

Emergency Remote Instruction Plan

Introduction

The Rochester City School District developed the following Emergency Remote Instruction Plan to address the instruction of students if there are extenuating circumstances preventing students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Commissioner’s Regulations for inclusion in the annual District-Wide School Safety plan.

Beginning with the 2023-2024 school year, all public school districts and boards of cooperative educational services (BOCES) must develop a plan that addresses six different regulatory components related to how they will provide remote instruction under emergency conditions. These Emergency Remote Instruction Plans (ERI Plans) will serve to ensure that there is a common understanding about remote instruction amongst district or BOCES staff, teachers, families, and students. ERI Plans must include the methods by which districts and BOCES will ensure the availability of devices and internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities, should an emergency require the district or BOCES to transition to remote instruction.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as “instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.” For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

Rochester City School District Emergency Closure Remote Learning Plan

Procedures to ensure that devices are made available

The District has in inventory or deployed at a minimum one mobile computing device per student at all times. This device is located either in a cart in the student's primary classroom or assigned to the student depending on grade level. Devices assigned to students can regularly be transported to and from school by the student. Devices assigned to carts would be sent home with students in the event of a need. For students who are unable to take home a device, the district will provide devices centrally or via the school.

Information regarding a "take-home" event or centralized deployment would be shared via Robocall, District Website, Media, Email and text message.

Devices will be repaired or replaced through a variety of methods including via the normal repair process at the student's home school, drop-off events and if conditions require; the use of touch-free lockers for drop-off and pickup.

Procedures to ensure internet connectivity

The district provides mobile hotspots/mifis for students who have expressed a need for internet access at home. The district also maintains partnerships with local government and community organizations and allows for the connection of district devices to their networks.

Expectations for synchronous and asynchronous instruction Terms:

Asynchronous Learning (AL): Learning experiences that the student would be expected to engage in that will not involve live, real-time interaction with the teacher. Asynchronous learning experiences may take the form of a pre-recorded video of the teacher providing direct instruction, a video of another teacher (RCSC or otherwise) teaching a skill, a link to an article for a student to read and respond to, a math or science problem set to solved or investigated. Materials would be submitted to the teacher or staff member for feedback.

Synchronous Learning (SL): Learning experiences that involve live, real-time interaction with the teacher. Synchronous learning may be used, among other things, for large groups, small groups, and/or individualized direct instruction, collaborative discussions, writing conferences, intervention services, student assistance, and community building/social-emotional learning experiences.

Personalized Coaching/Tutoring (PC): Learning experiences in which a teacher takes the opportunity to check in with students that may not have engaged synchronously for instruction. This is an opportunity for teachers and staff to conduct mental health check-ins, provide diagnostic and progress monitoring assessments to determine growth, and provide personalized tutoring for students to address any opportunity gaps as it relates to students meeting grade-level standards.

In the case of needing to utilize remote education due to a health crisis or any exceptional disaster, the following expectations will go forth for remote education:

K - 2:

With the understanding that screen time can have detrimental effects on a child, students in kindergarten through grade 2 would be expected to have synchronous learning during the AM, each day except Wednesdays. On Wednesdays, teachers and staff would engage in professional learning in the morning, but ensure that there are asynchronous items available for each student via Google Classroom / Seesaw. During the afternoon, teachers will have a list of students that they will check in on and provide personalized tutoring or instruction for students. Students will be engaged in asynchronous instruction, which could be a combination of grade-level work packets and/or items that are found on Google Classroom/Seesaw.

Day/Time	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Remote (SL)	Remote (SL)	Remote (AL)	Remote (SL)	Remote (SL)
PM	Remote (AL/PC)	Remote (AL/PC)	Remote (AL/PC)	Remote (AL/PC)	Remote (AL/PC)

3 - 6:

Students in grades 3-6 would be expected to engage in synchronous learning for 75% of the school day, with ¼ of the school day being asynchronous. This provides opportunities for students to have time away from the screen, as well as allows teachers to provide personalized coaching/tutoring for students to address opportunity gaps with students not yet meeting grade-level standards. During this time, teachers and staff would assist with also check-in with students that may have been absent from synchronous learning or addressing any mental health needs.

