Ellicottville Central School

Pandemic - COVID-19

Re-opening Plans

July 31, 2020

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Ellicottville Central School Re-opening Plans 2020-21

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Introduction:

The global pandemic caused by COVID-19 has forever changed so many parts of our everyday lives. Everything we do from greeting one another to how we shop for groceries has been impacted. Among all these changes, one of the areas that has, perhaps, seen some of the biggest changes is education. The challenges started in March 2020 and they continue to this day.

Where schools and teachers traditionally spent the summer gearing up for the students to return in September (and August for some sports), they are now faced with planning to reopen in three very different ways: In-person with rules such as social distancing, remotely, or through a hybrid model that combines aspects of both in-person and remote learning. Currently, schools in New York State do not know what model they will be allowed to open with in September, and, have to be prepared to possibly switch between these different models with short notice.

This plan is designed to not only share how these three models will look / operate, it also describes the procedures that Ellicottville Central School will employee to best ensure the safety of students, staff, families and visitors. While this plan may seem rather lengthy, please keep in mind that there are many moving parts.

We would also like to acknowledge the many people that contributed thoughts / ideas / suggestions:

- Over 225 student / parent surveys were completed and returned to the school
- 70 staff surveys were completed
- Members of the Board of Education
- Administrative, clerical and supervisory staff at the school
- CSE/CPSE Chairperson
- Community members who attended the Community Information Meeting on July 29th
- Faculty and staff members who sat on the re-opening committees on Monday, July 27th
- Local Health Department

These plans represent a living document. While the plans will be initially submitted on July 31st, they will also evolve over time. We may find that some things simply do not work or that budget constraints may prevent something from taking place. Through all of this, the District is committed to remaining transparent and maintaining open communication with students, parents and staff. **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.**

The District is confident that, working together, we will strive to provide the best education we can under challenging and unprecedented times.

General Health Practices:

In order to ensure everyone's health and safety, it is necessary to establish and follow accepted guidelines.

Practices and Expectations for Social Distancing for Faculty, Staff, Students, and Visitors:

Regardless of the learning model being used, to ensure everyone's safety: all faculty, staff, students, and visitors, must comply with physical distancing requirements. In short, anyone within Ellicottville Central School facilities will practice social distancing expectations:

1. Strive to ensure 6 ft. distance between any student, employee, or visitor, to the greatest extent practicable and/or unless safety or core function of work activity requires a shorter distance.
2. Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If an area is occupied by more than one person, keep occupancy under 50% of maximum capacity.
3. "Empty" rooms have been set up in various classes to determine the maximum number of student desks that can be placed in a room if 6 ft. social distancing is followed.
4. The District is looking into the feasibility of using polycarbonate (clear plastic) barriers between student desks to maximize student capacity while ensuring safety.
5. Limit in-person gatherings and encourage tele- or video-conferencing whenever possible. Essential in-person gatherings (e.g. meetings) will be held in open, well-ventilated spaces with appropriate social distancing among participants.
6. All planned deliveries to our facilities will take place at our Receiving Dock. All other deliveries will be received at our main entrances and follow screening and safety protocols of visitors.
7. Signage (posters, floor stickers, etc.) on proper social distancing will be located throughout the facilities as needed and appropriate to serve as a reminder for all parties.
8. Information / instructions will be available on the District Website regarding instructions for proper social distancing.
9. Training / instruction for all faculty, staff, and students on social distancing will be provided via one or more of the following models: District made videos, links to youtube videos, live instruction, written directions, etc. Instruction / training will be recurring as necessary. (Please see Appendix A)

Practices and Expectations for Personal Protective Equipment (PPE) and Healthy Hygiene for Faculty, Staff, Students, and Visitors:

Regardless of the learning model being used, to ensure everyone's safety; all faculty, staff, students, and visitors, must comply with protective equipment requirements:

1. To best ensure everyone's safety, a 6 ft. distance or barrier between any student, employee, or visitor will be maintained and face coverings / masks will be worn. The exception to this is children under the age of 2 years old and where such covering would impair one's health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction.

2. ECS will provide 2 reusable cloth face masks / coverings per employee at the beginning of the year. Employees are responsible for the care and maintenance of their mask. If cloth masks cannot immediately be provided, then disposable masks will be provided until cloth can be secured.
3. To the greatest extent possible, if a teacher is moving around a room during instruction, the teacher and all students must wear a mask. If the teacher and all the students are seated and there is 6 ft. social distancing or barriers are present, masks may be removed to allow for "mask breaks" throughout the day. Mask breaks should occur at least every twenty minutes. Students should continue to work while in a class during mask breaks unless instructed otherwise by a teacher/staff member. If a student gets up to move to another location, that student should wear his/her mask. In addition, depending on the circumstances, a teacher may continue to instruct students during a mask break.
4. Students will need to provide their own face covering / mask. If this presents a hardship for a family, the family should contact the school for assistance.
5. Visitors will be strongly encouraged to provide their own face coverings / masks.
6. In the event that a student, employee or visitor forgets or does not otherwise have a face covering / mask, a disposable one will be provided at no-cost.
7. The school nurse will maintain an inventory of disposable masks as well as PPE required for certain staff members (i.e. N-95 masks, nitrile gloves, face shields, etc.) and have an adequate supply on hand. The District will use multiple sources to obtain these items to ensure an adequate supply.
8. 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.
9. Training will be provided to all staff members and students on the proper use of face coverings including:
    a. How to put on, wear, and remove face coverings appropriately
    b. Proper storage of face coverings (short term i.e. while eating)
    c. Proper care of face coverings
    d. (Please see Appendix B)
10. Training may take the form of one or more of the following: District made videos, links to youtube videos, live instruction, written directions, etc.
11. Frequently touched surfaces and objects will be cleaned and disinfected several times a day (by an appropriately trained ECS staff member) to reduce the risk of germs on surfaces and objects:
    a. First, clean the surface or object with soap and water.
    b. Then, disinfect using an EPA-approved disinfectant.
    c. If an EPA-approved disinfectant is unavailable, you can use 1/3 cup of bleach added to 1 gallon of water, or 70% isopropyl alcohol solutions to disinfect.

12. While the touching of shared objects and surfaces is discouraged, it cannot be avoided 100% of the time. Examples of some frequently touched areas in schools (this list is not all inclusive):
    - Classroom desks and chairs
    - Lunchroom tables and chairs
    - Door handles and push plates
    - Handrails
    - Kitchen and bathroom faucets
    - Light switches
    - Handles on equipment
    - Buttons on vending machines
    - Buttons on elevators
    - Shared telephones
    - Shared desktops
    - Shared computer keyboards and mice
    - Bus seats and handrails
13. When contact with shared objects cannot be avoided or an object is a frequently touched area, employees, students, and visitors are encouraged to wash hands before and after contact.
14. Staff will be provided with gloves, as necessary, when working with highly touched surfaces.
15. For certain classes, staff may be provided (by the District) with additional PPE such as disposable nitrile gloves. Disposable gowns, eye protection, N-95 masks, etc.
16. All faculty, staff, and students will receive instruction on how to properly wash their hands or use sanitizer when it is not possible to wash with soap and water. Instruction / training may take the form of one or more of the following: District made videos, links to youtube videos, live instruction, written directions, etc. Instruction / training will be recurring as necessary. (Please see Appendix C)
17. Students will receive instruction on proper respiratory hygiene (coughing, sneezing, etc.). Instruction will follow CDC Guidelines that includes (but is not limited to) covering one's mouth/nose, disposal of tissues and proper hand washing. Instruction / training may take the form of one or more of the following: District made videos, links to youtube videos, live instruction, written directions, etc. (Please see Appendix D)
18. Signage on proper use of PPE and best practices for personal hygiene will be located throughout the building to serve as a reminder for all parties.
19. Information will be available on the District Website regarding instructions for use of PPE and personal hygiene.

