

## Erie 1 BOCES Instructional Services

Alternative Education | Career and Technical Education | Special Education

### *Hybrid Learning Model Schedule*

*Updated August 13, 2020*

**Goal:** Support all component districts, students, and families by continuing to provide instructional services to 100% of students in a meaningful way that adheres to current standards for health and safety measures. All instructional plans (in-person, hybrid, and remote) will consist of regular substantive interaction between teachers and students.

**Transportation:** Bussing will continue to be the responsibility of the component district in accordance with the assigned schedule.

#### Hybrid Learning in Career and Technical Education (CTE)

- CTE will follow the schedule of the participating component school whether it is remote, in-person, or hybrid.
- Any day a student is **In-Person with the Component District**, they are **In-Person with Erie 1 BOCES CTE**.
- All career centers (Harkness, Kenton, and Potter) will be open Monday – Friday to accommodate component district students and schedules.
- Occupational Education can follow traditional, five day/week schedule pending District/Parent approval.

#### *CTE Student Examples Schedule:*

Example Component District Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
AA/BB	Group A (at Erie 1 BOCES)  Group B (Remote Learning at Home)	Group A (at Erie 1 BOCES)  Group B (Remote Learning at Home)	Remote Learning at Home	Group B (at Erie 1 BOCES)  Group A (Remote Learning at Home)	Group B (at Erie 1 BOCES)  Group A (Remote Learning at Home)
AB/AB	Group A (at Erie 1 BOCES)  Group B (Remote Learning at Home)	Group B (at Erie 1 BOCES)  Group A (Remote Learning at Home)	Remote Learning at Home	Group A (at Erie 1 BOCES)  Group B (Remote Learning at Home)	Group B (at Erie 1 BOCES)  Group A (Remote Learning at Home)
A/B	Group A (at Erie 1 BOCES)  Group B (Remote Learning at Home)	Group B (at Erie 1 BOCES)  Group A (Remote Learning at Home)	Group A (at Erie 1 BOCES)  Group B (Remote Learning at Home)	Group B (at Erie 1 BOCES)  Group A (Remote Learning at Home)	Group A (at Erie 1 BOCES)  Group B (Remote Learning at Home)
Fully Remote	Erie 1 BOCES can offer a fully remote CTE program OR students can access the Career Centers based on an in-person schedule determined by the Component School and CTE Center.				

**Alternative Education and Special Education**

- Students will rotate between in-person and remote learning (synchronous and asynchronous).
  - Erie 1 BOCES has adopted the following model: (AB Monday, Tuesday. Wednesday Remote. AB Thursday, Friday).
  - Erie 1 BOCES will work with participating school districts to designate student cohort groups (A or B for Special Education and Alternative Education Only).
- All classrooms will be reduced to 50% of the students present for in-person instruction at any time.
- K-2 and all Functional students in grades 3 -12 will be provided an iPad.
- Gr 3 – 12 will use Google. E1B will provide student devices on a 1:1 basis.

*Alternative Education and Special Education Example Student Schedule:*

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Group A</b> (In-Person)	<b>Group B</b> (In-Person)	All Remote	<b>Group A</b> (In-Person)	<b>Group B</b> (In-Person)
(Group B Remote)	(Group A Remote)		(Group B Remote)	(Group A Remote)

**Career and Technical Education Additional Details**

**In-Person/Hybrid Learning:**

- In-person instruction will focus on hands-on practical application of technical skills.
- Remote instruction will consist of various models which may include: teacher developed pre-recorded theory lessons, direct instructional links, supplemental instructional resources (online textbooks, YouTube educational videos, industry sponsor supporting learning platforms) that will allow for teachers to assess and evaluate student academic progress including completion of assignments.
- Districts will assign the specific days that their students will attend E1B CTE Centers (Exception: Occupational Education will run every day, Monday – Friday during mid-session).

**Student Schedule for In-Person/Hybrid Learning:**

Monday – Friday		
<b>Year 2 Students</b>	7:45– 10:00 am (Harkness/Kenton) 7:20 – 9:35 am (Potter)	Demonstration, Practical Application, Guided Practice
<b>MID Session</b>	10:00 – 12:15 pm (Harkness/Kenton) 9:35 – 12:00 pm (Potter)	Demonstration, Practical Application, Guided Practice
<b>Year 1 Students</b>	12:30 – 2:45 pm (Harkness/Kenton) 12:15 – 2:30 pm (Potter)	Demonstration, Practical Application, Guided Practice

**For Families choosing 100% Remote Learning:**

- Remote instruction will consist of various models which may include: teacher developed pre-recorded theory lessons, direct instructional links, supplemental instructional resources (online textbooks, YouTube educational videos, industry sponsor supporting learning platforms) that will allow for teachers to assess and evaluate student academic progress including completion of assignments.
- Due to the health and safety concerns of students, families and community, practical application will be extremely limited. Teachers will assign practical assignments when possible.
- Demonstration links will be provided that align with lessons related to practical application.
- Erie 1 BOCES CTE programs are NOT requiring or encouraging any students choosing 100% remote instruction to practice practical application unless under the direct supervision of a NYS Certified CTE Teacher.

All Erie 1 BOCES CTE programs are NYS approved for integrated academic credit in the areas of Math, Science and ELA. When requested by the district, students will have the opportunity to receive a unit of credit for 3<sup>rd</sup> Math, 3<sup>rd</sup> Science and 4<sup>th</sup> ELA. 3.75 credits per year can be granted for each year of instruction for a total of 7.5 credits for program completion.

