



## **VCLC's Emergency Remote Instruction Plan**

### **Background**

Beginning in the 2020-2021 school year, the New York State Education Department (NYSED) authorized a "snow day pilot" program that allowed schools to deliver instruction remotely on days in which it would otherwise have closed due to an emergency. Following permanent adoption of remote instruction days by the Board of Regents in January of 2023, all schools are required by NYSED to have in place plans that cover the provision of remote instruction in the event of emergency school closings. In accordance with state regulations, the plan will be reviewed and updated annually.

If our schools need to close due to an emergency condition as per 8 CRR-NY 200.7(10)(i), remote instruction will be implemented. Remote instruction follows a typical school day schedule that resembles students being physically present in their school building and abide by the time on instruction consistent with the definition of a full-day session in 8 CRR-NY 200.1.

### **Protocols For Technology and Connectivity for Students:**

#### ***Technology and Connectivity for Students***

- Assess access to devices and internet capabilities for all students at their primary residence. Assessment will be conducted in at least one of the following formats, online survey, phone calls, emails, and paper documents.
- Provide VCLC-owned devices that operate with platforms of instruction to students who do not have access to a device. If a greater need arises, VCLC will collaborate with the child's district of residence to support the student in obtaining a device.
- Inform and collaborate with the student's district of residence to ensure internet access for the device to students who do not have sufficient access.
- Identify students' technology needs to include adaptive technologies.
- In the event of an emergency closing, provide a location and pick-up time and/or arrange for delivery of devices for those who cannot pick them up.

### **Remote Instruction Plan:**

If the need arises to transition to a fully remote model, the expectation for VCLC of the time spent on instruction will be proportionate to the time spent on instruction in a typical in-person school day. Within our full remote model, teachers will be combining synchronous and asynchronous learning opportunities to maintain community and teacher access. Teachers will continue to provide feedback and track student progress.

On remote learning days, instruction will be mainly provided via the Learning Management System, Seesaw, and a video-conferencing application. Other synchronous and asynchronous instruction such as telephone conferencing, hands-on and paper-based materials, and interactive websites will be utilized



based on the student's instructional and/or digital technology needs. The digital system and application can be accessed on any computer, tablet, or smart phone device. For students that do not have access to technology or internet service, see [Protocols for Technology and Connectivity for Students](#). Teachers will consider in advance what supplies and materials would be required for students to have at home.

Seesaw usernames and passwords will be provided by the classroom teacher and access to the virtual classroom will be established at the beginning of each extended and regular school year program. There, parents and students will find assignments, some posted for the entire class (such as videos, songs, games, activities, etc.) and specifically designed instruction based on student's IEP goals. As much as possible, posted activities are made interactive using Boom cards, online curriculum subscriptions, and other interactive websites and tools.

For students for whom remote instruction by digital technology is not yet available or appropriate, instruction for those students will be proportionate to their typical school day via hands-on and/or paper-based materials, telephone conferencing from qualified personnel, instructional guidance and facilitation for student caregiver, and asynchronous instruction.

For all students, school-age and preschool, who receive specialized instruction services and/or supports through special education will continue to receive such services at the same frequency and duration as they would as if they were physically present in school, including SEIS. Special education teachers who teach self-contained special classes and SCIS should follow the same guidance and expectations as classroom teachers in regard to pedagogy, content, class meetings, and flexibility. Teacher aides are available for instructional support by way of participating in class meetings and keeping up on classroom assignments and expectations. Related service providers are to provide "tele-therapy" services, to the best of their ability. Remote instruction sessions will be set up between students and their therapists once consent is given. The provision of related services on any given day will be based upon the student's school therapy schedule. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility and they will use the students' IEPs to determine an appropriate/reasonable level of communication and support.



Sample School Schedule for Remote Instruction

8:30	Remote Instruction within thematic unit <i>Asynchronous</i>
9:00-9:30	Group Instruction: Morning Meeting <i>Synchronous</i>
9:30-10:30	Quiet playtime at home (puzzles, books, building, pretend play) and morning snack. The teacher schedules 15-minute individual or small group instruction for students. <i>Asynchronous and Synchronous</i>
10:30	Music & Movement Break <i>Asynchronous</i>
10:45	Storytime <i>Synchronous</i>
11:00	Home Learning (Seesaw activities) and specially designed instruction <i>Asynchronous and/or Synchronous</i>
11:30	Group and small group instruction: Literacy and Math <i>Synchronous</i>
12:00	Lunch
12:30-1:30	Playtime for (indoor or outdoor). The teacher schedules 15-minute individual or small group instruction for students. <i>Asynchronous and Synchronous</i>
1:30	Group and small group instruction: Check-in Meeting and Literacy and Math <i>Synchronous</i>
2:00-2:30	Art/Sensory Time (coloring, painting, crafts, playdoh, shaving cream, sand, water play, pasta or rice bin) followed by Review and Goodbye meeting <i>Synchronous</i>