



Elmwood Village Charter Schools

Reopening Plan for School Year 2020-2021

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Section R-01: Executive Summary

Mission and Guiding Principles

The Elmwood Village Charter Schools (EVCS) placed the **safety** of our students, staff, families, and community as our **top priority** in the development of our Reopening Plan. The mission statement and core values of EVCS underscored the process of creating a comprehensive plan for the 2020-2021 school year that supports attainment of our chartered mission.

Mission: The Elmwood Village Charter Schools will provide a stimulating and engaging learning environment that recognizes student capability, fosters connectedness to immediate and broader communities, and offers ways to contribute to school life. EVCS believes that all children can and will learn at high levels when provided with the right learning conditions.

Guiding Principles: The EVCS Reopening Plan was developed with the following guiding principles, aligned with our organization's core operating values:

- We put students first.
 - We ensure student, staff, family, and community safety is our top priority.
 - We consider academic learning and social-emotional learning as the foundational pillars of our schools.
 - We place student equity at the forefront of our decisions and actions.
- We act with urgency.
 - We are responsive to the needs of our students, families, and staff.
 - We are proactive in our planning and we will be adaptable and flexible to ever-changing circumstances.
- We work as a team.
 - We plan collaboratively and communicate with transparency.
- We always seek to be better.
 - We continually seek and implement input and feedback from all stakeholder groups.

Reopening Plan Development

The EVCS Reopening Plan was developed through a process that involved identification and review of information and guidance, the development of a representative Reopening Task Force, and the gathering of input from all families and staff.

Information and Guidance: The EVCS Reopening Plan includes requirements, procedures, and practices set forth in the following guidance documents:

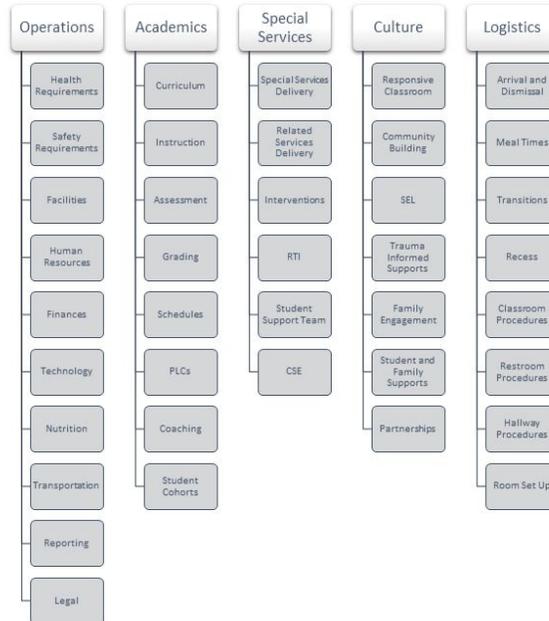
- [SUNY Charter Schools Institute Guidance Document](#) for SUNY authorized charter schools



- New York State Department of Health (NYSDOH) [Interim Guidance for In-Person Instruction at PreK-12 Schools During the COVID-19 Public Health Emergency](#)
- [New York State Department of Education Reopening Guidance](#): Recovering, Rebuilding, and Renewing - The Spirit of New York's Schools
- Centers for Disease Control and Prevention (CDC) - [Interim Guidance for Administrators of US K-12 Schools](#) and [Preparing K-12 School Administrators for a Safe Return to School](#)
- New York State Department of Health [Information on Novel Coronavirus \(COVID-19\)](#)
- New York Forward [Reopening Guidelines](#)
- Occupational Health and Safety Administration (OSHA) [Workplace Safety Guidance](#)

Reopening Task Force Summary: The Elmwood Village Charter Schools assembled a Reopening Task Force to develop the organization's Reopening Plan. The Task Force consisted of representatives from all stakeholder groups, including Administrators, Central Office Staff, Board Members, Teachers, Parents, Paraprofessionals, Related Service Providers, Counselors, and Community-Based Organization Partners.

The EVCS Reopening Task Force consists of the following subcommittees:



The Operations subcommittee began developing reopening plans in June with a primary focus on health and safety, and continued to meet frequently during the month of July. Members of the Operations subcommittee also joined the Academics, Special Services, Culture, and Logistics subcommittees, who met weekly throughout the month of July.



Family and Staff Surveys: All new and returning EVCS families and staff were surveyed to evaluate the response to remote instruction from Spring 2020, determine needs for Fall 2020, and gather input, questions, ideas, and concerns.

The Elmwood Village Charter Schools will conduct additional surveys and/or reconvene the Reopening Task Force throughout the school year to revise plans, if necessary, in response to multiple sources of data, information, and local, state, and federal guidance.

Reopening Plan Summary

The Elmwood Village Charter Schools' Reopening Plan provides a comprehensive overview of the ways in which EVCS will prioritize health and safety and work to meet the diverse needs of our students, families, and staff.

This document includes plans for three possible scenarios:

1. Full-Time Remote Instruction
2. Hybrid Instruction (a combination of remote and in-person learning)
3. Full-Time In-Person Instruction

The EVCS Reopening Plan applies to the following schools:

School	Grade Levels Served	Enrollment
Elmwood Village Charter School Days Park	K-8	450 students
Elmwood Village Charter School Hertel	K-5	300 students

In the midst of this global pandemic, our commitment to our mission remains steadfast: to provide every student the opportunity to learn and grow academically and socially, in an environment with highest standards for health and safety.



Section R-02: Full New York Forward Reopening Plan as Submitted Through DOH Portal

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Introduction

This plan was created to provide all Elmwood Village Charter School students, employees, families and contractors with precautions to help protect against the spread of COVID-19 in the 2020-21 school year. The EVCS Reopening plan meets the minimum standards set forth in the guidance outlined in the [NYS Department of Health Guidance for In-Person Instruction](#) and reflects engagement with school stakeholders, including but not limited to administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers and community-based groups.

This plan, created for Elmwood Village Charter Schools, assumes a hybrid model including part-time in-person and part-time remote instruction for all students. In case EVCS opens offering 100% remote instruction, it will continue to operate as an “office,” as it is currently certified to do, as per attestation signed on July 11, 2020. EVCS’ completed New York State Business Reopening Safety Plan is attached to this plan. Hybrid instruction assumes less than 50% building capacity at any given time, regarding the number of classroom occupants. Under current guidelines our facilities cannot accommodate 100% in-person instruction.

Important Points of Contact

Role	Name/Title	Email Address
Site Safety Managers	Kim Rosenfeld Brittany Mez	krosenfeld@elmwoodvillageschool.org bmez@elmwoodvillageschool.org
Director of Operations	Liz Evans	levans@elmwoodvillageschool.org
Principal, EVCS Days Park	Danielle Bruno	dbruno@elmwoodvillageschool.org
Interim Principal, EVCS Hertel	Liz Fisher	efisher@elmwoodvillageschool.org
Facilities Manager	John Grabovski	jgrabovski@elmwoodvillageschool.org
Health Office Contact, EVCS Days Park	Dana Fauth, School Nurse	dfauth@elmwoodvillageschool.org



Health Office Contact, EVCS Hertel	Tracy Thornton, School Nurse	tthornton@elmwoodvillageschool.org
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Reopening of In-Person Instruction

Reopening of in-person instruction includes protocols and procedures for restarting school operations including students, faculty, and staff returning to in-person instruction.

Capacity: Phasing and quantity of students, faculty, and staff allowed to return in-person, considering factors such as ability to maintain appropriate social distance, personal protective equipment (PPE) availability, local medical capacity, and availability of safe transportation;

- Capacities for the maximum number of people (based on room square footage, student enrollment, and social distancing considerations) have been determined in: Classrooms, Cafeterias, Gymnasiums, Libraries and Office Areas. Signage showing capacity for each room/space will be posted at each doorway, based on the recommendation of 65 sq. ft. per person. In the hybrid instructional model, classrooms will not exceed capacity outlined in DOH and NYSED recommendations.

Social Distancing: Protocols and procedures for students, faculty, and staff to ensure appropriate social distancing when on school grounds and in school facilities;

- Social distancing (6 ft or 12 ft during aerobic activity and singing) will occur during instruction and whenever practicable. When social distancing cannot occur, all students/staff will don cloth face coverings (ie: transitioning from class, walking in the halls, entering and exiting school, etc.). Students who do not have face coverings will be provided disposable face masks as needed.
- Visual cues will be posted to denote 6 foot distancing near frequently used items (i.e. copiers, timeclock, visitor log, etc.)

PPE and Face Coverings: Protocols and procedures for students, faculty, staff, and other individuals to ensure appropriate PPE is used to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities. Plans for all students, faculty, and staff to have the required PPE (i.e., acceptable face coverings) before entering school facilities, grounds, or any other space owned or administered by the School;

- In accordance to the NYSDOH guidance regarding face coverings, we will communicate and enforce expectations for the wearing of face coverings as follows:
 - All individuals in our school facilities and on school grounds will be expected to wear face coverings if another person unexpectedly cannot socially distance; and for this reason, individuals - including students - must wear face coverings in common areas such as entrances/exits, lobbies, and when traveling in hallways around the school.
 - Disposable face coverings will be available at each school for students, staff and visitors in the event an individual does not have a face covering.
 - Face coverings will be required at all times, except for meals.
 - Face covering breaks will be scheduled and available throughout the day.



- Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering. The school will collaborate with the family and medical provider to determine an individual plan for students who are unable to tolerate a face covering.
- School personnel will assist students who have difficulty in adapting to wearing a face covering.
- The School will provide training to students, faculty, staff and families on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings.

Operational Activity: Determinations on how classes, shared spaces, and activities may be adapted in various phases of learning and operations (e.g., identify which, if any, students will be offered alternate approaches, such as alternative schedules or hybrids of in-person and remote learning; how additional and alternative – school and non-school – spaces can be used for, or in support of, in-person instruction; how such schedules could be administered to create overlap for students from the same household; how shared spaces, such as cafeterias, libraries, playgrounds, and gymnasiums, will be modified and used, if and how cohorts will be implemented). Policies regarding field trips, special congregate events, and visitors considering risks for COVID-19 transmission, as well as protocols and procedures for social distancing, PPE usage, and cleaning and disinfection, which may include conducting virtual events;

- 100% online instruction will be offered to students and families that require this option.
- In-person field trips and special congregate events will not be planned during periods of remote or hybrid instruction.
- Cafeteria will not be used for student meal service. All meals will be delivered to students in classrooms. Students with food allergies will be accommodated at alternate space (either in or out of the classroom, given the severity of the allergy).
- Buildings have developed student cohort groups to limit movement at each level as much as possible. Whenever necessary, teachers will change classrooms while the students remain in the classroom to reduce hallway traffic.
- Shared spaces will not be in use for instruction or student congregation.
- Initially and upon reopening, EVCS facilities will not be open for community use. Our priority will be safely supporting the academic and instructional program while focusing efforts on cleaning and sanitation. Therefore, general community use of our school facilities will not be permitted.
- See information on [Playground Operations](#)

Restart Operations: Plans to safely reopen facilities and grounds, such as cleaning and disinfection, and restarting building ventilation, water systems, and other key facility components, as applicable;

- To prepare for the arrival of students, teachers and staff, the following safety enhancements will be completed in each school building prior to the first day of teacher attendance:
 - Markings for one-way traffic patterns through halls at all buildings or, when practical, paths separated by 6 feet of space will be marked
 - Markings to indicate 6' social distancing, where applicable



