

Appendix 3: Remote Instruction Plan



Schuylerville Central School District:
Remote Instruction Plan 2023-2024 School Year

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities

INTRODUCTION

The Schuylerville Central School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in the following Board of Education policies: Staff Use of District Technology and Student Use of District Technology; Code of Conduct.

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner’s regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to**, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district’s Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner’s regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner’s regulations define the term “remote instruction.” This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private

schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

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.

Communication and Engagement

To help inform our Emergency Remote Instruction Plan, the district completes an annual Student Digital Resources data collection report to better understand the level of access students have to devices (e.g., laptop, Chromebook, cell phone) and the Internet. *Elementary:*

- *Mass K-5 Survey*
- *Survey is provided to families and Parents complete the survey*

Middle School:

- *Mass 6-8 family email*
- *Completion during 6th grade Math class and 7th and 8th grade Technology class.*
- *Individual meetings in the Main Office*
- *The survey is provided via email and the students fill it out with the help of the teachers or staff supporting them.*

High School: *The High School Digital Equity survey was sent to families for feedback the following ways*

- *Mass 9-12 Family Email*
- *Multiple Emails to Student Accounts*
- *Class Reminders*
- *Completion during 1st and 2nd Period*
- *Individual meetings with School Counselors*

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. This survey is conducted on an annual basis. Students and families may update their access information at any time by contacting the student's school. It is our goal that this plan is aligned with the information provided by families in the Student Digital Resources data collection.

The district has also developed a plan for communicating all necessary information should a school or schools need to close. The district will use existing internal and external communications channels to notify staff, students, and families/caregivers about 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.

[Article posted to the School District Website and Emailed out to all staff and families](#)

- The District will utilize School Messenger to communicate with families
- Families have the ability to email all school personnel

The district will provide students and their families with multiple ways to contact schools and teachers during remote learning, including

Students and families can email their teachers or communicate through Google Classroom.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a

previously scheduled session day and that school was in session on that day ([NYSED Part 175.5](#)).

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

Device, Internet and Platform Access

To support remote learning, the district will make computer devices available to all students and families who need them.

<p>Policy and Procedure to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.</p> <ul style="list-style-type: none"> • How will the district ensure that all students have access to a computing device? • How will the District disseminate computing devices to students? pickup times. 	<p>Remote Instruction “Snow Day”</p> <p>https://docs.google.com/document/d/1qDyf3EekvyI0KNV5Sw1suFzlpjVVi8V4b1AguGZSMcA/edit?usp=sharing</p>	<p>Remote Instruction that goes beyond Five (5) days of Instruction</p>
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<ul style="list-style-type: none"> • How will we communicate about the dissemination of devices? • How will devices be serviced and/or replaced? • If not using computing devices, how will students participate in synchronous instruction? 		
<p>Elementary</p>	<ul style="list-style-type: none"> • School Messenger • A text message sent to all families directing them to check the website/their email for a remote learning update. • Students travel with their device, if the situation arises that students and staff need to obtain their device, the District will have designated ties and locations. • There will be a dropoff and pickup schedule if paper materials are needed. • The District is fully 1 to 1 with devices for all students and staff. 	<ul style="list-style-type: none"> • School Messenger • A text message sent to all families directing them to check the website/their email for a remote learning update. • Students travel with their device, if the situation arises that students and staff need to obtain their device, the District will have designated ties and locations. • There will be a dropoff and pickup schedule if paper materials are needed. • The District is fully 1 to 1 with devices for all students and staff
<p>Middle School</p>	<ul style="list-style-type: none"> • School Messenger • Students travel with their device, if the situation arises that students and staff need to obtain their device, the District will have designated ties and locations. • The District is fully 1 	<ul style="list-style-type: none"> • School Messenger • Students travel with their device, if the situation arises that students and staff need to obtain their device, the District will have designated ties and locations. • The District is fully 1 to 1 with devices for

	to 1 with devices for all students and staff.	all students and staff.
High School	<ul style="list-style-type: none"> • Tech services will utilize a dropoff and pickup system to coordinate tech issues. • School Messenger • Students travel will their device, if the situation arises that students and staff need to obtain their device, the District will have designated • The District is fully 1 to 1 with devices for all students and staff. 	<ul style="list-style-type: none"> • Tech services will utilize a dropoff and pickup system to coordinate tech issues. • School Messenger • Students travel will their device, if the situation arises that students and staff need to obtain their device, the District will have designated • The District is fully 1 to 1 with devices for all students and staff.

