

Belfast Central School

Emergency Remote Instruction Plan

(Extracted from the District Safety Plan)

4.0 EMERGENCY REMOTE INSTRUCTION

4.1 ACCESS TO DEVICES AND INSTRUCTIONAL MATERIALS

- Belfast Central School has purchased iPads for every student in grades K-12. Students in grades 7-12 carry their devices to and from school on a daily basis.
- In the event of a planned remote instruction day, BCS iPads will be sent home with every student at the end of the day before a scheduled remote instruction day.
- In the event of a prolonged closure (more than two days) necessitating remote instruction, BCS will utilize school buses to deliver iPads to students throughout the district.
 - On the second day of remote instruction, families will be contacted through the district's mass notification system of approximate times for iPads to be delivered on the third day of emergency remote instruction.
 - Families will have the option to pick up iPads from the school if permissible and practicable. iPads will be available to families in the Main Office.
 - A Technical Support Help Desk has been created to support our community with any technical questions or concerns. Email and phone support will be available from 8 a.m. - 4 p.m. EST.
 - Rob Morgan rmorgan@belfastcsd.org
- If a device needs to be serviced or needs to be replaced, families can contact the Main Office and arrange a time to swap a device with the BCS technology department within 24 hours of the known issue/ report.
 - Families can bring devices needing repair to the Main Office.
- If a student is not able to utilize/ receive a district iPad during a prolonged remote instruction period, paper copies of instructional materials will be delivered to students' homes utilizing the following schedule:
 - Mondays – Kindergarten, 3rd Grade, and 7th Grade
 - Tuesdays - 1st Grade, 4th Grade, and 8th Grade
 - Wednesdays - 2nd Grade, 5th Grade, and 9th Grade
 - Thursdays - 6th Grade and 10th Grade
 - Fridays – Preschool, 11th Grade, and 12th Grade

- Student work will be graded and reviewed by teachers. Students should upload assignments in Teams or other learning tools to submit work to their teacher. Students could also snap a picture of a completed assignment and e-mail it to a teacher.
- If a student does not have access to submit work electronically, BCS will collect student work on scheduled delivery dates for each grade level, as appropriate.

4.2 INTERNET CONNECTIVITY

- BCS will utilize multiple information sources to determine if families need internet access in their homes.
 - Review annual digital equity surveys for students
 - Post a survey about internet access to the district webpage and social media pages
 - Contact all BCS households through a robocall (including phone call, e-mail, and text message) to ask families to contact the district if they do not have internet access at their homes
 - BCS continues to have access to and pay for mobile hotspots that can be distributed to families in the district that do not have internet access at their home.
- Internet connections are an issue for families. Currently, BCS is working with our community to increase Internet access throughout the district. Mr. Morgan has set up connections at the Caneadea Town Hall and Oramel Fire Department and the Belfast Town Hall. The Belfast Public Library has also left their Internet open for community members to connect during this time. BCS is grateful for the community support. If a student needs to use the new Internet drops to upload and download instructional material, families can park in identified areas to connect to the Internet for the time it takes the student's device to sync. Please do not sit in the parking areas for longer than needed.
- Parking Areas:
 - Town of Caneadea- far side of the parking lot or across the street
 - Town of Belfast- across the street from the town building, by the park
 - Oramel Fire Dept.- along the side of the building by the mailbox, not in front of the building.
 - Internet Connection Information:
 - SSID: kajeet smartbus
 - Password: smartbus
 - The Belfast Public Library also has free WIFI that students can access. The password is belfastlib.
 - Students can now also access **Belfast Remote (no password required)** networks in the previously identified parking areas. The signals are stronger and will reach

beyond the parking lot. The access may not work in individual homes, but students within a mile of the new connections should be able to access the system outside.

- A Technical Support Help Desk has been created to support our community with any technical questions or concerns. Email and phone support will be available from 8 a.m. - 4 p.m. EST.
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4.3 INSTRUCTIONAL EXPECTATIONS

- BCS will utilize multiple information sources to determine if school staff need internet access in their homes.
 - Post a survey about internet access to the district webpage and social media pages
 - Contact all BCS staff members through a robocall (including phone call, e-mail, and text message) to ask staff to contact the district if they do not have internet access at their homes
 - BCS continues to have access to and pay for mobile hotspots that can be distributed to school staff that do not have internet access at their home.
- Belfast can distribute resources to teachers and students via e-mail, the district web page, and social media.
- Teachers will develop a set of lessons for online/distance learning. When putting the materials together, staff is utilizing the many online resources that our schools already has (Reading A-Z, Castle Learning, Pebble Go, Discovery Ed, Learning.com, Brain Pop, EdPuzzle, Smart Notebook, Reflex Math, Kahn Academy, Google Classroom, and Office 365).
- Teachers can also e-mail instructional materials to building principals to have them print copies for students. Printed materials will be distributed to students via home delivery or through the mail. Instructional materials are also being delivered to homes when meals are being delivered to students throughout the district.
- Building principals will confirm where these lessons will be located for the students. During any extended closure, teachers would check their email during such closures for important updates from the district or to respond to student/parent questions.

Instructional Guidelines

- With evidence of a prolonged school closure, BCS teachers will need to provide remote instruction to students. Instruction of new material will be provided with support from the students' teachers. This may include students' watching video lessons, students' watching digital lessons created by individual teachers and/or direct contact between teachers and students through other means available.

Supported Technology Platforms

- Teachers are encouraged to use a variety of content to deliver new instructional material. The list below contains district approved/supported technology tools. Consistency and uniformity are seriously considered for the ease of implementation in the homes of our families.

Elementary School (K-4)	Middle School (5-8)	High School (9-12)
<ul style="list-style-type: none"> Zoom Microsoft Teams Moodle BrainPOP (Jr.) Castle Learning Cue Think Discovery Education Ferguson’s Career Center Gale Resources Khan Academy Learn 360 Math Seeds NewsBank Noodletools OverDrive PBS Learning Media Study Island TeachingBooks TigTag (Jr) TumbleBooks Twig World Book Flipgrid Nearpod Quizlet Wakelet Seesaw Reading Eggs Reading A-Z F&P GR and LLI 	<ul style="list-style-type: none"> Zoom Microsoft Teams Moodle BrainPOP (Jr.) Castle Learning Cue Think Discovery Education Ferguson’s Career Center Gale Resources Khan Academy Learn 360 Math Seeds NewsBank Noodletools OverDrive PBS Learning Media Study Island TeachingBooks TigTag (Jr) TumbleBooks Twig World Book Flipgrid Nearpod Quizlet Wakelet 	<ul style="list-style-type: none"> Zoom Microsoft Teams Moodle BrainPOP (Jr.) Castle Learning Cue Think Discovery Education Ferguson’s Career Center Gale Resources Khan Academy Learn 360 Math Seeds NewsBank Noodletools OverDrive PBS Learning Media Study Island TeachingBooks TigTag (Jr) TumbleBooks Twig World Book Flipgrid Nearpod Quizlet Wakelet

Platform Considerations

- In most cases, these platforms are familiar to students. By emphasizing these familiar platforms, students will have a more seamless learning experience.
- If a new platform is remotely introduced, allow time for introduction and exploration so as not to take away from learning.

- Many other web-based platforms may not be compliant with educational privacy requirements. If a student must sign-in and provide any identifying information (birthday), secure prior approval from an administrator.

Learning Schedules and Time-On-Task Expectations

- Asynchronous daily lessons/activities will be posted on the day that the class meets by 8:30 am.
- Teachers should not exceed 2 activities a day within a given block. (for example, an ELA lesson could include a phonics activity and a writing activity)
- Teachers are expected to support the education of students for a period of time each day that does not exceed the existing contractual day. It is understood that due to a variety of complicating factors, teachers will need flexibility with regard to how this time is distributed throughout the day.
- Remote learning days will follow the instructional days of the school calendar. Adjustments to the school calendar will be made at the discretion of the Superintendent to ensure minute and daily requirements are met.
- Teachers will track student progress to ensure participation and check-in with students if students are struggling or non-participatory. Compassion and understanding should always govern decisions.
- The district will communicate clear expectations with parents with regard to how they can best support their students during remote learning. Building Administrators will continue to support the appropriate involvement of the parent community.
- Student attendance should be taken based on participation and submission of assignments.