- Signage installed at entrances and throughout buildings to inform and remind occupants of proper hygiene recommendations
- Remove all group tables and furniture that does not allow for adequate social distancing. Label gathering rugs and furniture (i.e. couches, tents, etc) to allow for social distancing.
- Removal of excess furniture to create additional space for social distancing of students and staff
- Install polycarbonate shield partitions for forward-facing high contact positions (i.e. main office)
- Install polycarbonate shield partitions for student separation in spaces where a minimum of 6' social distancing may not be possible (student bathroom sinks, etc.)
- Hand sanitizing stations will be added to increase hand sanitizing opportunities for students and staff, including at entrances of building
- Provide hand sanitizer (60% alcohol or greater) in all classrooms as well as common areas. Hand washing with soap and water will be taught and encouraged especially when hands are visibly soiled. Hand sanitizer can be used if soap and water is not available. (Alcohol based hand sanitizer will only be used by children under adult supervision)
- Review all HVAC settings to ensure all spaces are provided adequate ventilation. HVAC filters will continue to be changed at recommended regular intervals with MERV 11 rated or greater filters.
 - Doors and windows will be kept open whenever possible for increased air flow.
- EVCS teachers will utilize Google Classroom as their Learning Management System (K-8) for the posting of assignments and instructional resources. Additionally, teachers may use other methods of communication with parents such as email, telephone communications or the Seesaw app. Chromebooks will be provided to those students who are in need of remote learning devices.
- All required NYS school safety drills will be conducted with the consideration of the social distancing and face covering requirements. It is understood that evacuation drills will likely take longer than they would without social distancing. As part of the drill, students should be instructed that social distancing is part of the drill, however, in a real situation (i.e. fire) social distancing is secondary to the immediate need to evacuate. In that event, students and staff will wear face coverings if possible.
- Limit access of visitors to the buildings (i.e. no parent volunteers, guest speakers, student teachers, etc.). Communication to parents, community regarding limitation of visitor access and ongoing updates will be sent out in 2020-21. Front Desk Monitors will be trained that all visitors must sign in our visitor log and read and answer the health screening questions before being allowed entry to the building. Visitors will be required to call the front office prior to being let in the building and when possible deliveries will be left at the front door.
- Each building will display and share with parents, age appropriate posters as reminders of proper hand washing, proper donning of face masks, how to stop the spread of COVID and how to protect yourself and others. Resources, including those listed below, were submitted to the NYS Department of Health and will be prominently displayed in our schools.
 - Hand Washing Poster for Elementary Schools
 - Hand Washing Poster for the Workplace
 - Hand Washing Poster for Parents/Community
 - Hand Washing "Health is in Your Hands" Poster
 - Prevention Info Sheet
 - Share Facts about COVID-19 Info Sheet



- COVID-19 Info Sheet
- Stop the Spread of Germs Poster
- Stop the Germs! Wash Your Hands Poster
- Cover Your Cough! Poster

Hygiene, Cleaning, and Disinfection: Protocols and procedures for school-wide cleaning and disinfection of classrooms, restrooms, cafeterias, libraries, playgrounds, school buses, and all other school facilities, as well as training and promotion of hand and respiratory hygiene among all individuals in school facilities and on school grounds;

- Disinfecting will never be done by children (i.e. wipes, spray bottles for desks)
- Cleaning and disinfecting will be manually tracked and recorded through daily cleaning logs. Each room (classrooms, offices, lounges, etc.) will have a cleaning log specific to that space that will be completed and signed off on by the custodial staff responsible for that day's cleaning. The logs will be kept on a clipboard by the door of each room. Logs will have data & time of cleaning recorded. Logs are maintained daily by maintenance staff and monitored regularly by Operations Manager & Director of Operations.
- Pre-Arrival/Arrival of Students
 - Clean and disinfect any areas used by students/staff before the start of the school day (i.e. morning care)
- During the School Day
 - Clean and disinfect high touch areas such as door handles, stair railings, elevator buttons, etc. after arrival and mid-day. All staff will support cleaning efforts, including classroom teachers and instructional assistants to the extent practicable.
 - Bathrooms will be cleaned and disinfected frequently during the school day
- Lunches
 - Cafeterias - If the cafeteria is used for any students
 - Tables will be wiped down and disinfected by custodial staff after each use
 - Garbage will be emptied regularly
 - Classrooms - if eating in classrooms, cleaning to protect students with life threatening food allergies
 - During the school day, shared spaces will be cleaned between usage (i.e. desks)
 - Large garbage cans will be provided in the hallway for lunchtime garbage disposal where custodial staff can then pick them up.
- After the School Day
 - Daily procedures for cleaning and disinfecting will be completed in all student and staff areas to prepare for the next day
 - Routine cleaning includes:
 - Clean & sanitize all high touch items such as light switches, door knobs, handrails, desk tops, counters, handles, faucets, etc.
 - Dust mop and/or wet mop floors
 - Empty trash receptacles and replace liners
 - Clean & sanitize restrooms
 - Dust
 - Vacuum carpeted areas

- Disinfecting will occur after routine cleaning is completed
 - Spray disinfecting will not be done when the space is occupied by children. If there are adults in the room, they should be advised that disinfecting is about to occur and given the opportunity to leave.
- A 'Clean Desk' Policy will be implemented across all staff members & students where items will be kept inside desks (instead of on desk surface) so that sharing of items is discouraged
- Playgrounds and Outdoor Areas
 - Hand sanitizing station(s) will be at school exit/entrance to the playground area. Students will sanitize hands before/after use. Similarly, when accessing other outdoor learning spaces, hand sanitizing stations will be available as students exit/enter the building.
 - After each use, a staff member will sanitize playground or shared equipment using an electrostatic sprayer & sanitizing agent before next cohort may use the playground
 - Maintain per CDC guidelines for outdoor areas: Outdoor areas generally require normal routine cleaning and do not require disinfection. Spraying disinfectant on sidewalks and in parks is not an efficient use of disinfectant supplies and has not been proven to reduce the risk of COVID-19 to the public. Existing cleaning and hygiene practices for outdoor areas will be maintained. The targeted use of disinfectants can and will be done effectively, efficiently and safely on outdoor hard surfaces and objects frequently touched by multiple people (door handles, railings, gates, etc).

Extracurriculars: Policies regarding extracurricular programs and which activities will be allowed, considering social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies, and other gatherings). Policies should consider how to maintain cohorts, if applicable, or members of the same household. Responsible Parties should refer to DOH's "Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency" to assist in development of these policies; however, interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming;

- Extracurricular activities will only occur virtually to ensure social distancing. School-sponsored extracurricular activities that can not be held virtually will not take place.

Before and Aftercare: Policies regarding before and aftercare programs, considering social distancing, PPE usage, and cleaning and disinfection requirements, as well as risk of COVID-19 transmission. Policies should consider how to maintain cohorts, if applicable, or group members of the same household;

- Before care will take place for students who arrive before the school day begins on the bus, as we have widened our arrival window to accommodate social distancing during arrival procedures. Before care will be monitored by EVCS staff and will follow all guidelines listed in this plan. Before Care will occur in students' classrooms where they are already scheduled to be with their cohort.
- If afterschool partners operate on-site, we will collaborate with them to ensure all Dept of Health guidelines are closely followed. Afterschool partners will only be operating on-site if EVCS instruction is 100% remote and there are no current plans to partner with afterschool providers at this point.



Vulnerable Populations: Policies regarding vulnerable populations, including students, faculty and staff who are at increased risk for severe COVID-19 illness, and individuals who may not feel comfortable returning to an in-person educational environment, to allow them to safely participate in educational activities and, where appropriate, accommodate their specific circumstances. These accommodations may include but are not limited to remote learning or telework, modified educational or work settings, or providing additional PPE to individuals with underlying health conditions. Responsible Parties must also identify and describe any modifications to social distancing or PPE that may be necessary for certain student or staff populations, including individuals who have hearing impairment or loss, students receiving language services, and young students in early education programs, ensuring that any modifications minimize COVID-19 exposure risk for students, faculty, and staff, to the greatest extent possible;

- EVCS will accommodate children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children. Further, students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. It is important for parents/guardians to work with their child's healthcare providers so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety.
- Information will be sent to all EVCS students and families that believe their child may meet the criteria for a vulnerable child per the NYSED guidelines:
<http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>
- If a family and student would like to transition their child from remote to face to face/hybrid instruction, planning and coordination regarding specific health and educational needs will be developed on a student by student basis.
- Finally, if the parents/guardians choose not to send their child back to school after consulting with the school and their medical professionals, vulnerable students will be offered a virtual instructional model.
- Vulnerable Adults: The following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing. Persons in these groups should consult with their healthcare provider and the district regarding prevention:
 - Individuals age 65 or older;
 - Pregnant individuals;
 - Individuals with underlying health conditions including, but not limited to: chronic lung disease or moderate to severe asthma, serious heart conditions, immunocompromised, severe obesity (body mass index [BMI] of 30 or higher), diabetes, chronic kidney disease undergoing dialysis, liver disease, sickle cell anemia
- Initial information to all employees regarding medically vulnerable/high risk groups will be delivered in Fall 2020. Individual plans will be developed in conjunction with the employee and their medical providers for those who qualify as a vulnerable adult. All applicable laws and contractual rights will be addressed during this process.

Transportation: Consistent with State-issued public transit guidance, protocols and procedures, which include that individuals must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated), and that individuals should maintain appropriate social distancing, unless they are members of the

same household. Protocols and procedures should include how school buses will be adapted to keep students and staff safe (e.g., how face coverings will be provided to students in need, how members of the same household will be seated together, how social distancing will be conducted on buses, whether bus schedules will be adapted to accommodate reduced capacity, whether any health screening will be conducted at home before students board buses, how parents/legal guardians will be encouraged to drop off or walk students to reduce density on buses);

- EVCS utilizes Buffalo Public Schools transportation. Families will be encouraged to drop off and pick up students, as they are able.
- EVCS will support procedures outlined by Buffalo Public and other district transportation departments. EVCS will also assist in communicating these procedures and requirements to families as they are published.

Arrival & Dismissal

- Traffic flow patterns and procedures for drop off and pick up have been developed to ensure density control. Specific procedures, by building, will be shared prior to the start of the school year with all constituent groups.
 - Encourage student drop off and pick ups by families
 - Parents will not be entering the building
 - Use of radios to call for a student when a parent arrives
 - Staggered drop off and pick up times to ease congestion
- See [Screening Procedures](#)

Food Services: Protocols and procedures for onsite and remote food services for students, considering appropriate social distancing and any modifications to service that may be necessary (e.g., providing meals in a combination of classrooms and cafeterias, staggering meal periods). Measures to protect students with food allergies if providing meals in spaces outside the cafeteria. Protocols and procedures must also include how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged. Additionally, protocols and procedures must account for cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area (e.g., cafeteria);

- Breakfast and lunch procedures - All students will eat in their classrooms at their individual desks, which will be spaced at least 6 feet apart. Students with food allergies will eat at their own desk. Students with severe or life-threatening food allergies may eat in a separate designated area. Students will don masks when not seated at their desks eating during lunch (i.e. dumping garbage). Lunches will be served on carts by school or cafeteria staff directly to each classroom for distribution. Large garbage cans will be used in hallways for each classroom to dump garbage immediately following lunch and that garbage will be emptied by custodial staff immediately.
- School personnel will prohibit sharing of food and beverages (e.g., buffet style meals, snacks), unless individuals are members of the same household. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.



Mental Health, Behavioral, and Emotional Support Services and Programs: Available resources and referrals to address mental health, behavioral, and emotional needs of students, faculty, and staff when school reopens for in-person instruction (e.g., how they will identify and support students having difficulty with transitioning back into the school setting, especially given the changed school environment). Any training for faculty and staff on how to talk with, and support, students during and after the ongoing COVID-19 public health emergency, as well as information on developing coping and resilience skills for students, faculty, and staff; and

- At each building, members of the Student Support Team, which include school counselors, a Behavior Intervention Specialist, Special Education coordinators, and Student Life & Community Connections Coordinators will identify at-risk students.
 - When a teacher newly identifies a student at-risk, based on behaviors such as lack of engagement, the teacher is the first level of intervention with the family. If concerns are still present, the teacher makes a referral to a member of the SST team. A member of the team will check in with these students on a weekly basis.
 - If concerns are not remedied, the SST member involves the building principal or assistant principal. Students identified by the building principal (in consultation with the Student Support Team) will be provided support to assist students and families to remove barriers to education. This could include technology support, time management support, motivation/encouragement, opportunities for connections with a school staff member for social-emotional benefits, and academic support.
- At each building, contracted partner agencies will continue working with students who are experiencing difficulties because of COVID-19 traumas
- Resources to support families and staff on relevant topics such as stress management and anxiety will be provided via email.
- Instructional and/or Social Emotional Supports: Teachers, Instructional Assistants and/or members of the Student Support Team will be utilized to provide support to students as follows:
 - Creating a safe and secure sense of belonging by building relationships through Responsive Classroom approaches during the First Six Weeks of School:
 - Participating in Morning Meetings
 - Articulating individual Hopes & Dreams for the school year
 - Creating class agreements
 - Developing class routines
 - Other SEL Supports that will continue are: Check-in-Check-out staff members and Safe Persons staff members, Restorative Circles, Lunch Bunches, Small Group Counseling, and the use of the Zones of Regulations.

