



Belfast Central Reopening Plan
Remote Learning
August 10, 2020

1 King St.

Belfast, NY 14711

Wendy S. Butler Ed.D., Superintendent

Acknowledgements

Dedicated members of the Belfast Central staff served as contributors to the Belfast Central Reopening Plan. Many thanks for their expertise and dedication not only to the outstanding educational experience of our students, faculty, and staff, but also for making the health and safety of our education community their top priority during the COVID-19 global pandemic. The Reopening Planning Committee members represented the diversity of our large organization, including members from each of our collective bargaining units, parents, faculty, staff, and administration.

Belfast Central COVID-19 Reopening Planning Committee Members

- ▶ Wendy Butler Ed.D., Superintendent
- ▶ Jessica Hess, PK-4 Principal/ Director of Special Education
- ▶ Rick Bull, 5-12 Principal
- ▶ Teresa Heaney, Guidance Counselor
- ▶ Rob Morgan, Director of Technology
- ▶ Mary Enders, Cafeteria Manager
- ▶ Jim Schneider, Supervisor Transportation/ Buildings and Grounds
- ▶ Bob Lingenfelter, Business Manager
- ▶ Sandy Miller, Teacher/ Parent
- ▶ Jessica Romance, Teacher
- ▶ Wanda Weaver, Teacher
- ▶ Lisa Denning, Teacher/ Parent
- ▶ Deb Borden, Teacher/ Parent
- ▶ Elizabeth Austin, Teacher
- ▶ Mary Paulsen, Teacher/ BTA Co-President
- ▶ Mary Guilford, Teacher/ Parent
- ▶ Brandi Mahon, Teacher/ Parent
- ▶ MaryBeth Arnold, Teacher
- ▶ Kim Stack, Teacher
- ▶ Aran Heaney, Teacher/ Parent
- ▶ Laura Brace, Teacher
- ▶ Carolyn Burr, Teacher
- ▶ Jessica Grottanelli, Teacher
- ▶ Cindy Struckmann, Teacher/ Parent
- ▶ JD Struckmann, Teacher/ Parent
- ▶ Bonnie Barber, Teacher
- ▶ Jane Foster, Home to School Coordinator

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, school looked different than it ever had before and the last days of school culminated with teachers and

students giving their summer farewells via video conference rather than waving to each other from buses.

As we look to enter the 2020-2021 school year, educators find themselves having to plan for the possibilities of face-to-face learning, remote learning, and blended learning all at the same time. The purpose of this plan is to offer some certainty during uncertainty. 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 they are each entitled to?

This plan was developed by engaging a cross-section of stakeholders from departments as well as from each of our employee groups. 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.

Belfast Central Plan for Remote Learning

- ❖ Remote learning will be implemented based on immediate response to COVID-19 polices issued by DOH, NYSED, and governor of NYS.
- ❖ The Belfast Central School Plan for Remote Learning will be implemented in the event of a program or location closure.
- ❖ BCS teachers will provide remote instruction from their classrooms in the event of a closure, unless prohibited by the DOH.
 - Curriculum content will be made available primarily through SeeSaw, Flipgrid, and Microsoft Teams.
 - Curriculum will be broken into weekly modules with student submittal requirements.
 - Work/activity list will be provided for an “at a glance” visual aid for student organization of work.
- ❖ Teachers and students will follow the structured schedule outlined in the planned hybrid instructional model in the event of a closure.
 - Students will carry instructional materials, including a District assigned iPad, to all classrooms and home to ensure they have access to all materials in the event the school is closed and completely remote instruction must be followed.
- ❖ Technology and Access, or an alternate method to receive instruction will be provided to students.
 - In the event that a student/ family does not have access to the Internet at home, BCS has installed Internet access points throughout the District to increase access to families.
 - If students do not have transportation to access points, BCS will provide paper copies of instructional materials to students.
- ❖ Grades will be entered into Power School on a weekly basis.
- ❖ **Exceptional Education:**
 - Office 365/Microsoft Teams will be utilized. Appropriate staff will be trained in Microsoft Teams. Additional programs may also be utilized.