Day/Time	Monday	Tuesday	Wednesday	Thursday	Friday
¾ Day	Remote (SL)	Remote (SL)	Remote (AL)	Remote (SL)	Remote (SL)
¼ Day	Remote (AL/PC)	Remote (AL/PC)	Remote (AL/PC)	Remote (AL/PC)	Remote (AL/PC)

7 - 12:

Students in grades 7 - 12 would follow their schedule with the majority of their day being engaged synchronously. There could be time during the classroom schedule in which teachers can/may provide asynchronous work, but it would not be more than ½ of any classroom period. On Wednesdays, teachers have the option of providing ¼ instruction, while using the other ¾ of the classroom to provide tutoring or personalized check-ins with students to ensure positive mental health and to assist with bridging the opportunity gaps for students not yet meeting grade-level/subject-level standards.

Day/Time	Monday	Tuesday	Wednesday	Thursday	Friday
Full Day	Remote (SL)	Remote (SL)	Remote (SL/AL/PC)	Remote (SL)	Remote (SL)

Teachers will all utilize the RCSD-adopted Teaching and Learning Framework and guidance. This information can be found here: [T&L Framework](#)

In the case of needing to utilize remote education due to a health crisis or any exceptional disaster, the following expectations will go forth for remote education as it pertains to students without access or limited access to technology:

- All students would receive one device to engage with instruction
- All students would receive a MIFI device to ensure connectivity to the internet
- Students with broken devices would continue to be able to access all assignments on Google Classroom or Seesaw. All work would be available via paper and would be accepted for credit just as electronically submitted assignments.
- Home School Assistants and Parent Liaisons at both the school and district-level will assist with the delivery and drop off of materials. Together, with Social Workers, School Counselors, and Related Service Providers will assist with attendance and the continuous delivery of service for students with Individualized Education Plans.

Plan for Students with Disabilities

Special Education Teacher who provide direct/indirect consultant services:

It is the Case Manager’s responsibility to create individualized distance learning plans for each student on their caseload in collaboration with parent(s) or guardian(s).

- Determine the tool for home collaboration with parent
- Determine Parents’ preferred activities for engaging their child at home.
- Review the current IEP goals and make a determination about the level of direct instruction.
- Document using Distance Learning Plan form. Case Manager will upload Distance Learning Plan to Google Drive and share through Google with all providers who work directly with the student or provide therapy. Case Manager will upload Distance Learning Plan to Frontline IEP’s Document Repository. Document parent contact in “Attendance Actions” in PowerSchool.

Sample Distance Learning Planning Forms

Part I	
Student Snapshot	Grades 7-12 ONLY, List Current Regents Courses

Student Name: Student ID: Date of Meeting this plan was developed:	
<p>The supports, accommodations, consultation, and services outlined below must capture student access to academic materials and how students will be assisted to <u>make continued progress to their aligned IEP Goals and/or Objectives</u></p>	
<p>Part II Ability to access distance learning including preferred types of activities and mode of access: Example:</p> <ul style="list-style-type: none"> ● <i>Mom is willing to participate in zoom meetings when they are scheduled.</i> ● <i>Mom and has access to technology</i> ● <i>Mom cell phone and access to iphone to connect to internet access</i> ● <i>Mom has computer with internet access</i> 	
<p>Part III Detail accommodations and other supports that are necessary to access the academic materials being made available during this time: Example:</p> <ul style="list-style-type: none"> ● <i>Texts/emails/Zoom meetings to consult with parents regarding daily schedule</i> ● <i>Weekly Zoom meetings to demonstrate exercises and activities with parent and student</i> ● <i>Youtube videos of letter formation & other fine motor tasks</i> ● <i>Materials are copied from RCSDlearn and have been mailed out.</i> ● <i>Links to websites for movement breaks to integrate into daily activities</i> 	
<p>Part IV Schedule of special educator/related service provider direct instruction: Example:</p> <ul style="list-style-type: none"> ● <i>M/W/F video conference with Google Meet through Google Classroom (½ -1 hour)- as needed and accepted by the student.</i> ● <i>Zoom Meetings: M-F 12pm - 2pm</i> 	
<p>Part V Schedule of teacher-parent consultation: Example:</p> <ul style="list-style-type: none"> ● <i>Monday - 10:00am-10:30am - weekly communication with Student's mother to ensure that parent, teacher and student are on the same page with assignment completion and expectations.</i> 	

