# Pine Valley Central School District

7755 Rt. 83, South Dayton, NY 14138
www.pval.org

Remote Learning
REOPENING PLAN
August 17, 2020

# Remote Learning Plan

Table of Contents

# Pine Valley Central School District Reopening Plan

The Pine Valley Central School District's COVID-19 reopening plan establishes and explains the necessary policies, practices and conditions necessary to meet the centers for Disease Control and Prevention, New York State Department of Health and New York State Education Department guidelines for COVID-19, the State's "New York Forward" guidelines, along with federal Occupational Safety and Health Administration standards related to employee safeguards and potential exposure to COVID-19.

We have developed procedures for the return to the 2020-2021 school that consider three learning models: in person, hybrid, and remote learning. We are prepared to move to each of these models should the need arise due to the public health crisis currently facing schools.

This plan was developed with community input, collaboration of key stakeholders, and many hours of work by our administrative team. I am grateful for the dedication and time spent by all participants on our return to school plan. Our hope is that the following plan will provide reassurance to our community and meet their needs, while also ensuring the health and safety of every member of our school community.

To see the comprehensive reopening plan that has been developed please visit the Coronavirus section of our school website :

https://www.pval.org/domain/294

# Role of Remote Learning at Pine Valley

The Pine Valley Central School District is nestled in a rural farming community which lacks the digital infrastructure that would allow every student the ability to connect to the high speed internet.

Because of this the Pine Valley Central School District is committed to providing in person learning opportunities to all students in a safe manner.

Remote Learning will be engaged if:

1. The Governor directs us to shift to a fully remote model of instruction.

2. The Department of Health deems it unsafe for a cohort, building, or school district to be in person during remote learning.

3.  Staffing limitations force some or all students to shift to remote learning.

4. A Student medically warrants a remote learning option.

# Attendance During Remote Instruction

PVCSD will continue to promote consistent attendance throughout the 2020-2021 school year.. Students will need to attend and engage in classes for the recommended 180 days of school **regardless of the instructional model**. In order to best support the whole child and academic success, an attendance goal of 90% will be set.

- Teachers will track daily attendance in PowerSchool each day
  - ES teachers will report homeroom attendance daily.
  - HS teachers will report daily class attendance for all courses taught.
- At minimum, attendance and engagement in a class consists of the following daily expectations:
  - Students attend class on Microsoft Conference, or via phone.
  - Students check their email/Remind/Microsoft Teams platforms for communication.
  - Students complete and return given assignments in a timely manner.

*Chronic absenteeism*

PVCSD staff will continue to uphold the attendance policy laid out in the Student Handbook. Failure to meet attendance criteria may result in a loss of credit for a course.

**Students who participate in remote learning
must meet remote expectations**.

Students absent more than 7 days will be considered at risk for chronic absenteeism. In such a situation, PVCSD will:

- Communicate the importance of attendance to faculty and families using updated guidance and communication from https://www.attendanceworks.org/.
- Attendance letters will be mailed home after 7, 14, 21, and 28 days of absence.
- Classroom teachers will personally reach out to families to offer assistance and/or resources to the family as needed.

# Communication Goals and Expectations

Regardless of the mode of learning of our district employees, it is important for teachers to communicate with their students and families on a regular basis.

To assist with this, the district will invest in the Remind communication platform. This platform will allow families to adjust the communication preferences to their native language. It also allows for text messages, phone calls, images to be sent directly between the teacher and family, from the teacher to the class, or from the district to all families and staff members. Remind pulls contact information from PowerSchool and will automatically sync the update.

- ○ Teachers will call, actively engage through Microsoft Teams (3-12) and See Saw (K-2), or video conferences with students at their normally in-person scheduled time if on a remote or hybrid schedule. The duration of this interaction will be shorter than the normal period to allow teachers to connect with all students.
- ○ Teachers will offer office hours daily for any student struggling with independent work tasks.
- ○ Students will communicate via email, Remind App, and in person.
- ○ Families will communicate with phone calls, text messages, and virtual conferences if needed.
- ○ Students will be asked to provide their cell phone number to be stored in PowerSchool.