- Teachers, counselors, and related service providers will do daily check-ins.
- **FAPE** (*SED Assurance: Special Education 1*)
 - Students programs will be individualized to meet their needs. To the greatest extent possible, student IEP's will be implemented. If necessary, a request to convene a CSE meeting will be made to the student's home district.
- **Parent Engagement** (*SED Assurance: Special Education 3*)
 - Parents will receive notification of the model being utilized to provide instruction. Parents will be regularly contacted by classroom staff. If parent participation difficulties arise, school social workers will provide additional support.
- **Collaboration with CSE on IEP Implementation** (*SED Assurance: Special Education 4*)
 - Continued collaboration with district CSE and CPSE will occur. Cross service meetings will take place.
- **Necessary Accommodations, Modifications, Supplementary Aids and Services, and Technology** (*SED Assurance: Special Education 5*)
 - Students that require accommodation, modifications, supplementary aides and services and technology that is currently not on their IEP, will be referred back the CSE.
 - These services will be provided in general education or special education classes as indicated on a student's IEP.
 - A survey of internet access and availability of technology will be done.
 - These things will be provided, to the extent possible, to students lacking them.

Remote Learning Attendance (*SED Assurance: Attendance and Chronic Absenteeism 1*):

- ❖ Daily attendance will be recorded by all faculty and staff for each student and will be reported in SIRS via PowerSchool even while receiving instruction in a remote learning environment, according to SED guidance.
- ❖ All faculty and staff will **ensure substantive daily interaction** (daily remote instruction, online participation, phone calls, emails, or other activates) with students; and clearly communicating information about instructional plans with parents and guardians.
- ❖ All attendance policies will remain in place during remote learning.
- ❖ Initiating an educational neglect or Person in Need of Supervision (PINS) proceeding should be a last resort.

Complete Virtual Learning Requests

- ❖ If families are not comfortable with in-person instruction, they may request 100% virtual instruction for their students by contacting the Superintendent.
- ❖ Belfast Central will utilize software programs, such as Apex, to provide complete virtual instruction to students.
 - BCS has access to the complete remote curriculum through CA BOCES.
 - Students will be enrolled in all course content for their specific grade level.
 - BCS will assign a Teacher Assistant to monitor each student's progress in each course, have daily meaningful contact with the student, and take daily attendance for each student.

- ❖ The remote curricular content will be accessed through the District issued iPad for each student.

Technology: Determinations on technology use, platforms, expectations during remote learning.

- ❖ Belfast Central School provides an iPad for all students, teachers, and administrators in grades K-12.
 - BCS will conduct an updated survey of teachers and families about Internet connectivity at their home during August 2020, which is needed for hybrid and remote learning instruction. (*SED Assurance: Technology and Connectivity 1*)
- ❖ During hybrid and remote instruction, BCS teacher will instruct from their classroom (unless prohibited by the DOH) so all teachers will be guaranteed access to the Internet to provide instruction.
- ❖ During hybrid instruction, students will be provided in-person instruction and will therefore have access to the District WIFI at least two days a week to upload and download instructional materials.
 - Students may be transported to the building on their remote learning days to upload and download instructional materials as needed to facilitate Internet connectivity.
- ❖ Belfast Central has increased access to the Internet in the community by installing remote WIFI access points in the District.
 - If a student needs to use the new Internet drops to upload and download instructional material, families can park in identified areas to connect to the Internet for the time it takes the student's device to sync. Please do not sit in the parking areas for longer than needed.