Part VI

Description of how progress toward goals will be tracked:

Example:

- *Student will be progress monitored on his IEP goals through data collection based on work samples from his Google Classroom assignments. Individual assignments will be created and analyzed to target all of Student's IEP goals. Weekly Progress will be shared with parent*

Part VII

List of other activities/supports that will be provided:

Example:

- *In addition to targeted individualized instruction on Google Classroom, other materials and supports will be accessible to student through Khan Academy, RCSD's Virtual Academy (e-learning), Raz-kids, Epic, Capstone Interactive. Student support groups have also been created to offer social opportunities for students to interact and support each other once per week (Wednesday from 1:00pm-2:00pm).*

Teaching Assistants & Paraprofessionals

Teaching Assistants and Paraprofessionals will be asked to conduct phone check-ins with families of the students in the classroom they support. If there are more than one support staff assigned to the class the staff will split the class list and call the assigned families. Building Administration will provide the contact information to Teaching Assistants and Paraprofessionals via email. A script will be provided by the Department of Special Education to guide the phone discussion. The extent of the communication will be to check- in with students and families, survey access to online learning opportunities and obtain email addresses for electronic communication. A summary sheet will be completed by the TA or Paraprofessional and sent back to the building Principal via email.

Related Services

Many disability-related modifications and services may be effectively provided online. These may include, for instance, extensions of time for assignments, videos with accurate captioning or embedded sign language interpreting, accessible reading materials, and many speech or language services through video conferencing.

1. Each RCSD Therapist will be responsible for the review of each student's IEP, Program Modifications/Accommodations and Goals to determine a therapy plan.
2. In preparation for the provision of services, related services staff will contact families to ensure they have a clear understanding of parent accessibility in order to receive telepractice related services. Information obtained will include parents

preferred mode of communication and document on *Telepractice Student Accessibility Form*.

3. Each RCSD therapist will be responsible for arranging schedules to attempt to provide therapy services using the methods outlined (*see chart below*).
4. Telepractice therapy or counseling sessions that are provided will be documented in Frontline using the Setting, ‘Telepractice’. The therapist will complete the remaining information on the RS Log as they would for a face to face session.
5. If a student is scheduled for a telepractice session and the session does not occur, it will be marked as Absence, Student Not Available or Provider Not Available, depending on the reason for the missed session. Technology mishaps will be marked as SNA if it is on the student’s end and PNA if it is on the therapist’s end.
6. Complete applicable parts of the *Distance Learning Plan Form* to document the plan for teletherapy for each student.
7. Upload completed Distance Learning Plan into the Document Repository in Frontline.
8. In reference to the provision of telepractice sessions please reference, *Telepractice Guidelines for Providers* document.

