Emergency Remote Instruction Plan

Introduction

The District's Emergency Remote Instruction (ERI) Plan is being included in the District-Wide School Safety Plan (DWSSP), as required by Commissioner's Regulation §155.17. 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 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.

ERI Plans must be informed by the district's Student Digital Resources data collection, which is completed annually. Sherburne-Earlville Central School District will attach our ERI Plan yearly to our DWSSP as an appendix.

Content Outline – Six Regulatory Components

- Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.
- Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.
- Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions, with an exception that asynchronous instruction is supplementary to synchronous instruction.
- A description of how instruction will occur for those students for whom remote instructions by digital technology is not available or appropriate.
- A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.
- For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions, pursuant to section 175.5 of this chapter.

Procedures to ensure computing devices will be made available to students

Our District is currently 1:1 for all K-12 students; K and Grade 1 students have iPads, and students in Grades 2-12 have Chromebooks. If a student did not bring home their device, the District would schedule time(s) for the distribution of devices. For families who were unable to pick up the device, we would schedule a time for device drop off. Paper copies would be provided to students who were not able to use a computing device.

The District would schedule times for devices to be serviced or replaced at the District on an ongoing basis (at minimum, weekly). The District would pick up and drop off a replacement device for families who were unable to get to the District.

The above would be communicated with families using existing internal and external communications channels to notify students and families/caregivers about remote and hybrid school schedules with as much advance notice as possible. The District's existing communication channels include its website, social-media pages (Facebook, Twitter), and robocalls (School Messenger). The District will hold online forums to communicate the District's plan and will then mail home schedules.

In addition, the District will make every effort to ensure that communication to parents/legal guardians is in their preferred language and mode of communication. G-Translate is available on our website, and School Messenger calls are sent in languages other than English. The District continues to be in communication with families via email, video conferencing, written communication, and phone calls. Communication occurs in the family's preferred language and mode of communication. Every effort has been made to ensure that communication is accessible to all individuals in accordance with the Web Content Accessibility Guidelines (WCAG) 2.0 Level A/AA.

This plan is consistent with the information provided by families in the Student Digital Resource data collection.

Procedures to ensure students will access internet connectivity

For students who do not have reliable access to the internet, the District has a limited number of hotspots available. These devices do require cell-phone reception, which is not available throughout the District. For students who do not have reliable internet access/cell service, the District will provide paper copies and/or jump drives to students during remote learning. The District will provide greater access to reliable internet, including providing space on property for students to access the District's Wi-Fi. We also would work with our community partners (i.e., libraries in the villages of Sherburne and Earlville) to provide Wi-Fi access.

This plan is consistent with the information provided by families in the Student Digital Resource data collection.

Expectations for school staff as to proportion of time spent in synchronous and asynchronous instruction

Our District is currently 1:1 for all K-12 instructional staff. Specifically, all instructional staff have a laptop. If an instructional staff member did not bring home their device, the District would schedule time(s) for the distribution of devices. The District has a limited number of hotspots for instructional staff who do not have Wi-Fi in their residence.

Instruction will not only focus on "core" subject areas to the exclusion of elective courses. Student schedules will remain the same to ensure that staff and students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously.

Remote learning opportunities for secondary students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and lessons to students. While recording of live lessons is still essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis.

The amount of synchronous and asynchronous instruction varies by grade level. For students in Grades K-2, there will be whole class check-ins throughout the day (2-4) for 20-to-30 minutes at a time. The remainder of the teacher's day will be spent in office hours working with individual or small groups of students. For students in Grades 3-6, there will be whole class check-ins throughout the day (2-4) for 30-to-40 minutes at a time. The remainder of the teacher's day will be spent in office hours working with individual or small groups of students. Grades 7-12 will begin each period (nine per day) live with their whole class and teacher. The teacher will then use the 40-minute instructional period to provide whole-class, small-group, and individual instruction. The use of Microsoft Teams and Google Meet permit breakout rooms for small-group and individual instruction.

To support the needs of individual students, including ELL/ML students, all students will follow their daily schedule – therefore ensuring regular access to scheduled ESL services. Teachers would work collaboratively to ensure that instructional resources were available to students. An example would include the use of Google Translate.

Annually, all instructional staff are provided training to review, revise and update remote-learning plans. The District uses the October staff development day to ensure that all staff are aware of the expectations and have plans for remote teaching.

Description of how instruction will occur for those students for whom remote instructions by digital technology is not available or appropriate

We have been able to provide all students with access to digital technology. We would work with the student and the family to provide the best support and resources to access remote learning. If a student could not access digital learning, they would still have daily live contact time with their teacher and classmates. We would work with the family on what resources and support could be provided to supplement this learning.

For students who do not have adequate access to the internet, the District has a limited number of hotspots available. These devices do require cell-phone reception, which is not available throughout the District. For students who do not have adequate internet access/cell service, the District will provide paper copies and/or jump drives to students during remote learning.

Description of how special education and related services will be provided to students with disabilities and preschool students with disabilities

Students will be provided virtual instruction to include related services. The District plan has educational equity for all at the forefront and all IEP accommodations will be met. The District will work with families to provide any necessary translations of documents and communications. The District also will continue to use the services of outside organizations to provide assistance to families. The CPSE and CSE committees will continue to meet in person or virtually to address all educational needs for each student. The committees will continue to make recommendations on programs and goals based on data collected. The Sherburne-Earlville Central School District will be in compliance with all Individualized Educational Plans.

The District will follow its existing engagement and communication protocols with parents/guardians regarding the provision of special education services for their child. The District will continue to be in communication with families via email, video conferencing, written communication, and phone calls. Communication occurs in the family's preferred language and mode of communication.

Estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction

The length of a school day during Remote Instruction will be equivalent to regular instruction. This will be a minimum of four (4) hours of instruction, not including lunch and/or recess.