

Emergency Remote Instruction Plan

1. In order to facilitate remote learning, the school district will provide computer devices to any students and families in need. For classrooms where students possess their own devices, these devices will be sent home with them. Parents will receive notifications through the Bloomz messaging system and a written letter explaining that the devices are being sent home, along with information about their intended use.

2. The district will assess the requirement for internet access in students' homes by collecting survey responses and communicating with parents or guardians. Collaborating with community partners, the district will arrange for Wi-Fi access points to be available to students and their families, enabling them to engage in remote learning. For families lacking Wi-Fi access, the district will provide hotspots for their convenience.

3. The district will additionally make certain that school staff members are equipped with the essential tools, such as computing devices and Internet access, to facilitate emergency remote instruction from their homes. The district will supply all teachers and related service providers with devices and will furnish hotspots when required.

To ensure high-quality remote learning experiences, the district has standardized the use of a single online learning platform, Google Classroom, to the extent possible, and developed a common, coordinated set of guidelines for teachers to follow when using the platform with students. Along with a document outlining expectations, instructional how-to videos are available as needed.

The Emergency Remote Instruction Plan shall outline the various methods of delivering instruction, encompassing both synchronous and asynchronous approaches. In all cases, remote instruction must involve consistent and meaningful interaction between students and a duly certified teacher.

Synchronous instruction entails real-time learning where students engage with a teacher, whether remotely or in-person, using technology from different locations. Asynchronous instruction, on the other hand, involves self-directed learning, allowing students to engage in their studies without direct, real-time teacher presence, accessing course materials at various times and from different locations.

During emergency closures, the preferred mode of instruction is synchronous, with asynchronous instruction serving as a supplementary educational tool.

4. For these students, the district will evaluate each student's specific requirements and assess the feasibility of in-person learning. Alternative approaches to education will also be explored, including remote instruction via telephone or the distribution of physical learning materials to the student's residence. In situations where a student, due to their documented needs, cannot access digital technology for instruction, teachers will collaborate with guardians to identify the most suitable method for delivering education. This may involve the use of printed materials and phone consultations, teletherapy, individual or small group video conferencing, or, as a last resort, in-person instruction at a mutually agreed-upon public location if no other options are available.

5. The Special education coordinator/SETTS provider who provides direct/indirect consultant services will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments during the remote period.

Teaching assistants are available for instructional support by way of participating in class meetings, keeping up on classroom assignments and expectations, and serving as additional academic support.

Related service providers are responsible for delivering "teletherapy" services to the best of their capabilities. They are also expected to follow similar guidelines as other professionals concerning home-based work with students and teachers. These guidelines emphasize effective communication and flexibility, and service providers will refer to the students' Individualized Education Plans (IEPs) to establish an appropriate and reasonable level of communication and support.