

COVID-19 - School District Continuity of Education Plan - Continuity of Education**Continuity of Instruction Plan**

LEA Information

Institution Name: EAST GREENBUSH CSD

BEDS Code: 490301060000

Institution Id: 800000039628

County: RENSSELAER

CEO Name: JEFFREY SIMONS

CEO Title: SUPERINTENDENT

Address

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EAST GREENBUSH NY, 12061

Learning Materials and Content

1. What learning materials and content will your district utilize in your continuity of learning plan? Please select all that apply.

- ☒ Paper textbooks, and other content (books, magazines, etc.)
- ☒ Digital copies of textbooks
- ☒ Digital content and activities provided by the district, either free or subscription-based
- ☒ Online learning courses or course content modules
- ☒ Other

- 1a. Please Specify

Chromebooks

Communication Tools

2. What communication tools will your district utilize in your continuity of learning plan? Please select all that apply.

- ☒ Telephone and/or video calling
- ☒ Email
- ☒ Video Conferencing
- ☒ Social Media
- ☒ Website
- ☐ Learning Management System (LMS)
- ☐ Other

3. Provide additional information about how parents and families will be notified of the district's plan for providing continuity of learning opportunities for students.

Parents and guardians will receive emails, may view updates on the East Greenbush Central School District website at www.egcsd.org, and reminders through the District message notification system to phone. Additional information will be placed in the Google Classroom.

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- 3a. Please describe how you are communicating with parent(s)/guardian(s) of students during the COVID-19 crisis to ensure they know the expectations of their children.

Parents receive regular and frequent communication from District representatives. The District maintains a Coronavirus Link on its website at www.egcsd.org with regular updates. The first section speaks to distance learning for students, in particular student online resources and a remote learning guidelines newsletter. The remote learning guidelines newsletter outlines strategies by the district, including narrowing of the curriculum, implementation of teacher-guided learning, making regular personal connections (between teachers and students), streamlined communication, and provision of student support. The newsletter defines the general students school work expectations by grade levels K-2, 3-5, 6-8, and 9-12. The newsletter also gives specific information on assessments, report cards, and grading. The newsletter also gives definitions of the tools being utilized for instruction: flipped learning model, Google Meet, Google Classroom, Screencastify, Reflex Math, Newsela, NearPod, Pearson Realize, Raz-Kids, Headsprout, and Office Hours. The Coronavirus Link also gives information on specific assessments and AP exams. Teachers also communicate with parents by email and phone to ensure expectations are detailed.

Teacher/Student Interface

4. How is your district planning for teachers and students to interact during the school closure as a result of COVID-19? Please select all that apply.

- ☐ Teacher office hours, virtually (online) via video conferencing and/or chat, and/or phone
- ☐ Scheduled teacher/student(s) check-ins, virtual (online) and/or via phone
- ☒ Asynchronous communication, feedback, and support via e-mail or LMS
- ☒ Other

- 4a. (Please specify)

Flipped Learning

- 4b. How is your district tracking student interactions/engagement?

The district uses Google Classroom as the primary platform for instruction and has deployed the Little SIS Management Console by Amplified Solutions, Inc. to monitor and support instruction occurring in Google Classroom. This includes the ability for principals to see all classrooms, assignments and tasks. It also includes the ability for a principal or coach to join a Google Classroom as either a teacher or a student.

The district uses Go Guardian as a filtering and monitoring device, and has deployed the Go Guardian Teacher module as well. This allows teachers a thumbnail view of what a student is doing on their computer. Teachers can provide support chats with struggling students, reset or terminate sessions, or limit what students can do on their computer during the class.

The district uses the Google Admin Console and maintains a log of all distance learning sessions held on Google Meet. The timestamped log can be filtered by any field in the log, and searched by meeting organizer and participants, as well as exported to Google Sheets for further study.

The district uses the Google Admin Console logs and the Vault program to search Gmail and Google Drive files when needed. A nightly incremental offsite backup of all files performed is performed by SysCloud, Inc. Recoveries of files are possible with this product.

We are fortunate to have a very low percentage of students who are not participating (2%). We have used the following strategies in an attempt to engage those students that have minimally or declined to engage: phone calls, emails, CPS "PINS", social work support (virtual counseling sessions, phone calls, and Google meets), use of interpreters (ENL Population), Google meets and other technology platforms, Lexicet Translation Service, monitoring individual student engagement through GoGuardian, and home visits designated as "Welfare Checks" using faculty, staff, administrators, and our school resource officers.

Instruction

5. What methods of instruction does your district plan to implement in your continuity of learning plan? Please select all that apply.

- ☒ Hard copy (paper) instructional materials provided to students
- ☒ Instructional materials provided via technology, such as posted on a teacher website or available through an LMS
- ☒ Individual or small group synchronous instruction facilitated using technologies such as telephone or video conferencing
- ☐ Large-group or whole class synchronous instruction facilitated using technologies such as telephone or video conferencing
- ☒ Recorded instruction disseminated through technology, including via podcast, dedicated website, or Learning Management System, scheduled or on demand television, DVD/CD
- ☒ Online learning course, accessed through an LMS, self-directed and self-paced
- ☐ Online learning course, accessed through an LMS, taught by a teacher
- ☐ Other

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- 5b. For the methods that require internet and/or device access, how is the district ensuring that those with limited or no accessibility to the internet and/or a device remain engaged?