Communication: Communications plans for students, parents/legal guardians of students, faculty, staff and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information. Plans should describe how schools will communicate with students and families about preparing for the upcoming year, which should include adapting to social distancing requirements, properly wearing face coverings, and proper hand and respiratory hygiene. Consider developing webpages, text and email groups, and social media to disseminate information. Schools should develop communication plans in multiple languages, as necessary.

- EVCS Directors will provide regular communication to families, responsive to recent changes and developments. Communications regarding academic instructional outlines, support for free breakfast/lunch, technological assistance, and mental health support are the foundation of these communications. Additionally, logistics of building closure and its implications on instructional delivery, grading, graduation requirements, etc. will be communicated to families.
- EVCS will continue to utilize SwiftReach to send emails and/or text messages to families. EVCS also utilizes social media and the press to share information with the community.
- EVCS will provide ongoing and updated training to all staff on health & safety requirements and best practices.
- EVCS' Staff Portal site will be used to disseminate information to all staff.
- EVCS' external website will be kept up to date with all announcements & NYS guidelines.
- Each building will display and share with staff & parents, age appropriate posters as reminders of proper hand washing, proper donning of face masks, how to stop the spread of COVID and how to protect yourself and others. Resources, including those listed below, can be found in the Appendix of this document (added as an attachment).
 - Hand Washing Poster for Elementary Schools
 - Hand Washing Poster for the Workplace
 - Hand Washing Poster for Parents/Community
 - Hand Washing "Health is in Your Hands" Poster
 - Prevention Info Sheet
 - Share Facts about COVID-19 Info Sheet
 - COVID-19 Info Sheet
 - Stop the Spread of Germs Poster
 - Stop the Germs! Wash Your Hands Poster
 - Cover Your Cough! Poster

School building level

- The building principals regularly send communications to families via SwiftReach (email/text messages). Additionally, building principals will send messages to students via our virtual morning announcements which are posted on each teacher's Google Classroom for student accessibility.

Teacher level

- Teachers communicate with families via email and telephone communications. Additionally, some teachers utilize SeeSaw, Remind and other communication tools. Google Classroom (our Learning Management System) and PowerSchool (our student data system) are also used to provide insight in student engagement with assignments.

Monitoring

Monitoring includes protocols and procedures to track health conditions at schools.

Screening: Protocols and procedures for mandatory health screenings, including temperature checks, of students, faculty, staff, and, where applicable, contractors, vendors, and visitors to identify any individuals who



may have COVID-19 or who may have been exposed to the COVID-19 virus. Responsible Parties should consider limiting the number of visitors permitted on school grounds or in school facilities, and, if visitors are allowed, screening of such visitors;

- All students will be screened by a staff member prior to entering the school building, including a temperature check. If a child presents with COVID-19 symptoms, including a temperature of 100 degrees or higher, the parent/guardian will be contacted to take the child home. If the student has arrived to the school by bus, the child will wait for their parent/guardian in an identified isolated space until their parent/guardian can arrive at the school building for pick up. All “non-COVID-19” absences should be reported to the attendance clerk in each building.
 - [COVID-19 Symptom Flow Chart](#)
- Staff must self assess prior to entering the building. A health affidavit survey will be provided to staff electronically and completed by each staff member before or immediately upon entering the building. Staff are encouraged to use their own devices to complete the survey to reduce sharing of objects. The survey will also be available on an iPad at the main entry of each building to be completed by staff immediately upon entry to the building. The iPad will be sanitized between each use. The health affidavit will be viewable only by school directors and the human resources manager.
- Updates will be sent to all families via multiple communication channels (email, texts, website, etc.) to update them in any changes with arrival and screening procedures.

Testing Protocols: Process for the provision or referral of diagnostic testing for students, faculty, and staff for COVID-19, in consultation with local health department officials, when needed, which should include plans for testing of symptomatic individuals, close contacts of COVID-19 suspected or confirmed individuals, and individuals with recent international travel or travel within a state with widespread transmission of COVID-19 as designated through the New York State Travel Advisory, before allowing such individuals to return to in-person to the school;

- EVCS will share information on locations of testing sites available in Erie County with families and staff.
- EVCS will consult with local health department officials, when needed, to determine and communicate processes for testing and contact tracing before allowing students & staff to return to in-person school.

Testing Responsibility: Identification of who in the community is responsible for referring, sourcing, and administering testing (e.g., local health department testing site, physician offices, hospital system), particularly in the event that large-scale testing at the school is needed; and

- Erie County health department is responsible for referring, sourcing and administering testing, particularly in the event that large-scale testing at the school is needed. The COVID-19 hotline number for Erie County Department of Health is 716-858-2929.

Early Warning Signs: Defined metrics that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level, as established by state and local health departments; define and deploy method(s) to monitor against such metrics.

- EVCS will regularly consult [NY Forward webpages](#) for early warning signs of increased positivity rates in the community. EVCS will adhere to guidelines from New York State regarding monitoring of early warning signs and will take into account positive COVID-19 cases trending upward.
- Local school and school district closing trends will continue to be monitored.



Containment

Containment includes protocols and procedures for how to respond to positive or presumed-positive cases, as well as preventative practices.

School Health Offices: Protocols for safely caring for a student, faculty, or staff member if they develop symptoms of COVID-19 during the school day;

- Protocol for students/staff that exhibit COVID-19 symptoms: If a student presents with symptoms related to COVID-19 during the school day, the teacher should use their classroom phone or 2-way radio to communicate with the school nurse that they are sending a student to the office for assessment and potential isolation until the student can be picked up.
- School nurses and other assigned staff members will be equipped with appropriate PPE (face shields, disposable masks/gloves, isolation gowns, etc) to screen students and supervise students in isolation.

Isolation: Procedures to isolate individuals who screen positive upon arrival, or symptomatic individuals should they become symptomatic while at school, providing appropriate PPE for school health office staff caring for the symptomatic individual. Protocols for safe transportation, including pick-up arrangements, if applicable, for symptomatic students, faculty, and staff;

- Isolation of Individuals Exhibiting Symptoms of COVID-19: Each building has identified the gymnasium as the isolation space (separate from the Nurse's office) to house students and staff that exhibit COVID-19 symptoms until they can exit the building. A staff member will be assigned to supervise students until a parent/guardian arrives to pick them up. The staff member will maintain social distancing and be provided appropriate PPE equipment including a face shield, face covering, gown, gloves, and a 2-way radio so that the school nurse, front desk monitor and staff member can communicate regarding the student and when the parent/guardian arrives for pick up.

Collection: Protocols for how parents or legal guardians should pick up their student with instructions that the student must be seen by a health care provider;

- Students will be sent home with a list of locations that provide COVID-19 testing in the community. The nurse or designated staff members will be able to answer parent questions regarding locations for COVID-19 testing, given provided information.
- Note to Parents when a child is sent home with COVID-19 symptoms: If a child is sent home with COVID-19 symptoms, the nurse will give the parent/guardian a form that indicates the protocol that must be followed to return to school if there is no COVID test performed by a healthcare provider. The building nurse will complete the information and hand it to the parent/guardian when the student is released from school: The parent will be responsible for attesting that the protocol is followed by signing the form and returning it to school with the child after the quarantine period.
- Please refer to Return to School Note when NO COVID-19 Test Performed (Attached)



Infected Individuals:

- Persons who have tested positive will be required to complete isolation and to have recovered to ensure that they will not transmit COVID-19 when returning to in-person learning.
- Discharge from isolation and return to school will be conducted in coordination with the local health department.

Exposed Individuals:

- Individuals who were exposed to the COVID-19 virus will complete quarantine and will be monitored so that they do not develop symptoms before returning to in-person learning.
- Discharge from quarantine and return to school will be conducted in coordination with the local health department.

Hygiene, Cleaning, and Disinfection: Adherence to, and promotion of, hygiene, cleaning, and disinfection guidance set forth by DOH and CDC, including strategies for cleaning and disinfection of exposed areas and appropriate notification to occupants of such areas;

- Custodial staff will wait to clean for 24 hour period after positive case is reported, wherever possible. Cleaning logs have been provided to custodial staff to ensure cleaning & sanitizing of all surfaces daily; These logs will be used as a guide to clean and sanitize the full room and anyplace there has been a positive case of COVID. We are working with Hillyard Cleaning Supply to obtain products identified as effective against COVID-19 and these will be acquired regularly and kept in stock.

Contact Tracing: Plans to support local health departments in contact tracing efforts using the protocols, training, and tools provided through the New York State Contact Tracing Program – an initiative between the Department of Health, Bloomberg Philanthropies, Johns Hopkins Bloomberg School of Public Health, and Vital Strategies; and

- The important task of contract tracing is dependent on the accuracy of our records. The following records will be utilized and analyzed when contract tracing occurs:
 - Attendance records to determine who was present and onsite (both students and teacher/staff attendance records);
 - Bus route rosters;
 - Substitute employee records (substitute teachers, nurses, etc.) through Frontline
 - absence management system;
 - Our visitor management system, which provides the date and entrance/exit time of all visitors. We will use visitor log and identify anyone in the building at applicable times.

Communication: Plans to share protocols and safety measures taken by the school with all relevant parties including parents/legal guardians, faculty, staff, students and the local community.

- Those who have been potentially exposed will be notified via text alert/email system, as soon as possible, and COVID-19 related resources will be updated on the EVCS website (www.evcsbuffalo.org).



Closure

Closure includes contingency plans, protocols, and procedures for decreasing the scale or scope of in-person education, and/or closing the school.

Closure triggers: Identification of the conditions that may warrant reducing in-person education or closing the school, in consultation with state and local health departments, and plan for an orderly closure;

- EVCS will regularly consult [NY Forward webpages](#) for early warning signs in the community. EVCS will adhere to guidelines from New York State regarding monitoring of early warning signs and will take into account positive COVID-19 cases trending upward.
- Local school and school district closing trends will continue to be monitored.
- Increase in cases of EVCS students & staff illnesses which may disrupt operations or instruction will be monitored closely and used to inform potential closure decisions.

Operational Activity: Determination of which operations will be decreased, or ceased and which operations will be conducted remotely; include process to conduct orderly closures which may include phasing, milestones, and involvement of key personnel; and

- In the case of necessary closure of in-person school, all instruction will be moved to online delivery. Policies and procedures are in place from earlier school closures. Site Safety Managers have been identified along with Reopening Task Force members who will determine ability for school to reopen, following New York State guidelines.
- Operations staff will oversee distribution of technology, food, and supplies to students and staff, as needed. EVCS is approved to be a food 'Grab & Go' site.
- Custodial staff will continue to clean & sanitize buildings regularly in the event of closure. All other staff will be encouraged to work completely remotely.

Communication: Plan to communicate internally and externally throughout the closure process.

- EVCS will continue to utilize SwiftReach to send emails and/or text messages to families and other stakeholders (board members, community partners, etc.). EVCS also utilizes social media and the press to share information with the community.
- Internal communication to staff will occur daily from EVCS Directors including all pertinent updates.



Section R-03: Pre-Opening, School Calendars & Scheduling

3a. Pre-Opening

In order to prepare for any and all reopening scenarios for the 2020-2021 school year, the Elmwood Village Charter Schools conducted the following pre-opening activities:

Feedback surveys from Spring 2020

- Conducted family feedback survey regarding remote instruction
- Conducted staff reflection survey regarding remote instruction

Amelioration of Learning Loss

- Partnered with National Summer School Institute with support from The Cullen Foundation to provide full-day, 5-week rigorous summer school programming for students in Grades 3-8 to ameliorate learning loss
- Developed EVCS Summer Tutoring program to provide small group reading and math instruction for at-risk students in all grades to ameliorate learning loss
- Created weekly independent reading and math assignments for all students in all grades to mitigate summer slide
- Scheduled weekly SEL check-ins at all grade levels, open to all students

Operations Team Project Plan

- Operations team initiated a detailed and comprehensive operations project plan. This plan includes all policies, protocols, and practices to ensure the safe reopening of schools, including procurement of necessary resources and supplies and readying the school facilities. Project plan updates are communicated weekly with the Leadership team.
- The work of the Operations team informed the School's submission to the NYS Department of Health on July 31, 2020.

