



Cattaraugus – Little Valley Remote Learning Plan/Continuity of Instruction Plan

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Introduction

Schools and education organizations are faced with unprecedented challenges due to the global pandemic caused by COVID-19. In the midst of the pandemic, schools were forced to close their doors to students and transition to remote learning. Over the course of fourteen weeks schools shifted from face-to-face to remote learning in support of the learning needs of students UPK – 12th grades.

As we plan for the 2020-2021 school year, CLV is planning for the possibilities of face-to-face learning, remote learning, and hybrid/blended learning all at the same time. The purpose of this plan is to offer a framework for teaching and learning in order to maintain the highest quality of education for our learners. That is, when we return to school face-to-face, what will be the protocols we use to keep the children and adults in our schools safe? If we are to return to school remotely, how will we ensure all students receive the education to which they are each entitled? If we provide a hybrid/blended approach of remote and face-to-face learning what will be the protocols for both?

This plan was developed by engaging a cross-section of stakeholders including administrators, support staff, teachers, students, parents and community members. Subcommittees met to address all aspects of the New York State Education Department's reopening guidance for Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools and the guidance provided by the New York State Department of Health: Interim Guidance for In-Person Instruction at the PreK to Grade 12 Schools during the COVID-19 Public Health Emergency.

This plan is a compilation of input and suggested best practices from our stakeholders in support of three models for teaching and learning: face-to-face, hybrid/blended and remote.

Provided herein are CLV's protocols: Practices and Expectations for Faculty, Staff, Students, and Visitors; Plan for Face-to-Face Instruction; Plan for Remote Instruction; Plan for Hybrid/Blended Instruction; Plan for Monitoring and Tracking Health Conditions; Plan for Containment; Plan for Closure; and Training for Our Staff along with Standard Operating Procedures.

Communications/Family & Community Engagement

The CLV district is committed to communication and family engagement whether in person, remote learning or a blended/hybrid model. The district was required to shift from face-to-face to remote learning in March of 2020 necessitating a shift in communication practices embedding communication using Facebook, district website, emails and remote learning for student engagement using various platforms (Zoom, Microsoft Teams....). A survey was administered to the school community in May/June 2020 eliciting feedback on the shift from face-to-face learning to remote learning in order to inform our practices. The results of the survey were used in the development of this plan. A second survey was administered in July 2020 for the reopening of school in September asking questions as to whether or not responders intend to have child(ren) return to school, access to technology, access to connectivity, transportation needs and preference to continue remote learning, a hybrid approach or face-to-face learning.

- The plan was developed through a committee comprised of community members, parents, students, support staff, teachers, and administrators. A series of virtual meetings were held to review guidance from NYSED, DOH and the CDC and the development of this plan. Information and updates were distributed through the district Facebook page, webpage, emails, letters and phone messages. All plans for in person instruction, blended/hybrid or remote will be posted on the district website (<http://www.cattlv.wnyric.org>) and Facebook.

School Schedules

School schedules have been created for UPK – 12th grade students for face-to-face, blended/hybrid and remote learning. Face-to-face and the blended/hybrid models take into account all NYSED, DOH and CDC protocols for health and safety and 6 feet social distancing. However, in the in-person plan, the CLV District would not have enough staffing to cover the instructional load and space is at maximum use.

Space Limitations

In June 2020, the District, in collaboration with architects and the Director of Facilities, conducted a Space Utilization Study to determine the number of students and faculty that could be in each instructional space using the 6-foot social distancing requirements. Based on those results, CLV has determined that the building, which houses PK-12, cannot accommodate 100% of students in-person. Most of the instructional spaces can hold between 10-12 students and faculty, but even when considering our large spaces, we are not able to abide by the NYSED, NYSDOH, and CDC guidelines.

Staffing Limitations

In June 2020, the Superintendent conducted a review of all instructional staff certification. When attempting to map out the 100% in-person model, we were unable to secure certified staff for the appropriate number of instructional duties but lacked supervision in approximately 20% of classrooms.

Advisory System

CLV will use an Advisory System, regardless of the school schedule or model implemented, to support the social-emotional needs of students and staff. Teacher, support staff, or counselor will be assigned a small group of students (8-10) whom they will connect with on a daily basis in a substantial interaction. Advisors will work with students and their families to develop weekly learning plans, including setting goals, determining assignment and project schedules, and arranging for additional supports.

3 Reopening Models At-A-Glance

	IN-PERSON	HYBRID	REMOTE
Model Overview	<p>PK-6: In-person 4 days; 1 day remote</p> <p>7-12: 2 days, alternating Group A then Group B; 3 days remote</p> <p>1 day of Deep Cleaning; Remote Learning per week</p> <p>NOTE: At space and staffing capacity; Unsustainable model; Health & Safety requirements are questioned</p>	<p>PK-12: In-person 2 days; 3 days remote with rotating schedule</p> <p>→ Group A = M/W or M/T (2 days)</p> <p>→ Group B = T/Th or Th/F (2 days)</p> <p>1 day of Deep Cleaning/Remote Learning per week</p> <p>NOTE: Most equitable model for students and faculty; adheres to more Health & Safety recommendations</p>	<p>PK-12: All students would participate in remote learning 5 days per week</p>

MODEL #1: In-Person [Pk-6 4 days/week; 7-12 divided into 2 groups alternating 2 days/week]

CLV, due to space and staffing limitations, is not able to provide a 100% return to school for all students PK – 12. After receiving feedback from stakeholders and the community, we determined that an in-person model that included 100% of learners in grades PK-6 would support more needs, however it uses all of our space and staffing resources to the max, with no flexibility for coverage or changes to the plan, based on new requirements set forth by NYSED, NYSDOH, and the CDC.

Example In-Person Schedule:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PK-6: 100% In-person	PK-6: 100% In-person	PK-6: 100% In-person	PK-6: 100% In-person	Group A & B: Remote learning
Gr 7-12 Group A: In-person [50%]	Gr 7-12 Group B: In-person [50%]	Gr 7-12 Group A: In-person [50%]	Gr 7-12 Group B: In-person [50%]	
Gr 7-12 Group B: Remote learning	Gr 7-12 Group A: Remote learning	Gr 7-12 Group B: Remote learning	Gr 7-12 Group A: Remote learning	

SUMMARY OF MODEL #1: IN-PERSON	
Cohort	<ul style="list-style-type: none"> * PK-6 => Homerooms would double to spread out students in instructional spaces to follow social distancing requirements [from 34 HR -> 60 HR; take over space in MS/HS] * Gr 7-12 => Larger cohorts in larger spaces all day (gyms, cafeterias, theater)
Social Emotional	<ul style="list-style-type: none"> * Peer interactions; limited socialization * Face-to-face counseling and trauma support
Curriculum & Instruction	<ul style="list-style-type: none"> * Focus on core classes [ELA, math, Sci, SS] * Special areas & electives all virtual * Limited Academic Support Services * Special Ed. programming/services provided virtually and face-to-face
Technology	<ul style="list-style-type: none"> * 1:1 technology for all students PK-12 * Access to school internet & tech * Supports face-to-face instruction

Scheduling	<ul style="list-style-type: none"> * Scheduling is maxed out * Staggered start/end times * 1st Run PK-6; 2nd Run 7-12 [masks full time]
Faculty & Staff	<ul style="list-style-type: none"> * Faculty & staffing shortages * Teaching out of certification * Teachers reshuffling to PK-4
Health & Safety	<ul style="list-style-type: none"> * Mask breaks less frequent * Minimal movement and transitioning * Stricter schedules for bathroom breaks, locker access, transitions

MODEL #2: Hybrid [Pk-12 2 days in-person/week; 50% of students in building]

The Hybrid Model, which puts only 50% of the student body in the building at any given time, provides the District with the most flexibility and equity across all grades and subject areas. This model also provides for not only adherence to the Health and Safety requirements, but also many of the recommendations described in the NYSED Guidance Document.

Example In-Person/Hybrid Schedule:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group A: In-person	Group B: In-person	Group A: In-person	Group B: In-person	Group A & B: Remote learning
Group B: Remote learning	Group A: Remote learning	Group B: Remote learning	Group A: Remote learning	

SUMMARY OF MODEL #2: HYBRID LEARNING WITH 50% CAPACITY	
Cohort	<ul style="list-style-type: none"> * PK-12 => Small cohorts of 8-10 students in classrooms throughout the day * Students divided into Group A and Group B, with alternating in-person schedules
Social Emotional	<ul style="list-style-type: none"> * Peer interactions; increased socialization * Face-to-face counseling and trauma support
Curriculum & Instruction	<ul style="list-style-type: none"> * Focus on core classes [ELA, math, Sci, SS] * Special Areas & electives face-to-face * All Academic Support Services available * Special Ed. programming/services provided virtually and face-to-face
Technology	<ul style="list-style-type: none"> * 1:1 technology for all students PK-12 * Addressing connectivity in community * Options for technology use at home without Internet connectivity
Scheduling	<ul style="list-style-type: none"> * Scheduling is fluid; flexibility * Regular school day [7:45a-3p] * 1 bus run daily + BOCES runs [masks full time]

Faculty & Staff	<ul style="list-style-type: none"> * Faculty & staff available for coverage in case of quarantine/sickness * Teachers teaching in certification area * Cohort teacher
Health & Safety	<ul style="list-style-type: none"> * Greater social distancing options in the classroom * More mask breaks * More movement within the classroom with 6 feet social distancing

MODEL #3: Remote Learning [Pk-12 100% online learning]

The CLV Remote Learning Model takes into consideration best practices for providing online learning. CLV will develop daily schedules for learners that include Core subjects, Specials, and electives, similar to in-person learning. Using Microsoft Teams, Schoology, and/or Dojo Portfolio, students and families can access live instruction or recorded lessons using the Flipped Classroom model. Students and families will receive additional supports, including access to module workbooks, class texts or textbooks, and other resources essential for success in the course.

Example In-Person/Hybrid Schedule:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PK-12: Remote Learning	PK-12: Remote Learning	PK-12: Remote Learning	PK-12: Remote Learning	PK-12: Remote Learning

SUMMARY OF MODEL #3: REMOTE LEARNING	
Cohort	* PK-12 Remote learning for all students 5 days per week
Social Emotional	<ul style="list-style-type: none"> * Remote cohorts using advisory systems * Remote counseling and trauma support
Curriculum & Instruction	<ul style="list-style-type: none"> * Peer interactions in virtual community * Counseling and trauma support online
Technology	<ul style="list-style-type: none"> * Full schedule with core classes, Special Area and elective classes offered in virtual environment * Special Ed. programming/services provided virtually
Scheduling	<ul style="list-style-type: none"> * 1:1 technology for all students PK-12 * Virtual Platform for LIVE instruction * Student advisory program * Options for technology without Internet
Faculty & Staff	<ul style="list-style-type: none"> * Daily schedule with LIVE instruction * Recorded lesson using a Flipped Classroom Model
Health & Safety	* All faculty and staff will be trained on best practices for virtual learning

The District will make accommodations for students with special needs.

Attendance & Chronic Absenteeism

The district will collect and report daily teacher student engagement or attendance while teaching face-to-face, in a remote or hybrid schedule. Teachers will collect and report attendance through a student management system—PowerSchool. Cohorts of students will be assigned to advisories and a teacher will oversee each advisory for anyone instructed remotely. The advisory teacher will make daily contact via Zoom and/or Team meetings, phone calls, or email and maintain a summary of the communication and attendance/engagement.

Technology & Connectivity

The CLV District is a 1:1 device district UPK – 12th grades. The District has a comprehensive technology plan. This plan addresses the needs of students in a face-to-face, hybrid and/or virtual model. There are accommodations for students who do not have access to the internet at home including access to “hot spots” at the CLV main building, “hot spots” in the community at local libraries and businesses, and three busses are equipped with connectivity access and will be located at scheduled times and locations in the community. Options for those without internet include provision of laptop and flash drives.

- The district conducted a survey of all students and teachers to assess technology and connectivity in July 2020. The results of the survey are driving instructional programs, teaching and learning. Questions included: Do you have Internet access at home? What are the barriers to getting the internet? How reliable is your Internet? What type of Internet do you have?
We are a 1:1 district and options include iPads UPK – 9 and laptops 10 – 12. Flash drives will be provided to students with laptops. The district has equipped three busses with Wi-Fi that will be accessible in the community on designated dates and times.
- We have shifted to a 1:1 device district providing iPads to all students UPK – 9th grade and laptops to all students 10 – 12th grades. We have identified students that do not have, or do not have adequate, internet access and have 3 busses equipped with Wi-Fi that will be in the community M – F at designated times and locations for downloading of materials. Additional “hotspots” were installed adjacent to school parking lots when we transitioned to remote learning in March, 2020. “Hot spots” are also available at various businesses in the community. The district is working with various internet providers in an attempt to address issues of affordability and access. A plan is in place to provide flash drives to students using laptops with downloadable activities and assignments.

Engagement Strategies & Online Tools

The District is assessing online tools in support of asynchronous and synchronous learning. The District has developed building-based committees to research best-practices in support of both models. Professional development opportunities have been offered since March 2020, and will continue through the 20-21 school year.