We have provided families with devices, hot spots, etc. along with paper packets of instructional materials when necessary. The district has fully implemented a Chromebook 1:1 program involving all students in grades 3 through grade 12. Grades K-2 have availability of devices on a case by case basis at the discretion of the building principal. For those families with no access to WiFi or internet, the district is making the loan of up to 10 Verizon Wireless MiFo packs to families. The district has also provided a cell phone with a data plan to one teacher and many administrators.

Technology Access**6. Student Devices**

- ☒ We provide all students with a computing device
- ☐ All students use personal devices
- ☐ We provide computing devices to some students
- ☐ Our continuity of learning plan does not include the use of technology

7. Teacher Devices

- ☒ We provide all teachers with a computing device
- ☐ All teachers use personal devices
- ☐ We provide computing devices to some teachers
- ☐ Our continuity of learning plan does not include the use of technology

8. Student Home Access

- ☐ All students have high-speed internet access at home
- ☒ Not all students have high-speed internet access at home

- 8a. Please provide further information, including what the district has done to assist students with obtaining home internet access, if applicable.

We have communicated hotspots throughout the community where students can access internet. Teachers have distributed printed packets to students and parents on March 17, 2020; for those parents who were unable to pickup a packet, the School District has delivered the packet to their home.

9. Teacher Home Access

- ☐ All teachers have high-speed internet access at home
- ☒ Not all teachers have high-speed internet access at home

- 9a. Please provide further information, including what the district has done to assist teachers with obtaining home internet access, if applicable.

Only one staff member does not have high speed internet access at home. We have communicated hotspots throughout the community to this one staff member. The district has also provided a cell phone with a data plan to one teacher and many administrators.

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10. In addition to the information above, use the text box below to describe how your district's plan addresses continuity of learning that meets the unique needs of all students. (Please specify students with an IEP, ELLs, Homeless, and Alternative Placed students)

During the period of extended closure, the School District will move to a "Flipped Learning" model - Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. Teachers provide ongoing support to students (teachers provide options for students; different ways to learn the content and different ways for students to demonstrate mastery of the content). This would of course involve independent study and requires flexibility. Students choose when and where they learn and teachers are flexible in their expectations, timelines for learning, and in their assessments. The teacher is not always the primary source of information. There needs to be an instructional shift to a learner-centered approach which allows for students to be able to explore topics in greater depth. Teachers need to scaffold their activities in order to make them accessible to all students through differentiation and the teacher feedback that is provided. Teachers must determine the content they need to teach (Prioritized Concepts) and what materials their students should explore on their own (Using "Intentional Content" in order to maximize available time). Designing instruction in order to provide students with opportunities to engage in meaningful activities without the teacher being central. In terms of Bloom's revised taxonomy (2001), this means the students are doing the lower levels of cognitive work (gaining knowledge and comprehension) independently, and focusing on the higher forms of cognitive work (application, analysis, syntheses, and/or evaluation) with the support of their instructor through intentional lesson design and feedback. Teachers will be creating a syllabus that includes all of the "Need to Teach Prioritized Concept" for the time period of the school closure. Teachers will be designing their instructional plan to include an opportunity for their students to gain first exposure to those "Need to Teach Prioritized Concepts". The mechanisms that may be used for the first exposure may vary, from simple textbook readings to lecture videos to podcasts or screencasts. The pre-class exposure doesn't have to be high-tech. Teachers will also provide an incentive for students to prepare "for class", ranging from an online quiz to worksheet to short writing assignments. In each case, the task should make students stay engaged and prepared. Teachers will plan mechanisms to assess students understanding (grading assignments), design lessons in a manner that focuses on higher level thinking skills, and collaborate with peers, grade level teams, special service providers, and departments. This will allow sharing of successes and problem solving.

The School District teachers and staff have developed a wide variety of learning resources for students to use during the closure. These resources are available in the Parent Portal and through Login to Clever from Home (for students in grades K-5). Resources are categorized by each individual library building, and by grade level. Resources are also available for related service providers (for example, occupational therapy, physical therapy and speech and language) and for special education teachers and staff.

The School District must ensure that students with disabilities also have equal access to distance learning opportunities provided to general education students. To the greatest extent possible and appropriate, each student with a disability will be provided special education services identified in the students IEP through distance learning. Parents and guardians can expect their child's special education teachers and related service providers to be in contact with them and the student via phone, email, Google Classroom or other virtual connections. Teachers and related service providers will be providing a variety of resources, materials, and activities that will be designed to continue to allow children to work on academic skills and activities that they were working on prior to school closure. Staff will be available to answer any parent or guardian questions or concerns regarding accessing materials or information shared. Upon reopening of schools, regular programming and services will resume. Parents will work with the child's educational team to determine appropriate next steps. Parents are encouraged to check the District's website for updates.