Feedback and Input from Stakeholders

- Principals conducted three Town Hall Meetings with EVCS families - the 6/16 meeting was specifically focused on gathering input from families about reopening questions, ideas, and concerns. Per Cuomo's order on 8/7/2020, EVCS will hold two additional meetings for families and one meeting for staff to review the Reopening Plan no later than 8/21/2020.
- The School Leadership team established a Reopening Task Force consisting of five subcommittees: Operations, Academics, Special Services, Culture, and Logistics.



Task Force Subcommittee	Members
Operations	Liz Evans, Director of Operations (SLT) Brittany Mez, Operations Manager (Central Office) Kim Rosenfeld, Human Resources Manager (Central Office) Melina Hong, Data Manager (Central Office) Sharon DeTamble, Finance Manager (Central Office) John Grabovski, Facilities Coordinator (Central Office) Christina Petit, Admissions Coordinator (Central Office) Leroy Horne, Facilities Supervisor (Hertel) Dana Fauth, School Nurse (Days Park) Tracy Thornton, School Nurse (Hertel) Debra Steckler, Communications Lead (Central Office) Kelly Norlen, Office Manager (Days Park) Dylan Gechoff, Office Manager (Hertel)
Academics	Anne Wechsler, Director of Curriculum and Instruction (SLT) Danielle Bruno, Principal Days Park (SLT) Melina Hong, Data Manager (Central Office) Shannon Burke, Instructional Coach (Shared) Helen Danciu, Instructional Coach (Shared) Mary McNally, Instructional Coach (Shared) Melissa Kramer, Teacher (Days Park) Annie Shields, Teacher (Days Park) Jamie Smith, Parent (Days Park) and EVCS Board Member
Special Services	Anne Landrigan, Student Services Coordinator (Days Park) Tara Czamara, Student Services Coordinator (Hertel) Christopher Walsh, Behavior Intervention Coach (Shared) Melanie Lesswing, Special Education Teacher (Days Park) Laura Roberts, Parent & Speech-Language Therapist (Hertel) Angela Rice, Occupational Therapist (Hertel)
Culture	Kathy Jamil, Principal Hertel (SLT) Elizabeth Fisher, Assistant Principal (Hertel) Ebony McMillan, Student Life Coordinator (Hertel) Lauren Atherton, School Counselor (Days Park) Laura Dowling, School Counselor (Hertel) Rachele Schneekloth, Teacher (Days Park) Emma Janicki-Gechoff, Teacher (Days Park) Tess Leverenz, Teacher (Hertel) Jerry MacKay, Parent (Days Park) Beth MacKay, Parent (Days Park) Nicca Lebeda, Parent (Hertel)
Logistics	David Phillips, Assistant Principal (Days Park) Liz Evans, Director of Operations (SLT) Brittany Mez, Operations Manager (Central Office) Kim Rosenfeld, Parent (Hertel) & Human Resources (Central Office) Dana Fauth, School Nurse (Days Park) Anthony DiRienzo, Teacher (Days Park) Thomas Welch, Teacher (Days Park) Ebony Eison, Parent & Instructional Assistant (Days Park) Kelly Norlen, Office Manager (Days Park) Dylan Gechoff, Office Manager (Hertel) Jeremy Toth, Parent (Hertel) Robin Roeser, Director Boys & Girls Club (Days Park)



- As the Operations Committee began work in late May/early June, members of that team joined the Academics and Logistics subcommittees to ensure high levels of alignment and systemization. Further, the Task Force subcommittees vetted each other's work at the conclusion of each Task Force Meeting (formal task force meetings were held on July 16, 23, and 30). Following each Task Force meeting, leaders of the subcommittees delegated necessary tasks for completion.
- All new and returning EVCS families and staff were surveyed to determine family and staff needs and to gather input, questions, ideas, and concerns. The quantitative and qualitative results from this survey were evaluated and analyzed to inform the EVCS Reopening Plan and reopening decisions. A follow-up survey was sent to families to determine the level of need for child care or other in-person support, given a full remote or hybrid reopening scenario.

Community-Based Partnerships

- The School Leadership Team has been in communication with the two community-based organizations connected with EVCS - The Boys and Girls Club of Buffalo (Days Park) and Best Self Behavioral Health (Hertel) to explore options for in-person enrichment, support, and child care for fully-remote and hybrid scenarios.

Technology Readiness

- Our Technology Request Form remains live for families to request support with school-issued devices as well as general technology support.
- Members of the Operations and Leadership teams collaborated to develop a schedule for Chromebook return and servicing and surveyed families to assess technology needs for fall, given a fully-remote or hybrid scenario. Additional devices and hotspots have been procured in preparation for reopening.

Professional Engagement

- Leadership and Operations teams continue to participate in weekly webinars with NY Charter Authorizers and the NY Charter Schools Association, as well as local charter leaders.
- Leadership and Operations teams continued to attend and participate in local, state, and national webinars with colleagues and professional organizations regarding reopening best practices.
- Leadership and Operations teams continue to read sound research and monitor health data to inform decisions.
- Leadership and Operations teams continue to follow and implement all legislation, mandates, and guidelines set forth by Governor Cuomo, our Charter authorizer (SUNY CSI), and national, state, and local authorities.



Professional Development

EVCS conducts two weeks of professional development every August for new and returning staff. The primary focus for this year's PD calendar is on remote instruction. This year's offerings include:

Topic	Audience	Leader(s)
<u>New Staff Orientation</u> Mission Operating Values Capable, Connected, Contributing: The EVCS Way HR Onboarding	All New Hires	Shared Leadership Team Instructional Coaches HR Manager
<u>FLARE</u> Expectations for Remote Teaching & Learning	All Instructional Staff	DCI Principals Instructional Coaches
<u>Responsive Classroom 101</u> Foundations of RC EVCS School Culture and Discipline	All Instructional Staff with < 3 years at EVCS	Principal - Days Park
<u>Responsive Classroom 201</u> Advanced RC Topics	All Instructional Staff with > 3 years at EVCS	Principal - Hertel Assistant Principal - Days Park RC Teacher Leaders
<u>SEL</u> The First Six Weeks: Building Community in the Online Classroom Rituals, Routines, and Procedures Best Practices for SEL in the Online Classroom Middle School Advisory Family Engagement	All Instructional Staff	DCI Principals Assistant Principals Instructional Coaches
<u>Curriculum and Instruction</u> Power Standards TLAC ELA NSSI ELA Wonders ELA Zearn Mathematics Planning and Pacing Guides	All Instructional Staff	DCI Principals Assistant Principals Instructional Coaches
<u>PLC and Collaboration</u> Team Building and Norms Roles and Responsibilities Goal Setting Team Planning	All Instructional Staff	DCI Principals Assistant Principals Instructional Coaches
<u>Special Services</u>	All Instructional Staff	Special Services



Special Services and Related Services IEP Review Meetings 504 Plan Meetings Student Support Team Updates RTI Updates/AIS Collaborative Planning		Coordinators Principals
<u>Technology Choice Menu</u> Technology Scope and Sequence Tech Training Choice Menu: Loom, Screencastify, EdPuzzle, PearDeck, Jamboard (Instruction & Modeling) Zoom, Google Classroom, Flipgrid (Discussion) Padlet Wall, shared slide deck, discussion board (Research and Exploration) Google Suite, Playlists (Collaboration) Quizizz, Kahoot, Khan Academy, Zearn, Prodigy, ConnectED, Wonders (Practice and Review) Google Forms, CB data tools, Google Docs, infographics, GoFormative (Assessment) Google Forms, Google Slides, Blogger (Metacognition, Reflection, Sharing) SeeSaw, Remind (Communication) Organization Tools <u>EVCS Technology</u> PowerSchool Google Drive and File Stream Staff Portal	All Instructional Staff	Self-paced asynchronous sessions (EVCS and expert created) Live Zoom & SeeSaw sessions led by teacher leaders EVCS Tech sessions led by Data Manager, Operations Manager
<u>Required Trainings</u> Health and Safety Training for COVID-19 (ongoing and indefinite) Sexual Harassment Training EVCS Employee Handbook	All Employees	Director of Operations Operations Manager School Nurses Principals HR Manager

Onboarding of New Students and Families

EVCS is committed to building a strong school community, whether remote, hybrid, or in-person. Our plans to welcome, onboard, and orient new students and families are scheduled as follows:

Date	Action Item	Audience
6/15 to 8/1	Welcome Message Link to EVCS Song Link to EVCS Video Link to EVCS Website Invitation to follow EVCS Social Media sites	Families with verified registrations



7/30	Kindergarten Welcome Letter Kindergarten Student Survey School Supply Lists	All incoming Kindergarten families with verified registrations
8/1	New Student Welcome Letter New Student Survey School Supply Lists Summer Practice (Grades 6-7)	All new Grades 1-8 families with verified registrations
8/18 and 8/20	EVCS Orientation Session (ZOOM) Format: Morning Meeting Greeting, Share, Activity, Message Q&A	All new Grades 1-8 students and families Led by EVCS representatives at all levels
8/26 and 8/27	EVCS Kindergarten Orientation Session (Campus Specific - ZOOM) Format: Morning Meeting Greeting, Share, Activity, Song, Message Q&A	All incoming Kindergarten students and families Led by EVCS representatives at all levels
Ongoing	Welcome Phone Calls Welcome Home Visits	All new families

Safety Drills

The safety and security of all members of the EVCS community are the top priority of every member of our organization. EVCS will, when instruction is provided in person in a bricks and mortar setting, conduct fire, safety, and other drills as required using social distancing strategies for normal bricks and mortar instruction as follows:

- All mandated safety drills will be executed as per Ed Law §807- eight evacuation and four lockdown drills each year
- All required NYS school safety drills will be conducted with the consideration of the social distancing and face covering requirements. It is understood that evacuation drills will likely take longer than they would without social distancing.
- **Modifications to evacuation drill protocols may include, but are not limited to:**
 - Conducting drills on staggered schedules where classrooms evacuate separately rather than all at once.
 - Appropriate social distance is kept between students to the evacuation site.
- **Modifications to Lockdown Drills may include, but are not limited to:**
 - Lockdown drills conducted in classroom settings while maintaining social distancing and wearing face coverings.



- Lockdown drills conducted on a staggered schedule with smaller number of students present to maintain social distancing
- Conduct lockdown drills in the classroom without “hiding” / “sheltering” but provide an overview of how to shelter or hide in the classroom.
- As part of the drill, students should be instructed that social distancing is part of the drill, however, in a real situation (i.e. fire) social distancing is secondary to the immediate need to evacuate. In that event, students and staff will wear face coverings if possible.

Technology Preparation

- EVCS distributed Chromebooks to every family that requested one throughout the spring and summer of 2020. Chromebooks are being collected at the schools for assessment, cleaning and maintenance, and will then be redistributed to families.
- EVCS purchased an additional 71 Chromebooks for Hertel students, and an additional 65 Chromebooks for Days Park students. EVCS also purchased 25 hotspots for families who did not have access to internet at home. All new families will be surveyed in August to determine technology needs that can be provided by the school.
- EVCS purchased replacement laptops for teachers with older, inadequate models, as well as Chromebooks for instructional assistants so that they can participate in small group work, check-ins, and community building.
- EVCS teachers create a Google classroom environment for students assigned to their class and organize and push out all work within that interface. EVCS also purchased an educational version of Zoom to help facilitate face to face meetings between teachers, student service providers, instructional assistants and their students, including morning meeting, social check-ins, and small group work.
- Parents can contact EVCS’s Operations Team through a live Technology Assistance Google Form to report and resolve technology issues like password recovery, failing equipment or connectivity issues. EVCS purchased an app to forward school phone extensions to another number, so that staff can remain connected to families. Teachers and other support staff reach out to families in a variety of ways to ensure easy and frequent contact to help with any issues families and students may be experiencing.

