# EMERGENCY REMOTE LEARNING POLICY

## OVERVIEW

From time to time, schools may be closed as a result of social unrest, act of God, public health emergency, epidemic, pandemic, weather conditions, or regulations or restrictions imposed by any government or governmental agency, but may, pursuant to governmental action, be required to, or choose to, provide remote learning opportunities for students.

In accordance with guidance from the NYS Department of Education (NYSED), the School District (the "District") may implement alternate remote instruction in the event of a prolonged school closure or student absence (the "Continuity of Learning Plan").

To facilitate the Continuity of Learning Plan, the District has authorized its faculty and administration to utilize online learning platforms. These platforms are useful educational tools and provide opportunities for personal connection between teachers and students. Through these platforms, teachers will continue to maximize opportunities to engage students and to interact with them through technology. When deemed necessary, the District will provide a technology helpline to support the Continuity of Learning Plan.

## USE OF ONLINE LEARNING PLATFORMS

The privacy and confidentiality of all participants is important.

Parents/guardians must remember that online learning is for students, and they should not be observing virtual platforms while their child is engaged in a remote learning session. Unless a younger elementary student is in need of technical assistance, parents/guardians should not interrupt learning. If a parent/guardian has a question for their child's teacher, they should send an email to the teacher outside the online learning session; the teacher will respond to the parent/guardian during school hours.

## COMPUTER DEVICE DISTRIBUTION

The Brentwood Union Free School District Board of Education Policy #4527 details the issuance, maintenance and replacement of electronic devices to ensure students will have the means to participate in synchronous instruction.

## INTERNET ACCESS

The goal of the Brentwood Union Free School District is to ensure all students receiving remote instruction will have access to internet connectivity. The District will continuously work to identify internet service providers to provide cost free internet connectivity under emergency conditions for students to support synchronous instruction.

## EXPECTATIONS FOR SYNCHRONOUS AND ASYNCHRONOUS INSTRUCTION

All school staff of the Brentwood Union Free School District will follow their respective local contracts to support synchronous and asynchronous instruction on days of remote instruction under emergency conditions.

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## EXCEPTIONS TO REMOTE LEARNING

The Brentwood Union Free School District will provide educational materials to those students for whom remote instruction by digital technology is not available or appropriate.

## STUDENTS WITH DISABILITIES

In the case of a District/school closure, the remote model will provide a consistent schedule of synchronous and asynchronous learning that supports the needs and abilities of individual students. We will document the programs and services offered and provided to students with disabilities as well as communications with parents as required by NYSED Commissioner's Part 200 and 201 Regulations. These Regulations are available at: https://www.nysed.gov/special-education/new-york-state-laws-and-regulations-related-special-education-and-students#:~:text=Part%20200%20of%20the%20Regulations,with%20disabilities%20subject%20to%20discipline. Documentation will include:

- Following District diagnostic assessment and progress monitoring plan and schedule as described in Teaching and Learning;
- Utilizing Cleartrack (IEP software program) progress notes and monitoring tools;
- Following goal progress monitoring (schedule and frequency) as per individual students' IEPS;
- Monitoring goals regardless of in person, hybrid, or remote learning models;
- Addressing meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to their child to meet the requirements of the IDEA;
- Utilizing a clear communication plan to both parents and students in order to provide clarity and continuity of the learning expectations. Educators will provide parents with information about how to contact the administration and/or teaching staff to answer questions about their child/children's learning or the technology they are using;
- Communicating with families via phone, Office 365 Team, letters, email;
- Maintaining a schedule of team meetings, review meetings, annual reviews and reevaluation meetings, etc. as per identified in individual students' IEPs via Office 365 Teams;
- Conducting requested reviews, initial CSEs following state guidelines via Office 365 Teams;
- Collaborating and communicating with Brentwood Special Education SEPTA representatives and meetings;
- Providing training on the primary technology tools being used to support learning.

In order to provide collaboration between the committees on preschool special education (CPSE), committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources we will:

- Communicate with outside agencies, BOCES, nonpublic, private/parochial schools regarding status of their reopening plans and impact on Brentwood School District students attending those schools or accessing services;
- Survey parentally placed students' families with IEPS if that student will continue to attend individual setting under reopening plans.

We will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students by:

- Team meetings;
- Maximizing staff to ensure student access to accommodations, modifications, aids, services and technology;
- Scheduling regular meetings of District Special Education Leadership Team which include:
    - Administrative representation from each building;
    - Special education team leader from each building;
    - Building psychologist;
    - Assistant principal overseeing K-12 mental health;
    - Director of Student Services;
    - Special education teachers including psychologists, related service providers and assistive technology team.
- Scheduling consistent parent communication at CSE and building level;
- Communicating with building level teams to ensure that students have access to differentiated and appropriate materials in any learning model (ex. access to leveled text remotely, hands on materials at home, hard copy of material when screen not appropriate);
- Students with identified accommodations and modifications to be provided according to their section 504 plan.

## EXPECTATION FOR HOURS OF INSTRUCTION

The Brentwood Union Free School District intends to claim an estimated 6 hours for State Aid purposes for each day spent in remote instruction due to emergency conditions.

**Cross Ref:**

0100, Equal Opportunity and Nondiscrimination
4526, Computer Network Acceptable Use
4526.1, Internet Safety
4527, Computer Loan Policy

**Adopted by the Board of Education on: 12/21/23**