

# **Southern Westchester BOCES Plan for Remote Learning**

*This plan is part of the SWBOCES reopening plan posted at [www.swboces.org/reopening](http://www.swboces.org/reopening).*

In the event of a single or multiple program closure, the SWBOCES Plan for Remote Instruction (Continuity of Learning Plan) will be implemented for impacted programs. This supplement will address how SWBOCES will implement remote instruction within a model of closure where all SWBOCES programs and locations are closed, or within a hybrid model where one or more programs or locations are closed due to COVID-19. The goal of SWBOCES is to allow for seamless transition between remote and on-site learning as necessitated by closures to provide continuity for students during this uncertain time. This supplemental plan is focused on transition during school closures. Please see the SWBOCES reopening plan continuity of learning plans for any information related to hybrid or remote instruction that is not due to closing. Please note that those plans are continuously updated and changed to address the changing needs of our students.

All SWBOCES student-based programs will ensure that applicable New York State Learning Standards will be met during implementation of both onsite and remote instruction. A staff professional development plan, including a coaching model, will be provided throughout the year to assure that teachers have the learning experiences that are important to providing this continuity of learning.

SWBOCES Remote Learning Supplemental plan is informed by parent and staff input and based on the guidance provided by the New York State Department of Health and The New York State Department of Education.

- [Interim Guidance for In-Person Instruction at Pre-K to Grade-12 Schools During the COVID-19 Public Health Emergency](#)
- [Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools - Reopening Guidance](#)

SWBOCES is committed to providing Free Appropriate Public Education (FAPE) in both our on-site and remote instruction plans. 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. Parents/Guardians of students in Special Education programs will receive notification of the model being utilized to provide instruction. Parents/Guardians will be contacted regularly by classroom staff. Communication with parents will be in the parent's/guardian's preferred language and mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. Students that require accommodations, modifications, supplementary aids, services and technology that is currently not on their IEP, will be referred back to the CSE. The Instructional Support Services (ISS) itinerant teaching and related service provision faculty will follow the guidelines and protocols of

those implemented by the host district where instruction is delivered. The host district will also determine whether related services and instruction will be delivered remotely or on site.

SWBOCES will work with families to identify student-specific needs for medically vulnerable/high risk groups and plan for appropriate instruction for those students. Parents should contact the building administrator to discuss specific concerns and the development of a learning plan for their child.

### **Technology and Connectivity**

Parents, students, and staff were contacted through surveys and asked to provide input related to their access to devices and high speed internet. Surveys were conducted in multiple languages. All constituents receiving the survey were asked if they have adequate access to a device should we need to return or move to a modality of remote teaching/learning. The survey also inquired about adequate internet access for engagement in remote activities as part of teaching and learning.

Based on the survey responses, a small population of students and teachers lack the adequate access to devices and internet needed for remote and/or distance learning. In order to address the needs of students and teachers the following actions will be taken:

#### **Devices for Staff Members**

All teachers and related service providers in the K-12 space will be given a 1:1 device for use as part of their digital toolbox. All teachers and related service providers will receive either a laptop, Chromebook or custom device based upon their teaching role. These tools will be issued for the life of the device while the staff member is employed by the district.

#### **Internet Access for Staff**

A small percentage of teachers indicated they do not have adequate internet access at home for remote teaching. In order to address this need, teachers can consult with the technology department members on how to purchase additional Internet access for their home and/or what is needed to ensure adequate access. Teaching staff can work with the technology department to determine if there are any low-cost solutions available for state employees through local ISPs or cellular providers. If this is not financially possible, then the use of cellular hotspot devices can be employed as a short-term solution should remote teaching become necessary in the future. These devices can be used on short-term loan from SWBOCES during remote instruction periods.

#### **Devices for Students**

As a BOCES, we do not have the ability to provide a 1:1 take-home initiative for our students. This is due to the financial cost and the fact that a BOCES is not a residential district and is not permitted to access state aid-eligible revenue streams or fund balances. However, in order to

address the issue of device equity, SWBOCES will work with the home district of the student to ensure that a device can be procured and assigned to them. Since the students are residents of the district that sends them to our programs, it is the district's responsibility to provide a device for all students both in and out of the district placement. In extreme cases where the need is great, a temporary loan of a Chromebook or tablet can be a short-term solution until the home district provides the student with a permanent device assignment. Students enrolled in all Adult Education programs are expected to have their own devices for learning.

### **Internet Access for Students**

As with devices, we as a BOCES, do not have the ability to provide internet access at home to our students. However, in order to address the issue of access equity, SWBOCES can work with a student's home district to see if the home district can procure or loan a wireless hotspot device. SWBOCES can also work with the home districts to see if they have partnered with their local municipalities and/or vendors (Kajeet, Verizon, Cablevision, public libraries) for discounted residential internet access or wireless internet access in their local community buildings. In extreme cases where the need is great, a temporary loan of a hotspot can be a short-term solution. Students enrolled in all Adult Education programs are expected to have their own access to the internet for learning.