Related Service	Delivery Methods
Speech/Language Therapy	Video-Conference, Phone Conference, Packets based on student’s Speech/Language delay, Recorded Lessons, Virtual Office Hours
Occupational Therapy	Video-Conference, Phone Conference, Packets based on student’s occupational performance deficit, Recorded Lessons, Virtual Office Hours
Physical Therapy	Video-Conference, Phone Conference, Packets based on student’s Motor delay, Recorded Lessons, Virtual Office Hours
Teacher of the Deaf	Classroom Dojo, Emails, ASL websites, Interactive reading logs, SAT word quizzes/activities, Videos with comprehension questions: Did You Know That? , Link with youtube videos in ASL, Parents-readings related to hearing loss , Functioning technology and supplies at home (hearing aid batteries), Google lessons with classroom teachers, Videos and media with closed captions, Zoom classroom times set up communicating via ASL, Texting

Teacher of the Visually Impaired	Packets in braille, Zoom for students currently using CCTV, Tele-conferences, Teamviewer app- allows students to share the view of their Braille Note Touch Plus screen with TVI teacher so she can see what the student is doing and also assist with navigating new sites that are unfamiliar to the student, Google drive folder that was previously established with students' classroom teachers where assignments will be uploaded
Music Therapy	Video-Conference, Phone Conference, Packets, Recorded Lessons, Virtual Office Hours
Counseling	Video-Conference, Phone Conference, Recorded Lessons, Virtual Office Hours

Committee on Special Education (CSE)

Committee on Preschool Special Education (CPSE) Meetings

Associate Directors of Special Education (ADs) will coordinate with parents a mutually agreed upon time to hold CSE/CPSE meetings (i.e. Annual Review, Program Review, Initial Eligibility or Re-Evaluations).

- Parents may elect to receive all materials electronically and will be asked to provide an email address for electronic communication from the Department of Special Education. Electronic communication will include, but is not limited to: meeting notices, procedural safeguards, finalized IEPs, progress notes and other supporting documents.
- All CSE/CPSE Meetings will have a Video Meeting ID, URL Link, mobile number option and password for call-in purposes that will be embedded in the CSE Meeting notice that is generated in the Frontline IEP system.
- Parents will be engaged in CSE/CPSE meetings by choosing one of the three options below:
 - Telephone Conference- CSE chairperson calls parent via phone using their contact number listed in Powerschool. All other CSE members participate through Video Meeting Code.
 - Video/Tele-Conference- Parent dials into Tele-Conference phone call using phone number and access code provided in Meeting Notice.

- Video-Conference- Parent joins video conferences using URL Link
- ADs will open drafts documents in the Frontline system in order for teachers and providers to update Present Levels of Performance, Annual Goals and other required IEP sections.
- ADs will schedule all meetings with the Video Conferencing information noted above.
- After meeting Prior Written Notices (PWNs) and finalized IEPs will be sent electronically if the parent/guardian email address is on file.

Annual Review Meetings

- Parents and an IEP Team will conduct Annual Review meetings through

Reevaluations

- A reevaluation of each child with a disability must be conducted at least every three years, unless the parents and the public agency agree that a reevaluation is unnecessary. However, when appropriate, any re-evaluation may be conducted through a review of existing evaluation data, and this review may occur without a meeting and without obtaining parental consent, unless it is determined that additional assessments are needed.
- If all evaluations to determine continued eligibility were completed prior to the closure of schools: The Department of Special Education will schedule a date and time to hold the Comprehensive Reevaluation Meeting. These meetings will occur via tele-conference or video-conference.
- If evaluations to determine continued eligibility were not complete prior to closure of schools:
 - The CSE or CPSE Determination Meeting may be delayed per agreement with the parent. This will allow for the assessment(s) and observation(s) to be appropriately completed, as the information gathered through the evaluation process will be used by the CSE or CPSE to help inform decision making regarding a student's eligibility for services.

Initial Eligibility Determination

- If all evaluations to determine initial eligibility were completed prior to the closure of schools: The Department of Special Education will schedule a date and time to hold the Initial Eligibility Determination Meeting. These meetings will occur via tele-conference or video-conference.
- If evaluations to determine initial eligibility were not complete prior to closure of schools:
 - The CSE or CPSE Initial Determination Meeting may be delayed per agreement with the parent. This will allow for the assessment(s) and observation(s) to be appropriately completed, as the information gathered through the evaluation process will be used by the CSE or CPSE to help inform decision making regarding a student's eligibility for services.