Recommended Total Lesson/Activity Times

Grade Levels	K-1	2	3-4	5	6-12
Recommended time spent by students each day	15 minutes per lesson; 4 lessons per day	20 minutes per lesson; 4 lessons per day	25 minutes per lesson; 4 lessons per day	30 minutes per lesson; Up to 6 classes	30 minutes per lesson; Up to 6 classes
	60 minutes	80 minutes	100 minutes	150 minutes	180 minutes

Secondary Schedule

- For the Middle Schools and High School, assignments will be posted in accordance with the teacher’s class schedule.
- Teachers will not assign more than two graded assignments a week.

Middle Schedule

- For the Middle Schools and High School, assignments will be posted in accordance with the teacher’s class schedule.
- Teachers will not assign more than two graded assignments a week.

Roles and Responsibilities of Staff

Role	Responsibility
General Education Teachers	<p>Instructional Planning & Delivery:</p> <ul style="list-style-type: none"> • Create weekly home learning experiences per the curriculum/instruction guidance in the following section. In compliance with NYS guidelines, students' IEPs and 504 plans will be implemented to the greatest extent possible. • Collaborate with Related Service providers and Co-Teachers, to ensure continuity of instruction throughout the materials provided to students/families. • Prioritize instruction for Regents/ Dual Enrollment courses and courses that are a requirement for graduation. • Log/catalog home weekly learning experiences /revised scope and sequence to inform future planning and EOY review. <p>Communication:</p> <ul style="list-style-type: none"> • Identify students/families who are not engaging with provided resources and attempt to reach out to those homes (See communication options section for more information). Parent phone numbers and email addresses should be changed in PowerSchool as needed. • Inform building principals of students/families who are not engaging and are not reachable. <ul style="list-style-type: none"> ○ Building principals will further coordinate communication efforts. • Serve as the point person for communication and for providing materials to students/families. • Provide ongoing feedback and communication with students and families (at least once per week) • Individually, or as a part of a course team, create office hours, at least once per week, in order to be available for students/families. (Coordinate with service providers so times do not overlap). • Participate in virtual faculty, department, IST, PST or CSE meetings, as needed.
Building Principals	<ul style="list-style-type: none"> • Facilitate Zoom meetings as needed to update staff and/or provide professional development. • Continue with school-wide newsletters and/or weekly videos for the duration with suggested family activities, resources and to promote a sense of community. • Work with counselors to determine a list of high-needs students and assign "Check in Coaches" or building staff identified to support those

	<p>students/families in determining whether they can access instructional materials, are able to complete them, and respond to any questions the student/families may have.</p> <ul style="list-style-type: none"> • Continue to be available to students and staff during regular school hours. • Participate /facilitate in virtual faculty, department, or CSE meetings, as needed.
<p>Related Service Providers</p>	<p>Instructional Planning & Delivery:</p> <ul style="list-style-type: none"> • Create appropriate, differentiated home learning experiences for students on caseload. <ul style="list-style-type: none"> ○ In compliance with NYS guidelines, students’ IEPs and 504 plans will be implemented to the greatest extent possible. • Provide related services through teletherapy when possible. • Create communication to allow progress monitoring of student progress/ IEP goals. • Collaborate with classroom teachers to understand which standards are being focused on in order to ensure continuity of instruction. <p>Communication:</p> <ul style="list-style-type: none"> • Determine with classroom teachers how lessons will be communicated to students/families, minimizing the number of emails and/or communications a family may receive. • In coordination with the classroom teacher, provide ongoing feedback to students • Keep a record of differentiated home learning experiences distributed to students throughout the closure. • Collaborate individually, or as a part of a team, to establish office hours, at least once per week, in order to be available for students/families/other staff. (Coordinate with classroom teachers so times do not overlap) • Participate in virtual faculty, department, IST, PST or CSE meetings, as needed.
<p>Integrated Co-Taught Special Education Teachers</p>	<p>Instructional Planning & Delivery:</p> <ul style="list-style-type: none"> • Collaborate with co-teachers to create weekly home learning experiences per the curriculum/instruction guidance in the following section and modify assignments as required by each student’s IEP. • Create appropriate, differentiated home learning experiences for students on their caseload, including study-skills lessons. In compliance with NYS guidelines, students’ IEPs and 504 plans will be implemented to the greatest extent possible. • Keep a record of home learning experiences distributed to students throughout the closure.

