterly marking periods plus a local final exam or project (if given) and/or Regents Exams (if given) or each course. If final exams, projects or Regents Exams are not offered, the final average for a class will be determined using

quarterly averages. Please college dual enrollment college classes may use a slightly different grading scheme which will be provided by the college.

2. ECS Teachers are committed to emphasizing and encouraging students to remain motivated and engaged while completing their studies. To this end, ECS Middle/High School is committed to two standard categories to ensure students remain in contact and engaged with their teachers and school:
  - 75% Traditional Assessments (Projects, Quizzes, etc.)
  - 25% Personal Investment / Effort
  
3. Each course will be organized in a manner to calculate a student’s effort and engagement as 25% of each of the four marking periods, utilizing the following rubric:

| Numeric Value | Level of Personal Investment and Effort Toward Meeting Learning Goals & Maintaining Communication with Instructor |
|---------------|---|
| 60%           | Student completed <b>little to no</b> assignments (less than 25% of the of workload)                              |
| 75%           | Student completed <b>some</b> of the assignments (less than 50% of the of workload)                               |
| 85%           | Student completed <b>most</b> of the assignments (more that 50% of the of workload)                               |
| 100%          | Student completed <b>all</b> of the assignments   |

\*ECS Instructors reserve the right to upgrade a student’s effort grade based on variables such as student-teacher communication and attempts at assignments that may not reach completion. The key to accessing this upgrade is for students to remain in communication with their instructor and to keep moving forward to the best of their ability.

4. Each quarterly marking period will be made of 4-5 two-week modules. Each module of curriculum will be assessed separately for student effort, meaning students will receive the same number of investment/effort grades as there are modules per marking period. The average of investment/effort grades (as determined by teacher use of the rubric) will be used by our student management system PowerSchool to derive 25% of each quarterly mark for each course.
5. The remaining 75% of each students’ quarterly average will be determined utilizing traditional assessments, such as projects, quizzes, etc. Teachers will assign no more than 6 assignments in a two-week time period, including all assessments and student work products, which will utilize a typical 100-pt (65+ passing) numeric scale.

### Remote Learning Plan (7-12):

1. A three-tiered approach to providing curriculum during remote learning will be utilized by ECS MS/HS teachers to ensure students with a wide variety of available technology retain access to their teachers and curriculum.

| Access   | Target Population   |
|--|---|
| Learning Management System (LMS, such as Microsoft Teams or Schoology) | Students in GR 7-12 with internet access at home<br>OR<br>Students in GR 7-12 with the ability to access the internet elsewhere, such as school parking lot                           |
| USB Thumb Drives   | Students in GR 7-12 without reliable or high-speed internet capable of streaming videos.  |
| Paper Packets  | Students in GR 7-12 who request paper copies of course materials<br>OR<br>Students who demonstrate/communicate technology is a barrier to work completion and/or engagement in school |

2. Daily Schedule: In the event all education is under a remote model, the District will establish and post a daily schedule of for grades 7-12. This will show when virtual lessons will be broadcast to allow students and families plan. To the extent practicable, in order to provide flexibility and access (student to teacher ratio within a lesson), the District will consider the possibility of offering some lessons more than one time, or offered at different times on different days/weeks.

### 6th Grade:

1. Students in GR 6 will have access to digital course materials in the learning management system (LMS), and may access these materials through at-home internet service OR USB drive OR paper copy of curriculum.
2. Paper copy of GR 6 curriculum will be the default until a complete survey of at-home technology can be completed for this grade level.
3. Learning Management System and USB thumb drive will be the default for GR 7-12 as ECS will provide 1:1 laptop access for these grade levels.

### Remote Access:

1. Every effort will be made by ECS MS/HS instructional staff to provide meaningful, engaging content for students to access remotely.
2. Modules will include direct instruction by means of videoconferencing, pre-recorded videos, audio recordings, and/or written/digital content.
3. Middle/High School teachers are committed to providing a minimum of one type of personal contact with their students per week, which may include video messaging/instruction, videoconferencing, phone calls, letters, emails or other personal connections to maintain an authentic relationship with the student body during remote instruction.

