

REMOTE LEARNING PLAN



GUIDANCE FOR EXTENDED EMERGENCY CLOSURE OF CITI BOCES

CREATED APRIL 2020

OUR MISSION, VISION AND VALUES

OUR MISSION IS TO BUILD YOUR FUTURE! WE EMBRACE INNOVATION AND CREATIVITY, MAKING STUDENT-BASED DECISIONS WITH HONESTY, RESPECT AND INTEGRITY, AND COLLABORATION WITH A FOCUS ON QUALITY SERVICE, EXPERTISE AND STUDENT SUCCESS.



TABLE OF CONTENTS

Remote Learning Plan Overview	2
The Remote Learning Plan	3
Options for Remote Learning.....	3
Best Practices for Remote Learning.....	4
Continuity of Learning by Phase	5
Digital Resources by Level	6-16
Roles in Supporting Remote Learning	17
Appendix A	
Device Distribution Plan.....	18
Appendix B	
Frequently Asked Questions	20

REMOTE LEARNING PLAN OVERVIEW

**This plan was designed using the CiTi keys,
or questions that drive our organizational decisions.**

IS IT SAFE? IS IT DONE WITH INTEGRITY? IS IT HELPFUL? IS IT KIND?

It must be acknowledged that Remote Learning is not intended to replicate what occurs in our classrooms in a remote learning environment. Through technology and creative thinking in developing alternative options to ensure equity and access, we are well positioned to create powerful learning experiences for our students. Working together, we will come out of this safe, healthy, with even more skillful ways of using a variety of remote options to personalize learning.

In response to the COVID - 19 global health crisis, and the event of other emergencies that may create similar circumstances of school cancellation, CiTi BOCES has developed this remote learning plan to ensure a continuity of education while our school buildings are closed. This plan represents CiTi's commitment to making every effort to ensure that each student has the opportunity to continue learning and demonstrate success.

This plan is founded on the following principles:

- (1) supporting continuous instruction
- (2) providing access for all students
- (3) maintaining connectedness to the community

Throughout school cancellations, CiTi teachers will continue to provide students with instruction that is designed to build upon the learning trajectory already established in the classroom.

THE REMOTE LEARNING PLAN



SUPPORTING CONTINUOUS INSTRUCTION

CiTi BOCES will continue to support instruction through a variety of digital and non-digital materials that provide instruction and activities that will help maintain skills and promote academic growth while schools are cancelled due to an emergency.



PROVIDING ACCESS TO EDUCATION FOR ALL STUDENTS

CiTi BOCES is committed to ensuring all students have the materials necessary for a successful learning environment. This may include facilitating internet access and providing devices and learning materials to all students K-12. We are working closely with community partners to meet this goal.



MAINTAINING THE CONNECTEDNESS TO THE COMMUNITY

CiTi BOCES is committed to maintaining a connection to the community, both in school and in the community at large. Our goal is to keep all members of our classroom and school community connected to each other while, ensuring that everyone has access to resources within our larger community.

Options for Remote Learning

There are a variety of ways CiTi will ensure continued learning:

BLENDED INSTRUCTION: A combination of in-person and student-paced instructional tools including both paper/pencil activities and digital resources.

ONLINE COURSEWORK: Self-paced progression of digital activities to complete coursework (Edgenuity).

TRADITIONAL PAPER/PENCIL INSTRUCTION: Instructional materials will be regularly delivered to students with instructional support provided via telephone.

Instructional teams are able to personalize instruction to meet the needs of each student that incorporates regular feedback.

BEST PRACTICES FOR REMOTE LEARNING PLAN

General Guidance

PRIMARY GOAL: Provide students with opportunities to continue their trajectory of learning. This should consist of providing students with access to content, support and feedback.

ESTABLISH STRUCTURE: Begin by orienting students and families to the new environment and creating structure with a focus on maintaining human interaction.

CONTINUOUS IMPROVEMENT: Maintain a focus on continuous improvement. Practices should evolve and improve as we continue to learn.

SUPPORTING STAFF: School leaders should work to ensure all staff have the resources, support, and flexibility needed to promote student learning to the best of their ability. Support should include empathetic expectations based on the mental and physical health of our staff and their families.

SUPPORTING STUDENTS AND FAMILIES: Teachers maintain flexibility regarding expectations and processes for student learning, with an understanding that remote learning conditions will vary across students, families and homes.

