



## Bolivar-Richburg CSD Plan for Remote Learning

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**NOTE:** This plan was taken from the Bolivar-Richburg CSD Plan for Reopening posted at [www.brcs.org](http://www.brcs.org).

## Bolivar-Richburg CSD Remote Learning Plan

At the heart of the reopening of Bolivar-Richburg CSD for in-person instruction are faculty, staff, and student safety while providing a quality learning experience for our students. Bolivar-Richburg CSD will ensure that applicable New York State Learning Standards will be met when the Plan for In-Person Instruction is implemented. *Bolivar-Richburg CSD anticipates the ability to deliver all approved programs when students return to in-person instruction:*

- *without the need for reductions of student or staff populations;*
- *without significant modification to instruction, schedules, program offerings;*
- *and without modification to permanent facilities.*

All instruction will be delivered in a manner that allows all faculty and students to strictly adhere to:

- See “Practices and Expectations of Faculty, Staff, Students, and Visitors”;
- See “Practices and Expectations for Personal Protective Equipment (PPE) for Faculty, Staff, Students, and Visitors”;
- See “Practices and Expectations for Hygiene and Cleaning for Faculty, Staff, Students, and Visitors”.

### **Special Education**

Bolivar-Richburg CSD Special education programs and services provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum in our region. Our highly qualified faculty and staff will provide a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. Bolivar-Richburg CSD considers in-person services a priority for high-needs students and preschool students with disabilities whenever possible. Bolivar-Richburg CSD administration, faculty, and staff will implement all guidelines from SED stated in the *Recovering, Rebuilding, and Renewing: The Spirit of New York’s Schools* document.

#### **FAPE**

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.

To maintain inclusive practices, any student integrated into general education settings will be included in the same grade level class with special education supports. Resource Room services and therapies that require a student to be pulled out in a group will remain with the same students. The students will be required to follow the PPE requirements and practice social distancing when moving from classroom to classroom. IEP services will be provided in accordance with the IEP while following PPE and social distancing guidelines. Should any changes be necessary to follow the guidelines, the general education teacher, special education teacher, related service providers, and families will discuss the student’s individual needs and agree to a prioritized set of services that provide access to the curriculum and enable progress towards IEP goals.

Procedures to address the return to school of medically fragile students and students with physical or health impairments may require accommodations and modifications that are noted on the Individual Education Plan.

Special education meetings will continue to be held within the required time frames for annual reviews and re-evaluations. Regarding evaluations and Child Find, we will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. Some evaluation procedures can be completed in remote learning situations. Some evaluations require in-person contact with students or observations of students in school settings. We will conduct evaluations remotely and/or in-person while adhering to public health guidelines for the safety of students and staff.

Plans for in-person, hybrid, and remote learning will generally follow previously noted District plans but individualization of these modes of instruction may be necessary to deliver specific programs and services. Also, NYSED guidance in March 2020 indicates that IEP's need not be amended if schools convert to online or virtual learning platforms. Tele-therapies will be utilized during hybrid and remote situations in accordance with the frequency and duration set forth on individual IEPs.

### **Provision of Services**

Special education programs and services offered and provided to students with disabilities will be documented as well as communications with parents.

Special education teams will continue to use consistent data collection and service log procedures across all learning environments (in-school school, hybrid, or remote). A service log will include documentation of any changes in student's needs, instruction and services that are provided to each student, formative assessment, universal screenings, and ongoing monitoring of student progress, communication/collaboration with parents, and determination and provisions of post-COVID services provided to students. Collecting data and tracking the provision of services will assist educators and families in determining the effectiveness of instruction provided, student performance on IEP goals/objectives, and assist IEP teams in making the necessary adjustments to instruction. Periodic reports on the progress the child is making towards meeting the annual goals will continue to be provided to the parents. Written and verbal communication will be provided in the parent preferred language and mode of communication (I.e. email, phone, video conferencing, face to face).

Special education personnel should remain flexible in determining physical distancing procedures for students with unique challenges in areas such as behavior, social-emotional levels, and activities of daily living. The District will develop any necessary adjustments for specific students with disabilities populations such as students with extensive support needs, behavioral challenges, etc.. Procedures for safely providing related services and evaluating students will be developed that incorporate distancing or other safety precautions such as wearing face coverings, face shields, or using physical barriers. When considering distancing procedures, it is important to consider and allow students with disabilities access to peers in the least restrictive setting.

### **Parent Engagement**

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, our School's Home-to-School Liaison and Counselors will provide additional support.

We are committed to providing families an opportunity to have meaningful participation in the special education process and services. Whether in-person or an alternative format, such as videoconferencing or by phone, special education teams will partner with families to determine the most practical format to conduct IEP meetings. Written communication will also be provided in the parent preferred language and mode of communication (i.e. email, mail, phone, video conferencing, or face to face).

Communication with parents/guardians will be provided in the language preference of the students' families, in accordance with federal and State requirements. The mode of communication includes but is not limited to interpreting services, closed captioning and teleconferencing with sign language.

### **Collaboration with CSE on IEP Implementation**

Continued collaboration with district CSE and CPSE will occur. Cross service meetings will take place.

The CPSE Chairperson and CSE Chairperson will collaborate to ensure that there is an understanding of the provision of services consistent with the recommendations on IEPs while ensuring a continuum of services. The committees will plan for progress monitoring, communicating student progress and continue collaboration for sharing resources in all forms of learning; in-person, hybrid and remote.