Health Screenings (General):

1. All faculty and staff will receive training / instruction on how to properly identify signs and symptoms of COVID-19 . Instruction / training may take the form of one or more of the following: District made videos, links to youtube videos, live instruction, written directions, etc. Instruction / training will be recurring as necessary. (Please see appendix E)
2. Persons that are ill or display symptoms of COVID-19 will report or be sent to the school nurse immediately.
3. All students, staff and visitors to the school will be required to complete a health screening. This will be a daily requirement for students and staff. It will be required by

each visitor each time they need to enter the building. Aside from asking personal identification information, the following questions will be asked:

- Do you currently have a fever over 100 degrees?
- Have you knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive for COVID-19 or who has had symptoms of COVID-19?
- Have you tested positive for COVID-19 in the past 14 days?
- Have you experienced any symptoms of COVID-19 in the past 14 days? (fever, cough, shortness of breath or other respiratory problem)
- In the last 14 days, have you traveled to/from another state or country for which New York State requires a mandated self-quarantined period? (The State list will be updated as needed.)

If an answer of "YES" is provided to any of these questions, the person is prohibited from entering Ellicottville Central School facilities. The screening tool will direct the individual (or parent) to contact Bob Miller, Superintendent & COVID-19 Security Officer 699-2316 extension 1301 or the school nurse, Karin Hager, 699-2318 ext. 1604.

Ellicottville Central School will coordinate testing of individuals that display symptoms of or have been exposed to COVID-19 with the Cattaraugus County Department of Health.

If additional screening is required, the school nurse may isolate the individual in coordination with the COVID-19 Safety Coordinator and/or county health officials.

4. Screening of and for students, staff and visitors in the CA BOCES Big Picture Program will be overseen by the program's administrator, who will immediately contact either the ECS COVID-19 Security Officer or School Nurse if an individual: "fails" the screening, displays symptoms of COVID-19, or is otherwise ill. At that time, all ECS plans will take effect and be followed accordingly.

Daily Health Screenings – Students and Staff:

To ensure all faculty, staff, and students comply with daily screening requirements, ECS will do the following:

1. All faculty, staff, students, and visitors must follow all posted signage regarding daily screening practices and expectations.
2. Screening apps / forms for students and staff are being researched. When the District settles on an app / form, it will be publicized and utilized.
3. Implement a daily screening protocol that will take full advantage of being able to report on-line. Employees will conduct their own self-screening. Parents / Guardians will be responsible for completing screenings of their child/children each day before sending them to school. Parents will receive instructions on how to observe for signs of illness in their child and be required to keep their child home if such symptoms are observed.

4. In the event a parent is unable to complete daily screening of their child/children on-line, they should notify the school nurse so the student(s) can be screened at school.
5. If the school nurse does not hear from a parent by 9:30 AM, the nurse will screen the student(s) in a confidential manner.
6. Only minimal data will be kept in compliance with NYSDOH regulations.
7. Any screening that results in a possible case of COVID-19 will be addressed immediately by the school nurse and/or COVID-19 Security Officer.
8. The school nurse will notify the staff member / parent that they must seek the guidance of the private physician.
9. If the individual is a student, she/he will be confidentially isolated on campus:
    a. To the greatest extent practicable, two rooms will be used by the school:
        - One room will be for healthy students who have injuries or need their medications or nursing treatment.
        - The other room will be for assessing and caring for ill students and staff, and if needed, used for the isolation of an individual suspected of having COVID-19. If more than one students is suspected of having COVID-19 they may be in the same isolation room as long as they are separated by 6 feet.
        - Both rooms require a supervising adult to be present and should have easy access to a bathroom and sink with hand hygiene supplies
    b. Parents will be called to pick up student within a reasonable time frame.
10. The school nurse will contact the DOH for additional guidance on how to proceed with the situation, including how to determine when the individual may return. Collaboratively, they will work together to limit viral spread and determine timely virus testing of the most appropriate measure and implement contract tracing in the event of a positive case.
11. If appropriate, the nurse will also provide instruction to the staff member / student's parent for the individual's return to the campus (in the event the case is not a positive COVID-19 case).
12. If a person is sent home it is imperative that people not jump to conclusions. The person may have the flu, a cold, allergies, asthma, chronic gastrointestinal conditions, etc. The school MUST protect the privacy of individuals, and, therefore, cannot share information. If the DOH determines that more actions are necessary, the school will follow the directions of DOH at that time.
13. If the school nurse is not available, the COVID-19 Security Officer or other Administrator will isolate and dismiss any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider. The school nurse will work collaboratively with Administrators to determine if additional staff is needed to assist with non-nursing tasks such as: student supervision; telephone calls, text, or emails to parent/guardians; and assistance with completing any required paperwork other than nursing documentation.
14. Please see Appendix F for more information

Health Screenings – Visitors / Vendors / Contractors / Etc.:

1. To best ensure everyone's safety the District is asking that individuals do not plan on visiting the school unannounced. Often times a question can be answered on the phone or a tele-conference may be set-up.
2. If a visitation is absolutely required, the school nurse will screen the visitor before he/she may enter the building. The school nurse will follow the protocols established in step 3 of Health Screenings (General) section of this plan.

Testing Responsibility:

1. Per guidance from the State Education Department and the CDC (*Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools, p14*), Ellicottville Central School will not seek to test anyone for COVID-19 or require testing or antibody testing of students or staff members. The Safety Coordinator, Principals, and School Nurse may make general recommendations to parents and staff members to seek medical advice from their primary care physician, community health experts, and/or our local hospital system.
2. The Ellicottville Central School COVID-19 Safety Coordinator, Principals and the School Nurse will monitor screening results so that appropriate steps can be immediately enacted to determine if intervention is needed with any students, staff or visitor that fails screening procedures. .
3. Staff in school offices will serve as frontline observers of screening of self-transporting students and visitors during the day and will deny entry to any person that fails screening procedures. These staff members will contact the COVID-19 Safety Coordinator or School Nurse for instructions.
4. The COVID-19 Safety Coordinator will immediately be notified if any person fails screening procedures. The Safety Coordinator and/or School Nurse will work with the appropriate County Health Departments if COVID-19 is suspected. Those that fail screening procedures will not be allowed entry into Ellicottville Central School.
5. The School Nurse will be the key responder if any faculty, staff, students, or visitors are in need of medical care at the school.

Early Warning Signs:

1. The COVID-19 Safety Coordinator and School Nurse will regularly confer with County Health Departments for guidance on regional infection rates. Ellicottville Central School will follow all state guidance if the Western New York region's (Allegany, Cattaraugus, Chautauqua, Erie, and Niagara Counties) 7-day infection average meets the state determined threshold of 9%.
2. The COVID-19 Safety Coordinator and School Nurse will monitor daily the 7-day average infection rate for Western New York and for Cattaraugus County. (https://covid19tracker.health.ny.gov/views/NYS-COVID19-Tracker/NYSDOHCOVID-19Tracker-Map?%3Aembed=yes&%3Atoolbar=no&%3Atabs=n). Ellicottville Central School will follow guidance from our County Health Departments and New York State officials to determine if local practices, protocols, and procedures need to be adjusted based on local and regional infection rates.

3. Other internal early warning signs that will be closely monitored are faculty, staff, and student absences related to COVID-19, more local infection rate data, and other information from the Cattaraugus County Department of Health.
4. Ellicottville Central School will collaborate with the local health department to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.
5. Ellicottville Central School faculty and staff will be trained to instruct parents/guardians to observe signs of illness in their child that require staying home from school

Confirmed Case of COVID-19:

1. If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:
    a. It has been at least ten days since the individual first had symptoms;
    b. It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
    c. It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.
    d. The parent (for students) or employee has discussed their return with the school nurse 24 hours in advance of actually returning.
    e. The District will be in constant contact with the DOH and monitoring CDC guidelines for updates
2. If there is a suspected or confirmed case of COVID-19 at the school, as per the CDC and NYSDOH recommendations, the District will:
    a. Close off the areas used by a sick person and will not use these areas until after cleaning and dis-infection has occurred.
    b. Open outside doors and windows to increase air circulation in the area.
    c. Wait at least 24 hours before cleaning and disinfection, or as long as possible if 24 hours is not feasible.
    d. Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19.

Local Medical Capacity / Department of Health / Contacts:

Ellicottville Central School will work cooperatively with the Cattaraugus County Department of Health and Olean General Hospital as needed. Part of this communication will include determining factors such as the capacity of local medical facilities. The District has been told by the local DOH they will contact us if there are concerns regarding hospital capacity in the area. They have indicated the District can also reach out to them if needed.