	<ul style="list-style-type: none"> • Create communication to allow progress monitoring of student progress/ IEP goals. <p>Communication:</p> <ul style="list-style-type: none"> • Coordinate with co-teacher in order to identify students/families who are not engaging with provided resources and attempt to reach out to those homes (See communication options section for more information). Parent phone numbers and email addresses should be changed in PowerSchool as needed. • Inform building principals of students/families who are not engaging and are not reachable. Building principals will further coordinate communication efforts. Continue to provision work. • Collaborate with Related Service providers and Co-Teachers, to ensure continuity of instruction throughout the materials provided to students/families. • Provide ongoing feedback and communication with students and families (at least once per week) • Individually or as a part of a team, establish office hours, at least once per week, in order to be available for students/families. (Coordinate with service providers so times do not overlap). Record office hour times on the matrix provided on SharePoint. • Participate in virtual faculty, department, or CSE meetings, as needed.
Self-Contained Special Education Teachers	<ul style="list-style-type: none"> • Create appropriate, differentiated home learning experiences for students on their caseload. In compliance with NYS guidelines, students’ IEPs and 504 plans will be implemented to the greatest extent possible. • Keep a record of home learning experiences distributed to students throughout the closure. • Create communication to allow progress monitoring of student progress/ IEP goals • Inform building principals of students/families who are not engaging and are not reachable. Building principals will further coordinate communication efforts. • Collaborate with Related Service providers and Co-Teachers, to ensure continuity of instruction throughout the materials provided to students/families. • Participate in virtual faculty, department, or CSE meetings, as needed.
Counselors, Psychologists, Social Workers	<ul style="list-style-type: none"> • Work with the building principal to identify high-needs students who may need more frequent check-ins, create a list of “Check-in Coaches” and provide student contact information. • School-based mental health staff and counselors should maintain a level of connectedness to students with known needs (one–two times per week), in addition to students who receive IEP counseling services. (See Related Services Section Above)

	<ul style="list-style-type: none"> • Coordinate with Building Leadership regarding instructional plans for At-Risk students, including seniors receiving Tier II/Tier III supports for Graduation Plans. • Participate in virtual faculty, department, or CSE meetings, as needed. • For out-of-district case management, please continue to coordinate between students, families, and providers to support access, monitoring and problem-solving. • Create office hours, at least once per week, in order to be available for students/families/other staff. Record office hour times on the matrix provided on SharePoint. Provide individual counseling sessions via teletherapy delivery models. • Work to identify and coordinate additional services and supports needed by families (i.e., food needs beyond the district meal delivery program, Internet connectivity issues, etc.)
Elective Area Teachers	<ul style="list-style-type: none"> • Create weekly home learning experiences per the guidance outlined in the curriculum/instruction section of this document. • May be assigned a roster of high-needs students that may require more frequent check-ins. Work with building principals and classroom teachers to help ensure families receive communication, are able to access materials, and help facilitate questions of students/families. • Participate in virtual faculty, department, or CSE meetings, as needed.
Teacher Assistants	<ul style="list-style-type: none"> • Check in weekly with the teacher or staff work most closely with to see how they can support. • May serve as a “Check in Coach” as needed, as well as to support materials management, coordinate data, and ongoing progress monitoring tools through collaboration with SPED teacher.
Nurses	<ul style="list-style-type: none"> • Caseworker to our most needy students with individual health plans (IHPs). • Update building principals and appropriate staff regarding student information as needed.

- BCS teachers will be provided training through CA BOCES and Erie I BOCES to help adapt their instruction to the remote instruction environment.