During remote learning periods, with the understanding that all students do not have sufficient access to devices/high speed internet, SWBOCES will bridge the gap to ensure that students are provided with multiple ways to participate in learning and can demonstrate mastery of Learning Standards in remote or blended models. Some of the modalities include the use of Zoom and Google Meet as communication tools that allow students and teachers to have face-to-face conversations along with the ability to share screens and display the work they are completing as part of their coursework. Google Meet is an Ed. Law 2d approved platform. SWBOCES will also be moving to secure full Zoom accounts that are Ed. Law 2d approved for all teachers and related service providers in K-12 programs. These platforms give teachers and related service providers a virtual blackboard from which to work with students. Teachers and students are able to collaborate using online virtual tools such as Google Classroom. This provides teachers and students with a collaborative space where information can be exchanged and teachers and students can connect virtually to discuss topics of the day, submit assignments, and actively engage in the learning experience together.

For programs such as Career and Tech where access to unique software is necessary, a virtual desktop or VDI is used. This allows students to login from almost any device in the world and access the school network to login to a virtual computer. It affords our students the ability to complete assignments and career training that would not be possible without access to these applications. For our teachers, this provides an opportunity to continue teaching our students

using Zoom or Google Meet while the students are able to access the resources they need to continue bridging connections from theory to practice.

In special education programs, our Technology Facilitators will continue holding constant professional development sessions for our teachers and students, training them in the use of different software available to them during the remote learning period. Some of these apps include Google Apps for Education, Google Meet, BrainPop, Nearpod and other such applications. Teachers and related service providers for K-12 students will offer direct classroom instruction to students on the use of core digital tools. School programs will also provide access to static resources (i.e. training videos) and/or scheduled live opportunities for parents/guardians to develop a general overview of the use of these digital tools to instruct or function as repositories of student work.

As part of our curriculum design plan, Professional Development coaches will partner with our teachers and principals in our K-12 programs. The coaches support our instructional staff as they anchor their curriculum, both virtual and in-person, to the New York State Next Generation Standards.

### **Program Specific Guidance**

Southern Westchester BOCES student programs include the Centers for Adult and Community Services, Special Services and Career Services. When school is allowed to be open based on county metrics, instruction will be provided in-person. Each learning site is continuously reviewed to assure available space meets the needs of the changing enrollment. Decisions will be made to offer some programs in a hybrid model when space requirements cannot be met and additional, appropriate space cannot be secured. Please see SWBOCES continuity of learning guidance within the [SWBOCES Reopening Plan](#) for specifics about programs.

Parents/Guardians will receive direct communication about delivery of remote instruction if their children will be participating in remote learning. Those plans continue to evolve as enrollment and student needs are assessed. Updates will be added to this document and to the SWBOCES reopening plan based on our continuous planning for individual student needs. Decisions on the type of instructional program in effect at any given time will be decided in alignment with component school district reopening plans when possible, as well as in consideration of specific student needs and individual circumstances.

## Center for Career Services

All programs at the Center for Career Services for the start of the 2020-2021 school year will be in person and held on site as space allows according to NYSED guidance. The following guidelines will be in place in the event that remote instruction becomes necessary due to a COVID related concern.

### Teaching and Learning

Instruction will be delivered through multiple digital platforms to include:

- Google Classroom
- Google Meet
- Zoom
- Digital Textbooks

Teachers will provide synchronous and asynchronous activities through the use of digital platforms.

Virtual office hours will be provided to students to help support the delivery of instruction. Consultant teachers will support the direct instruction of students, as well as assist in the differentiation of instruction, during these synchronous sessions and in individual and/or group sessions as needed.

The counseling department, trained in Social Emotional Learning (SEL), will meet with students virtually, either individually or in small groups, to support students as they access the curriculum.

Teaching Assistants will provide the following instructional supports to the classroom teachers:

- Assist in the preparation of daily lesson plans
- One-to-one instructional support to students as needed
- Daily attendance and follow-up
- Provide instruction in the absence of the teacher/support instruction
- Communicate with parents and/or students as needed

Transition Coordinator will:

- Work with students and their families through virtual meetings as required to continue to provide transitional services
- Act as a liaison between agency service providers and families
- Submit completed applications to agency providers

The Work Based Learning Department will provide activities for the students to help them accrue the required WBL hours, as well as to support them in exploring various careers utilizing the following platforms:

- Career One Stop

- Google Classroom
- Virtual Internships
- Industry Virtual Guest Speakers

The Work Based Learning Coordinator will schedule virtual office hours for students via Google Meet to discuss the following:

- Employment opportunities
- Career readiness activities
- Development of Career Plans

### Center for Special Services:

Most programs will be held on site as space allows according to NYSED guidance. SWBOCES is in communication with our school district and parent partners and will continue to reassess needs for remote learning. Currently the following programs are scheduled for daily in-person instruction on site for the start of the 2020-2021 school year: Pocantico Hills, Valhalla, St. Matthew's, Rye Lake Lower Campus, Rye Lake Upper Campus.

Currently, Irvington MS/HS and Tappan Hill programs will open in September in a hybrid model, offering a combination of on-site and remote learning opportunities for students.

Parents/guardians of students in these programs will be contacted regarding their child's specific program and schedule.