To the extent possible, the district will also support students and families with accessing the Internet at home. Where that is not possible, the district will work with community partners to secure Wi-Fi access points for students and families so that they may participate in remote learning.

<p>Policies and procedures to ensure students receive remote instruction under emergency conditions will access internet connectivity.</p> <ul style="list-style-type: none"> • How will the district determine the need for access to the internet in student's places of residence? • How will the district ensure that all students have access to the 	Remote Instruction "Snow Day"	Remote Instruction that goes beyond Five (5) days of Instruction
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<p>internet?</p> <ul style="list-style-type: none"> How will the district work with community organizations and local public species to ensure students have access to Wi-Fi access points? 		
<p>Elementary</p>	<ul style="list-style-type: none"> Utilizing the Digital Equity survey completed in the prior year. The District has access to HotSpots. 	<ul style="list-style-type: none"> Utilizing the Digital Equity survey completed in the prior year. The District has access to HotSpots.
<p>Middle School</p>	<ul style="list-style-type: none"> Utilizing the Digital Equity survey completed in the prior year. The District has access to HotSpots. 	<ul style="list-style-type: none"> Utilizing the Digital Equity survey completed in the prior year. The District has access to HotSpots.
<p>High School</p>	<ul style="list-style-type: none"> Utilizing the Digital Equity survey completed in the prior year. The District has access to HotSpots. 	<ul style="list-style-type: none"> Utilizing the Digital Equity survey completed in the prior year. The District has access to HotSpots.

There will be those students in our community for whom remote learning through digital technology is not appropriate or possible. For these students, the district 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.

<p>A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.</p> <ul style="list-style-type: none"> • How will the district determine which students for whom remote instruction via digital technology is not appropriate. • How will synchronous instruction be provided for those whom digital technology is not available or appropriate. 	<p>Remote Instruction “Snow Day”</p>	<p>Remote Instruction that goes beyond Five (5) days of Instruction</p>
<p>Elementary</p>	<p>The District will utilize a pickup system for printed materials. If need be the District will deliver printed materials.</p>	<p>The District will utilize a pickup system for printed materials. If need be the District will deliver printed materials.</p>
<p>Middle School</p>	<p>The District will utilize a pickup system for printed materials. If need be the District will deliver printed materials.</p>	<p>The District will utilize a pickup system for printed materials. If need be the District will deliver printed materials.</p>
<p>High School</p>	<p>The District will utilize a pickup system for printed materials. If need be the District will deliver printed materials.</p>	<p>The District will utilize a pickup system for printed materials. If need be the District will deliver printed materials.</p>

The district 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.

<p>How will the district ensure that the staff has the necessary tools, including devices and Wi-Fi to deliver emergency remote instruction from their places of residence</p>	<p>Remote Instruction “Snow Day”</p>	<p>Remote Instruction that goes beyond Five (5) days of Instruction</p>
<p>Elementary</p>	<p>All staff have at least 1 device issued to them for the purposes of remote instruction. Teachers will have access to their classroom if needed to support instruction</p>	<p>All staff have at least 1 device issued to them for the purposes of remote instruction. Teachers will have access to their classroom if needed to support instruction</p>
<p>Middle School</p>	<p>All staff have at least 1 device issued to them for the purposes of remote instruction. Teachers will have access to their classroom if needed to support instruction</p>	<p>All staff have at least 1 device issued to them for the purposes of remote instruction. Teachers will have access to their classroom if needed to support instruction</p>
<p>High School</p>	<p>All staff have at least 1 device issued to them for the purposes of remote instruction. Teachers will have access to their classroom if needed to support instruction.</p>	<p>All staff have at least 1 device issued to them for the purposes of remote instruction. Teachers will have access to their classroom if needed to support instruction</p>

To ensure high-quality remote learning experiences, the district has standardized the use of a single online learning platform to the extent possible, and developed a common, coordinated set of guidelines for teachers to follow when using the platform with students.

Teaching and Learning

Our district has 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, elective 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).

