

**Weedsport Central Schools**  
**Emergency Remote Instruction Plan**  
**2024-2025**  
**Table of Contents**

Introduction - Page 1

Technology for Remote Learning - Pages 2-3

- Available Hardware and Software
- Distribution
- Equity of Access to Internet Connection
- Technology Help Desk Information

Roles and Responsibilities for Students, Teachers and Families - Pages 4-5

Instructional Expectations for Full Virtual Learning - Page 6

Student Attendance and Engagement - Page 6

APPENDIX A: Modes of Remote Learning and Definitions - Page 7

APPENDIX B: Sample Weekly Planning Template - Page 8

**Introduction**

Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person or remotely, due to a local or state school closure or limitation, there are clear opportunities for instruction that are accessible to all students. Such opportunities must be aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.

## **Technology for Remote Learning**

### Available hardware and software:

Weedsport Central School District is able to provide all students with a 1:1 device. Kindergarten - 12th grade students will be provided with a Chromebook and a charger. Students in grades 3-12 will be responsible for transporting technology back and forth to school each day. Chargers should stay at home, however, devices must be fully charged prior to the start of the school day as limited in school charging stations will be available.

To ensure clarity and consistency for teachers, students and families, remote instruction will be electronic using Google Classroom, BUZZ and Zoom. Students will be provided a single sign on through "Classlink." This means that students will only have one username and password to access every application they are asked to use.

### Distribution:

Devices will be distributed to students on their first day of in-person instruction. In the event of emergency remote instruction, the district will communicate a device pick-up schedule through Parent Square.

### Equity of Access to Internet Connection:

We will work with families, to the best of the District's fiscal ability, to access internet connectivity based on their individual level of need.

If Weedsport CSD transitions to a remote learning mode and families are unable to access high speed internet, due to geographical location (rural areas), Weedsport CSD will provide hard copies of assignments to students via the USPS which includes a self-addressed stamped envelope for students to return work to be assessed by the teacher.

Technology Help Desk Information:

If you need tech support with a device your child has borrowed from the District, please call a member of our technology support team, Chris Colburn, @ 315-834-8261. He will be available M-F 8 a.m. to 2 p.m. If he is unable to answer your call, please leave a voicemail with your name and contact phone number and he will respond in a timely fashion.

If you need help with your child's Google Classroom page or any other web based link/assignment that has been assigned to your student, please reach out to your child's teacher.

[VIDEO: Parents Guide to Google Classroom](#)

## **Roles and Responsibilities for Students, Teachers and Families**

### **Students:**

1. Daily engagement is expected even when you are learning from home. Follow the weekly schedule provided by your teachers.
2. Attendance and participation will be monitored (See section on Student Attendance and Engagement)
3. Students/parents and families will notify the teacher when they are unable to engage in any day's learning.
4. Student work must be submitted electronically using Google Classroom, BUZZ, or other format approved by a building administrator.
6. Students can use Parent Square, Google Classroom or school issued email account to communicate with any Weedsport staff. It is an expectation that students in grades 6-12 regularly check their school email account for important information from teachers.
7. Students will demonstrate digital etiquette and citizenship according to the district Code of Conduct.
8. Review the weekly plan provided by your teacher. Check daily for which assignments are due to help keep you on track with completion and submission.
9. Submit completed assignments by their due dates. If you are having difficulty in keeping up with the workload, let your teachers know immediately to work out a plan.
10. Take ownership of your learning! Complete assignments with academic honesty and integrity.
11. Engage with your teacher and peers during scheduled face-to-face meeting times. Share your work, ask questions, participate in discussions and be active in learning.
12. Be respectful of others during interactions. Be on time, listen to what others have to say-just be a good human!

**Teachers:**

1. Teachers are essential workers and are available to students/families five days per week.
2. Share expectations with students and families about the instructional plan for the week, including learning objectives, required activities, assignments, links to resources and due dates.
3. Student participation/engagement/attendance will be recorded daily.
4. For any student who is not engaging, follow up with your school protocol.
5. Parents and family members are not expected to teach new content. They are guides, providing time and structure for student focus. Teachers must be notified at any time a student is struggling with the learning task.

**Families:**

1. Families provide coaching, encouragement, and support for students' learning.
2. Families will ensure their students attend/participate in instruction daily.
3. Families may contact any of their children's teachers during regular school hours.
4. Parents Square, Google Classroom and email are used to contact teachers outside of the school day. Teachers will respond when they arrive the next day, as their schedule allows.
5. Parents and family members are not expected to teach new content. They are guides, providing time and structure for student focus. Teachers must be notified at any time a student is struggling with a learning task.

## **Instructional Expectations for Full Virtual Learning**

If an entire class of students must transition to remote learning the teacher will conduct daily live lessons via Zoom or Google Meet.. Elementary School teachers (K-5) will share a class schedule with families. These schedules will resemble the normal school day and will include aide support, support staff (special education and ELL) and special area time as usual. UPK will not follow a set schedule, however, content will be shared with parents for students to complete on assigned iPads, if parents so choose. Grades 6-12 will follow the regular daily schedule and will interact with teachers via Zoom for each class daily while in quarantine.

Students may complete supplemental assignments, asynchronously, through Google Classroom or BUZZ learning management system.

If it is deemed that digital instruction is not appropriate for a student based on individual instructional needs, the school will work with the student's family to develop an appropriate plan.

## **Student Attendance and Engagement**

**Attendance with live interactions:** While students are at home learning for full-time virtual learning, attendance will be taken when students are asked to log into Zoom for live teacher interaction or office hours.

Students will be provided the same number of required instructional minutes as expected for in person instruction.

900 minutes - Grades K-6

990 minutes - Grades 7-12

## **APPENDIX A - Modes of Remote Learning and Definitions**

### **Defined:**

**In Person Learning:** Students receive instruction while at school

**Full Remote Learning:** Students do not attend school in person and receive ALL instruction virtually, at home.

### **Synchronous Learning**

Live lessons and or interactions

### **Asynchronous Learning**

Learning that happens on the student's schedule.

For example: Methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms.

**APPENDIX B - Sample Weekly Planning Template**

Content:	Grade:	Week of:
----------	--------	----------

This week's Learning Targets/Intentions	Tasks/Assessments	Success Criteria
I am learning...		I can...

Monday	Tuesday	Wednesday	Thursday	Friday
Attend:	Attend:	Attend:	Attend:	Attend:
Read:	Read:	Read:	Read:	Read:
Watch:	Watch:	Watch:	Watch:	Watch:
Discuss:	Discuss:	Discuss:	Discuss:	Discuss:
Turn in:	Turn in:	Turn in:	Turn in:	Turn in: