Emergency Remote Instruction Plan

The Forestville School District is dedicated to fostering equity and accessibility in remote instruction. These sections are designed to ensure that all students have access to the necessary computing devices or alternative means to participate in synchronous instruction as mandated by §155.17(c)(1)(xxi)(a)(b)(c)(d). It will be reviewed and updated regularly to adapt to changing circumstances and needs.

Section 1: Policies and Procedures for Access to Computing Devices in accordance with §155.17(c)(1)(xxi)(a):

Ensuring Access to Computing Devices: The Forestville School District is committed to ensuring that all students have access to computing devices for synchronous instruction. To achieve this, the district will:

Distribution of Computing Devices:

- Devices, possibly including mifi, will be distributed to students based on need, with priority given to those who do not have access to a suitable device at home. The district will maintain an inventory of available devices and allocate them accordingly.

Communication with Families

- The district will communicate with families through multiple channels, including emails, phone calls (OneCall System), social media and the district website, to inform them about the availability and distribution of computing devices. If needed, this information will be provided in multiple languages to accommodate the diverse community within the district.

Device Servicing and Replacement:

- The district will establish a system for servicing and maintaining computing devices to ensure they remain functional throughout the remote instruction period. If a device becomes inoperable or experiences issues, a process for replacement or repair will be implemented promptly by our Director of Technology.

Alternative Means of Participation:

- In cases where computing devices are not available or feasible for certain students, the district will provide alternative means of participation in synchronous instruction. This may include printed materials, phone conferencing, or other accessible methods. A system of delivering these materials through our transportation department will be developed.

Consistency with Student Digital Resources Data:

- The district will cross-reference the information provided by families in the Student Digital Resources data collection to ensure that the distribution of computing devices aligns with the needs identified by students and their families. Any discrepancies or additional needs will be addressed promptly.

Section 2: Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity in accordance with §155.17(c)(1)(xxi)(a)

Determining the Need for Internet Access: The Forestville School District is committed to ensuring that all students have access to the internet for remote instruction. To determine the need for internet access in students' places of residence, the district will:

Comprehensive Needs Assessment:

- Conduct a thorough needs assessment that includes surveys of students and their families to identify those who lack internet access or have inadequate connectivity. The survey will be designed to be inclusive, multilingual, and user-friendly and will inquire about access to devices as well as connectivity concerns.

Teacher and Staff Input:

- Encourage teachers and staff to report students who encounter connectivity issues during remote instruction. Their insights will be valuable in identifying students in need.

Ensuring Internet Access: To ensure that all students have access to the internet, the district will implement the following strategies:

- **Providing Internet Hotspots:** The district will procure and distribute internet hotspots to students who lack access at home. Priority will be given to students identified through the needs assessment and teacher reports. Hotspots will be created at the two district school buildings and be accessible in the parking lots.
- **Collaboration with Community Organizations:** The district will collaborate with local community organizations and public spaces, such as churches and fire halls to establish Wi-Fi access points that students can utilize for remote instruction. These locations will be equipped with necessary safety measures and social distancing protocols.

Addressing Connectivity Challenges:

- The district will work with internet service providers to explore discounted or subsidized internet plans for eligible families. Information about these options will be communicated to families in need.

Consistency with Student Digital Resources Data:

- The district will cross-reference the information provided by families in the Student Digital Resources data collection to ensure that the distribution of internet access aligns

with the needs identified by students and their families. Any discrepancies or additional needs will be addressed promptly.

Section 3: Expectations for School Staff - Synchronous and Asynchronous Instruction as per §155.17(c)(1)(xxi)(b)(3):

Tools and Connectivity for School Staff: The Forestville School District acknowledges the importance of ensuring that school staff have the necessary tools, including devices and Wi-Fi, to deliver emergency remote instruction from their places of residence. To facilitate this, the district will:

Provide Necessary Equipment:

- The district will supply school staff with the required devices and assist in establishing a reliable internet connection for remote instruction purposes.

Technical Support:

- A dedicated IT support team will be available to troubleshoot technical issues and provide assistance to school staff as needed during remote instruction.

Proportion of Time for Synchronous and Asynchronous Instruction:

- The district recognizes that synchronous and asynchronous instruction have different roles in remote learning. To maintain an effective balance, the following expectations are set:
  - **Synchronous Instruction:** The majority of the school day (approximately 60%) will be dedicated to synchronous instruction, which includes live video sessions, real-time discussions, and teacher-led activities.
  - **Asynchronous Instruction**: Asynchronous instruction will supplement synchronous sessions and make up the remaining portion of the school day (approximately 40%). This includes pre-recorded lessons, independent assignments, and collaborative projects.
  - **Personalized Instruction and Support:** To support students' individualized needs, including English Language Learners (ELL/ML) students, teachers will:

    - **Differentiate Instruction:** Teachers will differentiate instruction to accommodate various learning styles, abilities, and language proficiency levels. They will use a variety of instructional strategies and resources to personalize learning experiences.
    - **ELL/ML Support:** Specialized training and resources will be provided to teachers to effectively support ELL/ML students. This may include additional language resources and strategies for language development.

