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www.cves.org/special-education

CVES, in partnership with local school districts and their communities, the Board of Regents and the Commissioner of Education, will be a leader in providing quality, cost-effective programs and services that support school districts and their communities to achieve higher standards through enhanced educational opportunities.

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Models for School Continuum

Level 1	Level 2	Level 3	Level 4	Level 5
Traditional Model 1 - Normal building use	Traditional Model 2 - Staff & students in building - WITH mitigation in place (face masks, social distancing) - Restrictions in building use for public health safety	Hybrid Model - Cohort Model - Blend of in-person and remote learning (i.e. AA, BB) - WITH mitigation in place (face masks, social distancing)	Remote Model 1 - ALL students learning remotely from home. - Staff instructing remotely from school	Remote Model 2 - ALL staff & students learning/teaching from home. - NO one on campus

In-Person Instructional Delivery

LEVELS 1-2: Traditional Models 1 & 2

Allows for normal building use with in-person instruction with the addition of mitigation in place along with restrictions for public building use.

Face Covering are Required by Students and Staff

All students and staff are required to wear masks while in school.

- CVES has masks available for student use, or students may wear their own masks.
- Staff will provide students with regular “mask breaks” throughout the day. No more than two students will be provided a mask break at the same time with social distancing as directed by teacher.
- Masks can be removed while eating with appropriate social distancing.

In instances where a child is unable to wear a mask due to medical reasons, the division will support the student to evaluate the need for an accommodation. Communication between home and school will be vital. We will work closely with families following the below process.

- Family communicates to school their child has an identified medical or trauma condition which is detrimental to their health and wellbeing when wearing a mask.
- Documentation from a medical provider is needed/requested of the family to provide to CVES.
- Upon CVES’ receipt of appropriate medical documentation, we will notify the home district of medical documentation verifying that the student cannot wear a mask while in the school setting. If the student has an IEP or 504 Plan, we will request that a notation be made in the IEP or 504 Plan to that effect.
- The below safety precautions will be employed in this scenario.
 - Physical distancing requirement of 6’
 - If providing appropriate education requires less than a distance of 6’, additional PPE shall be considered for the staff member.
 - A desktop shield will be provided

Proactive Strategies

Students will receive direct instruction from the classroom staff and on-going reminders about the following:

- Mask wearing
- Hand washing
- Material usage
- Traveling in the hallways
- Arrival and departure
- Specials and how they will occur
- Meals-nutrition
- Break room usage
- Wiggle Rooms
- Common Area Tables
- Drill procedures
- Playground
- Printing-no student printing

Students will be taught new predictable routines and structures.

Positive Behavioral Interventions and Supports (PBIS) multi-tiered structure has been enhanced to strengthen the validation of returning students. Recognizing the need for social distancing, PBIS activities will occur within each classroom.

Incentives will be provided to students as part of the classroom management plan for mask wearing and safety practices.

We request that each student has an extra set of clothes at school to provide an option for student comfort and any risk of exposure.

Student activities will be offered to single classrooms to limit exposure to others.

All indoor spaces utilized by students will have the following:

- Spaces will be set up with minimal furniture and equipment to allow for optimal space for social distancing.
- Seating areas will be marked to maintain social distancing
- Desks and surfaces will be cleared off at the end of the day to ensure proper cleaning
- Polycarbonate dividers will be utilized as appropriate and cleaned between users
- Rooms will have limited capacity based on square footage requirements
- RED/GREEN system will be used to identify areas that are ready for student use
- Hand washing prior to and after activities

Social Emotional Learning

Social and Emotional Learning (SEL) is fundamental to the academic success and overall well-being of students. SEL is an educational philosophy emphasizing the powerful relationship between students' cognitive/academic achievement and their development of social skills, emotional self-regulation competencies, and the capacity to interact effectively in team settings.

As a trauma informed school, the social emotional well-being of our students is vital for a successful transition back to school in the 2020-2021 school year. In addition to providing time for students to acclimate back to school within instruction and classroom routines, school programs will continue to focus on:

- Restorative Justice practices

- Positive Behavioral Interventions and Supports (PBIS)
- Therapeutic Crisis Intervention Strategies (TCIS)
- Extensive CVES counseling model
- Connecting families with community based resources
- Onsite mental health counselor from Behavioral Health Services North (BHSN) on Plattsburgh campus

Transportation

Each component district will follow all state and health guidance in safely transporting students to and from our campuses. All transportation inquiries should be directed to the student's home district.