*Plan for Families with Barriers to Communication if in a Remote Setting:*
- Three separate attempts will be made by the school to contact the family and/or student.
- If there is no response in three attempts, the school resource officer or a school administrator will visit the home in an attempt to communicate. Three additional visitation attempts will be made.
- If after all six attempts no contact is made, Child Protective Services will be called.
- All employees are mandated reporters, and it should be noted that CPS may be called earlier based on the situation and school officials' knowledge of the family.

NOTE: Attempts to communicate with families will be made both in English and their native language.

# Technology & Remote Learning

Technology plays a vital role in all forms of remote learning. In order to ensure that we are able to support students and families during remote learning a technology needs assessment was conducted.

*Technology Needs Assessment:*
- A parent and family survey was distributed and follow-up phone calls made to determine what was needed to ensure academic equity within our district.
- 31% of our district is unable to obtain high speed internet at their homes due to a limited digital infrastructure in our geographic area.

*Communication with Internet Providers:*
- Verizon has communicated to our district that the cell phone towers are supporting a maximum load and that adding additional hot spots to our plan would only make the internet for all users more unstable.
- The technology department went street by street to assess the availability of internet both in person and via the phone with the following providers: Spectrum, DF Communications, and HughesNet.

Because of this, we have prioritized in-person learning when developing our plan. Each classroom will utilize a Microsoft Team platform starting at the beginning of the year so that should the need to shift to remote learning occur, students and families will be familiar with how to navigate this platform.

*Technology Platforms:*
The requirements within the Education Law 2d and part 121 regulations outline specific requirements for the safe use of digital platforms, programs, and applications. As a district, we are committed to vetting online resources, websites and software prior to using it with students. If a

resource, website or software will collect personally identifiable information (PII) of students, the company is required to sign a contract ensuring the protection and security of student data and PII.

Teachers are required to utilize online instructional resources that are on the list of Approved District Resources. If a teacher wishes to use a website or software that is not approved, there is a privacy review process prior to using the resource.

Jordan Campese, the Instructional Technology Specialist, will monitor the use of such platforms to ensure compliance and consider teacher and staff requests.

### *Staff Connectivity:*
- Remote hotspots
  - If safe, staff will be onsite to provide remote instruction
  - 4 of our staff members do not have reliable high speed internet in their homes.
  - These staff members will be provided with one of our preexisting district hot spots. This will ensure that additional devices are minimally adding to the use of the towers which are already at their capacity for output.

### *Student Connectivity:*
- Our survey indicated that only 46% of families indicated that they would not be able to drive to a local business or school to utilize the internet. This would not allow for all students to have equal access to their learning. We will ensure that wifi is available in our parking lot for parents/families/ students who wish to utilize our parking lot wifi to download and access content, but we will not rely on this or community based hot spots as a means to deliver materials to students.

*Devices:*

Grade K-2 Students

> Students in grades K-2 each have their own ipads. Insurance has been purchased so that these can be preloaded for students to take home

Grade 3-12 Students

> Students in grades 3-12 each have their own dell laptops. These will be used for both in person and remote instruction.

*Pine Valley Tech Support Squad:*

Students who do not have high speed internet in their home will have the Pine Valley Tech Support Squad available to support their learning.

- What is the Pine Valley Tech Support  Squad?
  - The Pine Valley Tech Support Squad are staff who will be trained under the direction of Jordan Campese.
  - These individuals will provide onsite technology support to families outside of the home using a hotspot, usb flash drive, and/or  individualized technology help.

- How will the Pine Valley Tech Support Squad work?
  - The technology department and others who have applied to support student remote learning in this fashion will be provided training and resources.
  - They will go out in teams of two- a driver and a PV Tech Support  Squad team member
  - Families who do not have high speed internet will be scheduled weekly visits.
  - These teams will have daily schedules to ensure that students have at home support/connectivity at least one time a week.
  - Any student who is also having tech support can contact the technology department at technology@pval.org or 716 988

3276 ext 3476 for assistance.
- ○ The Director of Technology will serve as the command center on campus while his team is offsite supporting students. If staff or students need help he will offer troubleshooting support and assistance via the phone.

