

Caledonia-Mumford Central School District

Emergency Remote Instructional Plan

2023-2024



Learn, Lead and Inspire

Caledonia-Mumford E.S.
99 North Street
Caledonia, NY 14423
Grades UPK-5

Caledonia-Mumford M/HS
99 North Street
Caledonia, NY 14423
Grades 6-12

Introduction

The Caledonia-Mumford Central School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan.

Remote Instruction

The Commissioner's Regulations define remote instruction as “instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.” For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

NYSED Plan Requirements

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State Aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

<p>INTERNET AND DIGITAL DEVICE ACCESS</p>	<p>The school district provides all students in grades PreK-12 access to a personal computing device. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction.</p> <p>The school district participates fully in the SED Digital Access Survey to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home.</p> <p>All faculty should have an alternative general activity for students in the event that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.</p>
<p>PEDAGOGY</p>	<p>All teachers in grades K-12 will use Google Classroom as their primary instructional platform. Teachers will utilize this program to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style.</p> <p>The instructional approach may include a combination of: Synchronous “Live” Instruction - Using Zoom along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students.</p> <p>Teachers may incorporate asynchronous or project-based opportunities within this model. Teachers will make personal connections with all students during scheduled class times via Zoom. These connections will allow teachers to take attendance, introduce new content or skills, and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships.</p> <p>The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.</p> <p>Asynchronous “Flipped” Instruction - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students’ participation and assignment completion. “Flipped Classroom”. These activities may include teacher/student synchronous interactions for a portion of the lesson.</p> <p>Authentic Independent Instruction - Using a variety of methods, teachers will engage students in high-quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.</p>

<p>STUDENT EXPECTATIONS</p>	<p>All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible.</p> <p>During synchronous instruction students are expected to be school ready. This includes being on-time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.</p> <p>All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Zoom meetings.</p> <ul style="list-style-type: none"> • Mute yourself as directed by your teacher • Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise. <p>Students are expected to work in an appropriate setting when participating remotely/on-line. Workplaces include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable.</p> <p>Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook/Code of Conduct applies to students in all platforms.</p> <p>If there are any circumstances preventing full and appropriate participation, the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.</p>
<p>DAILY SCHEDULE</p>	<p>The virtual day will follow the same schedule framework as the M/HS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time.</p> <p>The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters. M/HS teachers must be available for academic support during Homebase.</p>
<p>COMMUNICATION PROTOCOL: INTERVENTION</p>	<p>Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need.</p> <p>This includes a combination of ParentSquare messaging, SchoolTool messaging, email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.</p> <p>In addition, social media, the website, and Zoom will be utilized to have effective communication.</p>

<p>SPECIAL SERVICES</p>	<p>School districts are required to implement support services and accommodations, as indicated in students’ IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a “lens of reasonableness” to their approach.</p>
<p>NON- INSTRUCTIONAL SERVICES</p> <ul style="list-style-type: none"> • TRANSPORTATION • FOOD SERVICE • MAINTENANCE • CUSTODIAL • CLERICAL/ ADMINISTRATIVE SUPPORT 	<p>When a school district is in remote session, non-instructional services may still be required to report to work, to perform critical services related to their area of expertise.</p> <p>In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services.</p> <p>Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.</p>
<p>INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS</p>	<p>Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the district Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.</p> <p>Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:</p> <ul style="list-style-type: none"> • 450 instructional hours for pupils in half-day kindergarten • 900 instructional hours for pupils in full-day kindergarten and grades one through six • 990 instructional hours for pupils in grades seven through twelve. The district estimates the number of instructional hours it intends to claim. <p>State Aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of one remote instruction day due to emergency conditions, up to the full year’s annual hourly requirement.</p>