4. Students utilizing paper packets are still encouraged to secure a digital format (such as REMIND, or email) to obtain the most timely feedback on completed assignments.

### In-Person & Hybrid Bell Schedule

Both In-Person and Hybrid Models of Instruction will utilize a new bell schedule to accommodate double periods to (a) maximize instructional time due to busing delays and health screenings, and (b) reduce the number of potential transitions for students once inside the building.

| "A" Day         |                     | "B" Day         |                     |
|-----------------|---------------------|-----------------|---------------------|
| Period          | Time                | Period          | Time                |
| AM Advisory     | 8:00 – 8:45         | AM Advisory     | 8:00 – 8:45         |
| 1               | 8:50 – 9:50         | 5               | 8:50 – 9:50         |
| 2               | 9:55 – 10:55        | 6               | 9:55 – 10:55        |
| 3 – Early Lunch | Lunch 11:00 - 11:20 | 7 – Early Lunch | Lunch 11:00 - 11:20 |
|                 | Per 3 11:25 - 12:25 |                 | Per 7 11:25 - 12:25 |
|                 | Flex 12:30 - 1:05   |                 | Flex 12:30 - 1:05   |
| 3 – Mid-Lunch   | Flex 11:00 – 11:35  | 7 – Mid-Lunch   | Flex 11:00 – 11:35  |
|                 | Lunch 11:40 - 12:00 |                 | Lunch 11:40 - 12:00 |
|                 | Per 3 12:05 - 1:05  |                 | Per 7 12:05 - 1:05  |
| 3 – Late Lunch  | Per 3 11:00 - 12:00 | 7 – Late Lunch  | Per 7 11:00 - 12:00 |
|                 | Flex 12:05 - 12:40  |                 | Flex 12:05 - 12:40  |
|                 | Lunch 12:45 - 1:05  |                 | Lunch 12:45 - 1:05  |
| 4               | 1:10 – 2:10         | 8               | 1:10 – 2:10         |
| PM Advisory     | 2:15 – 3:00         | PM Advisory     | 2:15 – 3:00         |

**The Advisory Program** will be conducted during the AMA (AM Advisory) and PMA (PM Advisory) time slots. Students riding the bus in or dropped off or driving to school will attend the first advisory of the day (8:00 AM) and Period 1 will begin when the second bus run has returned to school and all students are on campus. Students reporting to school after the AM Advisory Period will experience their advisory period at the end of day when the first bus run leaves the school.

Student schedules will mirror a typical 8-Period Day spread out over two days. Due to scheduling constraints, some elective courses may need to be provided in an online format regardless of final instructional delivery methods.

### In-Person Plan, Only

1. At the time of the writing of this plan, ECS MS/HS is trying to maximize the number of students on campus for every day, in-person instruction with the following understandings:
  - a. Students will be in a cohort of approx. 14 students and will be in one or very few classrooms over the course of the day;
  - b. Teachers will rotate from room to room to deliver instruction, and ECS students will not see each teacher in person every day. Some instruction

on campus will be asynchronous and/or live-streamed from other classrooms onto ClearTouch classroom screens.

- c. If necessary, the District may need to consider having Juniors and Seniors utilize a 100% remote learning model (with the possible exception of CTE BOCES instruction) due to the spacing and staffing needed to supervise all middle school and underclassmen students. Please note that this will only be considered as a “last resort.”
2. It is also known at the time of the writing of this plan, the transportation plan may not have the capacity to transport enough students to meet the demands of the modified bell schedule. This portion of the plan is fluid with regard to knowing how many students will have their own transportation to and from campus and how many students will be attending campus in person.

