New Lebanon CSD

Emergency Remote Instruction Learning Plan:

This plan is for emergency use only and will only be utilized if we are unable to offer in school learning to our students.

September 2026

Curriculum

K-6

These guidelines will be in place if the District must shift from in-person instruction to 100% remote instruction.

- Teachers are expected to continue using all established curriculum to the best of his or her ability: Reading, Writing, Phonics, Math, etc. NY State Standards in all subjects should be maintained.

- In grades 3-6 teachers should be providing 4 hours worth of live lessons that will focus on reading, phonics, writing and math. In grades K-2 teachers should be providing no less than 2.5 hours and no more than 3.5 hours worth of live lessons with the same focus. It is expected that students are frequently provided the opportunity to show evidence of learning which includes teacher feedback that will further enhance growth.

- In the event that closure proves to be long term per the guidance from the NYS Department of Education, a full day schedule that reflects the master schedule for a regular school day may be implemented.

- Students should have access to books at their just right reading level. These books could either be electronic books or gathered books from school that children will take home and/or be dropped off.

- Children should still work on writing pieces with the goal of having several published pieces according to the Units of Study.

- Teachers are expected to use the Ready Math Curriculum daily for all grade levels.

- Science/social studies lessons can include a video recorded by the teacher or other resources and videos for lessons

- Like during the typical school year, teachers can teach science/social studies one unit at a time. It is recommended that you alternate science and social studies units.

- Follow units according to NY State science standards and use any necessary resources

Pre-School:

- Teacher will develop daily video lessons in: Literacy and mathematics (science and social studies will be embedded into these)

- Teacher will hold two daily class Google Meets. These meetings will be a social opportunity for the students. Calendar time will be included in one of the daily meets

- Preschool learning kits will be available for students to take home - consisting of tools they will need to learn from home

Special Areas:

- Art, Music, Band, Library, Computer, Health and Physical Education

    - Each special area in art, music, library, PE, health and computer is responsible for teaching a live lesson for each grade level PK-6. Each special should be 35 minutes in length and on the same day as it would normally be scheduled (i.e. PE - everyday, Art - one day a week Monday or Tuesday).

- Please plan the time of this meeting with the grade level teachers so that there are no scheduling conflicts.

- The band teacher should continue virtual lessons with groups of students using Google Meet.

7-12:

These guidelines will be considered to be in place when the District must shift from in-person instruction to 100% remote instruction.

- Regents, Required and Elective Courses
    - Teachers should plan lessons for their specific course, identifying and focusing on the most important standards within that curriculum. This "compressed curriculum" should represent prioritized standards. Teachers should plan lessons that emphasize those standards that are foundational for future learning in other courses and/or grade levels.

    - A daily live class should be provided for the students with the lesson and time to support the students.

- University in the High School Courses
    - Teachers of University Courses should plan lessons following the syllabus distributed to students in September, as directed by the respective institution of higher education. We will communicate all changes as we receive them.

- Special Areas
    - All special area teachers are responsible for offering daily live Google Meets based upon the remote learning schedule provided.
    - Physical Education classes could consist of live fitness instruction, personal fitness plan development, goal setting and reflection, orienteering or live runs/walks.
    - Music classes will consist of elements of general music, music theory and virtual ensemble curriculum as is feasible.
    - Art will need to prepare supplies for distribution to families in anticipation of a full remote learning program.
    - The Library Media Specialist is tasked with offering daily live Google Meets for the Digital Literacy course. Additionally, she should be coordinating with teachers with regard to database usage, research assistance, technology integration and "book talks."

Special Education, ELL, Reading, Related Service Providers:

<u>PK to 6:</u>

- Special Education and ELL teachers will continue to collaborate with general education teachers to modify (as appropriate) the curricula outlined above for Students with Disabilities as per each student's Individualized Education Program (IEP) goal(s).

- A resource room model will take the place of integrated co-teaching during fully remote instruction.

