

Belleville Henderson



Programs for Committee on Special Education Department

Remote Learning Information for Parents

A quick reference guide for remote learning from our reopening plan

Please also look at the Remote Learning Plan for All students at Belleville Henderson for more information regarding how the Pre-K - 12 program is operating.

Reopening plans developed by Belleville Henderson are required to include information regarding how remote learning will be accomplished. Although the Committee on Special Education Department is working hard to ensure that all of our students can attend in-person instruction daily, health and safety requirements may mean that there are times when your child may be participating in remote instruction.

Students who receive special classes for ELA or Math will be required to be in school four days a week to receive instruction based on their special education services. Students who participate in special education classes that are offered through the Jefferson-Lewis BOCES will be attending Monday, Tuesday, Thursday, and Friday. In some placements deep cleaning may prevent special education classes to be held on Wednesday. BOCES is making every effort to communicate to the districts the importance of classes being offered on Wednesday.

Our reopening plan can be found on our website at www.bhpanthers.com and includes specific information regarding remote instruction. We are providing these highlights for your convenience.

Physical/Equipment

- Administrators will work closely with Rich Hammett, technology coordinator, to facilitate delivery of equipment in order to address student access concerns.

- All Students will be provided with a school issued chromebook.
- Students who live in a home without Internet will be provided a hotspot from Belleville Henderson.
- If students reside in an area where cell towers won't connect to the internet therefore, not allowing them to have the internet in their home students will be able to use the Belleville Henderson School library in order to complete their remote learning for the day (Monday, Tuesday, Thursday, Friday).

Students

- Administration and counseling staff will survey parents/caregivers to identify technology access concerns for students participating in instruction virtually.
- Technology supports and hardware will be provided to students as needed. These include portable Wi-Fi units, chrome books, and individual student communication devices. As appropriate, device selection is determined with assistive/instructional technology specialists' input and by review of recommendations based upon the individual student's learning needs and physical motor skills as documented on her/his individualized education plan. Parents will be trained remotely to operate and assist with devices.

Instructional

- Resource Room and Consultant teachers will be provided access to general education teacher's lesson plans and learning management systems. Those special educators will review plans in collaboration with general education teachers to ensure individualized student learning needs and supports are met.
- Teachers will work in collaboration with counselors to provide parents with guidance and support for their role in facilitating virtual learning of their students. Administrators will collaborate with community service resources as appropriate to assist families in creating learning environments within the home.
- Support staff (teaching assistants) will be included in all lesson planning activities to facilitate delivery of instruction to multiple student groups. This will also assist in meeting scheduling challenges that some families may face with virtual instruction.
- All instructional and support interventions provided to students will be developed collaboratively by each student's learning team based upon the student's individualized education plan. Teachers and related service providers will communicate regularly with parents to answer questions and provide guidance for their students. Teachers and related service providers will document all

contact with students and families, as well as record student participation and progress and use that information for ongoing planning. Concerns regarding access, participation, or continuity will be shared with the Case Study Team immediately to develop interventions and ensure equity of service delivery.

- Teachers will incorporate safety and awareness instruction within their lesson planning, including hygiene, social distancing, personal protective equipment, and the importance of not sharing personal items in preparation for future in-person instruction.
- Teachers and related services providers will utilize district-approved learning management systems and online instructional tools to address both the academic and social-emotional needs of students. All online learning environments and resources provided to students will be reviewed by administration and determined to be Educational Law 2-d compliant to ensure student data privacy.
- Teachers will establish regular and consistent virtual learning schedules for students in collaboration with parents. In addition, teachers and related service providers will maintain office hours for student and parent/caregiver contact, as well as schedule weekly “check-ins” with each family using the communication method agreed upon.
- Telepractice will be provided to students whose abilities and present levels of performance indicate the potential to benefit from live and interactive therapies delivered via electronic communication (audio and/or video). Related service providers will explain the components of Telepractice to parents and request parent consent prior to initiation of services. Students whose parents decide not to accept Telepractice services will continue to receive support materials and regular contact from related service providers using other distance learning strategies.
- School counseling staff will collaborate with administration, teachers, and other related service providers to assist families as needed. Assistance will include direct contact with families, referrals to community support services, and ongoing counseling services to individual students. Counseling may include additional support and guidance for parents/caregivers as appropriate. All services will be provided using virtual communication methods meeting FERPA, and as appropriate, HIPAA guidelines.
- Cross-disciplinary lessons will be provided whenever appropriate in order to limit the number of instructional staff attempting to connect with students throughout the day.

- Collaborative project-based learning strategies will be used whenever appropriate in order to increase engagement as well as to reinforce student organizational skills such as planning, scheduling and time management.
- As appropriate, lessons will be recorded and made available to students to view at alternative times to encourage equity of access and continuity of learning. In addition to instructing students in the use of technology to ensure a smoother transition in the event of closure, teachers will prioritize curriculum to ensure students are mastering essential skills, including a review component during the first few weeks of school.

Staff (Professional Development)

- Staff will participate in professional development focused on designing specialized instruction in a virtual environment.
- Staff will participate in professional development focused on engaging students in a virtual learning environment.
- Staff will receive guidance and training on using virtual learning tools, including approved learning management systems, incorporating assessment tools within virtual learning environments, and establishing opportunities for collaborative learning in virtual classrooms.

If you have any questions after reviewing this plan, we invite you to visit our full plan on the Belleville Henderson Central School website, www.bhpanthers.org or contact our office at 315-846-5121.