Important contact information:

- **Cattaraugus County Department of Health**
  Kevin D. Watkins, MD, MPH; Public Health Director
  1 Leo Moss Drive
  Olean, NY 14760
  Primary: 716-373-8050
  Secondary: 716-701-3398
  Email: https://www.cattco.org/health/contact

- **Olean General Hospital**
  515 Main Street
  Olean, NY 14760
  716-373-2600
  https://www.ogh.org/

- **Access the New York State COVID-19 Test Site Finder**
  https://coronavirus.health.ny.gov/find-test-site-near-you?gclid=EAIaIQobChMI3q2Xv4CR6wIVg5-zCh0KlAckEAAYASAAEgLcvPD_BwE

Exposed Individuals:

1. The school nurse will immediately consult with county health officials and the COVID-19 Safety Coordinator if exposure to a COVID-19 infected individual is suspected through contact tracing.
2. Collaboratively, they will work together to limit viral spread and determine timely virus testing of the most appropriate measure and implement any additional contract tracing in the event of a positive case.
3. Ellicottville Central School will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19.
4. If a person is NOT diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:
   - Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
   - If they have been diagnosed with another condition and has a healthcare provider written note stating they are clear to return to school.

Contact Tracing (see appendix G):

1. Contact tracing is a public health function performed by local public health departments to trace all persons who had contact with a confirmed case of COVID-19. This allows public health officials to put in place isolation or other measures to limit the spread of the virus.
2. Ellicottville Central School will cooperate with state and local health department in any contact tracing related to our locations, programming, staff, students, and/or visitors, according to requirements of the New York State Education Department. The Ellicottville Central School COVID-19 Safety Coordinator will, solely, assist the Cattaraugus County Department of Health in knowing who may have had contact at school with a confirmed case by:

- keeping accurate attendance records of students and staff members including daily health screening status (pass / fail only);
- ensuring student schedules are up to date;
- keeping a log of any visitors which includes date, time and where in the school they visited and that they passed the health screen; and
- assisting local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the New York State Contact Tracing Program.

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

Medically Vulnerable Staff / Household Members:
Staff who are medically vulnerable or live with people that are medically vulnerable, should contact their supervisor or administrator as soon as possible. Depending on the situation there are a number of pathways that may be considered. These include but are not limited to:

- FMLA (there are different State and Federal provisions, that may apply)
- Emergency leave provisions that have recently been enacted
- Virtual work (depends on the job title and responsibilities)
- A leave of absence
- Increased use of medical grade PPE

Medically Vulnerable Students / Household Members:
Please see "Continuity of Learning" section.

Cleaning and Disinfecting:
Ellicottville Central School will:

1. Follow CDC guidance for cleaning and disinfecting the building.
2. Ensure all cleaning supplies and materials meet NYS code requirements.
3. Utilize checklists to ensure each room / area is properly cleaned and disinfected.
4. Utilize a "door tag" system to indicate that a room has been cleaned and disinfected.
5. Establish cleaning and disinfecting schedules to ensure that high traffic and heavily touched items are cleaned on a regular basis.

Emergency Drills:
Ellicottville Central School will conduct the required number of emergency drills (fire, lockdown, etc.) as mandated if in-person and/or a hybrid models are being utilized.

1. *Fire drills:* A system will be developed by administration in conjunction with staff that ensures proper social distancing and use of PPE when exiting the building, while outside and when re-entering the building.
2. *Lockdown Drills:* While social distancing is required, students will remain at desks and teachers / staff will discuss the aspects of such drills and how they will be

conducted in the event of a real emergency or if we are no longer under social distancing requirements.

Before and after school child care:
At the time of submission of this plan, Ellicottville Central is not planning on running before or after school child care programs. If this changes, the plan will be updated. If a parent / guardian needs child care, they should contact ACCORD for assistance: Allegany County Community Opportunity and Rural Development, Inc. ACCORD CCR&R serving Allegany and Cattaraugus Counties: Brenda Norton - Referral Counselor (800) - 498 - 2277 or (585) - 268 - 7605 ext. 1228 www.accordcorp.org bnorton@accordcorp.org

COVID-19 Safety Coordinator:
The superintendent will officially serve as the COVID-19 Safety Coordinator. The Superintendent will work closely with the school nurse, maintenance supervisor and other administrators as needed. The COVID-19 Safety Coordinator will ensure the implementation of this plan and work with applicable parties when / if changes are needed.

Facilities Planning:

1. At the current time, Ellicottville Central School does not plan to make changes to the physical structure of any building. If plans need to change, any changes will comply with requirements of the 2020 NYS Uniform Fire Prevention and Building Code and the State Energy conservation code.

2. Ellicottville Central School will ensure compliance with the 2020 building condition survey and visual inspection requirements. At the time of the creation of this plan, the District's visual inspection as required by NYSED is scheduled to take place in late September

3. Ellicottville Central School has contracted with Stohl Environmental to conduct lead in water testing when the school building is opened to daily full-time use. It MUST be noted that this testing is contingent on the District being able to open in a timely manner.

4. Ellicottville Central School ensures that all alcohol-based hand sanitizer dispensers have been or will be installed in accordance to FCNYS 2020 section 5705.5. Hand sanitizers will be located in classrooms and other common areas such as the bus garage, cafeterias, faculty room, break rooms, and offices.

5. Ellicottville Central School does not plan on installing dividers in the building.

6. Ellicottville Central School does not plan to engage in any building or use of temporary quarters due to re-opening under COVID-19.

7. Ellicottville Central School will not be utilizing any new or leased facilities.

8. Ellicottville Central School does not plan on using tents of any kind.

9. Ellicottville Central School will maintain existing number of toilets and sinks (which currently meet or exceed required minimum standards) throughout the building. Lavatories and sinks will be cleaned and disinfected throughout the day.

10. Ellicottville Central School will maintain its existing number of drinking fountains available throughout the building which currently exceeds the code for occupancy. Drinking fountains will be cleaned and sanitized throughout the day.

11. Ventilation:
    a. Ellicottville Central School's heating and ventilation system is monitored by a computer system that is programmed to provide optimum fresh air proportionately to current outdoor conditions with alarms to indicate any malfunctions.
    b. Air filters are changed biannually and meet current standards.
    c. Ellicottville Central School contracts with U&S Services for maintenance and technical support.
    d. ECS is also working with M/E Engineering regarding HVAC operation.
    e. Teachers will be encouraged to open windows when practicable and safe to increase outdoor air exchange.

12. Ellicottville Central School ensures that any project submissions dedicated to COVID-19 re-opening will be labeled as such.

13. Ellicottville Central School will comply with 2020 BCNYS section 2606 if any plastic separators are used.

Child Nutrition / School Meals:

Preparation of School Meals (all models):

1. Social distancing and face covering guidance will be followed as outlined previously in this plan.
2. Employees will be provided with face coverings as outlined previously in this plan.
3. Employees will be provided with other PPE as may be warranted.
4. Barriers will be utilized in serving line as warranted and required.
5. Cafeteria staff will be trained on how to properly clean and disinfect equipment and work areas in the kitchen.
6. Student food allergy lists will be created and updated daily. People serving food to students (both inside and outside the cafeteria) will have copies of this list as a "double check."

Serving School Meals In-Person and Hybrid Models:

1. All grade levels / programs:
    a. Please note, not all meals will be provided free of charge. Meal prices will be posted in the September Newsletter and on the District Website.
    b. Applications for free and reduced meals will be accepted and processed accordingly.
    c. Meal pattern requirements will be followed as established by the Child Food and Nutrition Program.
    d. To best ensure safety, no cash will be exchanged on a daily basis. Parents will have to place money on their child/children's accounts.
    e. Checks may be mailed to the school or a child may hand in to his/her teacher.
    f. Parents may also use "My School Bucks" to place money on their child's/children's account(s) with a credit card. Information on how to use "My School Bucks" will be in the District Newsletter and on the District Website and Facebook pages.
    g. If a child does not have money on their account, a meal will still be provided without questions to the student. The meal will be charged to the student's account and parents will be notified after 5 days.
    h. All protocols associated with the school meal program will be communicated to families via the District newsletter, the District Website, and directly with some families as warranted.

