

Ellicottville Central School

Pandemic - COVID-19

Reopening Plans

July 31, 2020



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 employ 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. Ensure 6 ft. distance between any student, employee, or visitor, 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. When a 6 ft. distance between any student, employee, or visitor cannot be assured, face coverings / masks MUST 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. This should happen at least once every 20 minutes to allow for “mask breaks” throughout the day. If a student gets up to move to another location, that student should wear his/her mask.
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.

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.
8. The individual will be confidentially isolated on campus and, in the event that the individual is a student, parents will be called.
9. The school nurse will notify the staff member / parent that they must seek the guidance of the private physician.
10. The nurse will also provide instruction to the staff member / student's parent for the individual's return to the campus.
11. 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.
12. If a person is sent home it is imperative that people not jump to conclusions. The person may have the flu, a cold, 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. 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.

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.

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:

Ellicottville Central School will work cooperatively with the DOH 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.

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.

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. 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 to best ensure social distancing.
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 / internet 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:

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.

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	Cohort A	Cohort A	Cohort A	Cohort A
In-Person	In-Person	Remote	Remote	Remote
Cohort B	Cohort B	Cohort B	Cohort B	Cohort B
Remote	Remote	Remote	In-Person	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:
 - Cleaning/disinfecting
 - In-person intervention (Rtl, special education)
 - Virtual office hours
 - 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:

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

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

- 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.

- 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.
- 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):

- 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. Juniors and Seniors will not be on ECS campus at all and will be on 100% remote learning (with the possible exception of CTE BOCES instruction). This is due to the spacing and staffing needed to supervise all middle school and underclassmen students.
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.**

Instruction Time Expectations for remote learning and days students are home under a hybrid model:

Grade	Time: Includes BOTH instruction (teacher lesson) and student work and represent a daily average.	Notes
Pre-K	45 Minutes	
K-2	60 Minutes per day	
3	80 Minutes per day	<ul style="list-style-type: none"> • Average of 4 lessons per day • 20 minutes per lesson
4-5	100 Minutes per day	<ul style="list-style-type: none"> • Average of 5 lessons per day • 20 minutes per lesson
6	120 - 160 Minutes per day	<ul style="list-style-type: none"> • 6 - 8 lessons per day depending on a student's schedule • 20 minutes per lesson
7-12	Approx. 220 Minutes per day	<ul style="list-style-type: none"> • Average of 36 minutes per lesson (needed per NYSED requirements for 1 unit of study)
Dual Enrollment Classes**		<ul style="list-style-type: none"> • 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. 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).
 5. 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.
 6. 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.
 7. 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.
 8. Students receiving special education services will be assigned a case manager to facilitate communication between school personnel, parents, and students.
 9. Related services attendance / engagement will be documented in ClearTrack as well as corresponding CSE/CPSE communication.
 10. CSE/CPSE Chair will maintain regular contact with program providers where the program is not located at ECS to ensure the needs of the students are being met.

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.