<p>Expectations for school staff as the proportion of time spent in synchronous and asynchronous instructions?</p> <ul style="list-style-type: none"> ● What portion of the school day should be spent on synchronous instruction. ● What portion of the school day should be spent on asynchronous instruction 	<p>Remote Instruction “Snow Day”</p>	<p>Remote Instruction that goes beyond Five (5) days of Instruction</p>
<p>Elementary</p>	<p>K-5 Plan:</p>	<p>K-5 Plan:</p>

	<ul style="list-style-type: none"> ● Students will attend synchronous instruction via Google Meet with their classroom teacher that includes a combination of ELA (reading and/or writing), Math, and WIN time. The time of instruction is at the discretion of the teacher that does not interfere with special area time. Classroom teachers will send out a schedule to their students/families. ● Students will be provided with asynchronous work (example: reading, writing, math practice, etc) ● Special area teachers will hold class via Google Meet with the classes that they are assigned on the respective cycle day that falls on the date of the snow day. Just as we do for traditional snow days, the cycle day will not skip for a virtual day. For example, if the virtual snow day is a cycle day 2, the next day will also be a cycle day 2. ● Related service providers (speech, 	<ul style="list-style-type: none"> ● Students will attend synchronous instruction via Google Meet with their classroom teacher that includes a combination of ELA (reading and/or writing), Math, and WIN time. The time of instruction is at the discretion of the teacher that does not interfere with special area time. Classroom teachers will send out a schedule to their students/families. ● Students will be provided with asynchronous work (example: reading, writing, math practice, etc) ● Special area teachers will hold class via Google Meet with the classes that they are assigned on the respective cycle day that falls on the date of the snow day. Just as we do for traditional snow days, the cycle day will not skip for a virtual day. For example, if the virtual snow day is a cycle day 2, the next day will also be a cycle day 2. ● Related service providers (speech,
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	<p>AIS, ENL, student services, OT/PT) will hold their services with students that they work with on the cycle day or day of the week that the snow day falls.</p>	<p>AIS, ENL, student services, OT/PT) will hold their services with students that they work with on the cycle day or day of the week that the snow day falls.</p>
<p>Middle School</p>	<p>6-12 Plan:</p> <ul style="list-style-type: none"> ● Students will follow the assigned cycle day that falls on the date of the virtual learning snow day (A/B). ● Off-campus programs (CTE, ECCA, New Visions) will be canceled for the virtual learning snow day. ● Students will follow their normal class schedule by attending synchronous instruction via Google Meet with their classroom teachers, classroom teachers will post Google Meet links on their Google Classroom pages. ● Students will utilize study halls and lunch periods to work on asynchronous assignments. ● All teachers and educational aides that push into classes will follow their normal schedule by joining 	<p>6-12 Plan:</p> <ul style="list-style-type: none"> ● Students will follow the assigned cycle day that falls on the date of the virtual learning snow day (A/B). ● Off-campus programs (CTE, ECCA, New Visions) will be canceled for the virtual learning snow day. ● Students will follow their normal class schedule by attending synchronous instruction via Google Meet with their classroom teachers, classroom teachers will post Google Meet links on their Google Classroom pages. ● Students will utilize study halls and lunch periods to work on asynchronous assignments. ● All teachers and educational aides that push into classes will follow their normal schedule by joining

	the classes they support virtually.	the classes they support virtually.
High School	<p>6-12 Plan:</p> <ul style="list-style-type: none"> ● Students will follow the assigned cycle day that falls on the date of the virtual learning snow day (A/B). ● Off-campus programs (CTE, ECCA, New Visions) will be canceled for the virtual learning snow day. ● Students will follow their normal class schedule by attending synchronous instruction via Google Meet with their classroom teachers, classroom teachers will post Google Meet links on their Google Classroom pages. ● Students will utilize study halls and lunch periods to work on asynchronous assignments. ● All teachers and educational aides that push into classes will follow their normal schedule by joining the classes they support virtually. 	<p>6-12 Plan:</p> <ul style="list-style-type: none"> ● Students will follow the assigned cycle day that falls on the date of the virtual learning snow day (A/B). ● Off-campus programs (CTE, ECCA, New Visions) will be canceled for the virtual learning snow day. ● Students will follow their normal class schedule by attending synchronous instruction via Google Meet with their classroom teachers, classroom teachers will post Google Meet links on their Google Classroom pages. ● Students will utilize study halls and lunch periods to work on asynchronous assignments. ● All teachers and educational aides that push into classes will follow their normal schedule by joining the classes they support virtually.