3b. School Calendars

JULY 2020						
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AUGUST 2020						
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SEPTEMBER 2020						
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OCTOBER 2020						
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NOVEMBER 2020						
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DECEMBER 2020						
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JANUARY 2021						
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FEBRUARY 2021						
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MARCH 2021						
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APRIL 2021						
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MAY 2021						
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JUNE 2021						
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**2020-2021
Calendar**

Number of Instructional Days: 187

LEGEND

<ul style="list-style-type: none"> Schools Closed Early Dismissal First Day of School NYS Assessments 	<ul style="list-style-type: none"> End of Trimester Teacher Workdays School Event Weather Days
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IMPORTANT DATES

July	February
4 - Independence Day	2 & 9 - Open Houses at Days Park
August	4 & 11 - Open Houses at Hertel
8/17-9/1 - Teacher Workdays	15-19 - Midwinter Recess
September	March
2 - First Day of School	19 - End of Second Trimester
7 - Labor Day	26 - Early Dismissal (12:30 PM)
10 - Meet the Teacher Night	Professional Development
18 - Early Dismissal (12:30 PM)	
Professional Development	
October	April
12 - Indigenous Peoples' Day	5-9 - Spring Recess
15 - Early Dismissal (12:30 PM)	21-22 - NYS ELA Testing (Grs. 3-8)
Parent-Teacher Conferences	
November	May
11 - Veterans Day	5-6 - NYS Math Testing (Grs. 3-8)
25 - Early Dismissal (12:30 PM)	13 - Early Dismissal (12:30 PM)
26-27 - Thanksgiving Recess	Parent-Teacher Conferences
	31 - Memorial Day
December	June
4 - End of First Trimester	18 - Juneteenth
11 - Early Dismissal (12:30 PM)	18 - End of Third Trimester
Professional Development	22 - Kindergarten Graduation
23-31 - Winter Recess	22 - Last Day of Kindergarten
January	23-25 - Kindergarten Screenings
1 - New Year's Day	24 - 8th Grade Graduation
18 - Martin Luther King, Jr. Day	25 - Early Dismissal (12:30 PM)
28 - Early Dismissal (12:30 PM)	25 - Last Day of School (Grs. 1-8)
Parent-Teacher Conferences	28-30 - Teacher Workdays
	28-30 - Weather Make Up Days



3c. Scheduling for Students

The Elmwood Village Charter Schools has planned scheduling for students for full-time remote instruction and hybrid instruction models. In both scenarios, EVCS will employ synchronous and asynchronous modes of instruction, defined as follows:

Synchronous = Face-to-face instruction with a teacher

Asynchronous = Recorded instruction

Full-Time Remote Instruction

Sample Remote Schedule: Primary Students (Grades K-2)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Synchronous Morning Meeting	Synchronous Morning Meeting	Synchronous Morning Meeting	Synchronous Morning Meeting	Synchronous Morning Meeting
9:00-9:40	Asynchronous ELA	Synchronous ELA	Synchronous ELA	Synchronous ELA	Synchronous ELA
9:40-10:20	Synchronous SEL	Asynchronous ELA Practice	Asynchronous ELA Practice	Asynchronous ELA Practice	Asynchronous ELA Practice
10:20-11:00	Asynchronous Reading Practice Synchronous Guided Reading for Special Populations	Synchronous Guided Reading	Synchronous Guided Reading	Synchronous Guided Reading	Synchronous Guided Reading
11:00-11:40	Asynchronous Writing	Asynchronous Writing	Asynchronous Writing	Asynchronous Writing	Asynchronous Writing
11:40-12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20-1:00	Recess	Recess	Recess	Recess	Recess
1:00-1:40	Asynchronous Math	Synchronous Math	Synchronous Math	Synchronous Math	Synchronous Math
1:40-2:20	Asynchronous Math Practice	Asynchronous Math Practice	Asynchronous Math Practice	Asynchronous Math Practice	Asynchronous Math Practice
2:20-3:00	Asynchronous Specials	Asynchronous Specials	Asynchronous Specials	Asynchronous Specials	Asynchronous Specials
3:00-3:30	Asynchronous Science/Social Studies	Asynchronous Science/Social Studies	Asynchronous Science/Social Studies	Asynchronous Science/Social Studies	Asynchronous Science/Social Studies



Sample Remote Schedule: Intermediate Students (Grades 3-5)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Synchronous Morning Meeting	Synchronous Morning Meeting	Synchronous Morning Meeting	Synchronous Morning Meeting	Synchronous Morning Meeting
9:00-9:40	Asynchronous ELA	Synchronous ELA	Synchronous ELA	Synchronous ELA	Synchronous ELA
9:40-10:20	Asynchronous ELA Practice	Asynchronous ELA Practice	Asynchronous ELA Practice	Asynchronous ELA Practice	Asynchronous ELA Practice
10:20-11:00	Asynchronous Math	Synchronous Math	Synchronous Math	Synchronous Math	Synchronous Math
11:00-11:40	Synchronous SEL	Asynchronous Math Practice	Asynchronous Math Practice	Asynchronous Math Practice	Asynchronous Math Practice
11:40-12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20-1:00	Recess	Recess	Recess	Recess	Recess
1:00-1:40	Asynchronous Specials	Asynchronous Specials	Asynchronous Specials	Asynchronous Specials	Asynchronous Specials
1:40-2:20	Asynchronous Reading Practice Synchronous Guided Reading for Special Populations	Synchronous Guided Reading	Synchronous Guided Reading	Synchronous Guided Reading	Synchronous Guided Reading
2:20-3:00	Asynchronous Writing	Asynchronous Writing	Asynchronous Writing	Asynchronous Writing	Asynchronous Writing
3:00-3:30	Asynchronous Science/Social Studies	Asynchronous Science/Social Studies	Asynchronous Science/Social Studies	Asynchronous Science/Social Studies	Asynchronous Science/Social Studies



Sample Remote Schedule: Middle School Students (Grades 6-8) - A/B Week

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Synchronous Advisory	Synchronous Advisory	Synchronous Advisory	Synchronous Advisory	Synchronous Advisory
9:00-9:40	Asynchronous ELA or Math	Synchronous ELA or Math	Synchronous ELA or Math	Synchronous ELA or Math	Synchronous ELA or Math
9:40-10:20	Asynchronous Science or Social Studies	Synchronous Science or Social Studies	Synchronous Science or Social Studies	Synchronous Science or Social Studies	Synchronous Science or Social Studies
10:20-11:00	Asynchronous or Synchronous Specials	Asynchronous or Synchronous Specials	Asynchronous or Synchronous Specials	Asynchronous or Synchronous Specials	Asynchronous or Synchronous Specials
11:00-11:40	Asynchronous Spanish or Synchronous Small Group Instruction	Synchronous Spanish or Small Group Instruction			
11:40-12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20-1:00	Independent Practice	Independent Practice	Independent Practice	Independent Practice	Independent Practice
1:00-1:40	Asynchronous ELA or Math	Synchronous ELA or Math	Synchronous ELA or Math	Synchronous ELA or Math	Synchronous ELA or Math
1:40-2:20	Asynchronous Science or Social Studies	Synchronous Science or Social Studies	Synchronous Science or Social Studies	Synchronous Science or Social Studies	Synchronous Science or Social Studies
2:20-3:00	Asynchronous Spanish or Synchronous Small Group Instruction	Synchronous Spanish or Small Group Instruction			
3:00-3:30	IP	Health or IP	Science Lab	Health or IP	IP

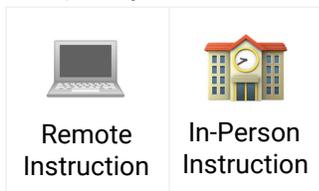
Additional Considerations for Remote Instruction in Grades K-8:

- Daily synchronous small group instruction will be provided for special populations (SWD, ELL, at-risk students).
- Whenever possible, staffing will be allocated for students to receive live support during asynchronous instructional blocks.

Hybrid Instruction

The hybrid model is a combination of in-person and remote instruction. In order to meet capacity and social distancing mandates, students would attend school in small cohorts (groups) two days per week, and participate in remote instruction three days per week. If EVCS offers a hybrid model, families would have the option to select remote-only instruction five days per week, unless legislation, executive orders, or mandates at the state or federal level require in-person attendance.

Sample Hybrid School Schedule:



	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A					
Cohort B					
Cohort C					



Sample Hybrid Schedule: Primary Students (Grades K-2)

	Remote Day for All	In-Person Day 1 Cohort A - T Cohort B - Th	In-Person Day 2 Cohort A - W Cohort B - F	Remote Day 1 Cohort A - Th Cohort B - T	Remote Day 2 Cohort A - F Cohort B - W
8:25-9:05	Asynchronous Writing	In-Person Writing	In-Person Writing	Asynchronous Writing	Asynchronous Writing
9:05-9:45	Synchronous Morning Meeting	In-Person Morning Meeting	In-Person Morning Meeting	Synchronous Morning Meeting	Synchronous Morning Meeting
9:45-10:25	Asynchronous ELA	In-Person ELA	In-Person ELA	Asynchronous ELA	Asynchronous ELA
				Synchronous ELA for special populations	Synchronous ELA for special populations
10:25-11:05	Asynchronous Independent Reading	In-Person Guided Reading	In-Person Guided Reading	Asynchronous Independent Reading	Asynchronous Independent Reading
	Synchronous Small Group Support for special populations			Synchronous Guided Reading for special populations	Synchronous Guided Reading for special populations
11:05-11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:45-12:25	Recess	Recess	Recess	Recess	Recess
12:25-1:05	Synchronous SEL	In-Person Science/SS	In-Person Science/SS	Asynchronous Science/SS	Asynchronous Science/SS
1:05-1:45	Asynchronous Math	In-Person Math	In-Person Math	Asynchronous Math	Asynchronous Math
				Synchronous Math for special populations	Synchronous Math for special populations
1:45-2:25	Asynchronous Independent Practice	In-Person Independent Practice	In-Person Independent Practice	Asynchronous Independent Practice	Asynchronous Independent Practice
2:25-2:55	Synchronous Specials	Synchronous Specials	Synchronous Specials	Synchronous Specials	Synchronous Specials
2:55-3:30		Safe Dismissal	Safe Dismissal		



		Prep	Prep		
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Sample Hybrid Schedule: Intermediate Students (Grades 3-5)

	Remote Day for All	In-Person Day 1 Cohort A - T Cohort B - Th	In-Person Day 2 Cohort A - W Cohort B - F	Remote Day 1 Cohort A - Th Cohort B - T	Remote Day 2 Cohort A - F Cohort B - W
8:25-9:05	Asynchronous Independent Practice	In-Person Independent Practice	In-Person Independent Practice	Asynchronous Independent Practice	Asynchronous Independent Practice
9:05-9:45	Synchronous Morning Meeting	In-Person Morning Meeting	In-Person Morning Meeting	Synchronous Morning Meeting	Synchronous Morning Meeting
9:45-10:25	Asynchronous ELA	In-Person ELA	In-Person ELA	Asynchronous ELA	Asynchronous ELA
				Synchronous ELA for Special Populations	Synchronous ELA for Special Populations
10:25-11:05	Asynchronous Independent Reading	In-Person Guided Reading	In-Person Guided Reading	Asynchronous Independent Reading	Asynchronous Independent Reading
	Synchronous Small Group Support for Special Populations			Synchronous Guided Reading for Special Populations	Synchronous Guided Reading for Special Populations
11:05-11:45	Recess	Recess	Recess	Recess	Recess
11:45-12:25	Synchronous Specials	Synchronous Specials	Synchronous Specials	Synchronous Specials	Synchronous Specials
12:25-1:05	Lunch	Lunch	Lunch	Lunch	Lunch
1:05-1:45	Asynchronous Writing	In-Person Writing	In-Person Writing	Asynchronous Writing	Asynchronous Writing
1:45-2:25	Asynchronous Math	In-Person Math	In-Person Math	Asynchronous Math	Asynchronous Math
				Synchronous Math for Special Populations	Synchronous Math for Special Populations
2:25-2:55	Synchronous SEL	In-Person Science/Social Studies	In-Person Science/Social Studies	Asynchronous Science/Social Studies	Asynchronous Science/Social Studies
2:55-3:30		Safe Dismissal Prep	Safe Dismissal Prep		