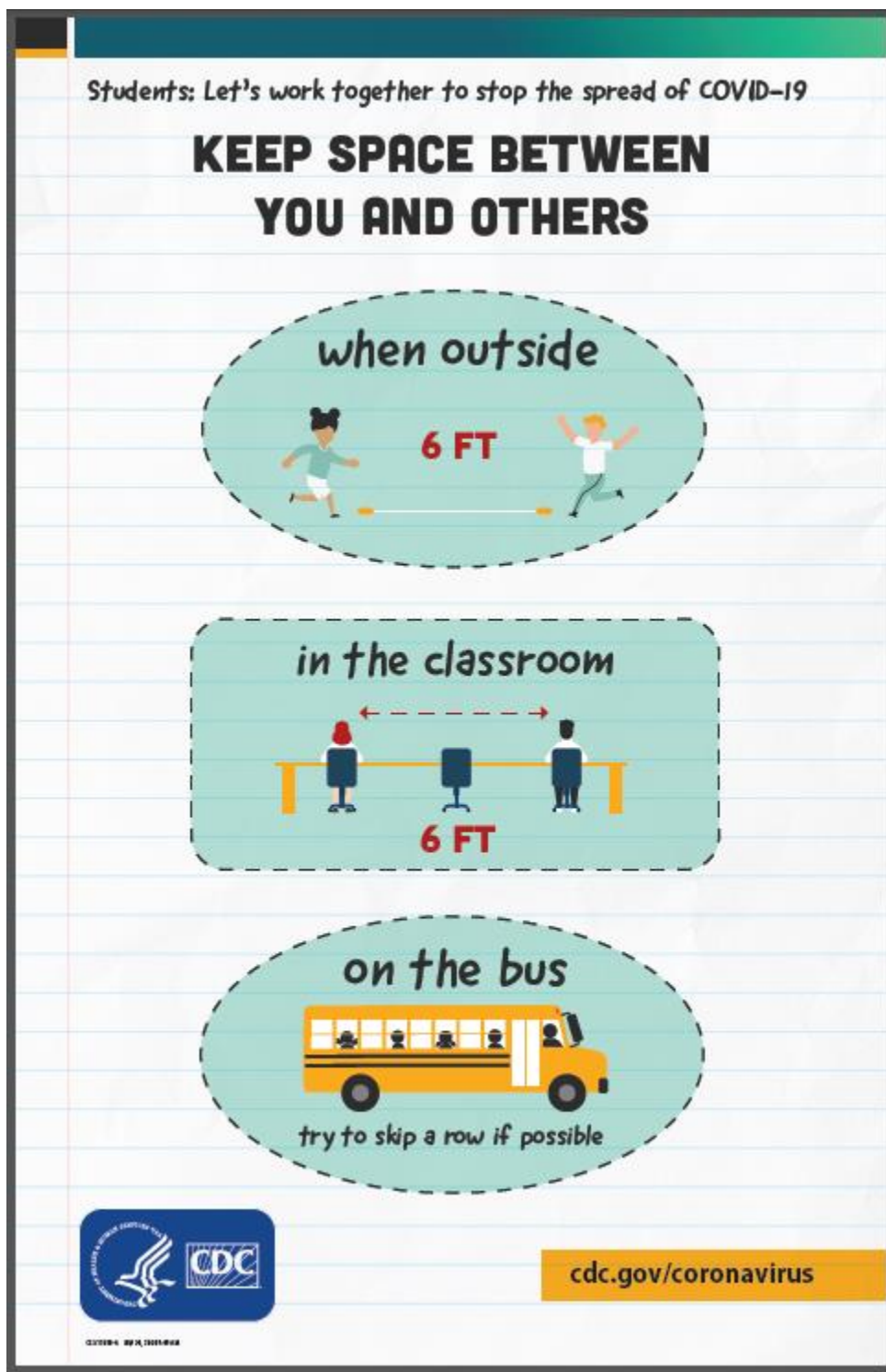
Teacher / Principal Evaluations:

To the greatest extent practicable the teachers and principals will be observed and evaluated according to 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.

Appendix A
(From CDC Website)

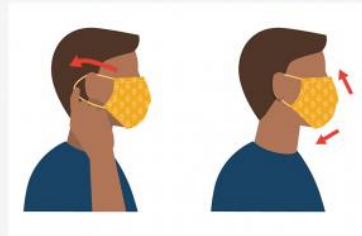


Appendix B – Face Coverings / Masks

(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.