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.

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

<p>Description of how special education and related services will be provided to students with disabilities and preschool students with disabilities in accordance with their individualized education plan.</p> <ul style="list-style-type: none"> • How will the district ensure that special education and related services will be provided remotely. • How will the district coordinate with special education teachers, support staff and service providers to ensure each student is 	<p>Remote Instruction “Snow Day”</p>	<p>Remote Instruction that goes beyond Five (5) days of Instruction</p>
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receiving required services.		
Elementary	<ul style="list-style-type: none"> ● Teletherapy: <ul style="list-style-type: none"> ○ Counseling ○ Speech and Language ○ Occupational Therapy ○ Physical Therapy ● Google Meets ● Google Classroom ● Recorded Lessons ● Email ● Phone calls ● Seesaw App Activities (teacher led) ● Online office hours weekly ● Online organizational checklists <p>(ELL)</p> <ul style="list-style-type: none"> ● Provided by the Itinerant ESL provider within the Goggle Meets platform ● Phone calls <p>Teachers/providers will document the time they spend providing services/support to students.</p>	<ul style="list-style-type: none"> ● Teletherapy: <ul style="list-style-type: none"> ○ Counseling ○ Speech and Language ○ Occupational Therapy ○ Physical Therapy ● Google Meets ● Google Classroom ● Recorded Lessons ● Email ● Phone calls ● Seesaw App Activities (teacher led) ● Online office hours weekly ● Online organizational checklists <p>(ELL)</p> <ul style="list-style-type: none"> ● Provided by the Itinerant ESL provider within the Goggle Meets platform ● Phone calls <p>Teachers/providers will document the time they spend providing services/support to students.</p>
Middle School	<ul style="list-style-type: none"> ● Teletherapy: <ul style="list-style-type: none"> ○ Counseling ○ Speech and Language ○ Occupational Therapy ○ Physical Therapy ● Google Meets 	<ul style="list-style-type: none"> ● Teletherapy: <ul style="list-style-type: none"> ○ Counseling ○ Speech and Language ○ Occupational Therapy ○ Physical Therapy ● Google Meets

	<ul style="list-style-type: none"> ● Google Classroom ● Recorded Lessons ● Email ● Phone calls ● Seesaw App Activities (teacher led) ● Online office hours weekly ● Online organizational checklists <p>(ELL)</p> <ul style="list-style-type: none"> ● Provided by the Itinerant ESL provider within the Goggle Meets platform ● Phone calls <p>Teachers/providers will document the time they spend providing services/support to students.</p>	<ul style="list-style-type: none"> ● Google Classroom ● Recorded Lessons ● Email ● Phone calls ● Seesaw App Activities (teacher led) ● Online office hours weekly ● Online organizational checklists <p>(ELL)</p> <ul style="list-style-type: none"> ● Provided by the Itinerant ESL provider within the Goggle Meets platform ● Phone calls <p>Teachers/providers will document the time they spend providing services/support to students.</p>
High School	<ul style="list-style-type: none"> ● Teletherapy: <ul style="list-style-type: none"> ○ Counseling ○ Speech and Language ○ Occupational Therapy ○ Physical Therapy ● Google Meets ● Google Classroom ● Recorded Lessons ● Email ● Phone calls ● Seesaw App Activities (teacher led) ● Online office hours weekly ● Online organizational checklists <p>(ELL)</p>	<ul style="list-style-type: none"> ● Teletherapy: <ul style="list-style-type: none"> ○ Counseling ○ Speech and Language ○ Occupational Therapy ○ Physical Therapy ● Google Meets ● Google Classroom ● Recorded Lessons ● Email ● Phone calls ● Seesaw App Activities (teacher led) ● Online office hours weekly ● Online organizational checklists <p>(ELL)</p>

	<ul style="list-style-type: none"> ● Provided by the Itinerant ESL provider within the Goggle Meets platform ● Phone calls <p>Teachers/providers will document the time they spend providing services/support to students.</p>	<ul style="list-style-type: none"> ● Provided by the Itinerant ESL provider within the Goggle Meets platform ● Phone calls <p>Teachers/providers will document the time they spend providing services/support to students.</p>
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Funding Requirements

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the District Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement.

Aide will be claimed based on the nature and severity of the emergency that required the district to go remote. The exact time cannot be calculated before the actual emergency condition.