2. Elementary (Grades PreK-6):
    a. Meals (Breakfast and Lunch) will be delivered to classrooms using disposal to-go containers.
    b. Support staff / substitutes will assist with supervision and use a spreadsheet for tracking and recording distribution of meals.
    c. Students will be instructed to wash their hands prior to eating. This will be overseen by the support staff / substitute.
    e. Students will be instructed to not share food / beverage items.
    f. Upon completion of meals, students will throw their garbage away and wash their hands.
    g. Dirty silverware and spreadsheet will be returned to the cafeteria.

3. Grades 7-12:
    a. Breakfast
        i. Breakfast will be "grab and go." Students will take breakfast with them to their first class of the day.
        ii. Multiple tables will be arranged by a system to be determined (i.e. alphabetical, grade level, etc.) to better ensure proper social distancing and serving in a quick manner.
        iii. Students will be instructed to wash / sanitize their hands prior to and after eating. Hand sanitizer will be made available for student use.

b. Lunch
    i. Multiple lunch periods will be utilized to ensure smaller numbers in the cafeteria at any one time.
    ii. Students will eat in the cafeteria.
    iii. Individual desks will be used to best ensure social distancing.
    iv. Upon entry into the cafeteria, hand sanitization stations will be provided and a staff member will ensure that all students sanitize their hands before getting their meal.
    v. Receipt of meals will be properly documented and recorded by the cashier.
    vi. Posters will be present to remind students of proper hygiene in the cafeteria.
    vii. Marks / stickers on the floors will be employed to ensure social distancing while students are waiting in line.
    viii. Students will be instructed / reminded to not share food / beverage items.
    ix. Upon dismissal, students return tableware / throw away garbage and then sanitize their hands before leaving.
    x. The desks will be disinfected by properly trained staff members before the next group is allowed to enter.

4. Big Picture (CA BOCES program in leased space):
    a. Meals (Breakfast and Lunch) will be delivered to classrooms using disposal to-go containers.
    b. Staff / substitutes will assist with supervision and use a spreadsheet for tracking and recording distribution of meals.

    c. Students will be instructed to wash / sanitize their hands prior to eating. This will be overseen by the support staff / substitute.
    d. Students will be instructed / reminded to not share food / beverage items.
    f. Upon completion of meals, students will throw their garbage away and wash their hands.
    g. Dirty silverware and spreadsheet will be returned to the cafeteria.

5. Hybrid Model Only for 7-12:
    a. In order to provide meals for students on the alternate days that they will not be present, they will pick up a bagged breakfast and lunch for the next day before leaving on the days that they are present.
    b. Parents will need to "order" to-go meals by calling Mrs. Vicky Williams at (716) 699-2316 ext. 1403, e-mail Mrs. Williams at vwilliams@ecsny.org, or sign up via the link on the District Website or Facebook Page. Meals will be ordered by the week and orders are due no later than 12 noon on Fridays.
    c. Meals will be available for students to pick up as they are dismissed at the end of the day.

d. Several tables will be used to promote social distancing.
e. Spreadsheets will be completed for purposes of tracking and recording purposes.
f. Students / parents will need to place items in the refrigerator upon returning home.

Serving Meals for Students Remotely (applies to situations where all students are remote and to families where students cannot attend):

Families interested in signing up for meals may phone Mrs. Vicky Williams at (716) 699-2316 ext. 1403, e-mail Mrs. Williams at vwilliams@ecsny.org, or sign up via the link on the District Website or Facebook Page.

1. Registered families will have meals delivered between 11 AM to 1 PM.
2. There will be no charge for meal delivery, HOWEVER:
    a. Please note, not all meals will be provided free of charge. Meal prices will be posted in the September Newsletter and on the District Website.
    b. Applications for free and reduced meals will be accepted and processed accordingly.
    c. Meal patterns will be followed as per Child and Nutrition guidelines.
    d. Parents will have to place money on their child/children's accounts.
        - Checks may be mailed to the school.
        - Parents may also use "My School Bucks" to place money on their child's/children's account(s) with a credit card. Information on how to use "My School Bucks" will be in the District Newsletter and on the District Website and Facebook pages.
        - If a child does not have money on their account, a meal will still be provided without questions to the student. The meal will be charged to the student's account and parents will be notified after five (5) days.

a. Meals will be available Monday-Friday on days ECS would "normally" be open but is closed (no weekends).
    a. The format for meals will include a lunch for that day and breakfast for the next day.

Transportation:

Transportation for in-person instruction for ALL students (PreK-12) on a daily basis:

1. Ellicottville Central School will not be able to transport all students to school in one bus run until such point that guidance will allow for less than 6 foot social distancing both on the bus and in the school.

Transportation for in-person and hybrid instructional models:

1. Ellicottville will be following the 50% rule (1 student per seat, alternating left and right positions) when determining the capacity for buses.

2. Bus drivers and any other staff assigned to ride buses will have to wear masks. Drivers will also be provided with a reusable face shield. N-95, eye protection, disposable gowns and gloves will be provided as needed and necessary. If a driver or attendant needs to make physical contact with a student, they will wear gloves.
2. Two separate bus runs will be made each morning and afternoon. More specific times and determinations of who will be on which run will be released closer to the start of school.
3. Students will be required to wear masks when entering the bus (unless they are physically or mentally unable to do so, or they have a disability that prevents them from wearing a mask).
4. If a child does not have a mask when boarding the bus, the driver will provide a disposable mask to the student. The student will not be denied transportation.
5. Students from the same family/household will be instructed to sit together to increase capacity.
6. Otherwise students will be instructed to start filling the bus from the back of the bus and work forward.
7. Students will be instructed to sit in assigned seats with only one student per seat (unless two or more students are from the same household).
9. Seats will be assigned by number and seat numbers will be provided to parents prior to the first day of school.
10. Buses will be disinfected (including high contact spots) between all runs and at the end of each day.
11. Due to the extensive planning required to accommodate as many students as possible, students MUST be picked up and dropped off at the same address each day. No alternate passes can be honored under this model.
12. ECS personnel on the buses will not carry hand sanitizer nor will it be available on the bus.
13. Upon arrival at the school, buses will "take turns" dropping students off at approximately the ½ way point between the Elementary and High School entrances. Students will disembark 1 at a time in the reverse order they got onto the bus and should proceed to the appropriate entrance.
14. At the end of the day, students will be dismissed to their bus by announcement.

Transportation for remote learning model:

1. If allowed, some students with special needs may need to be transported to the school for services. If this is the case, plans will be made directly with parents/guardians.
2. ECS Personnel on the buses will not carry hand sanitizer nor will the bus be equipped to provide hand sanitizer.

Transportation for students attending programs at other locations:

1. Regardless of the model that Ellicottville Central School is using, the District will ensure that appropriate transportation accommodations will be provided to

students that are placed in educational settings outside of ECS, should those settings be open. ECS will work with each of these locations to determine transportation needs.

2. ECS Personnel on the buses will not carry hand sanitizer nor will the bus be equipped to provide hand sanitizer.
3. ECS has one student that requires the use of a wheelchair bus. This student's placement on the bus will follow the protocols for social distancing and wearing of PPE.

Social-Emotional Wellness / School Counseling Program Plan:

1. The District's comprehensive developmental school counseling program plans will be reviewed and updated to meet current needs. The team reviewing / updating these plans will include school counselors, the school psychologist, and principals.
2. Preliminary Planning/Data Collection: Parent Survey to be sent out (may be part of other District survey) requesting preferred method for communication (text, email, phone, etc.), preference for receiving documents (i.e. email, standard mail), as well as asking about any specific social-emotional concerns for their child and/or family.
3. Universal Implementation (*These are recommended whether school resumes in-person, virtually, or a combination of the two*.)
    a. School Climate Team to be established and include school counselors, school psychologist, school nurse, teacher representatives (2), parents (2), and administrative member. This will include regularly scheduled meetings to help meet the needs of all students, staff, and families and allow us to adapt to a changing landscape/climate.
    b. Re-Entry Team to be established and will include school counselor, school psychologist, school nurse, teacher, administrator, parent/guardian of student, and student when appropriate. This group will assist in the re-entry as needed / requested for individual students to the school whether it be from an outside medical/mental health placement, recurring mental health concerns that have prevented a student from attending school for a period of time, or from preferred remote learning setting back into the building when appropriate. This may be guided by recommendations from outside medical staff who was working with the student and/or parent/guardian.
    c. At the beginning of the school year, school counselors and school psychologist will meet with each class/grade level to provide information on how services at school can help with social-emotional needs, what confidentiality means, who can access, and to answer any questions students or staff may have at these times.
    d. Regular classroom check-ins by school counselors and/or school psychologist will be on-going to provide visibility, reminders, and to add a point of contact to help reinforce presence and connection. There will also be weekly reminders and check-ins by each student's home-room/primary classroom teacher or designated school contact.

