

## ***East Greenbush Central School District***

### **ADMINISTRATION CENTER**

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## **East Greenbush Central School District Emergency Remote Instruction Plan 2023-2024**

### **Policies and Procedures to ensure computing devices are available**

The district has assigned a chromebook device to all students K-12. Teachers and staff have been instructed to ensure each student goes home with a device in the event of an extended school closure. All of the devices are internet capable and students who have working internet at home should be able to access Google Classroom and the entire Google Suite for Education that the district subscribes to. Additionally, all of the other instructional platforms the district uses will be available to the student from home.

Using Google Meet, teachers will deliver synchronous instruction according to the predefined schedule for each type of building (elementary, middle, or high school).

In the event of a device malfunction or if a device is damaged and no longer usable, families are instructed to call 518-207- 2552 to arrange to submit the device for repair or to receive a temporary replacement of the unit. These devices will be distributed by appointment through the offices of Central Administration.

### **Policies and Procedures to ensure that there is internet connectivity**

At the beginning of each school year, the district is required to conduct a Digital Equity Survey. Each family will be required to complete the survey and submit it back to the school the student attends along with the Emergency Data Verification Form.

The form will ask for information about the availability of internet at both of the student's listed primary and secondary residence.

In the event that a family does not complete the survey, or if data needs to be clarified, the school secretary of each building will attempt to contact the family to correct the information. After the school secretary has verified that the forms are completed, they will forward the forms to the Data Department for processing.

If it is not possible to obtain internet access information from the family, the district may enter the information on behalf of the family when the information is gathered from individuals with knowledge of the answers (such as older students) or the classroom teacher of the student, a guidance counselor, or social worker.

In the event that a family indicates that they do not have adequate internet access at either the primary or the secondary address, the Technology Office will contact the family to try and work out a plan to provide that access.

Information that the Technology Department will ask may pertain to the following (when broadband service is in place at the residence)

- The location of the demarcation point of the broadband service (router) at the residence in relation to the primary area for the child to use the school supplied device

- Support will be provided via telephone to help the family deduce the source of the poor connectivity
- A USB dongle and patch cord may be sent to or picked up at Central Administration (by appointment) to test if the router is the problem, the device, the distance between the router and the device, or a possible obstruction of the signal by the structure of the residence.

Information that the Technology Department will ask when only cell phone service is available at the residence

- If the family has a working cell phone, and how many bars the show on their phone
- If alternate locations in the residence provide better cell phone signal
- If the family has the availability of a cell phone based hotspot for the student to use
- If sufficient signal exists but a hotspot is not available, the district will provide a KaJeet cellular wifi device for the student to use for the academic year

Actions that the Technology Department will take if both broadband service and cellular service are not available

- Advise the principal of the school or other designee to work out an alternate location for the student to use internet service
- Provide synchronous instruction via the use of the district tutoring program

### **Elementary Schools**

All Kindergarten through 5th grade students will have a combination of synchronous and asynchronous learning.

### **School Day**

## **K - 5 Remote Instruction**

<b>K - 5 Remote Instruction</b>		
<b>9:00 - 9:30</b>	<b>Live Meeting/ Introduction to the day</b>	<b>Special Area Planning for Synchronous and/or Asynchronous learning</b>
<b>9:30 - 11:00</b>	<b>Instructional Block</b> This time may include synchronous and asynchronous instruction.	<b>9:30 - 9:50 - 5th Grade Special</b> <b>9:55 - 10:15 - 4th Grade Special</b> <b>10:20 - 10:40 - 3rd Grade Special</b>
<b>11:00 - 11:30</b>	<b>LUNCH/RECESS</b>	
<b>11:30 - 12:00</b>	<b>In person Office Hours Available</b> (This could be 1:1, small group, or whole group as needed but should have live access.)	<b>11:30 - 11:50 - 2nd Grade Special</b>
<b>12:00 - 12:30</b>	<b>Instructional Block</b> This time may include synchronous and asynchronous instruction.	<b>12:00 - 12:20 1st Grade Special</b>
<b>12:30 - 1:00</b>	<b>Live Meeting/Wrap Up for the day</b>	<b>12:30 - 12:50 K Special</b>

**Attendance:**

- Student attendance will be collected by staff when a student attends a synchronous meeting and/or turns in completed work upon returning to school.

**Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction:**

- Classroom Staff will spend a minimum 1.5 hours in synchronous teaching/learning. Staff will spend 1.5 hours in asynchronous learning.
- AIS Providers will spend a minimum of 1.5 hours in synchronous classroom meetings and or breakout sessions.

**How will students receive special education and other related services**

- Integrated Co-teach services/Consultant Teacher Services - The special education teachers will push into the classes to which they are assigned and support the classroom teacher and students. They can use break out rooms, as needed, to support students. They will be available during office hours for students on their caseload.
- Special Classes - The special education teachers will follow the same guidelines as the general education classes.
- Related Services - Therapists will provide asynchronous activities, and/or push into assigned Special Classes to support students for a short-term closure. In the event of a long-term closure, therapists will deliver synchronous services as agreed upon with the CSE. On a day that a provider would not provide a direct service (i.e. consultation or evaluation days), they would score and write evaluations.
- School Psychologists - They will score and write evaluations. They will answer email and phone messages.
- Teaching Assistants - They will virtually attend and support the classes and/or students they are assigned. They can utilize break out rooms to support students. They will be available virtually to support a student or students during asynchronous activities, as needed.