Sample Hybrid Schedule for Middle School Students (Grades 6-8) - A/B Weeks

	Remote Day for All	In-Person Day 1 Cohort A - T Cohort B - Th	In-Person Day 2 Cohort A - W Cohort B - F	Remote Day 1 Cohort A - Th Cohort B - T	Remote Day 2 Cohort A - F Cohort B - W
8:25-9:05	Synchronous Specials	Synchronous Specials	Synchronous Specials	Synchronous Specials	Synchronous Specials
9:05-9:45	Synchronous Advisory	In-Person Advisory	In-Person Advisory	Synchronous Advisory	Synchronous Advisory
9:45-10:25	Asynchronous ELA or Math	In-Person ELA or Math	In-Person ELA or Math	Asynchronous ELA or Math	Asynchronous ELA or Math
				Synchronous ELA or Math for special populations	Synchronous ELA or Math for special populations
10:25-11:05	Asynchronous ELA or Math	In-Person ELA or Math	In-Person ELA or Math	Asynchronous ELA or Math	Asynchronous ELA or Math
				Synchronous ELA or Math for special populations	Synchronous ELA or Math for special populations
11:05-11:45	Asynchronous Science or Social Studies	In-Person Science or Social Studies	In-Person Science or Social Studies	Asynchronous Science or Social Studies	Asynchronous Science or Social Studies
11:45-12:25	Lunch	Lunch	Lunch	Lunch	Lunch
12:25-1:05	Asynchronous Science or Social Studies	In-Person Science or Social Studies	In-Person Science or Social Studies	Asynchronous Science or Social Studies	Asynchronous Science or Social Studies
1:05-1:45	Asynchronous ELA or Math	In-Person ELA or Math	In-Person ELA or Math	Asynchronous ELA or Math	Asynchronous ELA or Math
				Synchronous ELA or Math for special populations	Synchronous ELA or Math for special populations
1:45-2:25	Asynchronous ELA or Math	In-Person ELA or Math	In-Person ELA or Math	Asynchronous ELA or Math	Asynchronous ELA or Math
				Synchronous ELA or Math for special populations	Synchronous ELA or Math for special populations
2:25-2:55	Asynchronous Independent Practice	In-Person Small Group Support	In-Person Small Group Support	Synchronous Small Group Support for special populations	Synchronous Small Group Support for special populations
2:55-3:30		Safe Dismissal	Safe Dismissal		



		Prep	Prep		
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Additional Considerations for Hybrid Instruction in Grades K-8:

- Schedules would be adjusted for cohorts of students to participate in recess activities at different times, and provide time for sanitization of playground facilities in between cohorts.
- Morning Meetings are delayed to allow for a wider arrival window (to conduct health and safety screenings).
- Whenever possible, staffing will be allocated for special populations to receive synchronous instruction on remote days.
- Special area teachers would provide synchronous videoconference lessons on in-person and remote days to limit contact and reduce risk of exposure (special area teachers provide instruction for all students).
- Families opting for remote-only instruction in a hybrid model will follow the schedule of student cohorts receiving remote instruction that day.

Full-Time In-Person Instruction

When EVCS is able to resume full-time in-person instruction, we will return to our usual instructional schedule as outlined in our Charter.

Planned Total Hours of In-Person Instruction

Fully in-person hours: 1295 hours total (based on chartered school year of 185 days, and assuming no period of closure or additional time spent on health and safety practices)

Hybrid in-person hours: Estimated 560 hours total (assuming no period of closure or additional time spent on health and safety practices)

Estimated Average Planned Total Hours of Synchronous and Asynchronous Instruction (Grades K-8):

Fully Remote		Hybrid Model		
Synchronous Instructional Hours	Asynchronous Instructional Hours	Synchronous Instructional Hours	Asynchronous Instructional Hours	<i>In-Person hours</i>
647.5 hours	647.5 hours	80 hours	655 hours	<i>560 hours</i>

In the remote and hybrid scenarios, special populations will have an estimated average of 60 additional synchronous instructional hours total.



3d. Scheduling for Staff

The Elmwood Village Charter Schools has planned scheduling for staff for full-time remote instruction and hybrid instruction models.

In both scenarios, EVCS will employ synchronous and asynchronous modes of instruction, defined as follows:

Synchronous = Face-to-face instruction with a teacher

Asynchronous = Recorded instruction

Full-Time Remote Instruction

Instructional Staff Deployment to Support Student Scheduling

Staff	Deployment to Support Student Scheduling	Other
Classroom Teachers	Synchronous Morning Meeting Synchronous ELA Lesson Synchronous Math Lesson Synchronous Guided Reading Asynchronous Writing Asynchronous Science/Social Studies Asynchronous Independent Practice	Instructional Planning Student Feedback Parent Communication Office Hours Grading and Assessment PLC Meetings Coaching Meetings Faculty Meetings Professional Development
Special Education Teachers	Synchronous Morning Meeting Synchronous ELA Lesson Synchronous Math Lesson Synchronous Guided Reading Asynchronous Writing Asynchronous Science/Social Studies Asynchronous Independent Practice	Instructional Planning Student Feedback Parent Communication Office Hours Grading and Assessment PLC Meetings Coaching Meetings Faculty Meetings Professional Development
Instructional Assistants	Synchronous Morning Meeting Synchronous ELA Lesson (support/small group) Synchronous Math Lesson (support/small group) Synchronous Guided Reading (small group) Synchronous SEL (Mondays) Synchronous Independent Practice (support)	Supporting Planning Student Feedback Parent Communication Supporting Grading Tracking Attendance PLC Meetings Faculty Meetings Professional Development



Special Area Teachers	Asynchronous Lessons for all grades Synchronous Morning Meetings Synchronous SEL (Mondays) Synchronous Independent Practice	Instructional Planning Student Feedback Parent Communication Grading and Assessment PLC Meetings Coaching Meetings Faculty Meetings Professional Development
Resource Teachers	Synchronous Lessons for all grades Synchronous Morning Meetings Synchronous SEL (Mondays) Synchronous Independent Practice	Instructional Planning Student Feedback Parent Communication Grading and Assessment PLC Meetings Coaching Meetings Faculty Meetings Professional Development
Related Service Providers	Synchronous Service Provision for all grades Asynchronous supports	Instructional Planning Student Feedback Parent Communication Office Hours Grading and Assessment PLC Meetings Coaching Meetings Faculty Meetings Professional Development

Hybrid Instruction

Instructional Staff Deployment to Support Student Scheduling and Safety

Staff	Deployment to Support Student Scheduling and Safety In-Person Days	Deployment to Support Student Scheduling and Safety Remote Days	Other
Classroom Teachers	In-Person Instruction Safety Supervision Duties (Arrival, Dismissal, Lunch, Recess, Restroom, Hallways, Breaks)	Synchronous Morning Meeting Asynchronous Instruction	Instructional Planning Student Feedback Parent Communication Grading and Assessment PLC Meetings Coaching Meetings Faculty Meetings Professional Development



Special Education Teachers	In-Person Instruction Synchronous Small Group Instruction for Special Populations Safety Supervision Duties (Arrival, Dismissal, Lunch, Recess, Restroom, Hallways, Breaks)	Synchronous Morning Meeting Asynchronous Instruction Synchronous Small Group Instruction for Special Populations	Instructional Planning Student Feedback Parent Communication Grading and Assessment PLC Meetings Coaching Meetings Faculty Meetings Professional Development
Instructional Assistants	In-Person Instruction Synchronous Morning Meeting Safety Supervision Duties (Arrival, Dismissal, Lunch, Recess, Restroom, Hallways, Breaks)	Synchronous Morning Meeting Synchronous Small Group Instruction and/or SEL	Supporting Planning Student Feedback Parent Communication Supporting Grading Tracking Attendance PLC Meetings Faculty Meetings Professional Development
Special Area Teachers	Synchronous Morning Meeting In-Person Instruction (outdoors) Synchronous Instruction (indoors) Safety Supervision Duties (Arrival, Dismissal, Lunch, Recess, Restroom, Hallways, Breaks)	Synchronous Instruction	Instructional Planning Student Feedback Parent Communication Grading and Assessment PLC Meetings Coaching Meetings Faculty Meetings Professional Development
Resource Teachers	In-Person Instruction Synchronous Small Group Instruction Safety Supervision Duties (Arrival, Dismissal, Lunch, Recess, Restroom, Hallways, Breaks)	Synchronous Small Group Instruction	Instructional Planning Student Feedback Parent Communication Grading and Assessment PLC Meetings Coaching Meetings Faculty Meetings Professional Development
Related Service Providers	Synchronous Related Services Safety Supervision Duties (Arrival, Dismissal, Lunch, Recess, Restroom, Hallways, Breaks)	Synchronous Related Services	Instructional Planning Student Feedback Parent Communication Office Hours Grading and Assessment PLC Meetings Coaching Meetings Faculty Meetings



			Professional Development
All Other Staff	Safety Supervision Duties (Arrival, Dismissal, Lunch, Recess, Restroom, Hallways, Breaks)		Professional Development

Full-Time In-Person Instruction

Instructional Staff Deployment to Support Student Scheduling and Safety

Staff	Deployment to Support Student Scheduling and Safety	Other
Classroom Teachers	In-Person Instruction Safety Supervision Duties (Arrival, Dismissal, Lunch, Recess, Restroom, Hallways, Breaks)	Instructional Planning Student Feedback Parent Communication Grading and Assessment PLC Meetings Coaching Meetings Faculty Meetings Professional Development
Special Education Teachers	In-Person Instruction Safety Supervision Duties (Arrival, Dismissal, Lunch, Recess, Restroom, Hallways, Breaks)	Instructional Planning Student Feedback Parent Communication Grading and Assessment PLC Meetings Coaching Meetings Faculty Meetings Professional Development
Instructional Assistants	In-Person Instruction Safety Supervision Duties (Arrival, Dismissal, Lunch, Recess, Restroom, Hallways, Breaks)	Supporting Planning Student Feedback Parent Communication Supporting Grading Tracking Attendance PLC Meetings Faculty Meetings Professional Development
Special Area Teachers	In-Person Instruction Safety Supervision Duties	Instructional Planning Student Feedback



	(Arrival, Dismissal, Lunch, Recess, Restroom, Hallways, Breaks)	Parent Communication Grading and Assessment PLC Meetings Coaching Meetings Faculty Meetings Professional Development
Resource Teachers	In-Person Instruction Safety Supervision Duties (Arrival, Dismissal, Lunch, Recess, Restroom, Hallways, Breaks)	Instructional Planning Student Feedback Parent Communication Grading and Assessment PLC Meetings Coaching Meetings Faculty Meetings Professional Development
Related Service Providers	In-Person Related Services Safety Supervision Duties (Arrival, Dismissal, Lunch, Recess, Restroom, Hallways, Breaks)	Instructional Planning Student Feedback Parent Communication Office Hours Grading and Assessment PLC Meetings Coaching Meetings Faculty Meetings Professional Development
All Other Staff	Safety Supervision Duties (Arrival, Dismissal, Lunch, Recess, Restroom, Hallways, Breaks)	Professional Development



Section R-04: Enrollment and Attendance

4a. Enrollment

EVCS surveyed families in August 2020. Results of the survey showed that the majority of families and staff preferred remote instruction (60%). EVCS plans to start the year remotely and re-evaluate after six weeks by analyzing local health data, quarantine trends, and further family and staff surveys. To meet the needs of as many families as possible and prevent attrition, EVCS is developing plans in partnership with community-based organizations to provide in-person programming and/or child care options for families who responded that they preferred some in-person options, or required child care.

EVCS registration and attendance records will corroborate and justify the student enrollment count used for billing during the 2020-2021 school year.

EVCS communicates with families through SchoolMint, PowerSchool SwiftAlert, phone, email, and mobile communication apps to maintain engagement. We believe that high levels of engagement and communication will translate to strong attendance rates. In addition, the SMS enables EVCS to collect documentation around student residency and enrollment. The Admissions Coordinator and Data Manager will be responsible for ensuring accuracy and documentation collection.

4b. Attendance

Attendance Keeping and Records

Attendance will be taken by teachers and instructional assistants through the Schools' SMS, PowerSchool.

For in-person learning, students will count as "present" if they are physically present in school, per EVCS' Code of Conduct. For virtual learning, students will count as "present" if they:

- Participate in synchronous learning
- Login into the Google Classroom
- Complete assignments
- Login to subject-area tools (e.g. Zearn, Wonders/ConnectED)
- Participate in check-ins, social-emotional and classroom community-building activities etc.

Central office staff and school office staff will regularly review submitted attendance prior to submission and to identify students who need additional support.



