



Emergency Remote Instruction Plan

Purpose: The Emergency Remote Instruction Plan is used for the school district to remain in session due to emergency conditions such as adverse weather conditions, impairment of heating facilities, insufficiency of water supply, destruction of a school building or communicable disease outbreak. Instruction provided on the emergency remote day(s) may be counted towards the annual hour requirement.

Definitions:

Remote Instruction: Instruction provided by an appropriately certified teacher, who is not in the same in-person physical location as the student(s) receiving instruction. The teacher and the student are engaged in regular and substantive daily interactions.

Access to Devices: West Valley Central School District (WVCS) is a 1:1 school district, meaning one device is assigned to each student before the beginning of each school year. WVCS will disseminate devices to all students one week prior to the start of the school year and review the school's technology terms of use agreement and expectations at that time. Families will receive information about this roll out via the WVCS newsletter, mailed initiations and global connect calls. Information will also be posted on the school website and social media pages. Students use these devices both at school and at home. If communication is necessary regarding dissemination of computing devices during an emergency, WVCS will use the student management system, Eschool, and our messaging platform, Blackboard, to communicate with our families. If repairs or services were needed on the computer during remote instruction, the Technology Department staff are available to provide these services. Our technicians can access the applications the students are using remotely to troubleshoot issues with the applications, meaning the technician does not have to be in the same physical location to assist a student, staff or faculty when teaching and learning is remote.

Access to the Internet: Yearly, we survey our families regarding internet access to determine if there are any families in need of the internet. Additionally, WVCS families who need internet service can contact the technology department at technology@wvalley.org to request internet

access at any time during the school year. The district provides a hotspot to faculty, staff and families needing internet access.

Instructional Delivery Methods: Instruction will encompass both synchronous and asynchronous instruction.

- Synchronous instruction is instruction where students engage in learning in real-time with the teacher. The teacher is not in the same physical space as the student but provides real-time instruction (live stream) through a computer or digital device.
- Asynchronous instruction is where students engage in learning without the real-time presence of a teacher. Students engage with materials (video, readings, applications, documents, homework, quizzes etc.) and complete their work by the due dates for the assignments. Teachers would provide office hours to support students when learning asynchronously.

Digital Resources:

- All digital resources are accessible to students and teachers remotely through Microsoft Teams and give access to all of the digital applications and files that students might need to continue their learning.
- West Valley Central School District uses a common video conferencing platform for synchronous instruction (Microsoft Teams for synchronous instruction).
- West Valley Central School District uses one learning management system that affords teachers and students access to their work when on or off campus (i.e., Microsoft Teams)
- Help Desk access is available to students, faculty, and staff using digital resources by emailing thelp@wvalley.org

Plans for Remote Instruction:

- Elementary School
 - Elementary students will have approximately 4 hours of synchronous instruction and 90 minutes of asynchronous instruction totaling 330 minutes of instruction per day.
 - The synchronous instruction will include both whole group and small group instruction. For instance, to meet students' individual needs students will have synchronous lessons that are small groups (e.g., instructional reading). They will also have whole group instruction in content areas, like ELA, Math, Science and/or Social Studies. Synchronous instruction will account for just over 3 hours of instruction and asynchronous instruction will be approximately 90 minutes. See sample below.
 - The focus of the asynchronous instruction will vary depending on if the learning is new learning, the complexity of the concept(s) being taught or if students need guided or independent practice.
 - Teachers will **flexibly move between synchronous and asynchronous instruction** based on the new learning that is required of students. For example, a teacher may decide to have an asynchronous video lesson for Math one day

and decide to synchronously introduce new concepts in science instead of Math for that one day. The time of synchronous learning will be predictable across the school year.

Grades K-5 Emergency Remote Schedule (Sample)

Time	Content
10-20 min. Synchronous	Morning Meeting/Community Time/Social Emotional Learning
30 min. Synchronous	ELA (Whole Group Instruction) Strategy Instruction, Writing, Integration of Science, Social Studies, and/or SEL
1.05 hour total Synchronous 20 min Asynchronous 45 min.	Instructional Reading in Small Groups <i>Students will be scheduled for one 20 minute Instructional Reading Group. When students are not working with the teacher they will practice literacy skills and strategies (e.g., FIRST - Phonics Practice; handwriting (with assistant teacher), physical break etc. Rotation might be 9:00-9:20; 9:20-9:40 9:40-10:00</i>
30 min. Synchronous	Math (Whole Group Instruction)
1.05 hour total Synchronous 20 min Asynchronous 45 min.	Instructional Math in Small Groups <i>Students will be scheduled for one 20 minute Instructional Math Group. When students are not working in a group with the teacher they will work on independent practice (e.g., Eureka Math, Zearn, IXL, paper pencil, etc.). The area of practice will be based on the unit and NYS Standards. Rotation might be 10:30-10:50; 10:55-11:15; 11:20-11:40.</i>
1 hour Asynchronous	Lunch and Recess
1 hour Synchronous	Science/Social Studies
45 min.	Synchronous Specials (Art, Music, PE)
15 min. Synchronous	Closing Meeting

- **Middle and High School:** If the learning context shifts from In-Person to Remote Instruction students will follow their bell schedule as they engage in synchronous instruction. This will result in 330 minutes of instruction a day. Teachers may also post some asynchronous resources to support the teaching and learning. Instruction will occur through Microsoft Teams. In September teachers will show the class where the Microsoft Teams. This link will be used to access the live stream, synchronous instruction. Throughout the school year students are continuously engaged in the student management system, Microsoft Teams.
- **Special Education and Related Services for Students with Disabilities:** Students with disabilities will be provided all services on their IEPs to the greatest extent possible. Services will be delivered using synchronous and asynchronous instruction, teletherapy, and tele-intervention. Providers will communicate with parents and collaborate so that services are in place.
- **English Language Learners:** Students will continue to have equitable access to instruction through our learning management systems (Microsoft Teams), and access to appropriate educational applications to facilitate learning.

Teacher Professional Development: Adapting Instruction to Remote Learning Practices

- Yearly, sustained professional development is provided to teachers, teaching assistants and administrators focused on the learning management system, video streaming for synchronous instruction, and for all applications that a teacher uses at his/her grade level or in his/her course. The professional development is provided at Superintendent Conference Days, after school and during the school day if necessary.

Instruction for Students for whom Remote Instruction is not Available

- Students who are unable to learn through technology will be provided with another pedagogical setting that meets their needs. For example, if there were an issue with the building, teachers or service providers could meet students at a space within the community. Much of how accessibility is handled will be dependent on the type of emergency.