e. Professional development for all staff will, at minimum, include a review of protocol on identifying SEL concerns, the referral process, how to address and support students as it specifically relates to the COVID-19 public health emergency, the importance of confidentiality, how to address students and family on social-emotional concerns, how/where/who to reference for support outside of the classroom, and how they can access services to meet their own needs.
f. Professional development for select staff will include training/review on threat assessment and suicide risk assessment.
g. Refusal/no show of scheduled services to be documented at each occurrence and reported to parents/guardians when student is not marked as absent or excused.
h. Universal mental health screening to be conducted utilizing *Sabres/MySabres* within the *Fastbridge* suite. This will help to provide information as to students who may be at risk. These results will be reviewed by school climate team and will also help guide tier II and tier III intervention.
i. *Second Step* K-8 initiative may continue whether it be completed in-person, remotely, or in a hybrid status to the extent practicable / possible.
j. NYS Mentoring Program to be reviewed to determine if it can continue in current climate.
k. Video outreach program to be discussed with school climate team. This would include mental health informative videos to be completed by school counselors and/or school psychologist on relevant topics for students, staff, and families.
l. School Climate Team will hold a preliminary meeting to review current social-emotional supports throughout the school, community supports/references, online supports/references, restorative practices, and current or prospective programs to ensure that all are up-to-date and to ensure that they are the most beneficial options for our students, staff, and families. This meeting will also include the review of documents such as counseling service referral documents, re-entry plan documents, informal assessment/surveys, formal assessment strategies, and data tracking systems.
m. It is recommended that school staff be provided professional development that includes initial/review of restorative practices to the extent practicable.
n. This plan is designed to be executed both on-campus, remotely, or through a hybrid of the two. School climate team will be responsible for ensuring any necessary modifications if logistics, landscape, or learning environment changes as a result of COVID-19 precautions.
o. For students or families who are unable to be reached while in a remote learning environment, special and creative attempts will be made to reach these families which will include frequent and varying modalities of contact with the goal of ensuring safety and access to materials/resources needed,

and to help provide solutions to any problems that may be related to social-emotional learning as it relates to remote learning difficulties.

School Schedules:

At the time of the writing of this plan, Ellicottville Central School is looking at a number of different schedules to best accommodate student learning. These various schedules are outlined in more detail in the "*Continuity of Instruction"* section of this plan. A final schedule cannot be selected until the District knows what instructional model we will be able to use. Students, parents and staff will be notified of the schedule that will be used as soon as possible. Schedules being considered include (but may not be limited to):

1. Full day in-person, all students
2. Staggered arrival and dismissal times for elementary students 5 days a week
3. Staggered arrival and dismissal times for elementary on a rotating schedule of days under a hybrid model which will include days of in-person and remote learning.
4. Staggered arrival and dismissal times for MS/HS on a rotating schedule of days under a hybrid model which will include days of in-person and remote learning.
5. All remote learning

Attendance and Chronic Absenteeism:

In-Person / Hybrid Instruction:

1. Any time a student is on campus, attendance will be taken by the classroom teacher using the approved SMS (Powerschool).
2. This will apply to all models where students are on campus.

Remote Instruction:

1. When using a remote instructional model, attendance will be taken via one of the following models:
    a. If a student actually attends a virtual learning lesson held by the teacher, he / she will be marked present and considered engaged in his/her work that day.
    b. A student may initiate contact with a teacher via e-mail (or other platform: Microsoft teams, Schoology, Remind) to report they are working, ask questions, submit assignments, etc. This student will be marked present for that day and considered engaged in work.
    c. A parent may call or e-mail the school to report that their child is completing work at home on a given day. This student will be marked present for that day and engaged in work.

d. Submission of assignments via digital transmission on a given day will constitute attendance for that day. This student will be marked present for that day and engaged in work.
e. As a last resort, a parent may work out a plan to track student attendance / engagement via a log system. These plans need to be discussed with a principal / teacher prior to submission.
f. Staff will be assigned students who they need to contact at least one time per week by phone. The teacher should engage the student in conversation to determine if additional help, support or attention is necessary. These staff members may also inquire if non-academic help or support is needed (i.e. meals, supplies, counseling, etc.)

3. It should be noted that submission of assignments will be considered when determining a student's level of engagement.
4. If a teacher or staff member cannot reach a student for 3 days the student may be considered chronically absent and the staff member is to report the situation to the student's principal for further intervention.
5. The Principal will work with families and staff members where students are chronically absent or un-engaged on a regular basis to provide additional support for the student/family.
6. The District will also continue to adhere to its comprehensive attendance policy to the extent practicable, as well as requirements set forth by on page 82 of the NYSED reopening Guidance document released on July 16, 2020.

ECS Reopening Plan - Technology

The following recommendations have been considered as ECS develops its reopening plan:

1. ECS has surveyed parents and guardians (spring of 2020) to determine the level of access to computing devices and high-speed internet access at their home residence.
    a. The surveys gave us the knowledge of "access" to a device in the home for each student including, but not limited to: whether or not each student is able to access the device at specific times and/or for the length of time necessary to be successful in a remote or online setting; are multiple children sharing a single device, sometimes with one or more adults who themselves are attempting to work remotely.
    b. In addition, the surveys provide information about internet access which produced usable data. This data included whether or not students were in situations where multiple household members were connected to the internet through cable, a prepaid cell phone with a limited data plan, or the student had to drive miles to a location where Wi-Fi is free.
    c. The District will conduct a follow-up survey with specific families as needed in an attempt to ensure students and staff have access to necessary devices / intent service to the greatest extent practicable.

2. ECS will provide professional development for leaders and educators on designing effective remote/online learning experiences and best practices for instruction in remote/online settings.
3. ECS will provide instruction to students to build digital fluency.
4. ECS has sufficient Technology (IT) Support to support teachers, students, and families.
    a. Tech-Savvy Staff: ECS will designate staff members to provide ongoing support with technology to students, teachers and families.
    b. Student Technology Support: Students will have contact info for Tech staff to assist them with any technical issues.
    c. Video Library: ECS will provide a video library where applicable on tech tutorials for student, teacher, and family technology use.
5. ECS will ensure student data privacy and security. The District will ensure compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations.
6. ECS is streamlining the number of different tools that students will be expected to utilize. The District will do its best to transition to one platform (Office 365) across all grade levels to lessen confusion for the families. The District realizes this will take time and training.
7. ECS will provide both support and flexibility to students when designing remote/blended/online learning experiences.
    a. ECS will provide flexibility to decrease stress and increase equitable access for students and families. Older students may be taking on responsibilities such as caregiving or working outside of the home and may not be available during traditional school hours. Younger students may not be supervised by a parent or guardian during the school day, and their caregivers may not be in a position to effectively guide remote/online instruction. Many students do not have access to a printer, especially if libraries are closed. Alternative learning activities will be developed that do not require students to print.
        - In addition, weekly instead of daily deadlines and choice boards with activities requiring varied levels of technology access will also be provided. For students with extremely limited internet access, ECS will provide materials and assignments on a flash drive or other file storage device.
        - ECS will have knowledge of the level of access to devices and high speed broadband all students and teachers have in their places of residence based on survey responses.
        - To the extent practicable, ECS will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access by contacting cell providers for hotspots where applicable; and ECS will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

- The District will ensure that Wi-Fi routers are placed near windows so that students and staff can access the internet from a vehicle if they are unable to access the internet at their residence.
- Other examples of flexibility include, but are not limited to, weekly instead of daily deadlines and choice boards with activities requiring varied levels of technology access. For students with extremely limited internet access, ECS will provide materials and assignments on a flash drive or other file storage device. As needed, paper packets will be distributed / collected.

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 – 6th 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.