Student Arrival

Buses will unload one to two at a time. Staff will welcome students as they exit the bus. Students will be screened by having their temperature taken. If a student has a temperature over 100 °F, nursing services will follow-up for further evaluation. Outcome of nurse's evaluation may require contact of parent/guardian for immediate child pick up.

Parent Drop Off: Students will have temperature checked prior to adult transport leaving the school grounds. Once cleared through our screening process, classroom staff will be called to pick up the student from the office.

Student Dismissal

Students will be dismissed to buses by classroom. Plattsburgh's campus will utilize multiple exits. Students being picked up will remain in the classroom if being picked up until the pre-arranged ride arrives.

Student Pick Up: Individuals picking up a child at dismissal will call in to the main office. Office staff will call the classroom staff to have the student escorted to the office upon notification that student's ride has arrived. Office staff will call the individual picking up the student back when student is ready to be picked up. Student will be signed out by the person they have permission to leave with.

- Plattsburgh's Main Campus: 518-561-0100, press 1 for our division, then 1 for the Plattsburgh campus
- Mineville's Mainline: 518-942-6691, ext. 150

Food Services

- Meal Selection
 - As part of the daily schedule, students will choose their meal options for the following day. If a student is absent, they will make their food selection in the morning.
 - Plattsburgh: Staff will deliver meals to the classrooms where students will eat following social distancing
 - Mineville: Students will eat in the cafeteria and the classroom following a schedule allowing for social distancing
- Snacks
 - Individually packaged snacks will be provided.
- Classroom cooking

- Only individual cooking lessons can be provided. Food prepared cannot be shared with anyone other than the student preparer.

Special Areas

- Physical Education
 - Physical education will be provided in multiple locations to ensure social distancing and will be held outside when possible.
 - Students will remain with their peers from their classroom.
 - Masks may be removed during outside PE if social distancing is maintained.
- Pool
 - The pool will be closed for the start of the school year.
- Art
 - Art classes will be taught in the cafeteria at WAF
 - Art classes will be taught in the Library at Mineville
 - Students will remain with their peers from their homeroom.
 - Students will use their own art supplies stored in their homeroom, no sharing of materials

Work Experience

Students will be working in half day increments in their classroom groups in our new Work Experience Lab

Related Service Providers Working 1:1

- Classroom staff will deliver student to service provider and pick them up as scheduled. This will allow the therapists time to disinfect materials and space between students.
- Students and therapists will wash hands prior to and after session.
- Polycarbonate dividers will be utilized and wiped between each session

Microsoft Teams

To prepare for multiple modes of learning, Microsoft Teams will be used in all classrooms as a part of the instructional design for the 2020-2021 school year. This instructional tool will go into effect at the start of the school year to establish/build student confidence and to ease transitions between levels of our school continuum model.

Assessments & Progress Monitoring

The gathering of in-person baseline data will be important at the beginning of this school year. Progress monitoring of all students will take place on a regular basis under all instructional models.

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Hybrid/ Remote Instructional Expectations

LEVEL 3: Hybrid Model

This hybrid model allows students to receive in-person instruction, reduces student population in the building by 50% and allows for a deep cleaning between the two groups within each classroom. It also provides two consecutive days of in-person instruction, inclusive of related services.

Monday	Tuesday	Wednesday	Thursday	Friday
Group A In-Person Group B Remote Learning	Group A In-Person Group B Remote Learning	Groups A & B Remote Learning	Group B In-Person Group A Remote Learning	Group B In-Person Group A Remote Learning

LEVELS 4 & 5: Remote Models

During the school closure period, our remote learning model has been successful with high student engagement and strong parent communication. We will continue to build upon these successes throughout the 2020-21 school year. Our goal continues to be delivering quality programming, services, and supports to our students and families in an innovative way.

Teachers will create lessons to meet students at their instructional level and will bring them to grade level expectation through differentiated lessons, using live instruction via TEAMS and through teacher designed learning activities. Each may take place in whole group, small group, or 1:1 utilizing the staff within the classroom.

Teachers, teaching assistants, and student aides will provide live instruction/support either 1:1 or in a group for a total of 2 hours a day per student

Teachers or teaching assistants will provide a 45 minutes block of time for student office hours to assist with the completion of learning activities and to maintain consistent communication with parents.

A weekly schedule will be created for each student and shared with their family by the classroom teacher. The goal is to organize instructional learning and related services, individualized for each student, and to clearly communicate expected learning opportunities.