**Instruction for students for whom remote instruction is not available or appropriate**

- Asynchronous activities and/or supplemental materials will be made available.

**Additional Information**

- During the 23-24 school year; teachers will provide Emergency Remote Folders that will be provided to families by Open House. Parents will keep these Remote Folders at home to be utilized during an emergency closing when technology is not available.

**Goff Middle School**

Goff students would have a mix of synchronous and asynchronous learning and follow their schedule of classes.

**School Day**

- No Home Base
- Period 1: 9:57 am to 10:25 am
- Period 2: 10:28 am to 10:56 am
- Period 3: 10:59 am to 11:27 am
- Period 4: 11:30 am to 11:58 am
- Period 5: 12:01 am to 12:29 am
- Period 6: 12:32 pm to 1:00 pm

- Period 7: 1:03 pm to 1:31pm
- Period 8: 1:34 pm to 2:02 pm
- Period 9: 2:05 pm to 2:33 pm

### **Attendance**

- Teachers will be responsible for recording attendance for each class period.
- Students are expected to virtually attend each session as listed in the schedule.

### **Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction**

- Teaching faculty and class assigned support staff must be present during the duration of the instructional period as scheduled to facilitate both synchronous and asynchronous instruction.
- Instructional time will allow for regular and substantive student interaction.

### **How will students receive special education and other related services**

- Consultant Teacher Services - The special education teacher will push into the classes to which they are assigned and follow their schedule to support the classroom teacher and students. They can use break out rooms, as needed, to support students. Teachers can use break out rooms, as needed. They will also be available for students virtually during ISP. They will be available during office hours for students on their caseload.
- Special Classes - The special education teacher will follow the same guidelines as the general education classes.
- Related Services - Therapists will provide asynchronous activities, or push into assigned Special Classes to support students for a short-term closure. In the event of a long-term closure, therapists will deliver synchronous services as agreed upon with the CSE. On a day that a provider would not provide a direct service (i.e. consultation or evaluation days), they would score and write evaluations.
- School Psychologists - They will score and write evaluations. They will answer email and phone messages.
- School Counselors - They will be available for office hours and to meet with students virtually during team times, if requested. They will answer email and phone messages, and provide asynchronous resources for students to utilize for social-emotional needs.
- Teaching Assistants - They will virtually attend and support the classes and/or students they are assigned. They can utilize break out rooms to support students. They will be available virtually to support a student or students during asynchronous activities, as needed.

### **Instruction for students for whom remote instruction is not available or appropriate**

- Asynchronous activities and/or supplemental materials will be made available.

### **Columbia High School**

Columbia students would have a mix of synchronous and asynchronous learning and follow their schedule of classes.

### **School Day**

- No Guide Room
- Period 1: 9:20 am to 9:51 am
- Period 2: 9:56 am to 10:27 am
- Period 3: 10:32 am to 11:02 am

- Period 4: 11:07 am to 11:38 am
- Period 5: 11:43 am to 12:14 pm
- Period 6: 12:19 pm to 12:49 pm
- Period 7: 12:54 pm to 1:25 pm
- Period 8: 1:30 pm to 2:00 pm

#### **Attendance:**

- Teachers will be responsible for recording attendance for each class period.
- Students are expected to virtually attend each session as listed in the schedule.

#### **Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction**

- Teaching faculty and class assigned support staff must be present during the duration of the instructional period as scheduled to facilitate both synchronous and asynchronous instruction. Instructional time will allow for regular and substantive student interaction.

#### **How will students receive special education and other related services**

- Consultant Teacher Services - The special education teacher will push into the classes to which they are assigned and follow their schedule to support the classroom teacher and students. They can use break out rooms, as needed, to support students. Teachers can use break out rooms, as needed. They will also be available for students virtually during ISP. They will be available during office hours for students on their caseload.
- Special Classes - The special education teacher will follow the same guidelines as the general education classes.
- Related Services - Therapists will provide asynchronous activities, or push into assigned Special Classes to support students for a short-term closure. In the event of a long-term closure, therapists will deliver synchronous services as agreed upon with the CSE. On a day that a provider would not provide a direct service (i.e. consultation or evaluation days), they would score and write evaluations.
- School Psychologists - They will score and write evaluations. They will answer email and phone messages.
- School Counselors - They will be available for office hours and to meet with students virtually during team times, if requested. They will answer email and phone messages, and provide asynchronous resources for students to utilize for social-emotional needs.
- Teaching Assistants - They will virtually attend and support the classes and/or student/s they are assigned. They can utilize break out rooms to support students. They will be available virtually to support a student or students during asynchronous activities, as needed.

#### **Instruction for students for whom remote instruction is not available or appropriate**

- Asynchronous activities and / or supplemental materials will be made available.