- Special education teachers and ELL will meet daily to review concepts, provide supplemental instruction and assess IEP goals for their students. This can be done in small groups (no larger than 5) or individually depending on their students. These sessions should be a minimum of 30 minutes in length.

- TA's/Aides will meet virtually or by phone with students on their caseload. These meetings should be set up and scheduled with families on a daily basis. Please document attendance. TA's should also join the live Google Meets with the classes in which they are assigned to.

- OT, PT, Speech, Psychologist - will plan small groups and individualized learning for mandated students on their caseloads. These groups can be a combination of videotaped activities, live Google Meets, and telephone calls. All activities and lessons should be planned according to services and goals on student's IEP or 504.

- Reading teachers will schedule virtual small group lessons with students on their caseload. These live lessons will be scheduled with families

- All providers including TAs must document all communication and attendance with students and families in the IEP contact log (TAs should send CSE Chair a weekly communication document).

Jr./Sr. High School:

- Special Education teachers will continue to collaborate with general education teachers to modify (as appropriate) the curricula outlined above for Students with Disabilities as per each student's Individualized Education Program (IEP) goal(s).

- Co-Teachers should co-plan the daily lessons and modify lessons/videos/activities for their students as needed. Special education co-teachers should plan on joining the daily classroom Google Meet.

- Co-Teachers and resource room teachers should meet daily with students on their caseload through classroom or individual Google Meets to review concepts, provide supplemental instruction, and assess IEP goals with their students. This can be done in small groups or individually, depending on the needs of students.

- TA's/Aides are expected to join each classroom as previously scheduled. TAs should check in with students on caseloads at least weekly either virtually or by phone. These meetings should be set up and scheduled with families on a daily basis.

- Resource Room and Special Class teachers should continue to plan and provide instructional activities related to each student's IEP goal(s) or other learning goals.

- OT, PT, Speech, Psychologist - will plan small groups and individualized learning for mandated students on their caseloads. These groups can be a combination of videotaped activities, live Google Meets, and telephone calls. All activities and lessons should be planned according to services and goals on student's IEP or 504.

- Reading teachers will schedule virtual small group lessons with students on their caseload. These live lessons will be scheduled with families

Instruction and Procedures

K-6:

- Teachers will work in grade level teams to design instruction and create lessons/lesson videos. Instruction will be delivered at the elementary level using Google Classroom. All daily videos will be shared to students/families on a Google Classroom Page. You will deliver learning opportunities through Google Meet. Zoom is not an option as it is not Ed Law 2D compliant.

- Attendance must be taken daily for each student using E-School, our student management system. A student should be marked present for their daily participation and/or proof of daily learning (some examples include: participating in a Google Meet, daily completion/submission of a task, student viewing of a learning video, a phone call, etc.)

- The students will complete their assignment/task and hand it into their teacher electronically for feedback. Teachers will give direction to student and their families on how to submit work

- Teachers must be available to students and families to answer questions. Teachers will set up a time each day in which they are available to support their students, provide assistance, and answer questions. Questions by student's/families should be answered in a timely manner.

7-12:

- Teachers will work individually and by departmental teams to design instruction. Instruction will be delivered at the secondary level using only Google Classroom. Teachers will deliver live lessons through Google Meet only. It is expected that you add the Principal to classroom groups, upon request, to allow him to join in the virtual classroom according to his availability.

- In recognition that students are juggling many demands and that learning from home presents challenges for many students, an every other day schedule model will be used at the secondary level. This means that typical morning classes (periods 1-5A) will provide live instruction and associated assignments on one day and afternoon classes (periods 5B-9) may provide instruction and assignments on the next day, ensuring an alternating approach for students. The two-day model also provides opportunities for Special Education teachers to provide modifications to the curriculum and embedded supports to students as appropriate.

- In the event that closure proves to be long term per the guidance from the NYS Department of Education, a full day schedule that reflects the master schedule for a regular school day may be implemented.