- How will the Pine Valley Tech Support Squad support remote learning?
  - ○ The Tech Support Squad will visit each house that does not have reliable internet access with a hot spot.
    - ■ If there is a strong enough connection, the materials will be downloaded using the hotspot from the microsoft team and to the microsoft team so that the teacher can review the work for feedback and grading.
    - ■ If there is not a strong enough connection, the device will be collected. The device will then be transported to a location where it can connect to the internet for this process to occur. The device will then be returned.
    - ■ PV Tech Support Squad will help the student work through the upload and download process.
    - ■ If there are any issues with the student's device or the material distribution process the PV Tech Support  Squad Team member will call the Director of Technology for support. If no resolution can be found while at the students residence, then the device will be brought to campus for troubleshooting and a new device or the fixed device will be delivered to the student.

# Remote Learning at Pine Valley

Should the need necessitate, we recognize we may need to shift to a remote learning mode. Survey responses and district research indicates that internet connectivity at home is a major limitation to remote learning in our district. (31% of our district is not able to connect to high speed internet due to a lack of digital infrastructure). Depending on the guidance from the Governor and the NYS Education Department, we have addressed technology needs, technology platforms, and instructional delivery to be prepared should the need to shift to remote learning occur.

*Remote Learning Platforms*:
Grades 3-12 Microsoft Teams will be the location of all academic work and materials. If possible, teachers will utilize video conferencing methods within Microsoft Teams platform.

*Instructional Learning Priorities:*
Teachers will assess students to determine which of the priority learning standards students did not master from the previous academic year.
They will then use this information to reteach and build additional learning opportunities into their current academic curriculum.

*Teacher Supports:*
Teachers will call, actively engage through Microsoft Teams, or video conferences with students at their normally in-person scheduled time if on a remote or hybrid schedule. The duration of this interaction will be shorter than the normal period to allow teachers to connect with all students.

Teachers will offer office hours daily for any student struggling with independent work tasks.

Classroom teachers will be expected to take daily attendance through PowerSchool once they have connected with each student.

Teachers will need to keep a log of how and when they contact each student, and the work given to students. These will be submitted to their direct supervisor weekly via email.

The Director of Special Education and Curriculum will contact our out-of-district agencies to ensure that all NYSED guidance and NYS Department of Health guidance is being followed.

# Special Education During Remote Learning

*Services Provided*:

Students with disabilities will receive services that are consistent with the accommodations found within the IEP.

- All students with disabilities within the jurisdiction of a school district are entitled to a free, appropriate public education while ensuring the health and safety of students is protected.
- When implementing these services, the accommodations will be provided in person when at all possible.
- Special Education Teachers will collaborate on Fridays with the team of teachers they work with so that all work is differentiated in a manner consistent with a student's IEP for the upcoming week.
- Accommodations and modifications will be made to all work, including that which is done remotely.
- Individual plans to support students' social and emotional needs will be discussed with the school counselors as needed.
- Data collection and progress monitoring will occur to ensure that the program is working.
  - Students will be assessed to determine their skill sets in relation to their IEP goals.
  - Changes will be made to instructional delivery and content based on the data collected and input from the student/family.

*Communication:*

- Families will receive communication regarding their student's services and schedule from classroom teachers, special education teachers, service providers, and the Director of Special Education and Curriculum
  - This communication will be documented within Clear Track.
- The Director of Special Education and Curriculum will contact out-of-district CSE and CPSE  program providers monthly and maintain a list of services and accommodations and services

provided to these students if utilizing a model other than a fully in-person model of instruction.
- ○ This will be reviewed to ensure that the provision of services is consistent with the recommendations on the IEP.
- The Director of Special Education and Curriculum will contact out-of-district agencies to ensure that all NYSED guidance and NYS Department of Health guidance is being followed.
- Parents and families are a critical component of CSE/CPSE meetings.
  - ○ The district will continue to conduct virtual or phone meetings until such time the health and safety of all parties can be ensured. The district will work with parents to establish a mutually agreeable timeline with those who wish to meet face to face.
- All communication will occur in the family's preferred language.