**Hybrid Instruction, Only**

- 1. Students will be placed into two equal cohorts with an emphasis on equalizing the number of students in each cohort representing each grade level. This is designed to help minimize the variance between cohorts and allows the modified bell schedule to accommodate both cohorts successfully without overcrowding classrooms. (At the time of the writing of this plan, these rosters/bus routes have yet to be determined.)
- 2. Utilizing the modified bell schedule, each cohort will be invited to campus for a two-day cycle (represented by A & B on the bell schedule).

| Cohort         | In-Person Instruction | Online/Remote Learning      |
|----------------|-----------------------|-----------------------------|
| Monday Group   | Monday & Tuesday      | Wednesday, Thursday, Friday |
| Thursday Group | Thursday & Friday     | Monday, Tuesday, Wednesday  |

- 3. Wednesday will be utilized to require at-risk students who are not maintaining progress in their coursework to report to school for additional on-campus time. ECS reserves the right to monitor and determine which students are required and eligible to report to campus on Wednesdays. ECS also reserves the right to increase the number of programs available on Wednesdays as the year progresses.

**Communication:**

Ellicottville Central School District will ensure clear and consistent communication with students and families. The district will prioritize and disseminate information related to curriculum, technology, health and safety guidance, scheduling and/or events. The district will also respond in a timely manner to requests, questions and/or concerns from students/parents.

- 1. In-Person
  - a. Teacher-Student check-ins: Daily (in-person)
  - b. Teacher-Parent check-ins: As needed (telephone, email, parent-teacher conference)
  - c. Counselor- Student check-ins: As needed (telephone, email, parent-teacher conference)

2. Hybrid/Remote Plans:
  - a. Teachers will provide a weekly schedule with due dates, weekly expectations for work completion.
  - b. Teacher “virtual” office hours
  - c. Teacher/Staff-Student check-ins: Daily (email, telephone, video-conferencing etc.)
  - d. Teacher-Parent check-ins: Weekly (email, telephone, video-conferencing etc.)
  - e. Provide on-going tutorial opportunities for parents/students on Microsoft Office 365 platform.
3. **Students, parents and staff can contact the school directly by using the COVID-19 hotline (699-6052) or sending an e-mail to covid19@ecsny.org to share concerns / suggestions or ask questions regardless of the model of instruction being used.**

**Minimum Instructional Time Expectations for remote learning and days students are home under a hybrid model:**

| Grade                     | Time: Includes BOTH instruction (teacher lesson) and student work and represent a daily average. | Notes   |
|---------------------------|--|---|
| 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                         | 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>    |
| 7-12                      | Approx. 220 Minutes per day  | <ul style="list-style-type: none"> <li>• Average of 36 minutes per lesson (needed per NYSED requirements for 1 unit of study)</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> |

### **Medically Vulnerable Students (Regardless of Grade):**

1. ECS will work with the families who have medically vulnerable students, or students who have medically vulnerable people living in their household, or have other health concerns related to returning in-person to school to provide remote instruction.
2. Remote instruction will include:
  - Virtual Instruction if the family has reliable internet at home. If reliable service is not available and cannot be made available, packets will be used in conjunction with phone conferencing for instruction.
  - Instruction that closely parallels the lesson and assignments provided to his/her peers that are in-person.
  - Recording of grades and attendance.
3. We may not be able to provide the following under remote instruction:
  - Virtual instruction with the child's classmates. (Please note: the District is looking into models that will include at least a portion of a child's peers in at least some of the virtual lessons).
  - Instruction by the same instructor as the classroom teacher.

### **Special Education – General:**

1. The CSE/CPSE will survey parents prior to re-opening to obtain parent/guardian's preferred method of communication and update contact information.
2. The Committee on Special Education (CSE) will continue to hold all required meetings (initial, annual, etc.). Meetings will be held virtually as much as possible and include all CSE Committee members. Meetings may take place in-person if deemed necessary by the CSE Chair or requested by a parent provided all social distancing and personal hygiene provisions are followed as outlined in this plan.
3. The CSE Chair be available to discuss concerns, thoughts, ideas, etc. with parents as necessary regarding re-opening plans for applicable students. The District will promptly and thoroughly communicate with parents to inform them of the plan to implement their child's IEP regardless of the methodology of instruction or services. Furthermore, The Committee on Special Education (CSE) and Committee on Preschool Special Education (CPSE) plan to maintain contact with parents/guardians via a variety of modes including:
  - Electronic Mail (Email)
  - Telephone
  - Text Messaging
  - USPS Mail
  - Online Classroom Support Programs
  - Videoconferencing
4. Regardless of the instructional model being used at any point in time, the District will ensure that all students with IEPs and 504 Plans will receive a free and appropriate public education (FAPE). The special education program and services