- Students (on average) should be expected to spend no more than the following amount of time on their schoolwork at home; including learning new material, watching instructional videos, participating in class chats/hangouts, and assigned work.

  Gr. 7-8: 2–2½ hours per course per week
  Gr. 9-12: 2½–3 hours per course per week

Please remember that times are offered as a way of staggering courses so that teachers holding live instruction will not overlap. Be conscious of the total amount of work per week that students are engaging in, including all that they are completing independently for your course.
Teachers are encouraged to communicate with grade level colleagues when assigning large scale projects for student completion.

Example schedule:

Grades 7-12	Orange Day	Black Day
8:00-8:40	Period 1	Period 5 BD
		Period 5 Resource Room
8:45-9:25	Period 2 ABCD Period 2 AC	Period 6 Period 4 Wilson Reading
9:30-10:10	Period 2 BD	Period 7
10:15-10:55	Period 3	Period 8 AC Period 8 Resource Room
11:00-11:40	Period 4 ABCD Period 4 AC	Period 8 BD
11:45-12:25	Period 4 BD	Period 9 Academic Skills
12:30-1:10	Period 5 ABCD Period 5 AC	Period 1 Resource Room Academic Skills
1:15-1:55	Period 8 Resource Room Period 7 Wilson Reading	Period 3 Resource Room Academic Skills

- Teachers must allocate a minimum of one hour daily in which they will be available to individual students in "real time" office hours. This time frame should be consistent, shared with students and families, and NOT when other courses are in progress. Office hours may be spent in any of the following ways:
    - Emails in which teachers are "live" and responding in real time to a student's questions;
    - Discussion boards where teachers and students can participate with each other in real time;
    - Digital Chat or Messaging Apps (like Remind) which allow conversations without actual phone numbers; or
    - Google Hangouts/Meet for individual students.

- Assignments must be able to be completed with limited resources. Assignments should not require resources such as poster boards, trips to craft stores, etc.

- Teachers are encouraged to create meaningful learning opportunities for students through the use of short instructional videos and easy-to-complete assignments. Avoid creating work just to assign work. If it does not further student learning of course content, it should not be assigned.

Assessment of Student Learning & Grading

K-12:

At both the elementary and secondary level, the typical report card and progress reports will continue to be used. Teachers are responsible to regularly assess and progress monitor their students with the goal of being able to provide each child with a progress report and report card.

University courses should follow the grading guidance provided by the respective institution of higher education.

Attendance

K-12:

Student attendance will be taken daily using the student management system. A student will be considered "Present" if they have participated in a scheduled live virtual meeting or have accessed provided instructional materials for the day.. Teachers should encourage students to engage the camera function for all meetings.

In the event that a student has been deemed as not participating in daily school related activities, the teacher will reach out to the family and student by phone, text or email. Multiple attempts will be made until a connection has been established.

The state wide central register of child abuse and neglect will be contacted only as a last resort after all other strategies to connect with students have been exhausted.

Planning Meetings

K-6:

- Grade level teachers are encouraged to plan together regularly. Teams should work together to plan and develop lessons.

- A faculty meeting will be planned each month.

- District level planning meetings will continue virtually

- Please note that additional meetings may be required as information is rapidly changing.
- 7-12

- In the event of a long term shift to fully remote instruction, all departments in grades 7 through 12 will conduct a monthly meeting via Google Meet to discuss the development of the "Compressed Curriculum" and instructional plan for the following week. Meetings will be scheduled by the curriculum coordinator. Attendance at these meetings is mandatory. Teachers should work with the building principal to ensure that these meetings are staggered so that Special Education teachers may also attend as appropriate. Building Principals should be invited to all meetings.

- All teachers will attend whole-faculty meetings arranged by the building principal as deemed appropriate. Attendance at these meetings is mandatory.

- Please note that additional meetings (i.e. team meetings) may be required as information is rapidly changing. All meetings will take place during the contractual work day and will be mandatory in nature.

- District level planning meetings will continue virtually.