Special Education Guidance

Guidance from the United States Department of Education (USDE) including the Office of Special Education and Rehabilitative Service (OSERS) and the Office for Civil Rights (OCR), The New York State Office of Special Education, (NYS OSE), states that if educational services are provided to general education students during a time of school cancellation, that students with disabilities must be provided equal access to the same learning opportunities, including the provision of a Free Appropriate Public Education (FAPE). To the greatest extent possible, the special education, related services, and modifications and accommodations indicated in a student with a disabilities' individualized education program (IEP) or 504 plan should be provided in a manner consistent with protecting the health and safety of students, families and service providers. There should be consistent communication and collaboration between schools and families to consider creative means of providing FAPE, including a variety of remote learning options such as the use of paper-based materials, digital platforms, telephonic and teletherapy interventions to ensure equity access to all students.

CONTINUITY OF LEARNING (BY PHASE)

These dates are subject to change if necessary

PHASE 1

MARCH 16 - APRIL 3

- Planning & Preparation
- Building the Infrastructure
- Instruction will be focused on reviewing previously addressed concepts and vocabulary
- Regular student/family contacts are made

PHASE 2

APRIL 6 - APRIL 17

- Share Remote Learning Plan with stakeholders
- Students and families are provided support to acclimate to remote learning
- Assess Baseline Skills to engage in remote instruction, including digital and paper-based formats
- Provide Professional Development designed to support instruction in a virtual environment
- Instruction remains focused on review and vocabulary, but introductions are made to initial virtual delivery, such as virtual field trips

PHASE 3

APRIL 20 - MOVING FORWARD

- New learning begins
- Students and families are provided support to acclimate to remote learning
- Initiate CiTi's Remote Learning Plan
- Instruction will resume in a remote environment
- Schedules are created for both instruction and student/family contacts
- Professional Development continues to be available to support innovative instructional delivery in a virtual environment

PHASE 4

WHEN WE RETURN

- CTE will create and make available opportunities for students to be able to earn their respective credentialing
- As needed assessments will be made available for those seeking specific certifications
- Professional Development will continue to be made available
- Assessment of this Plan and its impact on how CiTi delivers instruction in a crisis and in the future

DIGITAL INSTRUCTIONAL RESOURCES FOR ELEMENTARY LEVEL PROGRAMS

PLATFORM	Use
Video / Face-to-Face	
ZOOM Videoconferencing	Videoconferencing tool - Contact Melissa Daniels if ZOOM Pro Licenses are needed CiTi has access to Pro Licenses for FREE until the end of the year
Google Hangouts	Free videoconferencing tool
Learning Management System	
Google Classroom	Online classroom space for posting assignments and communication with students
Schoology	Online classroom space for posting assignments and communication with students
Literacy	
Newsela *	Leveled News Articles
Britannica Digital Learning *	K-12 Ebooks
Sora App *	Ebooks and Audiobooks K-12 Choose school -- "My school isn't listed" and enter Zip code
World E-Book *	Ebooks for Early Elementary Readers
Rosen Interactive Ebook Collection *	Interactive Ebooks for K-12 (SEL)
NoodleTools *	Student research organization platform Use your School's Google or 0365 login

DIGITAL INSTRUCTIONAL RESOURCES FOR ELEMENTARY LEVEL PROGRAMS

PLATFORM	Use
Social Studies	
NY Heritage	Heritage Research for NYS
Google Arts & Culture	Explore museums around the world (You do not need to be logged in)
STEM	
Legends of Learning *	Curriculum-aligned science games for grades 3-8 Use your School's Google login
Hour of Code	Coding No login needed
Be Internet Awesome	Internet Safety Curricula from Google
Typing.com	Typing/Keyboarding Practice (Do not log in)
Virtual Field Trips	
CiTi Compiled Virtual Field Trips	Daily Streaming Programs/Livestreams/Virtual Tours/Recordings
Geoshow	Virtual Field Trips
Google Earth	Explore the world
Library of Congress	The Smithsonian in digital form

