

Germantown CSD 2023-2024

Emergency Remote Instruction Plan

The following items are the minimum components required by regulation.

Required Component	Suggested Considerations
<p>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.</p> <p>§155.17(c)(1)(xxi)(a)</p>	<p>How will the district ensure that all students have access to a computing device?</p> <p><i>Each student is provided a 1:1 device at the beginning of each school year.</i></p> <p>How will the district disseminate computing devices to students?</p> <p><i>This is done in-person in school. However, were this not to occur, the district would create a pick up schedule, and arrange to deliver devices to those without transport.</i></p> <p>How will the district communicate with families about the dissemination of computing devices?</p>

	<p><i>This will be done via email, telephone, website, social media and mailing.</i></p> <p>How will devices be serviced and/or replaced? <i>There will be tech support office hours. Tech support is also available via phone and email. Those needing a replacement item would be able to come and pick it up.</i></p> <p>If not using computing devices, how will students participate in synchronous instruction?</p> <p style="text-align: center;"><i>N/A</i></p> <p>Is your plan consistent with the information provided by families in the Student Digital Resources data</p> <p style="text-align: center;"><i>Yes</i></p>
<p>2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.</p> <p style="text-align: center;">§155.17(c)(1)(xxi)(a)</p>	<p>How will the district determine the need for access to the internet in students' places of residence?</p> <p><i>There will be a survey completed by each family.</i></p> <p>How will the district ensure that all students have access to the internet?</p>

We will work with local internet providers to procure individual hotspots, which we will deliver to those families.

How will the district work with community organizations and local public spaces to ensure students have access to Wi-Fi access points?

We partner with the local library and GTel, our community's local provider of internet services, to ensure multiple points of access.

Is your plan consistent with the information provided by families in the Student Digital Resources data collection?

Yes.

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.

§155.17(c)(1)(xxi)(b)

How will the district ensure that school staff has the necessary tools, including device and Wi-Fi, to deliver emergency remote instruction from their places of residence?

A survey will be completed by all staff.

All staff are issued a personal computing device.

What portion of the school day will be spent on synchronous instruction?

Grades K - 2: 30%

Grades 3-12: 45%

What portion of the school day will be spent on asynchronous instruction?

Grades K - 2: 70%

Grades 3-12 55%

How will instruction be personalized to support students individualized needs, including supporting ELL/ML students?

Our ENL teacher will work with teachers who have ELL on their rosters to ensure differentiation. Our Special Education team will offer

	<p><i>differentiation support to all General Education staff.</i></p> <p>What training is provided to teachers in order to help adapt their instruction to the district expectations?</p> <p><i>Currently, teachers have been trained in UDL, and have coaching available to assist.</i></p>
<p>4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.</p> <p>§155.17(c)(1)(xxi)(c)</p>	<p>How will the district determine which students for whom remote instruction via digital technology is not appropriate?</p> <p><i>We will determine the appropriateness of our program based on the current information we have (academic record, IEP/504), surveys, and ongoing assessments by teachers. Additionally, we will consider the unique needs of the family and home dynamic.</i></p> <p>How will the district provide synchronous instruction for those students for whom remote instruction</p>

	<p>by digital technology is not appropriate?</p> <p><i>If synchronous instruction is deemed inappropriate for a student for any reason, an asynchronous curriculum will be developed for the student, with routine opportunity for teacher consultation and feedback. In some cases, a hybrid model may be better suited to this student rather than a fully asynchronous approach.</i></p> <p>How will the district provide synchronous instruction for those students who do not have adequate internet access?</p> <p><i>We will provide these students with hotspots and ensure functionality prior to determining an instructional program.</i></p>
<p>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</p>	<p>How will the district ensure that special education and related services will be provided remotely?</p> <ul style="list-style-type: none"> • <i>Special education and related services will continue to be provided in accordance with students' individualized</i>

provision of a free appropriate public education.

§155.17(c)(1)(xxi)(d)

education plans to ensure the continued provision of a free appropriate public education.

- *Classroom instruction and related service delivery will be provided virtually through the remote learning platform.*
- *It is our district's expectation of staff that all service providers (e.g., teachers, paraprofessionals, related service providers) will sign-on to the remote learning platform to support students as needed.*

How has the district coordinated with special education teachers, support staff, and service providers in the district to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment?

- *General Education Teachers will work closely with Special Education Teachers and Related Service Providers to meet IEP and 504 plan accommodations and modifications.*

	<ul style="list-style-type: none">● <i>Case Managers will communicate frequently with both families and staff to ensure that IEPs and 504 plans are being followed to the fullest extent possible.</i>● <i>Individual goals on a student's IEP will continue to be closely monitored and data will be collected and reported to families on the student's progress with these goals.</i>● <i>Annual Review, Program Review and other CSE/CPSE/504 meetings will continue to be held and will be conducted virtually.</i>
<p>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>	<p>This provision allows for districts to determine the number of hours per day that the district plans to provide instruction during emergency remote learning.</p>

	<p>How many hours of instruction will the district plan to claim for each day of an emergency closure?</p>
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6.5 hours