Administration / District / Technology Department will…

- 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 In-Person	Cohort A In-Person	Cohort A Remote	Cohort A Remote	Cohort A Remote
Cohort B Remote	Cohort B Remote	Cohort B Remote	Cohort B In-Person	Cohort B 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 (RtI, 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 **little to no** assignments (less than 25% of the of workload)
75%	Student completed **some** of the assignments (less than 50% of the of workload)
85%	Student completed **most** of the assignments (more that 50% of the of workload)
100%	Student completed **all** 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 OR 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 OR 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	• Average of 4 lessons per day • 20 minutes per lesson
4-5	100 Minutes per day	• Average of 5 lessons per day • 20 minutes per lesson
6	120 - 160 Minutes per day	• 6 - 8 lessons per day depending on a student's schedule • 20 minutes per lesson
7-12	Approx. 220 Minutes per day	• Average of 36 minutes per lesson (needed per NYSED requirements for 1 unit of study)
Dual Enrollment Classes**		• These classes may require additional time as determined by college requirements and teacher

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.

Extra-curricular Activities and Sports:

1. Until such time the school can return to all in-person instruction; or it is deemed safe and appropriate; or approval is granted by NYS, there will be no extra-curricular activities, after-school activities or sporting events at the school. This is being done to best ensure the health and safety of students, parents, staff and the community.
2. Until further notice, the school is unable to approve requests by outside organizations for use of school facilities.

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 in 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 with 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.

Bilingual Education and World Languages:

Currently Ellicottville Central School does not have any English Language Learners (ELLs) enrolled and is unaware of any students that will be enrolling that may qualify as ELL. As new students are enrolled this summer Ellicottville will screen all students accordingly to identify ELLs within the time frames required by Commissioner's Regulations. Should a student or students be identified, the District will:

1. provide for required instructional units of study based on their most recently measured English language proficiency level regardless of the instructional model that is being used at the time.
2. maintain open communication with the student's / students' family regarding their child's/children's progress and education program in their preferred language and mode of communication.

Teacher / Principal Evaluations:

To the greatest extent practicable the teachers and principals will be observed and evaluated according the current agreed upon APPR plan. If this proves to not be possible under hybrid or remote instructional models or due to changes made by NYSED or the Governor's Office, the District will work with respective unions to make and submit changes or variances to NYSED.

Certification, Incidental Teaching, Substitute Teaching:

1. To the greatest extent possible, the District will ensure all full time teacher valid and appropriate certificates for their teaching assignments.
2. The greatest extent possible, the District will assign certified substitutes when as needed and will only assign non-certified substitutes after the list of certified substitutes is exhausted.

Plans for Closure:

Closure Triggers:

Closure of programming will be taken very seriously, considering multiple factors that include:

- presence of or potential presence of COVID-19 within the school;
- absentee rates of faculty, staff, and students;
- determinations made by the NYS Department of Health, State Education Department, Local departments of health, and ECS Administration.

All decisions for closure of any program will be made by the Ellicottville Central School Superintendent, in conjunction with local departments of health, and Ellicottville Central School Administrators.

- Cattaraugus County Department of Health
  Kevin D. Watkins, MD, MPH; Public Health Director

1 Leo Moss Drive
Olean, NY 14760
Primary: 716-373-8050
Secondary: 716-701-3398
Email: https://www.cattco.org/health/contact

Considerations for single or multiple program closures are:

- levels of community spread using the COVID-19 Western New York 7-day infection average (https://covid19tracker.health.ny.gov/views/NYS-COVID19-Tracker/NYSDOHCOVID-19Tracker-DailyTracker?%3Aembed=yes&%3Atoolbar=no&%3Atabs=n);
- and levels of faculty, staff, and student absence due to COVID-19 infection or potential infection.

The Superintendent will use the **ECS Considerations for Closure** chart as a guide when considering closures. Any closures will be officially made by the Superintendent.

ECS Considerations for Closure

This chart and criteria will be consulted as a guide for closure decisions and may not determine actual closures. Final decisions regarding any closures are to be determined by the Superintendent, in conjunction with county health officials and ECS Administrative Team. The **Ellicottville Central School Plan for Remote Instruction** will be implemented in the event of any closure.

Level of Community Spread based upon Western New York 7-day infection average (Low-Medium-Substantial)	**Criteria 1** 0 students or staff members infected	**Criteria 2** 1 student or 1 staff member infected	**Criteria 3** 2-4 students or staff members infected	**Criteria 4** 5+ students or staff members infected
Low/No Spread - 5% or less (5 or less cases per 100,000)	**Open**	**Consider Closure** for up to 24 hours. (Consult with Cattaraugus County Health Officials)	**Consider Closure** for up to 72 hours. (Consult with Cattaraugus County Health Officials)	**Consider Closure** for up to 14 days. (Consult with Cattaraugus County Health Officials)
Medium Spread 6%-8% (6-8 cases per 100,000)	**Open**	**Consider Closure** for up to 24 hours. (Consult with Cattaraugus County Health Officials)	**Consider Closure** for up to 72 hours. (Consult with Cattaraugus County Health Officials)	**Consider Closure** for up to 14 days. (Consult with Cattaraugus County Health Officials)
Substantial Spread - 9% or more (9 or more cases per 100,000)	**Close** (Consult with Cattaraugus County Health Officials)	**Close** (Consult with Cattaraugus County Health Officials)	**Close** (Consult with Cattaraugus County Health Officials)	**Close** (Consult with Cattaraugus County Health Officials)

Another consideration for program closures may include absentee rates of faculty, students, and staff. Ellicottville Central School will remain open only if absentee rates are at acceptable levels to operate our programs safely and according to DOH and SED regulations.

The major consideration for program closure is the suspected presence of the COVID-19 virus within our facilities or classes. In this case, the ECS COVID-19 Safety Coordinator will collaborate with ECS Administration, and county health officials to determine if a program location must close.

Ellicottville Central School will close if the Western New York 7-day infection rate average is greater than 9%. This determination will be made by state officials.

Closure Operational Activity Considerations:

Any changes to the operational activities of our facilities and programs, including, but not limited to, on site staffing, facility access, daily on-site activities, etc. will be determined by the COVID-19 Safety Coordinator, administration, the ECS Board of Education, and county health officials

In the event of any program closure, the ***Ellicottville Central School Plan for Continuity of Instruction Including Remote Instruction*** and elements of the ***ECS COVID-19 Containment and Tracing Plan*** will be immediately implemented.

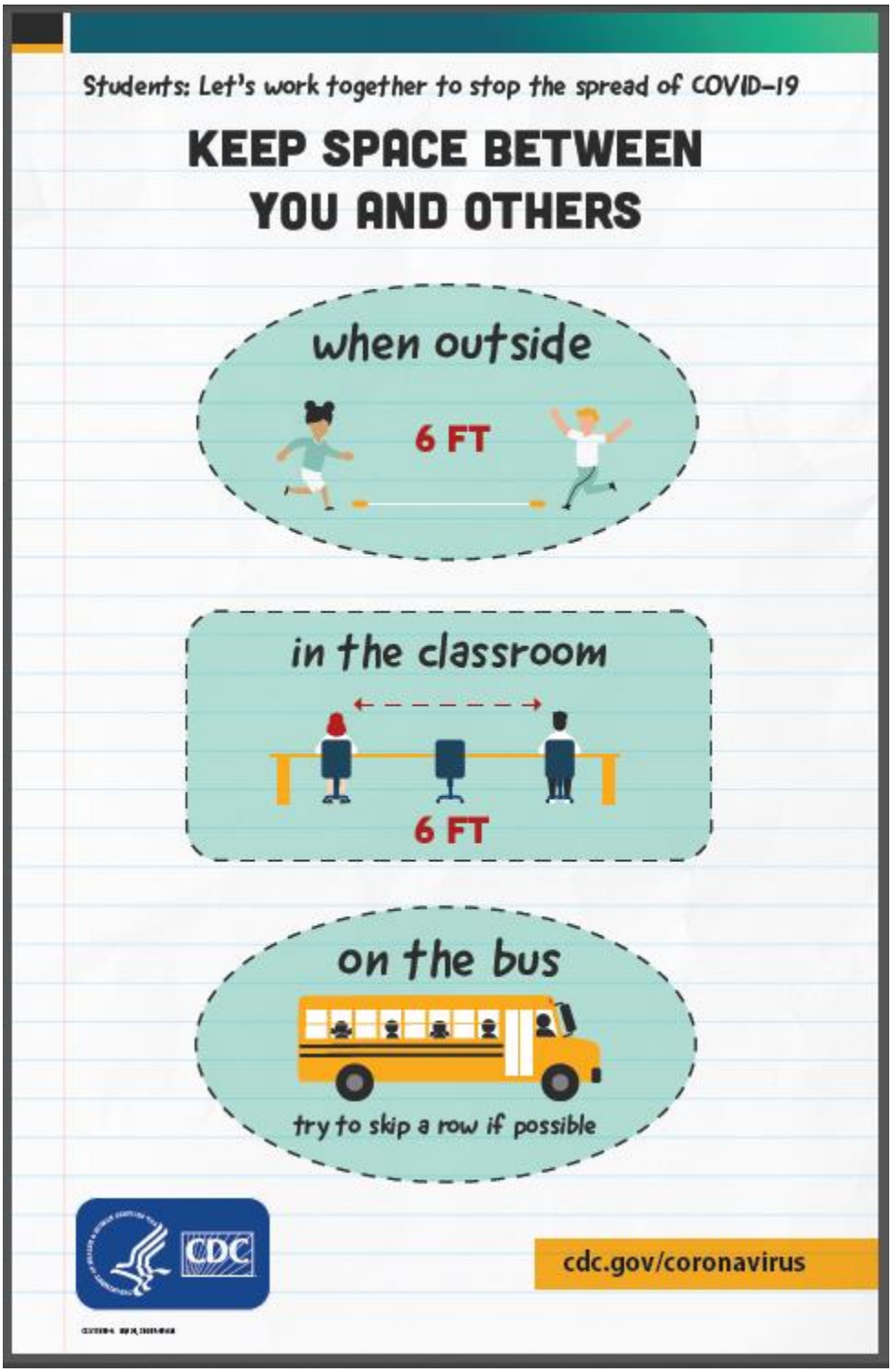
Closure Communiction:

Ellicottville Central School has well established methods of closure that will be implemented in the event it must close during the 2020-21 school year. Much like our closures for inclement weather and other emergencies, ECS will inform faculty, staff, students, and community via mass communication methods; television, radio, phone, text, etc. Closure communications will be coordinated by the Superintendent and Administration.

The Ellicottville Central School Plan for Closure will be posted on the District website.

Appendix A

(From CDC Website)

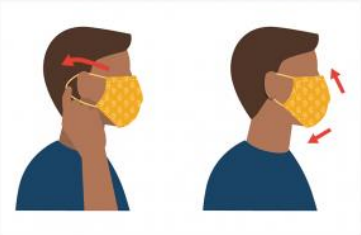


Appendix B – Face Coverings / Masks

(From CDC Website)

Wear your Mask Correctly

- Wash your hands before putting on your mask
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily



Wear a Mask to Protect Others

- Wear a mask that covers your nose and mouth to help protect others in case you're infected with COVID-19 but don't have symptoms
- Wear a mask in public settings when around people who don't live in your household, especially when it may be difficult for you to stay six feet apart
- Wear a mask correctly for maximum protection
- **Don't** put the mask around your neck or up on your forehead
- **Don't** touch the mask, and, if you do, wash your hands or use hand sanitizer to disinfect

Appendix C - Handwashing

(From CDC Website)

Follow Five Steps to Wash Your Hands the Right Way

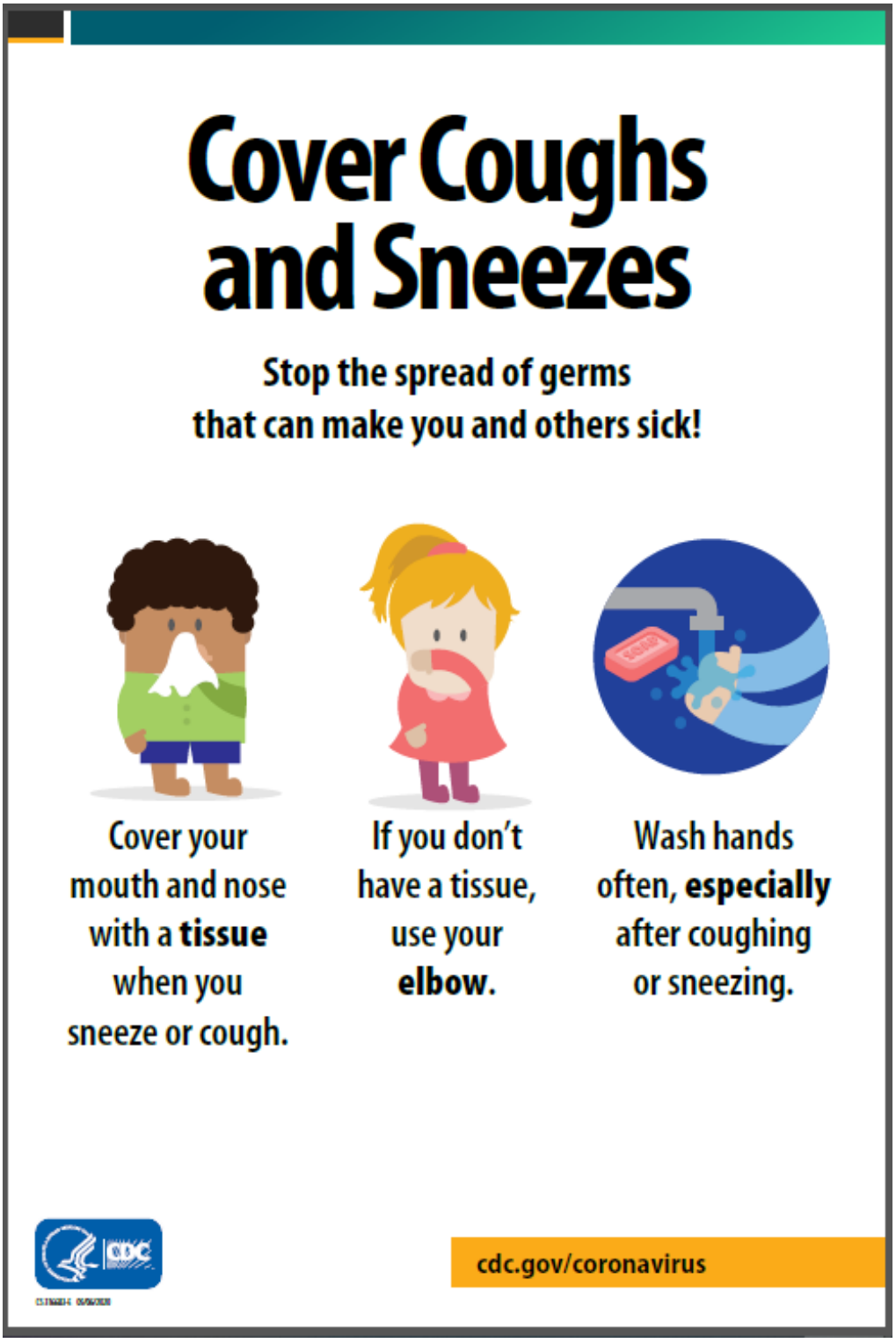
Washing your hands is easy, and it's one of the most effective ways to prevent the spread of germs. Clean hands can stop germs from spreading from one person to another and throughout an entire community—from your home and workplace to childcare facilities and hospitals.

Follow these five steps every time.

1. Wet your hands with clean, running water, turn off the tap, and apply soap.
2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. Scrub your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
4. Rinse your hands well under clean, running water.
5. Dry your hands using a clean towel or air dry them.

For more information on hand washing, please go to: https://www.cdc.gov/handwashing/when-how-handwashing.html

Appendix D – Healthy Hygiene
(From CDC Website)

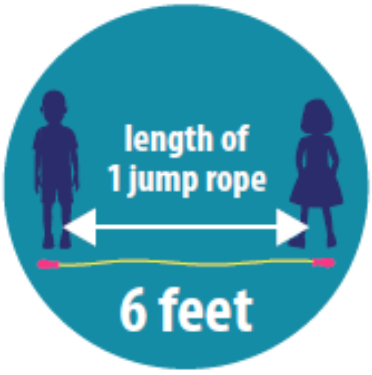


Stop the spread of germs
that can make you and others sick!

