



CA BOCES Plan for Remote Learning

Cattaraugus-Allegany-Erie-Wyoming BOCES (CA BOCES)
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NOTE: This plan was taken from the
CA BOCES Plan for Reopening posted at www.caboces.org.

CA BOCES Plan for Remote Instruction (Continuity of Learning Plan)

In the event of a single or multiple program closure, the CA BOCES Plan for Remote Instruction (Continuity of Learning Plan) will be implemented for impacted programs (*SED Assurance: Teaching and Learning 1*). This plan will represent how CA BOCES will implement remote instruction within a model of closure where all CA BOCES 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 (*SED Assurance: Teaching and Learning 1*). 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.

All CA BOCES student-based programs will ensure that applicable New York State Learning Standards will be met when the CA BOCES Plan for Remote Instruction is implemented (*SED Assurance: Teaching and Learning 2*) in a manner where regular substantive interaction occurs between students and their teachers (*SED Assurance: Teaching and Learning 3*).

The CA BOCES Remote Instruction Plan complies with all guidance from:

- NYSED Recovering, Rebuilding, and Renewing: The Spirit of New York's School (<http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>)
- Department of Health Interim Guidance for In-person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency ([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))

Like in our in-person instruction plan, CA BOCES will perform the following within our remote instruction plan:

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. 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.

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.

If possible, CA BOCES 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.

The Instructional Support Services (ISS) itinerant teaching faculty will follow the guidelines and protocols of those implemented by the host district where instruction is delivered.

Course Scheduling, Content Coverage, Grading

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, CA BOCES 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.

Career and Technical Education at Belmont, Ellicottville, and Olean

- **Scheduling** – Curriculum will be broken into weekly online modules with student submittal requirements using 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/ClearTrack.

Exceptional Education

- **Scheduling** – Online instructional schedules will mirror the student's in-person schedule. Faculty with 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/ClearTrack.

Instructional Support Services Itinerant Teaching Faculty

- The Instructional Support Services (ISS) itinerant teaching faculty will follow the guidelines and protocols of those implemented by the host district where instruction is delivered.

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. CA BOCES 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.

Assessing Technology Need

- **CTE** – Student information sheets will be mailed to students with self-addressed stamped envelopes so that contact information can be collected, along with the student’s access to personal computing devices and home internet access (*SED Assurance: Technology and Connectivity 1*). This information will be confidentially shared within PowerSchool so that all faculty are knowledgeable of access. To the extent possible, Laptops and MiFi devices will be provided to faculty, staff, and students on a case-by-case basis (*SED Assurance: Technology and Connectivity 2*). 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*)
- **Exceptional Education** – A survey was conducted in the Spring of 2020 and will be updated in the fall to determine the level of access to devices and high-speed internet for all students and teachers at their residences (*SED Assurance: Technology and Connectivity 1*). To the extent possible, Laptops and MiFi devices will be provided to faculty and staff on a case-by-case basis (*SED Assurance: Technology and Connectivity 2*). 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*)
- **Instructional Support Services Itinerant Teaching Faculty** – The Instructional Support Services (ISS) itinerant teaching faculty will follow the guidelines and protocols of those implemented by the host district where instruction is delivered.

All three CTE centers have been outfitted with signal boosters to allow Internet access from the parking lots to allow for even greater community access to the internet at no cost. All faculty, staff, and students have unlimited access to tools and content referenced in the **CA BOCES Online and Digital Solutions Guide**

(<https://s1.caboces.org/iss/PUBLIC/20/03/23/10/23/CABOCES%20Online%20and%20Digital%20Resources%20REVISED.pdf>).

Remote Attendance

Daily attendance will be recorded by all faculty and staff for each student and will be reported in SIRS via PowerSchool and/or ClearTrack 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; 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.

The Instructional Support Services (ISS) itinerant teaching faculty will follow the guidelines and protocols of those implemented by the host district where instruction is delivered.

Certification

All CA BOCES 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 particular content area (i.e., health sciences, barbering, appearance enhancement) will maintain such license without lapse. All CTE laboratory/clinical instruction and supervision will be delivered by the appropriately certified CTE teacher. Flexibility is allowed for other staff (under the guidance of the CTE teacher) to supervise student groups in a non-laboratory/clinical setting to better adhere to social distancing guidelines. All requirements will be met for those programs in fields such as health sciences where specific curricula and/or clinical hours are mandated by other state agencies.

APPR, Observation/School Visits, and SLOs

As required by the New York State Education Department, the CA BOCES APPR Plan will be fully implemented during the 2020-21 school year 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 (SLO for teachers; SLOs or an input model for principals). Observations/School Visits will be conducted within our remote instruction model, documented in My Learning Plan, and submitted to the State Education Department according to the CA BOCES APPR plan and Education Law 3012-d.

NOTICE OF NON-DISCRIMINATION

The Cattaraugus-Allegany-Erie-Wyoming Board of Cooperative Educational Services does not discriminate on the basis of an individual's actual or perceived race, color, religion, creed, ethnicity, national origin, citizenship status, age, marital status, partnership status, disability, predisposing genetic characteristics, sexual orientation, gender (sex), military status, veteran status, domestic violence victim status or political identity, gender expression, and religious practices or any other basis prohibited by New York State and/or federal non-discrimination laws in employment or its programs and activities. The District provides equal access to community and youth organizations. Inquiries regarding the District's non-discrimination policies should be directed to:

Civil Rights Compliance Officer, Human Resources, Cattaraugus-Allegany BOCES, 1825 Windfall Road, Olean, NY 14760, 716-376- 8237. Email: CivilRightsCompliance@caboces.org

