

Emergency Remote Instruction Plan

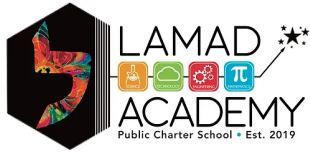
Following the COVID-19 pandemic, school districts in New York are required to have a plan for how children will be educated if a school or schools must close under emergency conditions. These Emergency Remote Instruction Plans (ERI Plans) are included as part of the district-wide school safety plan, which is reviewed annually by district and building-level emergency response teams, adopted annually by the Board of Education and submitted to the New York State Education Department.

Communication and Engagement

To help inform our Emergency Remote Instruction Plan, the Lamad Academy Charter School completes an annual family assessment to get an understanding of the population of students with Internet access. The purpose of this survey is to ensure that, to the extent possible, students can access the Internet and receive remote instruction, if necessary, under emergency conditions.

The assessment is sent to families as a survey. Beginning next lottery season, this will be a question on the registration application. Families who do not respond or respond that they do not have stable internet connections receive follow-up phone calls to learn more about the home situation and see how Lamad can provide support. Students and families may update their access information at any time by contacting the school.

Lamad Academy has also developed a plan for communicating all necessary information should the school need to close. Lamad will use existing internal and external communications channels to notify staff, students, and families/caregivers about closures and remote learning schedules with as much advance notice as possible. This communication will include information about how computing devices (e.g., computers, hot spots, etc.) are being disseminated to students and families who need them. Initial communication will be sent via mass communication system if it impacts all classrooms. If it is only a singular or small number of classrooms the principal will make the determination to close and the operations team and students support staff will contact families.



Communication out to families will be through various media such as the website, email, mass text, mass and where needed individual phone calls. Lamad Academy will provide students and their families with multiple ways to contact schools and teachers during remote learning. These include email and phone calls.

Device, Internet and Platform Access

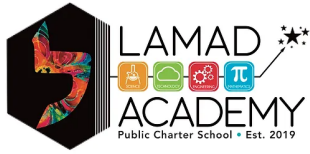
Lamad is a 1:1 school. All students have a chromebook. To support remote learning, Lamad will make these computer devices available to all students and families who need them. Generally, chromebooks are kept in school. In the event remote learning is initiated families can come pick up the device or arrange to have it delivered.

Lamad is also committed to supporting students and families with accessing the Internet at home. Lamad will work with our IT team, community partners and families to secure Wi-Fi access points or Wi-Fi through an internet provider so that students can participate in remote learning.

There will be those students in our community for whom remote learning through digital technology is not appropriate or possible. For these students, Lamad will assess each student's individual needs and whether in-person learning is an option. Other methods that will be considered include instruction by phone and/or the delivery of hard-copy materials to the student's home. In cases when a student, due to their documented needs, is unable to access instruction through digital technology, teachers will work directly with guardians to determine the best way to deliver instruction, whether it be through packets and phone calls, tele-counseling, individual/small group video conferencing, or in person at a mutually agreed upon public space if no other option is available.

Lamad will also take steps to ensure that school staff members have the necessary tools, i.e., computing devices and Internet access, to deliver emergency remote instruction from their place of residence. Lamad provides all teachers and related service providers with devices and will provide hot-spots as needed.

Teaching and Learning



Our schools have developed an emergency remote instruction plan that would support all students. When a remote learning model is necessary, certain groups of students will be prioritized for in- person learning to the greatest extent possible, depending on the nature of the emergency. This includes, but is not limited to, special education students, English language learners, and students with technology or connectivity needs.

Acknowledging that the typical content in each grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students’ success in future study. Instruction will focus on “core” subject areas; however, additional courses will continue to be offered in a remote learning environment. All instruction will continue to be aligned to the New York State Learning Standards.

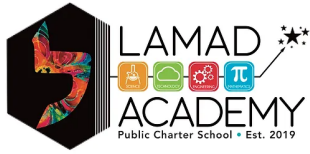
Virtual learning schedules have been developed by grade level. If an emergency requires the district to move to virtual learning, these schedules will be shared with students and families in accordance with the communication strategies outlined earlier in this plan. Students will be given opportunities to engage with teachers and classmates through live instruction, question and answer periods with teachers and group work (i.e., synchronous learning). Teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis. Supplementing this time will be self-guided projects, readings and other age-appropriate assignments that can be completed by the students remotely (i.e., asynchronous learning).

Teachers will be trained in best practices for synchronous, blended, and asynchronous instruction. Focus will be on engagement, delivery of content, and assessment.

For brief periods of remote learning a week or less in duration, Lamad Academy Charter School plans to offer a minimum of 120 minutes of synchronous instruction per day (a 60 minute session in the morning and another 60 minute session each afternoon), with remaining instructional hours being asynchronous. For remote learning periods that extend beyond one week, Lamad will offer additional synchronous instructional hours in all subject areas.

Support Services

Based on the learning model we have developed, students with disabilities and/or an Individualized Education Plan will continue to receive support services in accordance with their individualized education plans (IEP) should remote learning become necessary. It is the expectation that all service providers (e.g., teachers, paraprofessionals, related service



providers) will sign-on to the remote learning platform to support students as needed. This will include large classroom settings in the remote learning environment, as well as the use of breakout rooms or one-on-one virtual meetings as necessary.

Related Services:

- Regular school frequencies will be delivered via live video conference, with fidelity to the IEP, with specific identified frequencies
- School counselors, in coordination with the teacher, will work to maintain biweekly phone contact with families in support of social/emotional support and home learning initiatives and to identify the need for any other supports

Lamad will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child.

- Attendance must be taken daily. Present will be recorded for engagement in assignments, live, or recorded sessions, same as the general education population
- Documentation of parent contact will be recorded in our SIS system Jupiter Grades.
- Lamad will implement IEPs as written with a combination of synchronous and asynchronous instruction.
 - If there are individualized variations from the schedule above, the rationale needs to be documented. We need to assure that what we are providing adheres to the IEP and is reasonable, appropriate, and considers the individual and family and FAPE in the remote setting
- Related Services:
 - We will ensure remote service hours for students in need of counseling
 - Services will be maintained in the IEP direct related service logs