Based on Westchester County metrics or district concerns about COVID-19 related issues, programs may migrate to remote learning for short or extended periods. The remote learning plan will be used for both scheduled sessions that are part of hybrid models and for closure periods necessitated by COVID-19 concerns. As noted, there are additional steps in place for those programs using remote learning in the hybrid model.

### Remote Instruction:

#### **Teaching and Learning:**

- Standards-based instruction will continue. Research-informed practices in differentiated and specially designed instruction will be implemented to optimize student learning.
- Daily instructional schedules will be in place for all students in all programs. These schedules will reflect the required classes and academic content with the expectation that teachers will have direct daily contact with students.
- Vocational and community-based learning will continue to the extent possible in alignment with student IEP goals.
- Formative and summative assessments will continue to be administered to identify target areas for essential learning goals, inform instructional decisions and measure student achievement.
- Progress monitoring for academic, social, emotional, functional, and behavioral goals will be ongoing.

- Various digital programs and platforms will be used for both asynchronous and synchronous instruction. Google Classroom, Google Meet and Zoom will be utilized for daily instruction and related service provision.
- Instructional activities will reinforce student skills and introduce new student learning with the support of a variety of resources including video, audio, and other types of online content. Assignments and learning activities will be designed in accordance with student needs and levels of independence.
- Virtual office hours and opportunities for small group instruction will support student learning as teachers and support staff will be available to field student questions and to conduct “mini-lessons” as needed.
- Individual and group related service and counseling sessions will continue using a variety of tele-therapeutic methods depending upon access and student ability to participate. Headphones for student use are recommended.
- In the case that some families may not have access to digital tools, teachers and providers will contact families with regard to providing hard copy instructional materials via the U.S. Postal Service.

#### **Special Education Processes and Supports:**

- Annual Reviews and Re-Evaluation meetings will be conducted virtually with students and families or via phone as agreed upon.
- Teaching Assistants and Teacher Aides, both 1:1 and classroom supports, will be participating in all student learning and service provision sessions. They will also provide individualized sessions for clarification and individualized support.
- The intake process will continue in the remote environment. The building level intake team will review and then reach out to districts and parents/guardians to schedule virtual intake meetings. Some intake processes will come to conclusion through a virtual process, others may resume once school buildings reopen.

#### **Communication:**

- Various digital platforms and tools such as Google Classroom, Google Meet, and Zoom will be used to maintain communication with students, families, faculty and staff.
- If students have questions about assignments as provided in Google Classroom, they can also email their teachers or use the “comments” feature to communicate with their teachers regarding particular assignments. Parents/guardians may also be in direct contact with teachers, related service providers and clinicians to review assignments or discuss student progress and needs.

Additional Considerations for Remote Learning for Sites Scheduled for Hybrid Instruction

Programs in a hybrid model, offering a combination of on-site and remote learning, for the start of the 2020-2021 school year: Irvington MS/HS and Tappan Hill. Parents will be contacted regarding their child's specific learning schedule.

### **Teaching and Learning**

Instruction will occur according to a cohort-based schedule, combining on-site and remote learning.

- On any given day, a portion of the student body in a building may meet for in-person instruction while the remaining students may participate in synchronous and asynchronous virtual learning.
- Daily instructional schedules will be in place for all students in all programs. These schedules will reflect the required classes and academic content with the expectation that teachers will have direct daily contact with students whether in person or remotely.

### **Center for Adult and Community Services**

The Center for Adult and Community Services operates programs at the Westchester County Department of Correction, 450 Mamaroneck Avenue, the SWBOCES Career Valhalla Campus and at various sites throughout Westchester County. Most programs will be held on site as space allows according to NYSED guidance for the start of the 2020-2021 school year. Decisions to open community based sites will be made by the host organization. When on-site learning is not possible at any SWBOCES or community site, remote instruction will be provided for those students when appropriate.

The following guidelines will be in place in the event that remote instruction becomes necessary due to a COVID-19 related concern.

### **Teaching and Learning**

Remote instruction for the Adult Literacy Programs will include NYSED/Adult Career and Continuing Education Services (ACCES)-approved options to include instructional packets and digital platforms that are accessible to students and include but are not limited to:

- Google Classroom
- Google Meet
- Zoom
- WhatsApp
- Digital Textbooks
- Email

During remote instructional periods, teachers will provide synchronous and asynchronous activities through the use of digital platforms. Staff- and student-owned devices will be used to connect to the internet at home or other remote locations.



The Workforce Development Program has options for fully remote instruction in the Healthcare Programs offered entirely online. Theory for trades classes will transition to a remote model using Zoom, based on where courses are in session. In the Practical Nursing Program, instruction will move to Moodle, Zoom and ATI platforms. Staff and student-owned computers with cameras and microphones will be used to access the internet at home or in other remote locations.

The Incarcerated Youth Program at the Westchester County Department of Correction will provide instructional packets for academic instruction in content areas. Teachers and students will arrange tele-visits via the Westchester County Department of Correction secure system and from SWBOCES-owned devices via teachers' home or other remote internet access.