Parking Areas:

Town of Caneadea- far side of the parking lot or across the street

Town of Belfast- across the street from the town building, by the park

Oramel Fire Dept.- along the side of the building by the mailbox, not in front of the building

Internet Connection Information:

SSID: kajeet smartbus

Password: smartbus

- The Belfast Public Library also has free WIFI that students can access. The password is belfastlib.
- ❖ (*SED Assurance: Technology and Connectivity 2*)
- ❖ The following technology platforms will be used with students and parents to facilitate instruction during the 20-21 school year:
 - Grades PK-3: Flipgrid/ SeeSaw/ Zoom
 - Grades 4-12: Teams/ Zoom
- ❖ In the event that a student does not have access to the Internet during remote learning instructional times, students will be provided paper copies of instructional materials.
 - Paper copies of instructional materials will be distributed to specified students when meals are delivered during remote instruction.
 - (*SED Assurance: Technology and Connectivity 3*)

Students with Disabilities

- ❖ All students, including students with disabilities have been issued District iPads. Students with disabilities are receiving identified accommodations through the use of technology from District special education teachers. Special education teachers are providing services and instruction to students via Zoom, Teams, and e-mail to ensure students are receiving academic supports. Students are receiving therapy such as speech, OT, and counseling through individual meetings with therapists using Zoom.
- ❖ Integrated/ co-teaching special education teachers in the District collaborate with general education teachers to create weekly home learning experiences per the curriculum/instruction guidance in the priority standards.
- ❖ Students will receive resource room and consultant teacher services as outlined on IEPs. The content, instructional materials, and assignments are modified as required by each student's IEP. Students with disabilities have direct meetings using Teams and Zoom with special education teachers to receive direct support and accommodations for classroom assignments in all curricular areas.
- ❖ Resource room teachers continue to provide skills instruction utilizing technology as outlined on every student's IEP. If the student has limited access to WIFI (the district supplies devices to all students) the special education teachers have sent paper copies of academic tasks, including modified assignments, to the student's home and then called the student on the phone to provide direct support.
- ❖ Accommodations, modifications, and support/services that are being provided to students with disabilities are being provided to the greatest extent possible following the current SED guideline.
- ❖ Self-Contained special education teachers continue to develop differentiated lesson plans to meet the needs of every student with a disability on their caseload as required on students' IEPs. Special education teachers utilize Teams and Zoom to have direct contact with each student. The differentiated lessons continue to be at each student's instructional level and are aligned with their IEP goals. Accommodations, modifications, and support/services that are being provided to students with disabilities are being provided to the greatest extent possible following the current SED guideline.
- ❖ The Committee on Special Education will continue to have required meetings during any hybrid program or closure.
 - Meetings are conducted with parents participating via a conference call or Zoom with the Chairperson, special education teacher, general education teacher, school psychologist, and student when age appropriate.

Homeless Students

- ❖ Belfast Central currently does not have any students identified as homeless.
- ❖ If any student becomes homeless during the closure, BCS will continue all instruction programming and services that were being provided before the student became homeless.
- ❖ The school counselor, home-to-school coordinator, and/or social worker will contact the student's family to determine current living situations and identify support services that the District can assist the family in acquiring to provide for consistent access to instructional programs. Additionally, the District home-to-school coordinator works with a local food bank

to provide food to all families who are struggling during the closure through a weekly food giveaway at a church in the District.

- ❖ Because Belfast is a small, rural school district with a small student enrollment, we know our students and have good relationships with virtually all families. Our families generally feel comfortable contacting school personnel about needs in their homes so the District can support all needs, not just academic.

Alternatively Placed Students

- ❖ Any BCS students in alternative instructional settings receive all instruction and supports through Cattaraugus-Allegany BOCES programs, and our students will continue to receive instruction following BOCES' continuity of instruction plan if remote instruction is necessary.
- ❖ Teachers, principals, and program managers will contact BCS Principals and the superintendent about how students are progressing in their instruction and inform the District if a student has not kept up with instructional expectations.
- ❖ BCS will share the information with the parents of students in alternative placements to support communication.