



# Allegany-Limestone Central School District Remote Learning Plan

[www.alcsny.org](http://www.alcsny.org)

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**NOTE:** This plan was taken from the  
Allegany-Limestone Central School District Reopening Plan posted at  
[www.alcsny.org](http://www.alcsny.org)

Questions regarding the Remote Learning Plan can be directed to  
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### Allegany-Limestone Central School District Quick Resource Guide

Resource	Where to find it...
ALCS School Counseling Plan	<a href="https://www.alcsny.org/Page/4105">https://www.alcsny.org/Page/4105</a>
CDC Hand Washing Poster	<a href="https://www.cdc.gov/handwashing/pdf/wash-your-hands-poster-english-508.pdf">https://www.cdc.gov/handwashing/pdf/wash-your-hands-poster-english-508.pdf</a> ;
CDC Hand Washing is Your Superpower Poster	<a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/superhero_poster.pdf">https://www.cdc.gov/coronavirus/2019-ncov/downloads/superhero_poster.pdf</a>
CDC Cover Your Cough Poster	<a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/cover-your-cough_poster.pdf">https://www.cdc.gov/coronavirus/2019-ncov/downloads/cover-your-cough_poster.pdf</a>
CDC Stop the Spread Poster Version 1	<a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread_poster.pdf">https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread_poster.pdf</a>
CDC Stop the Spread of Germs Poster Version 2	<a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs.pdf">https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs.pdf</a> .
CDC Stay Home If You Are Sick Poster	<a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/316129-B-StayHomeFromWork_Poster.pdf">https://www.cdc.gov/coronavirus/2019-ncov/downloads/316129-B-StayHomeFromWork_Poster.pdf</a> ;

### New York State Provided Resources Quick Resource Guide

*The everchanging nature of the situation provides new resources to school districts and communities on an almost daily basis. These resources links and information were up to date at the time of the publication of this document on July 31, 2020.*

Resource	Where to find it...
NYSED Recovering, Rebuilding, Renewing: The Spirit of New York's Schools	<a href="http://www.nysed.gov/reopening-schools/school-reopening-resources">http://www.nysed.gov/reopening-schools/school-reopening-resources</a>
Department of Health Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools - During the COVID-19 Public Health Emergency	<a href="https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K_to_Grade_12_Schools_MasterGuidance.pdf">https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K to Grade 12 Schools MasterGuidance.pdf</a>
Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency	<a href="https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/SportsAndRecreationMasterGuidance.pdf">https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/SportsAndRecreationMasterGuidance.pdf</a>

## Introduction

Schools and education organizations are faced with unprecedented challenges due to the global pandemic caused by COVID-19. As a result of the pandemic, schools were forced, in mid-March 2020, to close their doors to students and transition to remote learning. Over the course of the final fifteen weeks of the 2019-2020 school year, school looked different than it ever had before. The last days of the school year culminated with teachers and students giving their summer farewells via video conference and district led car parades rather than waving to each other from buses as they left our campuses for the start of the summer vacation.

As we look beyond the 2020-2021 school year, we find ourselves 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, how do we take the lessons learned from the COVID pandemic and continue to refine our schools' protocols that we use to keep the children and adults in our schools safe?

If we need to include remote instruction as part of our high-quality Tier I instructional practices, how will we ensure all students receive the education they are each entitled to?

These are questions that are important to us as a school community.

Our goal is **always first and foremost** the health and safety of our students, our staff, and our community.

This plan was developed by engaging a cross-section of stakeholders from our district and our community 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**.

As this plan has continued to evolve since the fall of 2020, we viewed ourselves as a school with students, teachers, support staff, classrooms, and offices. Additionally, we addressed our unique context as an essential partner to our Allegany and Limestone communities. We must take into consideration that our classrooms are composed of students whose families are concerned about their education and their safety.

The following plan is ALCS's response to our employees and our community to ensure the students and adults who are in our educational care are provided with the quality education and services they expect from us in an environment that is safe and remains flexible in our rapidly changing world context.