Sample Remote Individualized Student Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
9 a.m. Morning Meeting via TEAMS Video (class)	9 a.m. Morning Meeting via TEAMS Video (class)	9 a.m. Morning Meeting via TEAMS Video (class)	9 a.m. Morning Meeting via TEAMS Video (class)	9 a.m. Morning Meeting via TEAMS Video (class)
10 a.m. ELA Activity via TEAMS Video (1:1)	10 a.m. Math Activity via TEAMS Video (1:1)	10 a.m. ELA Activity via TEAMS Video (1:1)	10 a.m. Math Activity via TEAMS Video (1:1)	10 a.m. Group Activity via TEAMS Video (1:1)
A.M. Classroom TEAMS Post - Movement Break	A.M. Classroom TEAMS Post - Movement Break	A.M. Classroom TEAMS Post - Movement Break	A.M. Classroom TEAMS Post - Movement Break	A.M. Classroom TEAMS Post - Movement Break
11:30 PT Session via TEAMS Video	11:30 Art Instruction, TEAMS Video (class)	11:30 OT Session via TEAMS Video	11:30 PT Session via TEAMS Video	11:30 OT Session via TEAMS Video
P.M. Classroom TEAMS Post - Independent Activity	1 p.m. ELA Activity via TEAMS Video (small group)	1 p.m. PE Instruction TEAMS Video (class)	1 p.m. ELA Activity via TEAMS Video (small group)	P.M. Classroom TEAMS Post - Independent Activity
1:30 p.m. Speech via TEAMS Video (1:1)	2 p.m. SEL Activity via TEAMS Video (class)	1:30 p.m. Speech via TEAMS Video (1:1)	2 p.m. SEL Activity via TEAMS Video (class)	1 p.m. – Standing Parent Phone Call
2 p.m. Office Hours to Support Student Learning/ Communication via TEAMS	2:30 p.m. Office Hours to Support Student Learning/ Communication via TEAMS	2 p.m. Office Hours to Support Student Learning/ Communication via TEAMS	2:30 p.m. Office Hours to Support Student Learning/ Communication via TEAMS	2 p.m. Office Hours to Support Student Learning/ Communication via TEAMS

Student Participation Expectations

- Participation in live instruction via Teams, online forum, chat log, or discussion thread
- Completion and submission of assignments
- Participation in a related service teletherapy
- Participation in progress monitoring activities

Progress and Quarterly Reports

Student progress will be communicated to parents following the school calendar

Related Service Providers (RSPs)

RSPs will provide appropriate teletherapy in line with each student's IEP through our TEAMS platform

Equity

Students without access to technology or internet will be referred immediately to the building principal who will:

- Engage with the CVES Technology Department and the home-school to assist with issuing a device.
- Contact the family to offer support in working with outside agencies in securing internet connection. In cases where internet connection is not possible, instruction will be individualized to meet the family/student needs.

Communication

CVES will strengthen and maintain consistent communication with families. Most up to date information is shared on the CVES Website and posted to the CVES Facebook pages (main page and divisional pages).

Updated paper copies will be provided upon request.

Completely Virtual Learning Option

Families who have concerns about their child's health or well-being, or impact on a family member may choose to have their child engage in a completely virtual instructional option. It must be noted that while a virtual instructional experience will be substantive, it will not be equivalent to an on-site/in-person or hybrid learning experience. The completely virtual option will entail live instruction and teacher created learning activities.

The delivery of special education services to students who are participating in Completely Virtual Learning will ensure that students have access to a free and appropriate public education. Special Education services will include both synchronous and asynchronous instruction. This will be achieved by using a variety of resources provided to ensure educational materials are accessible, adapted, modified and appropriate in accordance with students' IEPs. Lessons, tasks and activities will focus on student's IEP goals and may include pre-recorded lessons, synchronous teaching and teacher-designed learning activities. Students will have access to daily contact with their Special Education case manager. Related services will be provided virtually as outlined on the students' IEPs.

If a family is interested in the Completely Virtual Learning option, they are asked to reach out to their child's principal at their attending campuses.

Plattsburgh: 518-561-0100 x 298 or valenzuela_dan@cves.org

Mineville: 518-942-6691 or stay_grace@cves.org

Flexibility and the option for transition into in-person instruction from the Completely Virtual Learning option will be provided to parents and guardians. One-weeks' notice and a discussion with the principal is required to allow for preparation for this change.