will be provided in the least restrictive environment (LRE) as identified by the student's IEPs to the greatest extent possible. The LRE determination will be made by the CSE/CPSE in coordination with parents.

- In-Person Models: The District will ensure that all services and provisions of a student's with IEP / 504 plans are followed (resource room, CT, related services only, testing accommodations, etc.).
  - Hybrid Models – The District will ensure that all services and provisions of a student's with IEP / 504 plans are followed (resource room, CT, related services only, testing accommodations, etc.). This may require a student with an IEP or 504 to attend school one or more additional days per week. The CSE chair will coordinate these plans with parents, staff and administration.
  - Remote Models: To the greatest extent practicable all provisions (accommodations, modifications, supplementary aides, etc.) of a child's IEP or 504 plan will be followed. The District realizes that alternatives to certain, specific services may be necessary if a remote instructional model is being used (i.e. an Occupational Therapy service that requires special equipment/manipulatives), and will work closely with the parent to agree on alternative delivery models / services. Technology and assistive technology will be provided as needed to meet specific student's needs.
  - For all models: An individual determination will be made regarding the delivery of special education programs and services should health and safety requirements not allow for in-person special education services or the provision of services in the same mode and/or manner they are typically provided.
  - For all models: The CSE and CPSE will work with program providers to ensure that all relevant individuals understand the provision of services consistent with the recommendations of each student's IEP.
5. In situations where services require close proximity to students or a child requires intense physical care, appropriate PPE (i.e. gloves, N-95 masks, etc.) will be provided to staff by the District.
  6. Teachers and service providers will be required to submit regular progress reports on students' progress on IEP goals. Progress reports will be shared with parents.
  7. Progress monitoring will be conducted to measure student progress toward IEP goals. The CSE/CPSE will continue to monitor student needs and modify student IEPs as appropriate, including to address any changing student needs due to the period of remote instruction and extended time away from school.
  8. Students receiving special education services will be assigned a case manager to facilitate communication between school personnel, parents, and students.
  9. Related services attendance / engagement will be documented in ClearTrack as well as corresponding CSE/CPSE communication.



10. CSE/CPSE Chair will maintain regular contact with program providers where the program is not located at ECS to ensure the needs of the students are being met and the student receives a FAPE.
11. The CSE/CPSE will determine, on an individual student basis, whether any compensatory services are warranted, and if so, identify and provide the appropriate provision of such services. All compensatory services will be documented by the District.
12. The CSE/CPSE will adhere to all procedural requirements:
  - The District will continue to implement its child find procedures to identify, locate, and evaluate all students with disabilities who may be in need of special education and related services. Prior to referring a student to the CSE/CPSE, the District will take into consideration all factors that may have influenced the student's progress during school closures due to COVID-19.
  - Parents may continue to refer students to the CSE/CPSE in accordance with the special education regulations.
  - Initial CSE and CPSE evaluations and reevaluations will continue to be conducted, either remotely or in-person, in accordance with the required regulatory timelines. The District will continue to follow previous OSE guidance for conducting evaluations and reevaluations during the COVID-19 pandemic to meet special education timelines. As appropriate, and as determined on an individual student basis, evaluations may be conducted remotely using technology and/or by employing a review of records.
  - The CSE/CPSE will continue to meet to review a student's evaluations, to conduct annual reviews, and/or to convene at parent or District request and, as appropriate, revise the student's IEP. Parents and the District may agree to conduct CSE/CPSE meetings using alternative means, such as by video conference and/or teleconference.
  - The District will provide to parents the procedural safeguards and prior written notice as required by the regulations.