



Charter School *for*
Applied Technologies

Emergency Remote Instruction Plan

This document will support the school's transition to an alternative remote instructional model in the event that traditional in-person instruction is not an option as a result of emergency conditions such as a public health related closing. The Charter School for Applied Technologies (CSAT) does not shift to remote instruction in response to emergency closing due to unforeseen adverse weather events as the distribution required to ensure connectivity to all families could compromise staff and/or parent safety.

The K-12 guidance below will ensure continuity of learning that is equitable to all CSAT students and provides high levels of accountability for any online learning setting. Staff and students will be provided this information prior to any transition to a remote learning environment. The plan accounts for both device and connectivity access necessary to participate in both synchronous and non-synchronous instruction while also outlining expectations for staff and students during a shift to remote learning.

1. CSAT will ensure that computing devices are made available to students in order to participate in synchronous instruction.

CSAT operates in a true 1-to-1 device environment and budgets for and maintains a stock of devices to service all students up to its charter maximum enrollment number of 2365 students. Included in this figure and budget are alternate devices, repair costs and a replacement schedule for devices that are aging out. Students in grades 9-12 are provided a laptop at the beginning of the year and travel to and from school with it in their possession. At the end of the year all computers are collected for annual maintenance and reimaging then redistributed again at the beginning of the next school year. In grades K-8, laptops are stored with the schools but are immediately available for dissemination to all students once the superintendent has provided principals the directive that laptops should be distributed in anticipation of a shift to remote learning. Students in these grades are provided with a laptop, storage bag and ancillary charging cord. Parents and guardians of students in grades K-8 receive communication via automated call and text message that the school intends to shift to remote learning and that their child will be in possession of a school laptop moving forward. This information along with additional links to technical support is also provided on the school's website and posted to its social media accounts.

In general, service repairs on damaged devices are performed in-house by the CSAT Technology Department except for Apple products. Anytime that a device is returned to the school for repairs or replacement another 'loaner' device is provided to the student to utilize. All electronic equipment is internally catalogued and maintained on service schedule. Laptops are replaced on an annual five-year schedule as they age out of useful service.

2. CSAT will ensure that students have access to internet connectivity necessary to participate in remote instruction during emergency conditions.

Following the decision to move to remote instruction the CSAT Communications Department communicates with all parents/guardians that the school is shifting to remote instruction via automated call, text message and is also shared on the website and social media platforms. This communication also includes instructions to contact the school if the student/family has no internet access to determine who has internet connectivity sufficient to participate in remote instruction. Those who reply that they do not have connectivity are then contacted by the Family Support Center to determine if they qualify for a school provided hotspot by the at no charge. Hotspots are limited and ordered on an as needed basis. Hotspots have sufficient broadband capability to accommodate all academic functions.

Parents are also directed to local libraries and community centers when the school does not have access to hotspots by the Family Support Center so students are able to access online educational materials.

3. CSAT will define synchronous instructional expectations for school staff when emergency conditions necessitate a shift to remote learning. Additionally, CSAT will determine the percentage of daily instruction deemed non-synchronous instruction and supplemental in nature.

All staff are provided laptops by the school and have internet access at their residences. Should the school be made aware for a connectivity deficiency for staff then hotspots can be made available. All staff are trained on the usage of the Microsoft Teams platform which will be utilized to deliver and store all instructional materials during remote instruction. All classes will be pre-scheduled on calendars for ease of access during synchronous classes. All grade level (K-12) classes meet virtually (synchronously) during their regularly school class times and attendance is also taken. It is anticipated that synchronous instruction will compromise the entirety of the school day. There are also planned opportunities for students to work non-synchronously on independent tasks during school day. The time spent working on independent work varies somewhat based on the lesson/unit but is not anticipated to be longer than one hour per day. Independent assignments or homework are completed outside of the school day and are reviewed during synchronous instructional time in much the same fashion as would be the case if traditional in-person instruction was occurring.

ELL teachers will "push-in" to the virtual classes they are assigned that are occurring over TEAMS and support the students. They will also schedule a times to meet with the small group of the ELL students to provide their pull-out services or to assist with providing accommodations with class assignments. ELL teachers will continue to monitor the students they are assigned in both the classroom and pull-out sessions.

4. CSAT will provide an alternate means of remote instruction for those students for whom digital technology is not available or appropriate.

To date the school has not encountered a scenario where digital/virtual instruction has not been deemed appropriate while operating in a remote learning environment. CSAT's preference given past student performance is to remain in an in-person instructional status however we acknowledge the need to remain prepared for the eventuality of remote instruction. Should the CSAT Family Support Center Coordinator make a determination that existing digital technology resources are not appropriate then the FSC Coordinator will consult with the Director of Special Education and Principal to develop an alternate instructional approach that will provide appropriate supports.

5. CSAT will describe how students with disabilities or special needs will receive individualized education programs during remote instruction that ensures a continuity of support that comports with a free and appropriate public education.

Students receiving special education or related services at grades K-12 will continue to be provided those services virtually by their respective consultant SPED teacher within the outlined high school schedule. Special education staff will attend their regular class schedule and join virtual class sessions for co-teaching opportunities while also utilizing the Break-out Room to parallel teach and use the chat feature to call in for support and assistance on assignments. SPED staff also provide remote services and call-in times that offer students additional support and assistance on assignments. SPED staff will continue to complete draft Individual Education Plans (IEP), Summary Reports while continuously updating student tracking sheets. This tracking will be coded as "RL" to reflect remote learning on the tracking sheets.

CSAT acknowledges that remote learning is a modality of instruction that may need to be substituted for in-person instruction and therefore has committed itself to providing its staff with the professional development necessary to appropriately utilize technology in a remote environment. All new staff receive training from the school's Technology department on the use of Microsoft application. Additionally, all special education teachers and aides are linked to their co-teaching Microsoft TEAMS pages and channels. Class assignments and related notes are uploaded in One Note for all to access. Special education teachers have access to student IEPs through online student information systems. Students are taught how to access and use the online applications such as Immersive Reader and Translation to assist them with independent work.

6. Not applicable. As a New York State public charter school, CSAT does not receive foundation aid.