DIGITAL INSTRUCTIONAL RESOURCES FOR ELEMENTARY LEVEL PROGRAMS

PLATFORM	Use
Video Resources - Various Content Areas	
BrainPop *	Animated educational videos Librarian has the password
PBS Learning Media	WCNY and PBS have curated FREE, standards-aligned videos, interactives, lesson plans, and more just for New York teachers
Online Coursework / Formative Assessment	
Castle Learning	Attach instructional documents, videos, or URL links with a set of questions for formative assessments Subscription Based, but free access for the remainder of 2020 School Year if not already a subscriber
Lexia Learning	Reading, reading comprehension, and reading strategy support for K-8. Subscription-based, but free access for the remainder of 2020 School Year if school is not already a subscriber

- Training resources can be found in the "staff resources" section of CiTi's website in the COVID-19 section
- Library Resources can be found on the CiTi Library Website: <https://sites.google.com/oswegoboces.org/citi-library/home>
- Please contact Tammy Cummings (tcummings@citiboces.net) for assistance with Library Resources
- All resources are NYS Ed Law 2D Compliant
- This list is not comprehensive. There are other resources that have been approved. If you are not sure, please contact helpdesk@citiboces.org

DIGITAL INSTRUCTIONAL RESOURCES FOR MIDDLE SCHOOL LEVEL PROGRAMS

PLATFORM	Use
Video / Face-to-Face	
ZOOM Videoconferencing	Videoconferencing tool - Contact Melissa Daniels if ZOOM Pro Licenses are needed CiTi has access to Pro Licenses for FREE until the end of the year
Google Hangouts	Free videoconferencing tool
Learning Management System	
Google Classroom	Online classroom space for posting assignments and communication with students
Schoology	Online classroom space for posting assignments and communication with students
Literacy	
Newsela *	Leveled News Articles
Britannica Digital Learning *	K-12 Ebooks
Sora App *	Ebooks and Audiobooks K-12 Choose school -- "My school isn't listed" and enter Zip code
MackinVia *	K-12 EBooks and Audiobooks
P.org or Plagiarism.org *	All About Plagiarism
Rosen Interactive Ebook Collection *	Interactive Ebooks for K-12 (SEL)
NoodleTools *	Student research organization platform Use your School's Google or O365 login

DIGITAL INSTRUCTIONAL RESOURCES FOR MIDDLE SCHOOL LEVEL PROGRAMS

PLATFORM	Use
Social Studies	
NY Heritage	Heritage Research for NYS
Google Arts & Culture	Explore museums around the world (You do not need to be logged in)
STEM	
Legends of Learning *	Curriculum-aligned science games for grades 3-8 Use your School's Google login
Hour of Code	Coding No login needed
Be Internet Awesome	Internet Safety Curricula from Google
Typing.com	Typing/Keyboarding Practice (Do not log in)
Virtual Field Trips	
CiTi Compiled Virtual Field Trips	Daily Streaming Programs/Livestreams/Virtual Tours/Recordings
Geoshow	Virtual Field Trips
Google Earth	Explore the world
Library of Congress	The Smithsonian in digital form

DIGITAL INSTRUCTIONAL RESOURCES FOR MIDDLE SCHOOL LEVEL PROGRAMS

PLATFORM	Use
Video Resources - Various Content Areas	
BrainPop *	Animated educational videos Librarian has the password
PBS Learning Media	WCNY and PBS have curated FREE, standards-aligned videos, interactives, lesson plans, and more just for New York teachers.
Hoonuit (Atomic Learning)	Online tutorials to learn how to use programs Use your CiTi Username / password (teachers)
Online Coursework / Formative Assessment	
Edgenuity	Online courses are available for educators Contact Kristen Edwards (kedwards@citiboces.org)
Book Creator	Create Ebooks

- Training resources can be found in the "staff resources" section of CiTi's website in the COVID-19 section
- Library Resources can be found on the CiTi Library Website: <https://sites.google.com/oswegoboces.org/citi-library/home>
- Please contact Tammy Cummings (tcummings@citiboces.net) for assistance with Library Resources
- All resources are NYS Ed Law 2D Compliant
- This list is not comprehensive. There are other resources that have been approved. If you are not sure, please contact helpdesk@citiboces.org