Teaching & Learning

Continuity of Learning Plan

All CLV students are entitled to a free public education. All students must have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, remote, or some combination of the two. CLV will place the utmost importance on individual student needs and work to achieve equity across all learning experiences. Regardless of the instructional model used, CLV will ensure continuity of learning with the least disruption, ensuring substantive daily interaction between teachers and students and open communication between parents and guardians. The CLV Continuity of Learning Plan is designed to meet the unique needs of ALL of our students, including instructional goals designed with students' skill level and abilities in mind. CLV will ensure that faculty and support staff, families and students receive the orientation and preparation necessary to ensure true continuity and accessibility to all of our programs. Should families and students have limited or no access to technology or the Internet, the District will offer alternative instruction that is comparable. The CLV Continuity of Learning Plan ensures that the district is prepared for short- and long-term school closures in the event of an emergency.

Educational Programming

CLV's curriculum and instruction is aligned to the New York State Learning Standards, regardless of the instructional model – in-person, hybrid, remote learning.

Grades PK-6 Programming

CLV will provide high quality, rigorous, standards-based instruction to all learners and across all curricular areas, regardless of the instructional model – in-person, hybrid, virtual. To the extent practicable, the District will ensure that students receive instruction in core subjects, as well as Art, Music, Library, Physical Education, and elective courses. Using an Advisory Model where groups of 6-8 students are paired up with an educator who will work with the students and parents/guardians to create a learning plan, engage in daily, substantial contact, and monitor progress, CLV will ensure that students have access and interaction with an appropriately certified teacher on a regular basis in all of the proposed models of instruction.

Grades 7-12 Programming

CLV will provide instruction designed to meet and achieve the NYS Learning Standards using the 'Unit of Study' requirements built into to students' schedules. Regardless of the instructional model selected (in-person, hybrid, virtual), CLV students will have equitable access to high quality rigorous instructional opportunities and experiences provided by highly qualified, certified teaching professionals, competent in the content or discipline of the course.

Special Education Programming:

CLV Special education programs and services provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum in our district. Our highly qualified faculty and staff will provide a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. CLV considers in-person services a priority for high-needs students and preschool students with disabilities whenever possible. CLV administration, faculty, and staff will implement all guidelines from SED stated in the *Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools* document.

Substantive Interactions Between Teachers & Students

CLV has established practices in place to ensure daily, substantive interactions between teachers, students, and families. In all 3 models, in-person, hybrid, and remote learning, CLV will implement an Advisory System where teachers, Service Providers, and support staff will be assigned a small group of students (8-10) to act as a case manager/advisor. Roles and responsibilities include goal setting, planning for project and assignment completion, organizing additional supports, and advocating for student and family needs. In addition to the regular, daily teacher-student interactions, this will create a streamline approach to communication between home and school, as well as a structure to support the whole child academically, socially, and emotionally.

Equity & Accessibility of Quality Teaching and Learning

CLV's Reopening Plan and curriculum is aligned to the New York State Learning Standards, including the use of NYS Modules and resources to support teaching and learning. Regardless of the model chosen, in-person, hybrid, remote, CLV will provide all learners with access to all courses, including Core Subjects, Special Areas, and electives. The priority for the instruction will be that which best prepares students to meet the learning outcomes for the course and prepares for the culminating examination, if applicable. Any student who achieves the learning outcomes for the course should earn the applicable course/diploma credit without regard to the 180-minute/week unit of study requirement in Commissioner's Regulations Part 100.1.

Communication Plan

CLV's Reopening Plan ensures that clear and consistent communication is emphasized. The District will use a variety of communication methods, including but not limited to mail, phone calls, email, website, social media, feedback surveys, Class Dojo, Microsoft Teams, and Schoology to reach all of the stakeholders across the district. The District will ensure that communication methods are consistent across grade-levels and buildings, and appropriate developmentally for learners. Opportunities for training and support has been setup through the CLV Technology Department, ensuring that students and families can easily contact the school district for tech assistance or to address concerns and questions.

Collaboration with Community Agencies

CLV will continue to work with eligible agencies to support the instructional programs, social emotional needs, and wrap around services. The District will ensure that all eligible agencies also have a Continuity of Learning plan that addresses in-person, remote, and hybrid models.

Pre-Kindergarten Programming

The CLV Prekindergarten program will adhere to all Health & Safety practices outlined in the CLV Reopening Plan, including but not limited to, lunches in the classroom with appropriate social distancing of at least 6 ft., sanitization of all classroom supplies and napping materials daily, and limiting center-based and small group learning to ensure only one student is using a center and supplies at a time with appropriate sanitation after each use. CLV will ensure continuity of learning regardless of the model (in-person, virtual, or hybrid) by creating programming that is aligned to the NYS Learning Standards for Pre-Kindergarten and focused on authentic, play-based learning practices. CLV's PK program will continue to be delivered, regardless of model, by a certified teacher as outlined in Education Law sections 3602-e and 3602-ee. Paraprofessionals, teacher aides, will be scheduled in each classroom to support teaching and learning. CLV will use a Cohort Model to ensure minimal opportunities for exposure and increased health and safety recommendations.