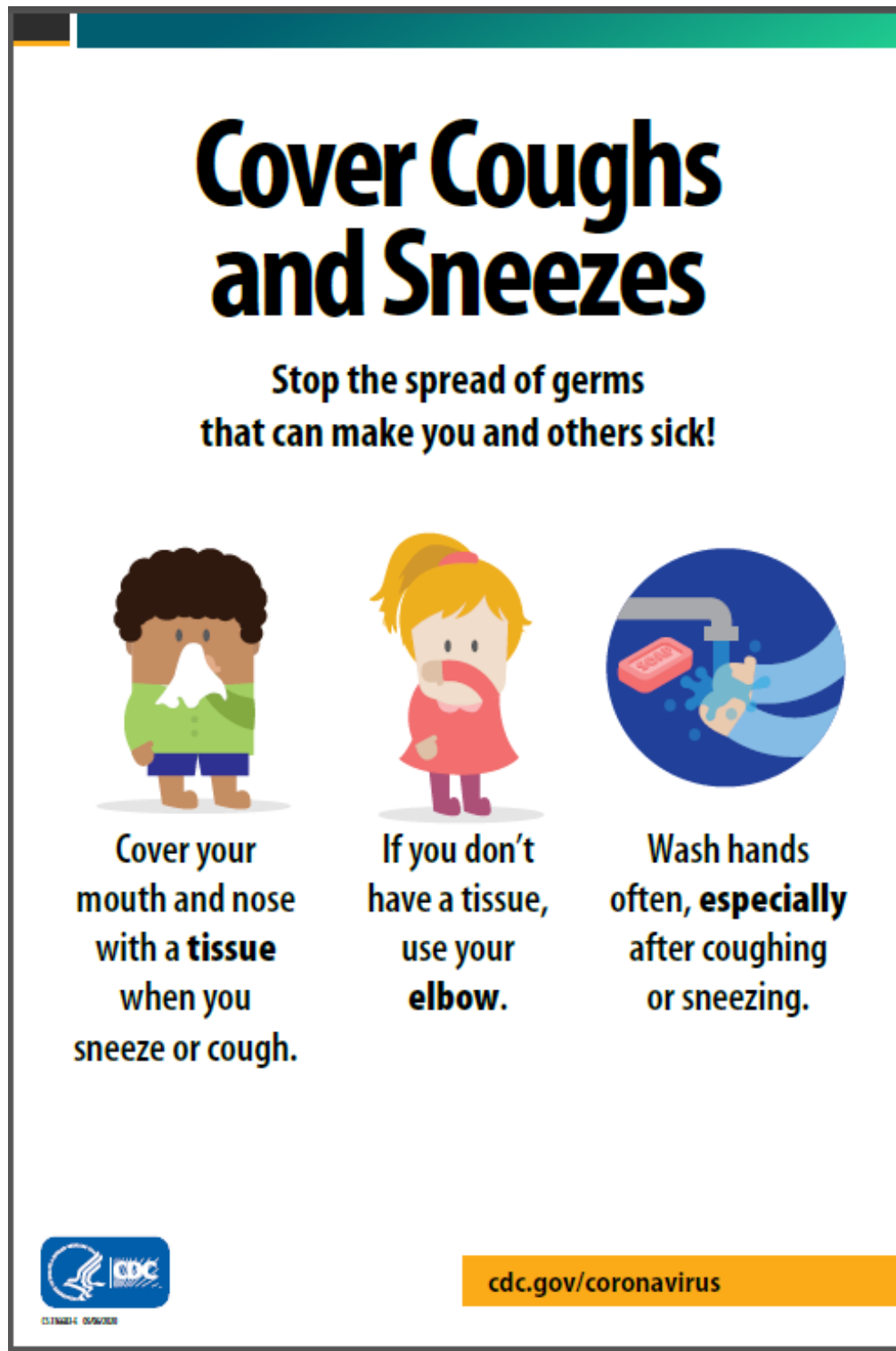
Follow these five steps every time.

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!



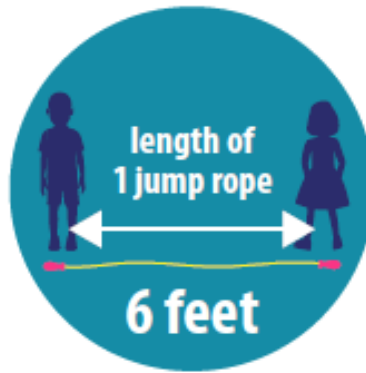
Wash your
hands often



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)

Symptoms of Coronavirus (COVID-19)

Know the symptoms of COVID-19, which can include the following:


			
Cough, shortness of breath or difficulty breathing		Fever or chills	
			
Muscle or body aches		Vomiting or diarrhea	
		New loss of taste or smell	

Symptoms can range from mild to severe illness, and appear 2-14 days after you are exposed to the virus that causes COVID-19.

Seek medical care immediately if someone has emergency warning signs of COVID-19.

<ul style="list-style-type: none">• Trouble breathing• Persistent pain or pressure in the chest• New confusion	<ul style="list-style-type: none">• Inability to wake or stay awake• Bluish lips or face
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This list is not all possible symptoms. Please call your healthcare provider for any other symptoms that are severe or concerning to you.

cdc.gov/coronavirus316495-A, 07/21/2020

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:

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

SECTION 2: Close Contact/Potential Exposure

<input type="checkbox"/>	Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19
<input type="checkbox"/>	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
<input type="checkbox"/>	Live in areas of high community transmission (as described in the Community Mitigation Framework) while the school remains open



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cdc.gov/coronavirus