DIGITAL INSTRUCTIONAL RESOURCES FOR HIGH SCHOOL LEVEL PROGRAMS

PLATFORM	Use
Video / Face-to-Face	
ZOOM Videoconferencing	Videoconferencing tool - Contact Melissa Daniels if ZOOM Pro Licenses are needed CiTi has access to Pro Licenses for FREE until the end of the year
Google Hangouts	Free videoconferencing tool
Online Courseware	
Edgenuity	Online courses are available for educators Contact Kristen Edwards (kedwards@citiboces.org)
Learning Management System	
Google Classroom	Online classroom space for posting assignments and communication with students
Schoology	Online classroom space for posting assignments and communication with students
Literacy	
Newsela *	Leveled News Articles
Britannica Digital Learning *	K-12 Ebooks
Sora App *	Ebooks and Audiobooks K-12 Choose school -- "My school isn't listed" and enter Zip code
MackinVia *	K-12 EBooks and Audiobooks

DIGITAL INSTRUCTIONAL RESOURCES FOR HIGH SCHOOL LEVEL PROGRAMS

PLATFORM	Use
Literacy continued	
P.org or Plagiarism.org *	All About Plagiarism
Rosen Interactive Ebook Collection *	Interactive Ebooks for K-12 (SEL)
NoodleTools *	Student research organization platform Use your School's Google or O365 login
Social Studies	
NY Heritage	Heritage Research for NYS
Google Arts & Culture	Explore museums around the world (You do not need to be logged in)
STEM	
Legends of Learning *	Curriculum-aligned science games for grades 3-8 Use your School's Google login
Hour of Code	Coding No login needed
Be Internet Awesome	Internet Safety Curricula from Google
Typing.com	Typing/Keyboarding Practice (Do not log in)

DIGITAL INSTRUCTIONAL RESOURCES FOR HIGH SCHOOL LEVEL PROGRAMS

PLATFORM	Use
Virtual Field Trips	
CiTi Compiled Virtual Field Trips	Daily Streaming Programs/Livestreams/Virtual Tours/Recordings
Geoshow	Virtual Field Trips
Google Earth	Explore the world
Library of Congress	The Smithsonian in digital form
Video Resources - Various Content Areas	
BrainPop *	Animated educational videos Librarian has the password
PBSLearningMedia	WCNY and PBS have curated FREE, standards-aligned videos, interactives, lesson plans, and more just for New York teachers.
Hoonuit (Atomic Learning)	Online tutorials to learn how to use programs Use your CiTi Username / password (teachers)

DIGITAL INSTRUCTIONAL RESOURCES FOR HIGH SCHOOL LEVEL PROGRAMS

PLATFORM	Use
Formative Assessment	
Edgenuity	Online courses are available for educators Contact Kristen Edwards (kedwards@citiboces.org)
Book Creator	Create Ebooks

- Training resources can be found in the “staff resources” section of CiTi’s website in the COVID-19 section
- Library Resources can be found on the CiTi Library Website: <https://sites.google.com/oswegoboces.org/citi-library/home>
- Please contact Tammy Cummings (tcummings@citiboces.net) for assistance with Library Resources
- All resources are NYS Ed Law 2D Compliant
- This list is not comprehensive. There are other resources that have been approved. If you are not sure, please contact helpdesk@citiboces.org

ROLES IN SUPPORTING REMOTE LEARNING

STUDENTS

Students will prepare for remote learning by:

- Engaging in remote learning activities being offered by their teachers, school and/or the district including online and telephone supports.
- Ensuring that they know their usernames and passwords for digital instructional resources that are accessible and available to the student.
- Ensuring they set up a remote work space and calendar to manage their time.

FAMILIES

Families will prepare for remote learning by:

- Assuring that a device and internet access are available at home (if available).
- Ensuring that they are monitoring district communication for up-to-date information regarding school closures and instructional continuity plans.
- Encouraging their students' participation in remote learning content as well as ensuring that they know their students' usernames and passwords for digital instructional resources that are being used.
- Connecting with their students' teachers, staff, related service providers and administrators periodically.

TEACHERS

Teachers will prepare for remote learning by:

- Determining which remote learning option is best for them in collaboration with their leader.
- Providing instructional resources and material through remote means such as Google Classroom and Zoom as appropriate. Also preparing materials for those students who may not have access to online options.
- Collaborating with the students' other CiTi or district teachers (if appropriate) to create and administer a well balanced academic workload
- Reviewing district-supplied remote learning options, as well as participating in training of those options for use with our students.
- Setting office hours to connect with students and support their learning remotely.
- Participating in group professional learning and attend virtual learning sessions intended to support remote learning.
- Ensuring that they are monitoring district communication for up-to-date information regarding school closures and remote learning plans.

