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Rochester City School District

Emergency Remote Instruction Plan (2025–2026)

Annex to the District-Wide School Safety Plan (DWSSP)
Adopted: [Insert Date]

I. Introduction and Purpose

If RCSD schools are closed due to emergencies, this plan ensures uninterrupted instruction and access to educational resources. Aligned with 8 NYCRR §155.17 and NYSED guidance, the ERI Plan guarantees students continue learning, families stay informed, and critical support services remain operational, even during remote-only days.

II. Definitions

RCSD follows NYSED definitions for remote instruction:

- **Remote Instruction**: Instruction delivered by a certified teacher when they are not in the same location as students, with daily substantive interaction.

- **Synchronous Instruction**: Real-time instruction through platforms like Google Meet (used by students).

- **Asynchronous Instruction**: Learning tasks completed independently without real-time teacher interaction.

- **Non-Digital Instruction**: Paper-based or audio instruction with interaction via phone or other offline means.

III. Closure Scenarios and Instructional Response

RCSD prepares for two primary emergency closure scenarios: when the closure is **known in advance** and when it is **announced the morning of the closure**. The table below outlines expectations for each:

Category	Known in Advance	Morning-of Closure

Devices	Sent home with students	Virtual options used if already at home
Connectivity	Hotspot distribution available upon request	Paper packets are used if no access
Schedule	Reviewed in class before closure	Posted online or included in packet
Assignments	Digital or paper-based; no grading/assessments	Same; make-up work not required

For unexpected closures, devices and hotspots will be delivered or made available for pickup upon request. Communication will be done via robocalls and social media. RCSD will locate targeted locations for device pick-ups.

IV. Technology and Internet Access

All 9–12 students are issued Chromebooks. K-8 students have access to Chromebooks in classroom carts that can be taken home as a part of this plan. The Instructional Technology Department maintains a Help Desk & Chromebook Depot for repairs and replacements, typically resolved within 48 hours. Students identified by staff as lacking internet access are provided hotspots. RCSD partners with community centers and libraries to expand Wi-Fi access throughout the city. Staff are also offered devices, with instructions to bring devices home when a closure is anticipated. Staff without access on short notice are expected to connect with students via phone, email, or previously prepared paper packets.

Microsoft Teams is used exclusively for staff collaboration. Students do not use Teams; all student-facing video instruction is conducted through Google Meet.

Emergency Closure Packets are prepared and reviewed in advance. These packets include engaging, meaningful activities. Teachers are expected to explain the contents before predicted closures. Packets will consist of materials for both general and special education students, adapted as needed.

V. Instructional Delivery and Time Expectations

RCSD ensures instructional continuity by maintaining the following during emergency closures:

- **K–6**: Minimum 5.5 hours of instruction

- **7–12**: Minimum 5.75 hours of instruction

Approximately 80% of instruction is synchronous and 20% asynchronous. Teachers use Google Classroom (3–12), eLearning (Virtual Academy), and Seesaw (PK-2), with GoogleMeet for live sessions. District-issued laptops enable staff to maintain these expectations. Instructional time is verified through live session attendance, submitted assignments, and system logins. Professional Learning includes remote teaching strategies, digital engagement, SEL, and accessibility. Multilingual learners receive targeted small-group sessions, translated materials, and interpreter support for families.

VI. Supporting Students Without Digital Access

School staff identify students lacking access and initiate support using the HelpDesk and request forms. For short-term closures, students may use pre-distributed Emergency Closure Packets. Staff conduct check-ins by phone to guide learning. For more extended closures, devices and hotspots are delivered through a collaborative effort with CO and school staff, or scheduled for pickup.

VII. Continuity of Special Education and ENL Service

RCSD provides services using virtual or teletherapy platforms according to IEPs and 504 Plans. Progress is monitored through logs, observations, and performance-based data. Communication with families includes phone calls, email, and translated documents. The following programs and services are adapted during remote instruction:

Special Education

- **Integrated Co-Teaching**: General and special ed teachers co-plan remote lessons aligned to IEP goals

- **Consultant Teacher Services**: Tailored supports delivered virtually or through differentiated materials aligned to IEP goals

- **Special Class**: Individualized instruction delivered remotely and aligned to IEP goals

- **Resource Room**: Supports tied to general education content and IEP goals

- **Related Services**: Teletherapy sessions customized per the student's IEP

English as a New Language (ENL)

- **ENL Co-Teachers** collaborate with content teachers based on language proficiency.

  - Instruction includes translated materials, bilingual supports, and small-group sessions.

Out-of-District Placements

- Students in out-of-district placements follow the schedule and plans set by their respective programs and RCSD.

VIII. Attendance and Reporting

Attendance is taken daily based on synchronous participation, digital logins, and assignment submissions. Teachers enter attendance into PowerSchool using the remote attendance codes. Teams review attendance weekly to identify at-risk students. Instructional hours are documented for compliance with NYSED reporting requirements:

- Grades K–6: 5.5 hours/day

- Grades 7–12: 5.75 hours/day

IX. Communication Plan

Notifications are issued via robocalls, text, email, website, and social media. Communications are translated into primary home languages. Teachers and principals must communicate consistently with families throughout closures, including instructions, schedules, and contacts for building liaisons, tech support, and counselors.

XI. Governance and Review

This plan was made available for 30-day public comment beginning [Insert Date] and was approved by the RCSD Board of Education on [Insert Date]. It is posted on the district website and submitted to NYSED's SED Monitoring portal. Annual reviews will occur alongside the District-Wide School Safety Plan process.