EVCS will also track overall engagements with students and families, including phone calls, texts, emails, and visits so that no student or their family falls through the cracks. Students and families needing to do online learning outside of regularly scheduled hours of instruction must communicate this to the schools' principals and/or student support coordinators to develop an individualized plan.

Attendance for Reporting Purposes Mandatory Assurance

Elmwood Village Charter Schools will continue to report attendance in NYSED SIRS and will continue to adhere to attendance record keeping as required.

Disengaged Students

At Elmwood Village Charter School, student engagement is always at the forefront of our minds. Most of our time is spent proactively building relationships and working with students to keep them engaged in their learning. EVCS will take the following action steps to prevent and respond to disengagement:

Weekly Check-Ins:

During the time our students are learning remotely, weekly one-on-one calls with students will be focused on academics and social emotional health. This is a time for staff to check-in on kids, answer questions, encourage them, help them create an improvement plan, etc.

Attendance Monitoring:

Teachers, administrators, and members of our central office staff will regularly monitor student attendance and attendance trends. If a student becomes disengaged then we will gather all possible resources to create a customized plan that meets the individual needs of each student.

Re-Engagement Plan:

The school will follow their Code of Conduct for engaging students who have dis-engaged from on-line learning. Our re-engagement plan will include:

- Initial outreach and action planning by the teaching team
- Student Support Team Referrals to activate a support and communication plan
 - Support and Communication plans are customized to meet the individual needs of the disengaged student including by not limited to:
 - Assignment accommodations: modifications, extended time
 - Weekly check-ins
 - Home visits
 - Additional technology support
 - Collaboration with community-based organizations/social services
 - Mental Health/Counseling referrals



Section R-05: Academic Program

5a. Curriculum

The shift to remote instruction has led us to make some changes to curricular materials. This was done in order to provide students content, materials, and instruction that is well suited to an online learning environment. The table below lists the most important curricular resources we will be using in each subject at each grade level. The most significant changes are as follows:

- Shift from Everyday Math in K-6 to Zearn. Zearn was chosen for stronger alignment with the Next Gen Standards, its strong technology component, and the strong support for remote instruction, including learning recovery plans.
- Shift from Wonders to NSSI ELA curriculum for grades 3-5. Some of our students and faculty participated in the NSSI summer program. Feedback from both parties was overwhelmingly positive. We were impressed with the engaging and rigorous curriculum, along with the support provided by mentor teachers for internalizing the lesson and looking at student work.
- Shift from Wonders to TLAC ELA curriculum and novel study for grade 6.
- Shift from teacher created units in middle school science to Amplify. Amplify was chosen for its alignment with NGSS, as well as its strong online content for virtual instruction, including simulations for lab work.
- SEL is a foundational, key design element of EVCS' model, and the Responsive Classroom approach and Second Step lessons will continue to be a strong focus in the remote, hybrid, and in-person scenarios. Additional emphasis will be given to SEL instruction in the first six weeks of school, and specific professional development will be dedicated to this during our August teacher training time.

Curriculum Resources:

	ELA	Math	Science	Soc. Studies	Other
Kindergarten	Reading - Wonders Phonics - Heggerty Handwriting - HWWT Writing - Units of Study AIS - Heggerty phonemic awareness	Zearn	Mystery Science	Teacher created units based on NYS Social Studies Resource Toolkit	<ul style="list-style-type: none"> • Health - Great Body Shop • Music - Quaver • Spanish - Sonrisas & teacher created material • SEL - RC, Second Step • Art, Dance, Phys. Ed. - teacher created units
1st Grade	Reading - Wonders	Zearn	Mystery Science	Teacher created	<ul style="list-style-type: none"> • Health - Great



	Phonics - Heggerty Handwriting - HWWT Writing - Units of Study AIS - Heggerty & LLI			units based on NYS Social Studies Resource Toolkit	<ul style="list-style-type: none"> Body Shop • Music - Quaver • Spanish - Sonrisas & teacher created material • SEL - RD, Second Step • Art, Dance, Phys. Ed. - teacher created units
2nd Grade	Reading - Wonders Phonics - Heggerty Handwriting - HWWT Writing - Units of Study AIS - LLI	Zearn	Mystery Science	Teacher created units based on NYS Social Studies Resource Toolkit	<ul style="list-style-type: none"> • Health - Great Body Shop • Music - Quaver • Spanish - Sonrisas & teacher created material • SEL - RD, Second Step • Art, Dance, Phys. Ed. - teacher created units
3rd Grade	ELA- NSSI Handwriting- HWWT AIS - LLI	Zearn	Mystery Science	Teacher created units based on NYS Social Studies Resource Toolkit	<ul style="list-style-type: none"> • Health - Great Body Shop • Music - Quaver • Spanish - Sonrisas & teacher created material • SEL - RC, Second Step • Art, Dance, Phys. Ed. - teacher created units
4th Grade	ELA - NSSI AIS - LLI	Zearn	Mystery Science	Teacher created units based on NYS Social Studies Resource Toolkit	<ul style="list-style-type: none"> • Health - Great Body Shop • Music - Quaver • Spanish - Sonrisas & teacher created material • SEL - RC, Second Step • Art, Dance, Phys. Ed. - teacher created units
5th Grade	ELA - NSSI AIS - LLI	Zearn	Mystery Science	Teacher created units based on NYS Social Studies Resource Toolkit	<ul style="list-style-type: none"> • Health - Great Body Shop • Spanish - Sonrisas & teacher created



					<ul style="list-style-type: none"> material ● SEL - RC, Second Step ● Art, Dance, Music, Phys. Ed. - teacher created units
6th Grade	ELA - NSSI & TLAC Novel Units AIS - LLI	Zearn	Amplify	Teacher created units based on NYS Social Studies Resource Toolkit	<ul style="list-style-type: none"> ● Health - Great Body Shop ● SEL - RC, Second Step ● Art, Dance, Music, Phys. Ed. - teacher created units
7th Grade	TLAC Novel Units & teacher created units AIS - LLI	Teacher created units Prodigy	Amplify	Teacher created units based on NYS Social Studies Resource Toolkit	<ul style="list-style-type: none"> ● Health - Spark ● SEL - RC, Second Step ● Art, Dance, Music, Phys. Ed. - teacher created units
8th Grade	TLAC Novel Units & teacher created units AIS - LLI	Teacher created units Prodigy	Amplify (Regents level Living Environment: teacher created units)	Teacher created units based on NYS Social Studies Resource Toolkit	<ul style="list-style-type: none"> ● SEL - RC, Second Step ● Art, Dance, Music, Phys. Ed. - teacher created units

Virtual or Blended High School Course Content Assurance

EVCS has defined and will make available upon request:

- The basis for determining successful course completion;
- How students will demonstrate mastery of the learning outcomes for the subject/course;
- Any changes to Regents course exam administration, which must be included on the list of NYSED Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma;
- The documentation the education corporation will retain to demonstrate student mastery of the learning outcomes;
- That the content is in alignment with the applicable New York State learning standards for the subject area;
- That courses will be taught by or instruction supervised by N.Y. State certified teachers



or teachers qualified under Education Law § 2854(3)(a-1);

- An explanation of how regular and substantive interaction between the student and the teacher providing direction and/or supervision will take place, and the documentation that will demonstrate same; and
- A description as to how any virtual or blended instruction satisfies the unit of study and unit of credit requirements in section of 8 NYCRR § 100.1(a) including any flexibilities afforded by the Board of Regents.

5b. Instruction

In order to deliver high quality instruction to all students, including medically vulnerable populations, those with disabilities as well as ELLs, we have created a plan for regular and substantive interaction between the student and the teacher. This plan is outlined below.

All Remote Model

	Synchronous	Break-out groupings	Asynchronous	One-on-one phone call or video chat	Office Hours
K-5	4 days/week = 4 sessions/day 1 day/week = 1 SEL session, others as needed for reteach, etc. (Morn. Mtng., ELA, Math)	Used during majority of synchronous academic sessions	Social Studies, Science, Handwriting, Special area classes, and Independent practice in ELA and Math will be async..	1 mandatory check-in meeting will be scheduled for each student, each week.	Teachers will have office hours scheduled each day for those in need of extra support.
6	4 days/week = 4-5 sessions/day 1 day/week = 1 SEL session, others as needed for reteach, etc. (Morn. Mtng., ELA, Math, Social Studies)	Used during majority of synchronous academic sessions	Science, Health, Special area classes, and Independent practice in ELA and Math will be async.	1 mandatory check-in meeting will be scheduled for each student, each week.	Teachers will have office hours scheduled each day for those in need of extra support.



7 & 8	4 days/week = 5-6 sessions/day 1 day/week = 1 SEL session, others as needed for reteach, etc. (Advisory, ELA, Math, Social Studies, Science)	Used during majority of synchronous academic sessions	Special area classes, and Independent practice in ELA and Math will be async.	1 mandatory check-in meeting will be scheduled for each student, each week.	Teachers will have office hours scheduled each day for those in need of extra support.
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* Medically vulnerable populations, students with disabilities and ELL students will receive extra support. The type of support, amount of support, and provider will be determined by mandate and need. Additional detail is provided in the Special Services section.

Hybrid Model

Students who attend school will receive in-person instruction 2 days a week. On the other three days, predominantly asynchronous content will be assigned in all scheduled subject areas. On two of these days, students will participate in a synchronous morning meeting. On the third day, they will receive a synchronous 2nd Step lesson. Additional synchronous small group work will be scheduled for students in need of extra support. Finally, students with disabilities, students with 504 plans, and ELL students will all receive supports/interventions synchronously on out-of-school days. For students who remain all remote under a hybrid model, additional asynchronous content will be provided via Google Classroom for the additional two days. They will participate in synchronous morning meetings on these days, and will have some synchronous, small group instruction.

Attendance will be taken at all synchronous meetings to keep track of participation. Asynchronous participation will be tracked through work completion. Weekly one-on-one scheduled phone calls/video-conferences will be tracked, by classroom, on a tracker.

Additional Plans for In-Person Instruction

In addition to safety measures that will be put in place (outlined elsewhere in this plan), in-person instruction at EVCS will look somewhat different than in years past. The curricular changes listed above will remain in place whether we are teaching remotely, or in person. This will facilitate easier transitions into and out of remote instructions. In addition, extra time has been carved out in the morning to ensure that instruction does not start until all (or almost all) students have arrived and followed the morning safety protocols. We will also be making every effort to provide students with as much fresh air as possible, so in addition to a daily recess



outdoors, special area classes, and even some academic classes may take place outdoors. If students are participating in the hybrid model, we will implement a sort of flipped classroom model, where content will be pushed out through the Google Classroom ahead of time. This will allow the teacher to spend their time in-person in the classroom with students responding to student work, scaffolding class discussion, providing feedback, meeting with small groups to differentiate, etc.

As safety protocols will require us to limit movement throughout the building, we will have to make adjustments to some of the hallmark components of our school community. For example, instead of taking many field trips out into the community, we will have to focus on virtual field trips. Instead of our monthly Whole School Morning Meetings with all our students and staff gathered in the gymnasium, students watch asynchronous whole school morning meetings.

5c. Assessment

Assessment Plan

Assessment Plan - Fall 2020			
Assessment	Subject	Cohort	Use of data
STAR Literacy Assessment	ELA	Grades 1-8 *	<ul style="list-style-type: none"> - Identify students most in need of additional support, small group time, etc. - Identify content from the previous grade that has not yet been mastered, so we can adjust pacing guides accordingly - Baseline data to allow us to measure value-added/student growth across school year
STAR Math Assessment	Math	Grades 1-8 *	<ul style="list-style-type: none"> - Identify students most in need of additional support, small group time, etc. - Identify content from the previous grade that has not yet been mastered, so we can adjust pacing guides accordingly - Baseline data to allow us to measure



			value-added/student growth across school year
NYSITELL	language	K-8	- assess the English language level of new students whose home or primary language is other than English

* Kindergarten will not take the STAR Early Literacy Assessment until the middle of the year, when they are more familiar with technology. Informal, targeted, small group assessments will be used at the beginning of the year in order to determine what students know and can do.

Assessments will be administered remotely in small groups via Zoom so teachers can monitor students as they work. Our assessment window will be 9/9-10/9.