Teacher Training and Adaptation: The district is committed to providing ongoing training and support to teachers in adapting their instruction to meet district expectations for remote learning. This will include:

- **Professional Development:** Regular professional development sessions will be conducted to equip teachers with the skills and knowledge necessary for effective remote instruction.
- **Curriculum Alignment:** Teachers will receive guidance on aligning their instruction with district-approved curriculum resources, ensuring consistency and quality in remote learning experiences.

Section 4: Instruction for Students without Digital Technology Access, in accordance with §155.17(c)(1)(xxi)(c)(4):

Determining Suitability for Remote Instruction: The Forestville School District acknowledges that remote instruction via digital technology may not be suitable for all students. To determine which students fall into this category, the district will:

Student Needs Assessment:

- Conduct a comprehensive needs assessment that includes surveys and consultation with teachers, parents, and support staff to identify students for whom digital technology is not appropriate.

Individualized Education Plans (IEPs) and 504 Plans:

- Review IEPs and 504 Plans to assess whether students with special needs require alternative methods of instruction.

- **Providing Synchronous Instruction:** For students for whom remote instruction via digital technology is not appropriate or who lack adequate internet access, the district will implement the following strategies to provide synchronous instruction:
    - **Alternative Learning Materials**: Develop and distribute printed learning materials, including textbooks, workbooks, and assignments, to students who cannot access digital technology effectively.
    - **Phone Conferencing:** Establish phone conferencing options for synchronous instruction. Teachers will conduct real-time lessons and discussions over the phone, allowing students to participate without requiring internet access.
    - **In-Person Instruction (if feasible)**: Explore the possibility of providing in-person instruction in a safe and socially distanced manner, adhering to public health guidelines and regulations. This may be applicable for students with special needs or those who cannot access digital technology.
    - **Individualized Support**: Provide individualized support to students who require it, including extra tutoring sessions or personalized learning plans based on their specific needs.

Addressing Internet Access Challenges: For students who lack adequate internet access but can benefit from digital technology, the district will:

- **Internet Connectivity Assistance:** Explore options to assist these students in gaining internet access, such as providing subsidized internet plans or Wi-Fi hotspots.
- **Offline Digital Materials:** Make digital materials available for download and offline access, allowing students to access content when internet connectivity is available.

Section 5: Provision of Special Education and Related Services in accordance with §155.17(c)(1)(xxi)(d)(5):

Ensuring Remote Special Education Services: The Forestville School District is committed to ensuring that students with disabilities, as well as preschool students with disabilities, receive the special education and related services outlined in their Individualized Education Programs (IEPs) even in a remote learning environment. To achieve this, the district will:

- **Technology Accessibility:** Provide necessary assistive technology and accessibility features to ensure that students with disabilities can access and participate in remote instruction.
- **Individualized Plans:** Review and update each student's IEP as needed to align with the remote learning context, addressing specific goals, accommodations, and modifications.
- **Service Delivery Models**: Determine the most suitable service delivery models for each student, which may include live video sessions, teletherapy, phone conferencing, or other methods based on individual needs.

Coordination with Special Education Team: To ensure the same quality of services as in an in-person environment, the district will coordinate closely with special education teachers, support staff, and service providers:

- **Regular Communication:** Establish a clear line of communication and collaboration among special education team members. Regular team meetings will be held to discuss student progress and adjustments to services.
- **Professional Development:** Provide specialized professional development opportunities for special education teachers and support staff to enhance their ability to deliver effective remote instruction.
- **Parent Engagement**: Encourage active engagement and feedback from parents and guardians of students with disabilities. Conduct regular meetings to discuss progress and address concerns.

Individualized Supports: Recognizing that each student with disabilities has unique needs, the district will tailor its approach to provide individualized supports, including additional tutoring, accommodations, or modifications as required.

Continual Evaluation: Ongoing evaluation of the effectiveness of remote special education services will be conducted. Adjustments will be made as needed to meet the changing needs of students with disabilities.

Section 6: Estimation of Instructional Hours for State Aid Purposes pursuant to section 175.5.

Determining Instructional Hours: The Forestville School District recognizes the importance of estimating the number of instructional hours for State aid purposes during emergency remote learning. To determine the hours claimed for each day of an emergency closure, the district will:

- **Alignment with Regulations:** Review and align with state regulations, including section 175.5 of this Chapter, to understand the requirements for claiming instructional hours during remote instruction.
- **Scheduling and Instructional Delivery:** Develop a clear schedule for remote instruction, specifying the daily hours of synchronous and asynchronous instruction, breaks, and other learning activities.
- **Assessment of Learning Activities:** Evaluate the time spent on different types of learning activities, including live instruction, independent assignments, and assessments.

Estimated Hours Per Day: The Forestville School District plans to claim a minimum of 5.5 instructional hours for each day spent in remote instruction due to emergency conditions in the Middle/High School and a minimum of 5 instructional hours for each day spent in remote instruction due to emergency conditions in the Elementary School. At least 60% of this work will be conducted in a synchronous manner. This estimation is based on a balanced approach that ensures meaningful and effective learning experiences for students while meeting State aid requirements.

Documentation and Reporting: The district will maintain detailed records of daily instructional hours, including synchronous and asynchronous components, for audit and reporting purposes. This documentation will be crucial for compliance with State aid regulations.

Regular Review and Adjustment: The estimation of instructional hours will be subject to regular review and adjustment as needed to align with changing circumstances and evolving best practices in remote instruction.