LEADERS

Leaders will prepare for remote learning by:

- Providing social-emotional support and an overall positive remote school culture.
- Supporting teachers in determining which remote learning option is best for their students.
- Supporting teachers to provide instructional resources and materials through remote means such as Google Classroom, Zoom or prepared paper-based materials as appropriate.
- Reviewing district-supplied remote learning materials.
- Setting office hours to connect with students, parents and staff to support remote learning for students.
- Participating in leader professional learning and attend virtual learning sessions intended to support leading in a remote environment.
- Ensuring that they are monitoring district communication for up-to-date information regarding school closures and remote learning plans to then ensure communication systems are created and implemented for families.

APPENDIX A

Device Distribution Plan

- Devices were collected from programs, sanitized, confirmed working and bagged
- Students, families and staff were polled regarding technology access and needs identified to ensure continuity of instruction
- Devices assigned to students and staff
- Opportunity for device pickup at a parking lot within each component district
 - Staff to setup a pop-tent, signage to remain in vehicle
 - Staff will safely transfer to a waiting vehicle
- Any remaining devices will be delivered to students
- Students and families can direct their help requests to the Family help desk, which will be staffed 8 a.m. to 3 p.m., Monday through Friday, 315.963.4379

APPENDIX B

FAQ

1. WHAT IS “NEW LEARNING?”

- a. “New Learning” should represent the Standards and Learning Objectives that teachers have not yet taught this school year.

2. WHEN SHOULD “NEW LEARNING” BEGIN?

- a. Teachers should begin providing new learning opportunities to students during the week of 4/15/2020.

3. HOW WILL STANDARDS BE PRIORITIZED FOR THE DURATION OF THIS CANCELLATION?

- a. Standards will be prioritized based on review of student progress and previously taught standards (Teachers and administrators will collaboratively to determine the prioritized standards).
- b. Teachers should determine the best learning objectives/targets to reach the prioritized standard based upon our current reality of remote instruction.

4. WHAT IS THE DIFFERENCE BETWEEN A LEARNING STANDARD AND A LEARNING OBJECTIVE/TARGET?

- a. A learning standard is the expected outcome at the end of the instruction. It is more general than a learning objective/target. Learning objectives/targets are the specific learning activities that students will complete to reach the standard.

For example:

A Learning Standard for CTE might be:

“Employability Skills: Demonstrating Job Acquisition Skills”

The Learning Objectives/targets for this standard might be:

- Completing a resume
- Performing a job search
- Filling out an online application
- Preparing for an interview

5. WHAT IF THERE IS NO WAY FOR A STUDENT TO MEET A STANDARD REMOTELY (SHOP HOURS FOR ADVANCED METAL MANUFACTURING)?

- a. Teachers and administrators need to create opportunities for students to meet these standards upon our return to school. This might mean we offer opportunities at nights, on weekends and in the summer. We may need to discuss options with accreditors and the state. Creativity is the key!

APPENDIX B

6. HOW DO WE HANDLE THE LIMITATIONS OF THE PAPER-BASED INSTRUCTION?

- a. Do the best you can!
- b. Paper-based instruction should cover the same learning standards as the online options.
- c. Provide paper-based materials parallel to the online instruction.

7. HOW DO I PROVIDE STUDENTS FEEDBACK IN A REMOTE LEARNING ENVIRONMENT?

- a. Students should be provided feedback on all assignments. Based upon the unique situation presented by our national health crisis, our focus for feedback should be standards-based. (**Please note that this does not apply to college courses. New learning must be graded and reported as required by the college).
- b. There will be no numeric grades given during this timeframe.
- c. There will be new language in schooltool/classmate for teachers to provide their feedback.
- d. A high school student who demonstrates proficiency in the standards of the course should receive course credit towards graduation.
- e. If a student has previously demonstrated proficiency in a standard that hasn't specifically been covered in class, they do not have to repeat the objective to prove proficiency (i.e., completed a resume for SkillsUSA, then does not have to do it again for your class).

8. WHAT IF I HAVE STUDENTS WHO ARE NOT PARTICIPATING IN MY LESSONS OR HANDING IN ANY WORK?

- a. Continue contacting the student and providing them with instructional opportunities. Contact the student's school counselor so that they can troubleshoot with the student and their family (see number 7e above).