

Emergency Remote Instruction Plan

The following items are the minimum components required by regulation.

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.
§155.17(c)(1)(xxi)(a)
 - a. How will the district ensure that all students have access to a computing device?
 - i. All students in grades 6-12 have a district Chromebook assigned to them
 - ii. Students in grades K-5 will either have a Chromebook or iPad available to them.
 - b. How will the district disseminate computing devices to students?
 - i. In the event of requiring ERI, schools will send each K-5 students home with a Chromebook or iPad. The technology department will coordinate with schools to provide designated pickups for children who do not receive the computing device.
 - c. How will the district communicate with families about the dissemination of computing devices?
 - i. The above information will be electronically sent to all parents and guardians via ParentSquare and via an automated phone message. The district will also utilize social media to communicate.
 - d. How will devices be serviced and/or replaced?
 - i. Throughout ERI, the district will maintain a tech-help line and system in the event any student is experiencing technology issues. Centralized in person tech support will be opened at designated locations.
 - e. If not using computing devices, how will students participate in synchronous instruction?
 - i. In the event of no computing devices, students will receive paper copies of work and notes for asynchronous learning experiences. Depending on the length of emergency closure ,the district would attempt to schedule check-ins with students.
 - f. Is your plan consistent with the information provided by families in the Student Digital Resources data collection?
 - i. Yes
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity. §155.17(c)(1)(xxi)(a)
 - a. How will the district determine the need for access to internet in students' places of residence?
 - i. The district maintains a list of families who reported as not having sufficient internet access at home to support ERI on the annual digital equity survey. School administration, social workers and technology department members coordinate efforts to contact these families to arrange pick up or delivery of a wifi hotspot to support ERI.
 - b. How will the district ensure that all students have access to internet?

- i. We will ensure all students have access to the internet to support ERI by providing open wi-fi in all school parking lots, identifying individual family need and providing hotspots as detailed above, and promoting free, public access wifi sources in the community
 - c. How will the district work with community organizations and local public spaces to ensure students have access to Wi-Fi access points?
 - i. Wood Library and several local establishments provide free wifi. During an extended ERI, the district would collaborate with local and county wide agencies to provide local wifi spots.
- 3. 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 expectation that asynchronous instruction is supplementary to synchronous instruction. §155.17(c)(1)(xxi)(b)
 - a. How will the district ensure that school staff has the necessary tools, including device and Wi-Fi, to deliver emergency remote instruction from their places of residence?
 - i. School staff would be invited to self identify any tool or technological need upon shift to ERI. The district also would encourage staff to use the tech help portal for any additional technological need. This information would be shared with staff via ParentSquare and Email upon institution of ERI.
 - b. What portion of the school day will be spent on synchronous instruction?
 - c. What portion of the school day will be spent on asynchronous instruction?
 - i. Instruction will be a blend of asynchronous and synchronous learning experiences for students and the volume will be modified to support access and time management across grade levels.
 - ii. If the ERI is less than two weeks, 100% of the instruction would be remote. If the ERI is more than two weeks, the following schedule would be implemented:
 1. Monday - Asynchronous instruction Learning materials provided to student to access asynchronous in Schoology (Grade 3-12) or Seesaw (Grades UPK-2)
 2. Tuesday - Synchronous instruction via zoom based on school routine schedule
 3. Wednesday - Asynchronous instruction Learning materials provided to student to access asynchronous instruction in Schoology (Grade 3-12) or Seesaw (Grades UPK-2). Teachers would hold office hours
 4. Thursday - Asynchronous instruction Learning materials provided to student to access asynchronous in Schoology (Grade 3-12) or Seesaw (Grades UPK-2)
 5. Friday - Synchronous instruction via zoom based on school routine schedule
 - iii. Notes: All students would have two live lessons and one optional live office hours per week.
 - iv. Rotation of lessons would account for A day and B Day classes each week.
 - d. How will instruction be personalized to support students individualized needs, including supporting ELL/ML students?
 - i. Students with accommodations (via an IEP) or related services (such as OT/PT, Speech, TOD) will be met/delivered through virtual means. Aide support may be provided virtually if making this preference.

- ii. Our clinicians and school counselors will provide students with social-emotional support, academic/school counseling, etc. either in-person or virtually as needed
 - iii. Special Education providers will continue to reach out directly to the families and students with IEPs. All direct and related service providers (speech, occupational/physical therapy, and psychologists) will develop approaches that include the following:
 - iv. Appropriate skill-building work and/or differentiation of classroom teacher assignments;
 - 1. Clear guidance on how to contact them in case of questions or concerns; and
 - 2. Regular check-ins to consult on how to help children structure their time and continue to review and advance their skills while in-person or at home. Teachers will engage in progress monitoring to monitor student growth.
 - 3. We encourage all parents who have questions to reach out to any of their special education teachers, related service providers, etc. via email or Parent Square.
 - e. What training is provided to teachers in order to help adapt their instruction to the district expectations?
 - i. The Canandaigua Professional Development plan outlines continued professional learning for staff in many areas, among which are engagement, effective instructional strategies, and implementation of technology to enhance teaching and learning.
- 4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate. §155.17(c)(1)(xxi)(c)
 - a. How will the district determine which students for whom remote instruction via digital technology is not appropriate?
 - i. The Office of Instruction will work with the office of Special Programs and ENL departments to determine student needs and the appropriateness of remote instruction being used via digital technology.
 - b. How will the district provide synchronous instruction for those students for whom remote instruction by digital technology is not appropriate?
 - i. Students will receive paper copies of work and notes to support their asynchronous learning experiences. Depending on the type of emergency closure the district will attempt to schedule periodic in person check-ins with the students.
 - c. How will the district provide synchronous instruction for those students who do not have adequate internet access?
 - i. The district will provide internet hotspot devices to families who do not have adequate internet access.
- 5. 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. §155.17(c)(1)(xxi)(d)
 - a. How will the district ensure that special education and related services will be provided remotely?

- i. During ERI lasting more than two weeks, remote instruction will provide a consistent schedule of synchronous and asynchronous instruction and opportunities for services to support the unique needs of students with disabilities.
 - b. How has the district coordinated with special education teachers, support staff, and service providers in the district to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment?
 - i. Staff have received professional development with digital instruction and resources to provide an equivalent level of quality of instruction and services as students would receive in an in-person model.
- 6. 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.
 - a. This provision allows for districts to determine the number of hours per day that the district plans to provide instruction during emergency remote learning.
 - i. Between synchronous and asynchronous work, the district will provide an amount of instruction that is comparable to the hours of a typical school day and may vary based on student schedules and course load.
 - b. How many hours of instruction will the district plan to claim for each day of an emergency closure?
 - i. Between synchronous and asynchronous work, the district will provide an amount of instruction that is comparable to the hours of a typical school day and may vary based on student schedules and course load, which would be up to 6 hours.