Special Education

Free Appropriate Public Education (FAPE)

FAPE will be provided consistent with the need to protect the health and safety of students with disabilities and those providing special education programming and related services.

The provision of FAPE will be determined on a case by case basis with the ongoing input of the teachers, providers, CSE, the student (where applicable) and a parent/guardian.

The provision of FAPE may evolve throughout the school year for each child depending upon the following

- In-person instruction vs. Virtual instruction
- Building-level considerations
- Program model considerations

MODEL #1: In-person

- Students will be provided programming by the Special Education teacher when present in school in accordance with the frequency and duration in their IEP
- Students will receive related services in accordance with the frequency and duration detailed in their IEP
- Programming and services will be documented daily in the excel spreadsheet by the Special Education teachers and Related Service providers
- Special Education teachers and Related Service providers, as well as the CSE, will communicate student progress home regularly in the parent or guardian's mode and language of choice

MODEL #2: Hybrid

- Students will be provided programming by the Special Education teacher both when present in school and when attending virtually via Microsoft Teams or Zoom Pro in accordance with the frequency and duration in their IEP
- Students will receive related services in accordance with the frequency and duration detailed in their IEP both when face to face or when attending remotely
- Programming and services will be documented daily in the excel spreadsheet by the Special Education teachers and Related Service providers.
- Should students not have access to high quality internet, they will be provided with access to high quality recorded instruction via USB flash drive to view at home (to be provided on days they attend face to face)
- Special Education teachers and Related Service providers, as well as the CSE, will communicate student progress home on a daily basis in the parent or guardian's mode and language of choice

MODEL #3: Remote

- Students will be provided programming by the Special Education teacher when attending virtually via Microsoft Teams or Zoom Pro in accordance with the frequency and duration in their IEP
- Students will receive related services in accordance with the frequency and duration detailed in their IEP when attending remotely
- Programming and services will be documented daily in the excel spreadsheet by the Special Education teachers and Related Service providers.
- Should students not have access to high quality internet, they will be provided with access to high quality recorded instruction via USB flash drive to view at home (to be delivered via transportation)
- Special Education teachers and Related Service providers, as well as the CSE, will communicate student progress home daily in the parent or guardian's mode and language of choice

Documentation

The Department of Special Education uses the Individual Education Plan (IEP) as a framework for meeting the needs of each student with a disability. The Department of Special Education will document the provision of programs and services in a consistent fashion including the completion of IEP progress reports. This staff will also communicate to parents via phone, email, or other means on a regular basis in the parents' preferred language or mode of communication.

Parent Engagement

Communication with parents/guardians will be provided in the language preference of the students' families, in accordance with federal and State requirements. The mode of communication includes but is not limited to interpreting services, closed captioning and teleconferencing with sign language.

The Department of Special Education will:

- Use varied modes of communication to include emails, letters home, and phone calls.
- Communicate with parents/guardians to ensure there is an understanding of the district's efforts to provide services consistent with the recommendations on the IEP and monitor student progress.
- Document all outreach efforts.

Collaboration

The CPSE and CSE will continue to review and develop plans to provide services for students. The progress monitoring of goals and development of specially designed instruction will be implemented consistently. Special education staff will regularly monitor and communicate progress to parents.

Access

Access to necessary accommodations, modifications, supplementary aids and services, and technology (assistive technology included), will be provided to students to meet their unique disability related needs.

Bilingual Education and World Languages

The district has one ELL student. An itinerant teacher from BOCES coordinates ELL services. Our plan includes ELL services across three model options: face-to-face, hybrid or virtually. The District provides resources and services consistent with Commissioner's Regulations Part 154.

The District complies with mandated testing and assessment protocol for ELL students and all Units of Study are based on the student's English Language Proficiency level that is assessed within all three models: face-to-face, hybrid or virtually with Units of Study provided accordingly by the ELL BOCES teacher.

The BOCES itinerant teachers and building principal maintain on-going communication, review of proficiency levels, and periodic updates in performance and language acquisition through emails, phone calls and written communication in accordance with established protocols that can be supported in a face-to-face, hybrid or virtual model.