4.4 INSTRUCTION FOR STUDENT FOR WHOM DIGITAL INSTRUCTION IS NOT APPROPRIATE

- The BCS Director of Pupil Services will work with classroom teachers to identify students for whom remote instruction via digital technology is not appropriate.
 - The classroom teacher will contact the student(s) family to establish a specific schedule to provide remote instruction to the identified student(s).
 - The classroom teacher will submit the student specific learning plans to the Director of Pupil Services and building principal for approval.
 - The individualized plan will contain specific instructional times and modes of communication to ensure instruction occurs for the student.

- Instructional materials will be delivered to the student(s) homes by district personnel beginning by the third day of a prolonged remote instruction period (at the latest).
- BCS will provide synchronous instruction to students through telephones and/or home visits as feasible.

4.5 SPECIAL EDUCATION SERVICES DURING EMERGENCY REMOTE INSTRUCTION

- Students with Disabilities

- All students, including students with disabilities, are issued District iPads. Students with disabilities are able to receive identified accommodations through the use of technology from District special education teachers. Special education teachers will provide services and instruction to students via Zoom, Teams, and e-mail to ensure students are receiving academic support. Students will receive therapy such as speech, OT, and counseling through individual meetings with therapists using Zoom.
- Integrated/ co-teaching special education teachers in the district will collaborate with general education teachers to create weekly home learning experiences per the curriculum/instruction guidance in the priority standards. Students will continue to receive resource room and consultant teacher services as outlined in IEPs. The content, instructional materials, and assignments will be modified as required by each student's IEP. Students with disabilities have direct meetings using Teams and Zoom with special education teachers to receive direct support and accommodations for classroom assignments in all curricular areas. Resource room teachers will continue to provide skills instruction utilizing technology as outlined on every student's IEP. If the student has limited access to WIFI (the district supplies devices to all students) the special education teachers will send paper copies of academic tasks, including modified assignments, to the student's home and then call the student on the phone to provide direct support. Accommodations, modifications, and support/services that are being provided to students with disabilities will be provided to the greatest extent possible following the current SED guideline.
- Self-Contained special education teachers will continue to develop differentiated lesson plans to meet the needs of every student with a disability on their caseload as required on students' IEPs. Special education teachers will utilize Teams and Zoom to have direct contact with each student. The differentiated lessons will continue to be at each student's instructional level and are aligned with their IEP goals. Accommodations, modifications, and support/services that are being provided to students with disabilities are being provided to the greatest extent possible following the current SED guideline.
- The Committee on Special Education will continue to have required meetings during the closure. Meetings are conducted with parents participating via a conference call or Zoom with the Chairperson, special education teacher, general education teacher, school psychologist, and student when age appropriate.

- Homeless Students

- Belfast Central currently does not have any students identified as homeless. If any student becomes homeless during a prolonged closure, BCS will continue all instructional programming and services that were being provided before the student became homeless. The school counselor, home-to-school coordinator, and/or social worker will contact the student's family to determine current living situations and identify support services that the district can assist the family in acquiring to provide consistent access to instructional programs. Additionally, the District home-to-school coordinator will work with a local food bank to provide food to all families who are struggling during any prolonged closure through a weekly food giveaway at a church in the district.
- Because Belfast is a small, rural school district with small student enrollment, we know our students and have good relationships with virtually all families. Our families generally feel comfortable contacting school personnel about needs in their homes so the district can support all needs, not just academics.
- Alternative Placed Students
 - Any BCS students in alternative instructional settings receive all instruction and support through Cattaraugus-Allegany BOCES programs. Our students will continue to receive instruction following BOCES' continuity of instruction plan. Teachers, principals, and program managers will be in contact with BCS Principals and the superintendent on how students' progress in their instruction and will inform the district if a student does not keep up with instructional expectations. BCS will share the information with the parents of students in alternative placements to support communication and instruction.

4.6 INSTRUCTIONAL HOURS FOR AID PURPOSES

- In the event of a prolonged closure requiring remote instruction, Belfast Central School will claim six hours of instruction for aid purposes every day of an emergency closure.
 - Students and staff will be expected to carry out learning and instruction activities.