#### **Additional CTE Learning Supports and Assurances:**

- E1B CTE Liaison and academic teachers will support students that need a deeper understanding of concepts.
- E1B ELA Teachers will host and post assignments for all CTE students to create online portfolios through Google Site. ELA teachers will provide pre-recorded videos and host daily Google meet rooms.
- E1B CTE work-based learning coordinators will develop online professional development workshops, virtual career fairs and other virtual sessions that will allow students to obtain CDOS hours.
- E1B School Counselor and School Social Workers will be available to assist any students who needs additional support.
- Parents and home school counselors will be made aware of individual student situations and concerns.
- E1B Administrators will provide daily office hours for teachers to check-in on student engagement, delivery of curriculum, and student concerns.

#### **CTE Teacher Expectations for Learning Models:**

- E1B CTE teachers will report to designated CTE Centers for both models. CTE centers are opening 5 days a week.
- Teachers will provide theory-based assignments virtually through the Google or Schoology platform in both models.
- In the Hybrid Model, teachers will provide of various models of instruction which may include: teacher developed pre-recorded theory lessons, direct instructional links, supplemental instructional resources (online textbooks, YouTube educational videos, industry sponsor supporting learning platforms) on a Google or Schoology Platform.
- In the Remote Model, teachers will provide live theory and demonstrations via Google Meet or Schoology and will upload recorded lessons along with instructional materials and assignments.
- Teachers will hold daily “student check-in” (office) hours for a minimum of 30 consecutive minutes. Office hours will be posted in weekly lesson chart unless a time is specifically communicated to students and families at the start of the school year.
- Teachers will establish weekly lesson plans and assignments with clear instructions that can be followed on or off-site and will include assigned due dates.
- Create standards-aligned lessons that work toward mastery of the learning targets for instruction in a CTE shop, lab, adhering to health and safety recommendations.
- Provide resources for students to create evidence of their knowledge in a variety of formats to demonstrate mastery.
- Create customized learning pathways, where learning goals and objectives are linked to specific directions for completion.
- Ensure targets are being met to provide quality remote instruction which include regular check-ins with students on a daily/weekly/set interval.
- Teachers will commit to a response time for emails, discussion board posts, and submitted work as detailed below:
  - Email response within 24 hours or the next business day
  - Discussion Board- 48 hours
  - Submitted Work- 72 hours
- Establish remote classroom materials access for students and families.
- Provide guidance and ensure that all students are able to login to all systems that are a part of the class/course.
- Support students with technical issues related to online learning.

#### **CTE Student Expectations for Learning Models:**

- CTE students will report to designated CTE Centers on assigned days. Attendance at the center is of utmost importance for students to gain the practical skills required to gain mastery level competencies.
- Access theory-based assignments virtually through the Google or Schoology platform in both models.
- Complete assignments, reading, videos, lessons, etc. as assigned by teacher by due dates.

- When needed or directed, students will attend scheduled meeting(s) with teachers during office hours.
- Review weekly lesson plans on Monday to plan for week and ensure meeting assignment due dates.
- Communicate via email, phone, google or any other forms provided by teachers. Be responsive to teacher inquiry.
- Work with parents/guardians to access Parent Portal to monitor grades.
- Complete professional activities through the Erie 1 BOCES Work-Based Learning coordinators to prepare for career and future opportunities.

## Alternative Education and Special Education Additional Details

### **In Person / Hybrid Learning (A/B Student Rotations)**

The reopen plans for Alternative and Special Education emphasize:

- Students will be placed into cohorts with content certified teachers for the duration of the day for middle and high school academic students every other day.
- Students will rotate through their content specific classes and lessons virtually while remaining in the same physical location at school or from home on alternating days.
- Students will be provided additional instructional support by the classroom teacher and substantive interactions with other content area teachers through daily office hours.
- Specials and electives such as art, physical education, and music may be provided in person on alternating days.

### **Student Schedules**

- Special education students in elementary grades or in functional life skill groupings K-12 will remain with their special class teacher (in reduced size groups) for all instruction through a combination of live and synchronous instruction on alternating days.
- On remote learning days students will also virtually access synchronous Art and PE instruction as well as certain related services provided via tele-therapy.
- Additionally, students will access computer based/ virtual instruction, practice, and assessment activities in the reading series (e.g. Reading Street) and math series (e.g. Go Math).

### **Cohort Assignments**

- Erie 1 BOCES will do its best to accommodate student and district schedules while taking into account the individual needs of our students.

### **Instructional Model**

- Erie 1 BOCES will host its virtual classrooms at all grades and levels using the Google Classroom platform and will subscribe to the “I do, we do, you do” gradual release model for instruction. This model of explicit instruction lends itself to optimizing academic achievement for “at risk” special education and alternative education learners given present circumstances and scheduling needs.
- This approach to instruction will be employed in the mixed A/B scheduled hybrid model and easily rolled into a full distance learning model should schools be required to go on a full pause.

# Exceptional Education Instructional Software:

## All Students & Teachers Have Access To:

Microsoft Office 365    BrainPop & BrainPop Jr.  
Google G-Suite        Schoology

## K-12 Functional Teachers Have Access To:

Unique, Symbol Stix, News 2 You  
or  
ACE, Boardmaker, News 2 You

## 9 - 12 Functional Teachers Have Access To:

Freckle

## K-5 Academic Teachers Have Access To:

RAZ Plus        Reading Street  
Freckle        Go Math Online

## Middle School Teachers Have Access To:

Freckle - All 4 Subject Areas

## ENL Teachers Have Access To:

Reading A-Z - ELL Edition  
RAZ Plus

Erie 1 BOCES must protect student data and has contracts for the following software products to help meet the educational goals of our students in particular programs.