Interim Assessment Changes

This year, more than any year in recent memory, we know that students will return to school missing content and skills from the previous year. We also know that students will bring with them effects of trauma, and that many may still be experiencing high levels of anxiety and uncertainty. In addition, we will be asking them to do at least a portion of their learning in an online environment. Given all of this, we know that during our time with students, we need to place a laser-like focus on the content that matters most. We have worked with our grade level teams to identify power standards at each grade level that represent the most important work of each grade. During PLC time, teachers will engage in collaborative unit planning that will begin with these Power Standards, and teaching teams will:

1. Unwrap each standard for clarity.
2. Develop a learning progression.
3. Design weekly common formative assessments to monitor progress, and short summative assessments to check for mastery.
4. Develop criteria for success and/or rubrics for assessment items
5. Use data from CFAs for team data conversations to identify needs
6. Design interventions and extensions and utilize all grade level faculty to implement

Grade level teams will meet weekly in ELA and math to look at student work from the common formative assessments and design targeted reteach lessons. We will track students' performance over time on these common formative assessments using eDoctrina. This data will be paired with data from short, summative assessments to help us determine student mastery of subject matter over time. This more focused and targeted assessment plan will be implemented in lieu of the interim assessments we had previously been administering four times per year.



Tracking Student Proficiency

EVCS will monitor and track student proficiency of subject matter through:

- STAR reports (proficiency levels, growth)
- Common formative assessments
- Common summative assessments
- Standards-based report cards (focus on Power Standards)
- STEP progress monitoring tools
- Online curriculum-based data collection and reporting tools

5d. At-Risk Populations

Provision of FAPE

Elmwood Village Charter Schools have considered IDEA and the needs of special education students, as well as other at risk students, to the fullest extent possible and to ensure the provision of a Free and Appropriate Public Education (FAPE). In planning, the Least Restrictive Environment (LRE) has been central in the decision making on an individualized basis to ensure that every student has access to their grade level standards and ensures academic achievement. Elmwood Village Charter Schools students will prioritize educational equity for all students.

Response to Intervention (RTI)

Identification:

All students are screened in September with the STAR assessment. Data meetings are conducted to identify students eligible for AIS during the first month of school. This process will continue, uninterrupted, in all three reopening scenarios. If hybrid or remote, AIS teachers will administer the universal screener 1-1 or in small groups to ensure fidelity to assessment conditions.

Throughout the entire school year, the EVCS Student Support Team (SST) convenes to assist teachers and families with finding positive solutions for student success. The SST process informs actions to address academic, behavioral, social-emotional, or health needs. The Student Support Team receives referrals from and collaborates with school personnel and families to identify students in need of support or interventions. These may include:

- Recommendations for instructional, behavioral, social-emotional, and/or health-related strategies and resources for the classroom (RTI Tier 1).
- An action plan to provide instructional, behavioral, social-emotional, and/or health-related interventions (RTI Tier 2/RTI Tier 3).



- Progress monitoring tools, data collection materials, and follow-up support.

Monitoring:

The Student Support Team monitors the progress of identified students every 4-8 weeks. Based on data, the Student Support Team determines if the intervention should be maintained, adjusted, changed, increased/added, or faded. Families are notified of any intervention changes. In some cases, a referral to the Committee on Special Education may be made to the district of residence based on progress monitoring results and other in-house evaluations after 18-20 weeks of Tier 2 and/or Tier 3 interventions.

Program Delivery:

RTI Tiers of Student Support			
	Tier 1	Tier 2	Tier 3
Frequency	5 times per week	3-5 times per week	5 times per week
Intensity	Whole Group	Small Group (4-6)	Smaller Group (2-3) 1-1
Delivery	Classroom teachers Co-teachers Instructional assistants Student Life Coordinator	Classroom teachers Co-teachers Student Life Coordinator	Classroom teachers Co-teachers AIS Teachers Reading Specialist School Counselor Behavior Intervention Specialist
Interventions/ Supports	Core curriculum and supplements	Core curriculum differentiated materials Targeted intervention programs Heggerty Phonics LLI Do the Math	Individualized instruction Targeted intervention programs Heggerty Phonics LLI Do the Math

All RTI and Student Support Team systems have been developed to function whether school is conducted in-person, remotely, or in a hybrid model. If remote, referral, meeting protocol, and progress monitoring tools and forms are available electronically, and weekly SST meetings will be conducted via Zoom.

Special Services and Supports for IEPs and 504 Plans



EVCS will ensure that students with disabilities are provided, to the greatest extent possible, special education services and related services identified in the student’s IEP or 504 Plan, as follows:

	Full-Time Remote	Hybrid	Full-Time In-Person
Integrated Co-Teaching	All synchronous instructional blocks will be co-taught, and breakout rooms will be utilized to provide differentiated small-group instruction	On in-person days, special services and supports will be implemented per the student’s IEP. On remote days, students with disabilities will receive asynchronous and synchronous instruction from the integrated co-teaching team.	All special services and supports will be implemented per the student’s IEP.
Related Services	Related services will be provided via secure teletherapy platform. BIPs will be readjusted to reflect the current environment. BIP tools and materials will be shared with families. BIPs will be implemented in partnership with families.	Related services will be provided by secure teletherapy platform or in-person when possible. Visibility masks will be provided for speech or hearing services if needed. BIPs will be readjusted to reflect the current environment. BIP tools and materials will be shared with families. BIPs will be implemented in partnership with families.	All special services and supports will be implemented per the student’s IEP. Visibility masks will be provided for speech or hearing services if needed.
Accommodations and Modifications	Students will be provided with individualized containers of any required support materials, resources, and tools per the IEP.	Students will be provided with individualized containers of any required support materials, resources, and tools per the IEP.	All special services and supports will be implemented per the student’s IEP.



Communication	<p>Weekly phone call and/or Zoom meeting with student and family.</p> <p>Weekly progress report to family.</p> <p>Progress notes and reports will be provided as scheduled on the IEP and school-based communication protocols.</p>	<p>Progress notes and reports will be provided as scheduled on the IEP and school-based communication protocols.</p>	<p>Progress notes and reports will be provided as scheduled on the IEP and school-based communication protocols.</p>
Social Distancing and Safety Considerations	<p>Not applicable</p>	<p>Students who are unable to tolerate wearing a mask for any period of time will be handled on a case by case basis and solutions may include additional social distancing, face shields, partitions, etc.</p>	<p>Students who are unable to tolerate wearing a mask for any period of time will be handled on a case by case basis and solutions may include additional social distancing, face shields, partitions, etc.</p>

Child Find Procedures

Child find is governed by IDEA. Elmwood Village Charter Schools will continue to maintain its obligations to locate, evaluate and identify students with a disability, those who are in need of special education and/or related services despite the challenges of the impact of the school closures. Elmwood Village Charter Schools will follow up on all students who are newly registered, by working with the student’s district of residence to identify students who may already have plans (IEP or 504). EVCS collaborates with the Buffalo School District Department of Special Education to ensure that any student that needs to be evaluated is referred to their district of residence.

504 Plans

Identification:

- Students may be found eligible for a 504 Plan through the EVCS SST Referral process
- Students may be found eligible for a 504 Plan through parent referrals
- The Student Services Coordinators are responsible for coordinating medical documentation, evaluations, or other information to determine eligibility for a 504 Plan
- A 504 Plan eligibility meeting will be scheduled in-person or remotely. Eligibility meetings may include (but are not limited to): Student Services Coordinators, Principals, Parents, Teachers, Counselors, School Nurses, Related Service Providers, Students



Monitoring:

- All members of the 504 Plan Team will monitor student progress
- Any member of the 504 Plan Team may call a meeting to review or amend the 504 Plan at any time
- All 504 Plans will be reviewed and updated annually, at a minimum

Accommodations:

- All 504 Plans will be implemented with accommodations per the Special Services for IEPs and 504 Plans described in the chart above.

English Language Learners

Identification:

- EVCS will conduct ELL identification procedures (Home Language Questionnaire, Family Interview, NYSITELL). If remote, the NYSITELL may be scheduled in-person at school following all screening, social distancing, and safety protocols. The identification process will be completed within the extended timeline as required by the Commissioner of Education.
- Parent notification letters will be translated and/or translators will be present (with permission) at any in-person or Zoom meetings.

Monitoring:

- The cancellation of the 2020 NYSESLAT does not preclude progress monitoring for ELLs. EVCS will utilize tools and resources from the US Department of Education's [English Learner Toolkit](#) to monitor ELL progress, as well as EVCS progress monitoring tools described in the Assessment section of this document.

Accommodations:

- EVCS will ensure that all ELLs receive appropriate instruction and services that supports their college, career, and civic readiness, by providing them the required instructional Units of Study in their English as a New Language program based on their most recently measured English language proficiency level.
- ELL services will be provided synchronously, if remote, and in-person or synchronously, if hybrid.

Accessibility:

- All parent/guardian communication will be made available in the home language, and/or translators will be made available when communicating with families by phone or videoconference.

Serving Very Young Students Remotely

Based on our experience with remote instruction in the spring, and taking into consideration



feedback from parents, we have created a plan for delivery of remote instruction that will support student independence and be less reliant on parental support.

- All students in K-8 will use Google Classroom, but students in grades K-4 will use SeeSaw to submit student work. SeeSaw eliminates the need for Google add ons and extra technology tools by integrating multiple student response options into the platform.
- Feedback to students in K-4 will also be delivered through SeeSaw, to streamline this process.
- SeeSaw will be used as the primary means of parent communication. Parents will be strongly encouraged to download the app to their phones. This will help ensure that parents can stay connected to the classroom, even if they are physically present with the student. Teachers can share messages, student work, etc. via this app.
- In grades K-5, student assignments will be pushed out via one slide show that proceeds according to the daily schedule. Once opened, students can access everything they need through links embedded in the slide show, including links to synchronous instruction meetings, so they will not have to click around to find things.
- Students will be provided with a visual daily schedule, along with a reference sheet to keep website login information.
- Students in grades K-5 will have hard copies of workbooks, journals, etc., so they can complete some assignments with paper and pencil.
- We have planned out a technology instruction scope and sequence for the first six weeks of school, and teachers will explicitly teach necessary technology skills, and provide opportunities for practice and support.
- We will post additional technology tutorials to our school website, and students and parents will have access to live support to help them troubleshoot.
- We have thought carefully about the appropriate balance of synchronous and asynchronous instruction for each grade level and will continue to monitor this and adjust as needed.
- Students will receive synchronous small group instruction daily, which will help teachers identify any needed support quickly.
- All students will have a weekly, one-on-one, scheduled check-in with a classroom teacher via Zoom or telephone, which will provide an opportunity to identify any needed support.
- Students who are struggling with online learning will be assigned more regular one-on-one or small group support, based on need. Socially distanced, in person support will be provided to support the acquisition of technology skills, if needed.

Section R-06: Pre-Existing School Plan Attachments

Section R-07: Fully Merged Plan

This document serves as the School's fully merged plan

R-08- Charter Schools Included Under Reopening Plan

 <p>REOPENING FACILITIES QUESTIONNAIRE</p>		<p>SITE 1</p>		<p>SITE 2</p>	
SCHOOL NAME		Elmwood Village Charter School Days Park		Elmwood Village Charter School Hertel	
FACILITY LOCATION		Street Address: 40 Days Park		665 Hertel Ave.	
		City: Buffalo		Buffalo	
POPULATION		Number of Students: 450		300	
		Number of Staff: 74.5		55.5	
GRADES (Mark "X" to indicate grades at site)		Pre-K:			
		K:		X	
		1:		X	
		2:		X	
		3:		X	
		4:		X	
		5:		X	
		6:		X	
		7:		X	
		8:		X	
		9:			
		10:			
		11:			
12:					
Ungraded:					
SITE INFORMATION		Standalone or Shared/Colocated? (Other schools or CBOs)		STANDALONE	
		NYC DOE Facility? (Answer only if site is "Shared/Colocated")		<i>Select from Dropdown List →</i>	
NAMES OF ALL OTHER SCHOOLS OR COMMUNITY BASED ORGANIZATIONS (CBOs) AT SAME SITE		School/CBO 1: Boys and Girls Club of Buffalo (afterschool program)		BestSelf Behavioral Health (afterschool program)	
		School/CBO 2:			
		School/CBO 3:			
		School/CBO 4:			
		School/CBO 5:			
		School/CBO 6:			