Wash your hands often

Wear a cloth face cover

Cover your coughs and sneezes

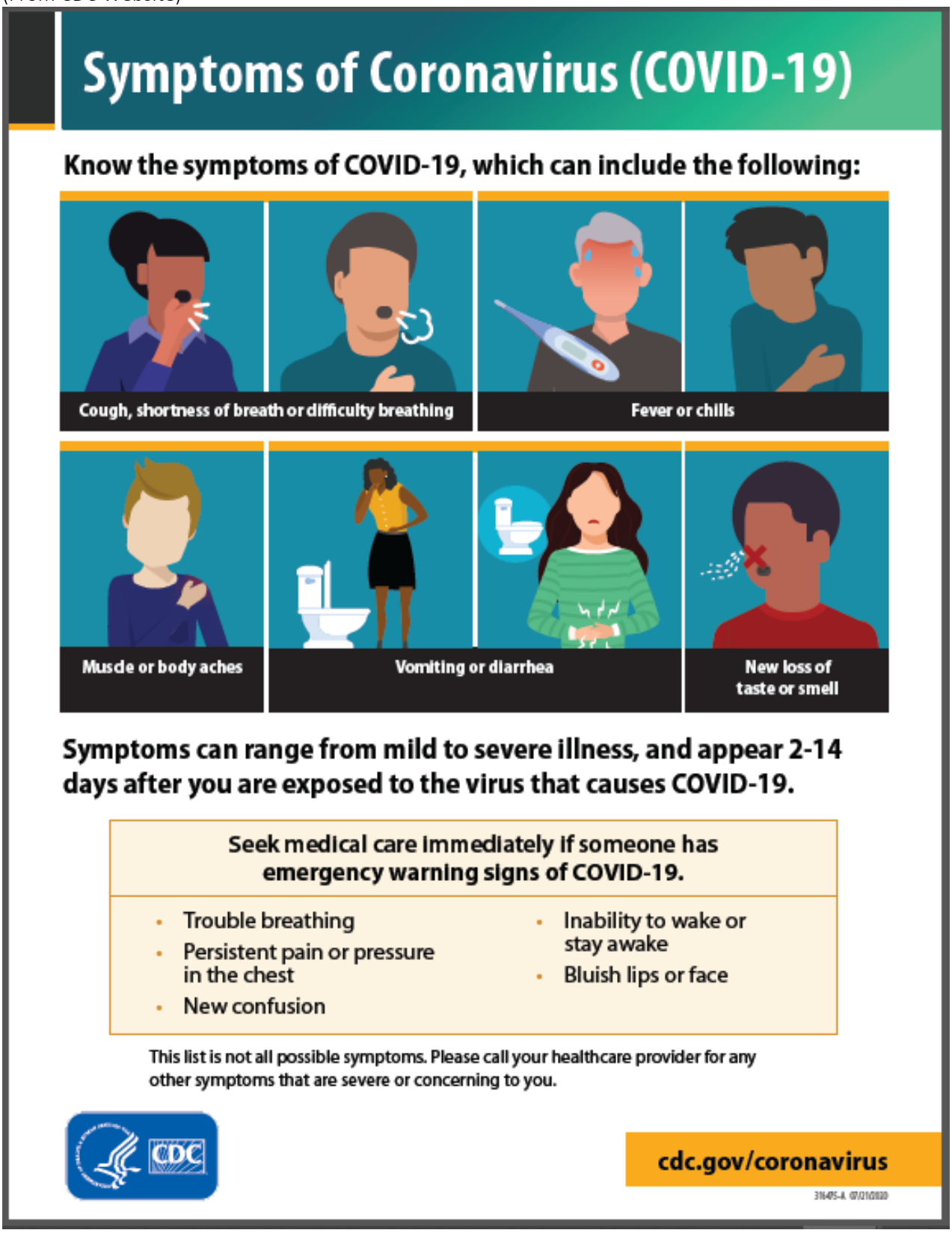


Keep **6 feet** of space between you and your friends

cdc.gov/coronavirus

Appendix E – Symptoms of COVID-19

(From CDC Website)



Appendix F – Daily Home Screening

(From CDC Website)

Daily Home Screening for Students

***Parents: Please complete this short check each morning and report your child's information in the morning before your child leaves for school* or send this to school with you child to give to his/her teacher.**

SECTION 1: Symptoms

If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:

☐	Temperature 100 degrees Fahrenheit or higher when taken by mouth
☐	Sore throat
☐	New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/ asthmatic cough, a change in their cough from baseline)
☐	Diarrhea, vomiting, or abdominal pain
☐	New onset of severe headache, especially with a fever

SECTION 2: Close Contact/Potential Exposure

☐	Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19
☐	Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the Community Mitigation Framework
☐	Live in areas of high community transmission (as described in the Community Mitigation Framework) while the school remains open

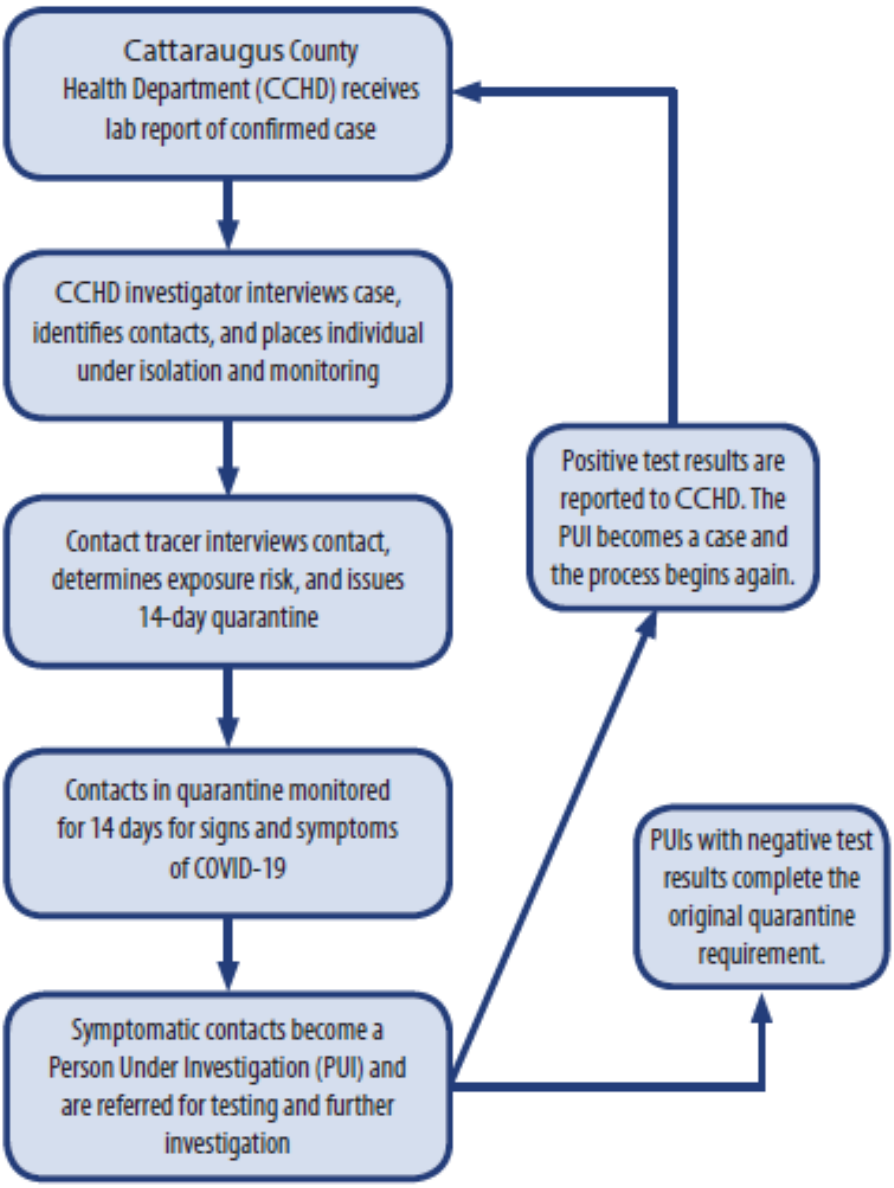
CDC

cdc.gov/coronavirus

Appendix G

CATTARAUGUS COUNTY HEALTH DEPARTMENT (SCHOOLS)

COVID-19 Student Contact Monitoring Process



School administration, school health staff, and student support services provide CCHD with information and assistance with investigations upon request.

Public Health

August 19, 2020