Remote Learning
Operational Activity
<p>In the event of a single or multiple program closure, the ALCS Plan for Remote Instruction (Continuity of Learning Plan) will be implemented (<i>SED Assurance: Teaching and Learning 1</i>). This plan will represent how ALCS will implement remote instruction within a model of closure where all ALCS programs and locations are closed, or within a hybrid model where one or more programs or locations are closed. Regardless of the number of programs or locations that are closed, the following plan will be implemented (<i>SED Assurance: Teaching and Learning 1</i>). Our organization learned in the Spring of 2020 that our faculty and staff must be prepared for closure at any moment. This plan will assist in preparing for closure well before actual closures take place and to deliver online remote instruction as soon as needed.</p> <p>All ALCS student-based programs will ensure that applicable New York State Learning Standards will be met when the ALCS Plan for Remote Instruction is implemented (<i>SED Assurance: Teaching and Learning 2</i>) in a manner where regular substantive interaction occurs between students and their teachers (<i>SED Assurance: Teaching and Learning 3</i>).</p> <p>The ALCS Remote Instruction Plan complies with all guidance from:</p> <ul style="list-style-type: none"> <li>• NYSED Recovering, Rebuilding, and Renewing: The Spirit of New York’s School (<a href="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</a>)</li> <li>• Department of Health Interim Guidance for In-person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency (<a href="https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K_to_Grade_12_Schools_MasterGuidance.pdf">https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K_to_Grade_12_Schools_MasterGuidance.pdf</a>)</li> </ul> <p>Like in our in-person instruction plan, ALCS will perform the following within our remote instruction plan:</p> <p>FAPE (<i>SED Assurance: Special Education 1</i>) 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.</p> <p>Parent Engagement (<i>SED Assurance: Special Education 3</i>) 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 personnel will provide additional support. All communication with parents will be in the parent’s preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.</p> <p>Collaboration with CSE on IEP Implementation (<i>SED Assurance: Special Education 4</i>) Continued collaboration with district CSE and CPSE will occur.</p> <p>Necessary Accommodations, Modifications, Supplementary Aids and Services, and Technology (<i>SED Assurance: Special Education 5</i>)</p>

Students that require accommodation, modifications, supplementary aides and services and technology that is currently not on their IEP, will be referred to CSE. These services will be provided in general education or special education classes as indicated on a student's IEP.

If possible, ALCS faculty and staff may be asked to deliver remote instruction from their physical classrooms if deemed safe by county health officials. This will allow our instructors access to all the teaching tools of their classroom, i.e., technical equipment, higher-end video conferencing equipment, classroom manipulatives, texts, records, etc.

**Allegany-Limestone Elementary School (Grades UPK – 5)**

***Allegany-Limestone Middle-High School (Grades 6-12)***

\* See Saw is the platform that will be used for all remote learning for students in grades UPK-5.

\* Microsoft Teams is the platform that will be used for all remote learning for students in grades 6-12.

\*To assist students and families with familiarization of See Saw and Microsoft Teams, usage and training information will be posted on the ALCS website.

Any additional platforms utilized for remote learning instruction and interactions will be Ed Law 2-d compliant.

\*Teachers and support staff will be available for regularly scheduled office hours to answer questions, provide students with feedback and to provide individualized resources to meet all learners needs.

\*Parents will have access to two online platforms, See Saw (UPK – 5) and Microsoft Teams (6-12) in conjunction with email and phone for consistent communication with teachers and support staff.

### Course Scheduling and Content Coverage

Equity is at the heart of all instructional decisions. In order to deliver instruction in a remote manner that adheres to New York State Learning Standards and where regular substantive interaction occurs between students and their teachers (*SED Assurance: Teaching and Learning 3*), course scheduling and content coverage will be highly coordinated and planned well before unanticipated closures take place.