For students attending BOCES, approved school-age, and approved preschool special education programs, the District will remain informed regarding the planned nature and delivery of instruction and related services by these schools.

### **Necessary Accommodations, Modifications, Supplementary Aids and Services, and Technology**

Students that require accommodations, modifications, supplementary aides and services and technology that is currently not on their IEP, will be referred to the CSE. These services will be provided in general education or special education classes as indicated on a student's IEP.

Accommodations, modifications, supplementary aides and services, and technology including assistive technology will be provided regardless of the educational setting. General and special education teachers will continue to collaborate in determining the appropriateness and success of a student's unique accommodations and modifications. The IEP team (general education teacher(s), special education teacher, related service providers, and families), will work collaboratively to identify alternative solutions if it believes an accommodation or modification is not appropriate or successful in a setting.

Teachers, related service personnel, and teacher aides will always wear facial coverings when working with students who are unable to wear face coverings for medical or programmatic reasons. Some teachers or related service personnel may need face coverings that have a clear opening so that students can see their teacher or therapist's mouth.

If during the school year any concerns arise from the student's parents or IEP team, a CPSE/CSE meeting or team meeting will be scheduled. During the meeting, concerns will be discussed collaboratively with the parents to determine the most appropriate solution to further the success

of the student. The IEP will be amended as needed. The district will provide any appropriate resources and training needed for the parent and/or student.

## 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, Bolivar-Richburg CSD 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.

Students will not attend school in the physical building. Instruction will be conducted digitally through online methods. The structure of the classes, expectations for students and teachers, and protocols for taking attendance, delivering lessons and instructional materials, assessing student work, and grading/providing feedback will be explained. Students will receive a combination of asynchronous and synchronous instruction from a certified teacher.

**Scheduling** – Curriculum will continue to follow the NYS Standards. All student assignments will be posted and submitted using Office 365/Microsoft Teams. Faculty will have regular substantive interaction with all their students; daily calls, online chats, video connections, feedback to student work, etc. Daily attendance will be taken. (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.

### **High-Needs Students:**

Students considered high-needs may be prioritized for full-time in-person learning when feasible. For example, if the district is not providing in-person instruction, certain programs and services may be provided in person on a limited basis to high needs students to meet their unique needs for instruction and other supports.

### **English Language Learners:**

At present, we have no English Language Learner (ELL) students. In the event we have ELL students enroll, we will have CA BOCES Instructional Support Services (ISS) provide ELL itinerant teacher(s.) ELL itinerant teachers will follow protocols and procedures of the Bolivar-Richburg CSD District and that of

CA BOCES. Special PPE (i.e., clear face coverings so that mouth and face structures can be seen, clear dividers between teacher and students, etc.) will be provided as needed so that this population of students can receive an educational experience that aligns with the Blueprint for English Language Learners. The itinerant staff will work with this small population to develop personal approaches to learning on a case-by-case basis. Portable plastic dividers may be used with this population, at the discretion of the teacher, so that the student can maintain visual contact with their teacher (*SED Assurance: Facilities 13*).

Technology: Determinations on technology use, platforms, expectations during remote learning.

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. Bolivar-Richburg CSD has added personal devices to assist with in-person and remote learning. Students in PK-8th grades will be given a school issued iPad or laptop. Student in 9-12<sup>th</sup> grades will be given a school issued laptop computer.

Assessing Technology Need

- Prior to the start of school, all families will receive and complete a survey inquiring about their connectivity. Any family who does not respond will be contacted personally by the school.

Bolivar-Richburg CSD has open WIFI service that allows Internet access in the parking lots to allow for even greater community access to the internet at no cost. The District is looking into additional internet access points throughout the District to assist families. Bolivar-Richburg CSD will work with individual families that are unable to get to access points to develop a plan such as use of thumb drives.

## Remote Learning Attendance

Daily attendance will be recorded by all faculty and staff for each student and will be reported in SIRS via PowerSchool even while receiving instruction in a remote learning environment, according to SED guidance. 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.

For in-person and hybrid teaching, we will continue with our usual procedures. Monitoring attendance remotely will have unique challenges. Although flexibility is recommended when monitoring attendance in a remote instructional model, for students who have not engaged in remote learning and school staff outreach to parents/guardians has been unsuccessful, Bolivar-Richburg CSD will explore a variety of methods for reaching out such as:

- phone calls to families are often the simplest solution and provide an immediate opportunity to offer resources and assess student and family needs
- where families do not respond to phone calls, texting may offer a lower-stress alternative and a subsequent phone call can be arranged

- seeking out adults in the school who have established a connection with the student and/or family may yield improved results. Counselors, coaches, social workers, and psychologists are often logical choices, in addition to teaching staff. Social media contact or using friends to reach out can also be effective strategies.

The Statewide Central Register of Child Abuse and Neglect, the hotline to report child abuse and neglect, should be contacted only as a last resort, after we have exhausted all other strategies to connect with students and families.

A Person in Need of Supervision (PINS) proceeding should also be a last resort. Family Support Services programs have been established to provide comprehensive services to children and families. Before taking such drastic action, outreach to the appropriate LDSS may provide the student and family access to additional services designed to prevent a young person from being adjudicated a PINS.

## NOTICE OF NON-DISCRIMINATION

The Bolivar-Richburg Central School District 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, Superintendent of Schools, 100 School Street, Bolivar, New York 14715 (585) 928-2561