District expectations for consultant teachers and integrated co-teachers include making provisions to coordinate with their regular education counterparts and continue to provide modifications as appropriate to the work sent or posted to the students to enable them to continue progress towards achieving their IEP goals and accessing the general education curriculum. Special class teachers will utilize the list of shared resources and materials and provide equal opportunities for their students through distance learning to make progress toward IEP goals. Related service providers will make arrangements through distance learning to post or share activities that families can work on at home to enable students to continue to make progress toward achieving IEP goals. This would not be an individual or group therapy scenario such as minutes/sessions per week, but rather sharing activities, ways and methods to prevent regression during the closure.

District communications are translated and available on the district website in the following languages according to CR Part 154 and the ELL/MLL Parent Bill of Rights: Mandarin, Korean, Hindi, and Spanish. Communications are being translated using Lexiquee Translation Services.

In our attempt to best support our English Language Learners, we have done the following: one-on-one/small group/whole class Google meets with students and parents, use of translators through Lexiquee services, assignments and comments posted to Google Classroom on a daily basis by our ENL teachers, use of songs/chants/videos and interactive internet activities such as Nearpod, Brainpop, and Boom Cards, individual Google Classrooms, as needed, with modified work (Creation and delivery of individual student packets with enhanced visual cues to support students), ENL teachers participating in weekly RBERN and other professional development offerings, close contact with parents and students, translation services to communicate with parents and students such as Talking Points, Lexiquee and Google Translate, creating videos using Screencastify in order to support students in the content area (read material aloud, rephrase, explain directions, translate), creating scaffolded paragraphs to support writing (sentence frames) - all content area teachers have been supported by our ENL faculty, creating modified or alternate assignments that are aligned with the content teachers' assignments, finding YouTube videos in student's home language to help students understand content material, using online translating to translate text and assignments, creating Padlet, ScreenCastify and FlipGrid for students to hear the ENL teacher's voice (with total

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physical response) and for students to give verbal responses, creating engaging morning announcements on Google Classroom that make students want to check in to Google Classroom to see what is posted, communicating with students using Google Chats or Hanouts, constantly collaborating with social workers, principals and guidance counselors to ensure that families who need food and other supports have what they need, reading books together in Google Meet, sending postal correspondence to students so they are receiving touchpoints from teachers through regular mail, conducting parent meetings to discuss how parents can help their children grow and learn at home and how to help children emotionally transition to remote learning for the remainder of the year and balancing being a parent and their child's teacher at home, and fostering the "Total Family Approach" to creating schedules for students by taking into account the schedule of siblings in the same family with regards to computer access, as well as availability of quiet time and space in the home.

We have closely monitored our students identified as homeless. We have provided food to families that have relocated out of the district until they have officially registered in their new district and have been supported. We have worked collaboratively with neighboring districts to ensure that students and families have been supported. We have provided these families with chromebooks and hotspots so that they could participate in our google classrooms. Virtual counseling sessions and wellness checks are routinely conducted and we have used our transportation department to deliver school supplies and food when necessary.

The District has required participation in Weekly Directors' and staff meetings to plan for and discuss student progress in alternative placements. We utilize shared contact logs to review and ensure continuity of learning and related services is on-going and appropriate for all students placed in an alternative setting. Individual student and family contact and collaboration with each student's "school team" have been on-going through our CCS process.

11. What tools/strategies are you using to address the social-emotional needs of students, families, and staff during this crisis?

All students who received both formal and informal mental health support during the regular school year was assigned a case manager on March 16 (social worker, school psychologists, school counselor) to provide daily to weekly check-ins based on need during the closure. The goal is to ensure our most vulnerable students remain connected and their social-emotional needs continue to be monitored closely and supported during the emergency school closure.

For students who receive mandated counseling through an IEP/504 accommodation plan we fulfill this need through a teletherapy approach to the greatest extent possible. Our providers schedule individual/group counseling sessions to continue to support students in making progress toward their social-emotional goals. Our clinicians also hold office hours for anyone who may need additional social-emotional support.

The district created a system to capture the larger school community who may have a non-emergency mental health need. Any student, family or community member who is seeking mental health support can connect with a school provider by submitting an e-mail a request to mental_health_support@egcsd.org. This request is processed in real time and the individual seeking help is contacted by the appropriate school provider.

The District conducts school-wide social emotional Google classrooms where mindful activities are listed: such as, coping strategies, how to talk to your child regarding this pandemic, etc.

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We created a link on our district webpage (CoronaVirus Information) where online resources are listed including regional and county support services that are available to our families.

We have offered ongoing professional development to staff and faculty including a webinar entitled Mental Health and SEL for Us through our Questar III BOCES.

12. Does your district have any additional materials that detail continuity of learning efforts currently being deployed by your district?

- ☒ Yes, and I will upload the materials.
☐ Yes, and I will provide the link(s) to the materials.
☐ Not at this time.

12a. Please upload any additional materials that detail continuity of learning efforts currently being deployed by your district.

Parent Student Version Remote Learning Guidelines Newsletter L.pdf