



## **Erie 1 BOCES Instructional Services**

Alternative Education | Career and Technical Education | Special Education

### ***Remote Learning Model***

*August 16, 2020*

#### **Remote Learning with Erie 1 BOCES**

Erie 1 BOCES' goal is to support all component school 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 models (in-person, hybrid, and remote) will consist of regular substantive interaction between teachers and students.

While Erie 1 BOCES intends to start the school year in a hybrid model of learning, whereby students are in-person some days and work remotely from home on others, it is possible that the district may choose to go fully remote at some point during the school year. The decision to go fully remote will be carefully considered in consultation with component school districts and guidance from the Erie County Department of Health, NYS Education Department and State and Federal Guidelines.

When under a remote model, students from across Alternative Education, Career and Technical Education and Special Education will remain at home and receive instruction remotely through distance learning platforms. Students will have meaningful contact with teachers and support staff and receive regular feedback regarding their learning objectives.

#### **Family Choice**

Erie 1 BOCES recognizes that some students and parents may not be comfortable reporting to the school building for in-person learning for a wide variety of reasons. These students will be provided with a distance learning program that is as seamless to in-person instruction as possible.

Families who choose not to send their student to school in the fall should complete the online application available at [e1b.org/COVID](http://e1b.org/COVID). Erie 1 BOCES will consider requests for fully remote instruction in collaboration with the building principal, the home school component district and the family. Families are not required to commit to the remote learning online model for a predetermined amount of time and may choose to re-enter schools via the hybrid model at any time.

#### **Schedule and Attendance**

While in a fully remote model, students are expected to be engaged through the entirety of the school day. Attendance will be taken remotely and daily. Student participation may be used to determine attendance.

### **Remote Online Learning Model**

Under a remote online model, some assignments and activities need to be modified for distance learning. However, students will engage in and cover the same curriculum as those students who come to the building each day. Learning content for all students may include documents, videos, learning activities, and assessments.

Learning in a fully remote model incorporates the use of a combination of synchronous and asynchronous teaching and learning methods as well as independent student practice and daily office hours for teachers. A definition of terms is outlined below:

- **Synchronous Learning:** Direct instruction and engagement facilitated by the teacher/educator remotely, happening in real time.
- **Asynchronous Learning:** Digital instructional materials and resources provided by the teacher/educator to students for their individual access (e.g., recorded and video-based lessons); can be revisited on multiple opportunities if desired or needed.
- **Independent Student Practice:** Meaningful engagement of students as they apply the skills and strategies gained and demonstrate understanding of their learning; also includes engagement with resources and activities not requiring a device.
- **Office Hours:** Opportunities for students to interact directly with the teacher for any additional assistance needed or to ask questions.

### **Technology Access**

Teachers in Alternative Education and Special Education will use Google as the primary method to post assignments, communicate with students, create assessments and share information. Additional instructional tools are outlined in [Appendix A](#) at the bottom of this document.

Teachers in Career and Technical Education will use a mix between Google and Schoology to post assignments, communicate with students, create assessments, and share information.

Devices for students in Alternative Education and Special Education will be provided by Erie 1 BOCES when necessary. Students in Career and Technical Education will be expected to utilize a device provided by their component school district.

Erie 1 BOCES will survey students with respect to their access to high-speed internet connectivity and a reliable mobile device by utilizing our Blackboard Connect System that is linked to its Student Information Systems and employee databases. Those not responding to the survey will be provided information during the opening days of school/return to work. Building teachers and administrators will prioritize these conversations with students and families either in class or by phone and email.

Student connectivity should be addressed by the component school district of residence – Erie 1 BOCES will facilitate this process when necessary.

Students or parents who need technology support should first contact their assigned teacher. Additional resources can be found on Erie 1 BOCES website: [e1b.org/COVID](http://e1b.org/COVID). If parents or students are still having difficulty after employing these resources, please email [ISTech@e1b.org](mailto:ISTech@e1b.org) with details outlining your needs or issues.

## Appendix A

