



Remote Learning

Students with 1:1 Devices

All students in grades UPK – 12 have access to District-owned devices.

Learning Management System

The District utilizes Google Apps for Education as its learning management system.

Technical Support

The District has directed parents/guardians to contact their child's school main office for technical support. The District has developed a wireless internet solution in its Junior High School Parking Lot. Parents/guardians may drive in to the lot, park, and students may access the wireless network using District devices while adhering to physical distancing protocols.

Professional Development

The District has adjusted its calendar to frontload its Superintendent's Conference Days. Staff will be provided with additional support from staff experts and time to develop remote learning resources.

Learning Models

Remote

- All students bring home Chromebooks and are required to use them for school work
- Offsite filtering handled by GoGuardian and iBoss.

Hybrid

- Grades 6 - 12 bring Chromebooks back and forth to school.
- Charging stations will be established in classrooms, but students are encouraged to charge their devices at home prior to coming to school.
- On/Off site filtering handled by GoGuardian and iBoss.

Grades UPK – 5

Per Commissioner's regulations, all students will receive instruction that is designed to facilitate their attainment of the State learning standards. The District's students will receive high quality rigorous, standards-based instruction that will meet their academic needs and allow them to attain the learning standards in all curricular areas.

Remote Instructional Model

- A teacher of record will be assigned to students. Instruction for students will be accomplished through:
 - Synchronous Google Meets.
 - Asynchronous learning activities, i.e recordings watched via Google Classroom.

Communication Tools

- Telephone and/or video calling
- Email
- Video conferencing
- Social media
- Website
- Learning Management System (Google Apps for Education)

Teacher and Student Interface

- Teacher office hours, virtually (online) via video conferencing and/or chat, and/or phone
- Scheduled teacher/student(s) check-ins, virtual (online) and/or via phone
- Asynchronous communication, feedback, and support via email or the Learning Management System (Google Apps for Education)

Instruction

- Instructional materials provided via technology, such as posted on a teacher website or available through the Learning Management System (Google Apps for Education)
- Individual or small-group synchronous instruction facilitated using technologies such as telephone or video conferencing.
- Large-group or whole class synchronous instruction facilitated using technologies such as telephone or video conferencing.
- Recorded instruction disseminated through technology, including via podcast, dedicated website, or Learning Management System (Google Apps for Education).

Technology Access

All teachers and students are provided with computing devices.

Grades 6 – 12

Remote Instructional Model

- A teacher of record will be assigned to students. Instruction for students will be accomplished through:
 - Synchronous Google Meets.
 - Asynchronous learning activities i.e recordings watched via Google Classroom. via Google Classroom.

Communication Tools

- Telephone and/or video calling
- Email
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- Social media
- Website
- Learning Management System (Google Apps for Education)

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Career and Technical Education (CTE)

Genesee Valley BOCES Introduction

The Career and Technical Education Center (CTE) is dedicated to teaching students both industry and work-readiness skills in a variety of technical areas, as well as support academic skills mainly in the areas of Math, Science and English. In a blended learning environment, teachers will be on campus five days per week. Students will follow the schedule outlined below.

In following a two day schedule students enrolled in programs that require hours for certification will be assured that these hour can be met. Additionally, the academic credits that can be earned by virtue of being enrolled in an approved CTE program will be preserved. This flexibility to earn potentially up to three academic credits including Math, Science, English, PE, and/or Health may prove to be a valuable tool to assist students meeting all CTE and academic credit requirements for graduation.

For students in a remote high school experience CTE teachers will use Google Classroom to connect, post assignments, and give traditional assessments (tests and quizzes). Webex or Zoom will be used to deliver real-time lessons. All students, whether learning virtually or in-person will take part in the live lessons. Teachers will also provide recorded lessons for students to review as reinforcement, or if they have missed a lesson. After the live lesson, students working virtually will complete work assigned through the Google Classroom. Students on campus will work in shops/labs to gain hands-on experience. Teachers will assess skill attainment at this time. Teachers will also reach out to industry partners to provide demonstrations as well as assign real-life simulation activities provided through a variety of career and technical education publishers. All assignments and projects will continue to align with related technical assessments and industry certifications that will be completed while students are on campus.

2020 – 2021 CTE Schedule

Districts	Full Day attendance	Approximate Number of Students on Campus
Batavia Campus Alexander Batavia Byron-Bergen Cal-Mum Elba Mt. Morris Campus- Warsaw Perry Wayland Geneseo Avon Letchworth	Mondays & Tuesdays	Batavia Campus - 337 Mt. Morris Campus- 300
Batavia Campus Attica Leroy Oakfield Pavilion/Wyoming Pembroke Notre Dame Mt. Morris Campus Dansville Mt. Morris Livonia York Keshequa	Thursdays & Fridays	Batavia Campus - 334 Mt. Morris Campus-310

All Students/Districts	Wednesday - Virtual Learning/Planning, cleaning and disinfecting.	0 CTE students on campus
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Special Education

Least Restrictive Environment (LRE)

Students with disabilities must have equal access to high-quality programs that are designed, based on their individual needs and abilities, to enable them to achieve the desired learning results established for all students. The District’s Special Education Plan outlines its comprehensive approach to ensuring its students are in the least restrictive environment.

LRE Documentation

The District’s building principals, school psychologists and Director of Instructional Services maintains direct contact with the parents/guardians of students receiving special education services. They will also contact families regarding the District’s or their students’ private school special education placements’ continuity of instruction plans.

IEP Implementation

Until schools return to normal operating conditions, the same flexibility with respect to IEP implementation for delivery of services during school closures due to the COVID-19 outbreak continues to apply to the programs and services whether delivered in-person and/or remotely (e.g., flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio etc.).

Provision of Services

Consistent with previously issued OSE guidance, the District will ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student’s IEP. During the 2020-21 school year, due to the health and safety requirements that must be in place when schools resume, schools may not be able to provide all services in the same mode and/or manner they are typically provided. The District will determine what methods of delivery of services will be utilized to deliver special education programs and services to meet the needs of students with disabilities as it plans its three (3) instructional models including in-person, hybrid and remote learning. When providing remote services, the District will continue to use the information included in OSE’s March 27, 2020 and April 27, 2020 guidance documents.

Progress Monitoring

Teachers and service providers will continue to collect data, whether in-person or remotely, and use the data to monitor each student’s progress toward the annual goals and to evaluate the effectiveness of the student’s special education services.

Compensatory Services

Because schools were required to provide FAPE consistent with the need to protect health and safety in the first instance, students may have experienced a loss of skills despite best intentions, efforts and creative solutions when providing educational programs and services. In these circumstances, CPSEs/CSEs must make an individualized determination whether and to what extent compensatory services are to be provided once school reopens; how those services will be provided in conjunction with the District's reopening plan and continue if the school must close again over the next school year.

Partnership and Collaboration to Reflect All Settings Where Students are Served

District administration participates in annual visits to its off-site special education placements. The purpose of these visits is to thoroughly understand the instructional programming and environments in which our students are learning. To the greatest extent practicable, the District will continue this practice.

The District will monitor, review and provide comment on all off-site continuity of education plans.

Remote Instructional Model

- Schedule of classes will be determined requiring student participation.
- Classroom and related service provider instructional/therapy time will be respected.
- Resource room, if applicable, will be offered and conducted in the remote environment.
- Teletherapy services will be scheduled in the remote environment.