If possible, ALCS faculty and staff may be asked to deliver remote instruction from their physical classrooms if deemed safe by county health officials. This will allow our instructors access to all the teaching tools of their classroom, i.e., technical equipment, higher-end video conferencing equipment, classroom manipulatives, texts, records, etc.

- Scheduling – Curriculum will be broken into weekly online modules with student submittal requirements using See Saw or Office 365/Microsoft Teams. Work/activity lists will be provided for an “at a glance” visual aid for student organization of work (*SED Assurance: School Schedules 1*). Faculty will have regular substantive interaction with all their students, daily calls, online chats, video connections, feedback to student work, etc. (*SED Assurance: Teaching and Learning 3, 4*).
- Content – Curriculum content will be delivered within the curriculum scope and sequence, without interruption regarding closure.
- Grading – Standard grading processes will be practiced in remote instruction and recorded in PowerSchool.

#### Exceptional Education

- Scheduling – Online instructional schedules will mirror the student’s in-person schedule. Faculty will host online sessions at times when in-person classes were held (*SED Assurance: School Schedules 1*). Faculty will have regular substantive interaction with their students, daily calls, online chats, video connections, feedback to student work, etc. (*SED Assurance: Teaching and Learning 3, 4*).
- Content – Curriculum content will be delivered within the curriculum scope and sequence, without interruption regarding closure.
- Grading – Standard grading processes will be practiced in remote instruction and recorded in PowerSchool.

### Technology

Technology device needs and online access for all faculty, staff, and students has been, or is currently being, assessed. Both device and online access is at the heart of our remote instruction plan. ALCS is technology rich. Our faculty, staff, and students are well accustomed to online learning, technical tools, and numerous instructional platforms while they are in school and we will take every step necessary to transition those levels of technology access into the home, if needed.

ALCS assessed student technology needs through a district-wide survey that was provided to all district families in mid-July 2020. Personal communication will occur by September 1 with all families who did not respond to the original survey to determine technology needs in the event the district moves to remote learning. (*SED Assurance: Technology and Connectivity 1 & 2*). ALCS is a one-to-one technology district (Pre-K to grade 5 classroom technology carts, Grades 6-12 each student provided with a district device, with parental approval).

For students that do not have the ability to access internet, alternative methods of instruction will be provided. This may include, work packets, flash drives with work and videotaped instruction, phone calls, box deliveries of supplies as well as other alternatives as appropriate. (*SED Assurance: Technology and Connectivity 3*)

All members of ALTA (Allegany-Limestone Teacher Association) have been trained in technology for the grade levels they teach, either See Saw or Microsoft Teams. To assist students and families with familiarization of Microsoft Teams, usage and training information will be posted on the ALCS website. Any additional platforms utilized for remote learning instruction and interactions will be Ed Law 2-d compliant.

### Remote Learning Attendance

Daily attendance will be recorded by all faculty and staff for each student and will be reported in PowerSchool even while receiving instruction in a remote learning environment, according to SED guidance (*SED Assurance: Attendance and Chronic Absenteeism 1*).

All faculty and staff will ensure substantive daily interaction (daily remote instruction, online participation, phone calls, emails, or other activities) with students while also 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.

### Certification

All ALCS coursework will continue to be taught by appropriately certified teachers *while the remote instruction plan is implemented* (*SED Assurance: Certification 1*).

Instructors who are required to hold a NYS professional license for a content area and will maintain such license without lapse. All laboratory instruction and supervision will be delivered by the appropriately certified teacher.

Flexibility is allowed for other staff (under the guidance of the certified teacher) to supervise student groups to better adhere to social distancing guidelines. All NYSED requirements will be met.

### **APPR, Observation/School Visits, and SLOs**

As required by the New York State Education Department, the ALCS APPR Plan will be fully implemented while the remote instruction plan is implemented (*SED Assurance: Teacher and Principal Evaluation System 1*).

Each educator's evaluation must include at least one required student performance measure. Observations will be conducted within our remote instruction model, documented in Frontline PD & E, and submitted to the State Education Department according to the ALCS APPR plan and Education Law 3012-d.