## *Teacher/Provider Responsibilities:*
- Special Education teachers will collaborate with general education teachers to ensure that appropriate accommodations, modifications, supplementary aids and services, and technology meet the unique disability-related needs of students.
- Time will be provided on Fridays for such collaboration, modifications, and accommodations to be made to materials and work for students.
- Teachers will document in Clear Track the accommodations made, data collected, feedback given, and communication made weekly as they relate to the students' IEP goals.
- Teachers will work with students to understand the technology that will be used should remote instruction need to occur.

# ELL Services During Remote Learning

ELL students will have the opportunity to work with a variety of teachers to ensure that they can access instructional material. ELL Students will also receive support through our contract with BOCES to provide ELL Services. Instructional teams will collaborate to support ELL Students.

*The Goals and Expectations include:*
- Utilization of research-based assessment tools to monitor the students' progress.
- Team approach to decision making to meet the students' needs.
- The use of technology to provide instructional support and communication assistance.
- Materials and communication will be done in the families' preferred language using multiple platforms.
- Professional development will be provided around culturally responsive practices.

# Remote Learning for Vulnerable Populations

*How will these students be identified?*
Vulnerable students include those that:
- Are medically complex,
- Have neurologic, genetic, or metabolic conditions,
- Have congenital heart disease,
- Are at a higher risk for severe illness from COVID-19 than other children,
- Are medically fragile, or
- Have special needs and 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 contact their child's healthcare providers and school district personnel so that an informed decision can be made.  During the month of August 2020, information will be sent to all students and families within the PVCSD that believe their child may meet the criteria for a vulnerable child per NYSED guidelines:

([http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf](http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf)).

To receive accommodations for a high risk/vulnerable student, contact the building principal about a 504 Plan for your child as soon as possible.

*Instructional Delivery to Vulnerable Populations*
A remote learning coordinator will facilitate the collection and distribution of materials to students in need of remote learning while other students are learning in person.

# Professional Development Plan

*Summer 2020:*

Teachers and Substitute Teachers:
- will be provided initial training or follow-up training in Microsoft Teams and flipped classrooms from our BOCES TECH integrator.

Parents:
- Will be provided online resources and trainings on our website as they become available on topics such as related to signs of illness PPE, hand and respiratory hygiene, and social and emotional supports prior to the start of the academic year.

Students:
- Will be emailed a link to training and resources related to PPE, hand and respiratory hygiene, and social and emotional supports, social distancing, and signs and symptoms of COVID19 prior to the start of the academic year and periodically throughout the year.

**If in-person training is needed, social distancing protocols and appropriate PPE as deemed necessary by the Department of Health will be followed.

*Fall 2020:*

To prepare for a potential shift to remote learning, we will ensure support and training for teachers and staff while implementing an in-person or hybrid model.

This will include the following
- Teachers will be provided professional development on Fridays related to remote learning and Microsoft Teams.
- Teachers/staff will be provided additional training that reflects the most current guidance from NYS Education Department, NYS

Department of Health and the CDC.

- Teachers will be provided follow-up opportunities to continue to grow their technology skills and working knowledge of Microsoft Teams and flipped classrooms.
- Teachers will collaborate with their instructional teams, co-teachers and support staff to ensure all student needs are accommodated and supported.
- Videos/webinars will be used to assist families in navigating our learning platforms (Microsoft Teams) in the family's native language and preferred mode of communication.
- When meeting in person, social distancing protocols and appropriate PPE use as deemed necessary by the Department of Health will be in place.

**Should the shift to remote learning instruction only take place, these training and supports will continue on Fridays.