



MOUNT VERNON
CITY SCHOOL DISTRICT

DISTRICT REMOTE PLAN

2025–2026





MOUNT VERNON CITY SCHOOL DISTRICT

District Remote Plan 2025-2026

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MOUNT VERNON CITY SCHOOL DISTRICT

District Remote Plan 2025-2026

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MOUNT VERNON CITY SCHOOL DISTRICT

REMOTE PLAN POLICIES & PROCEDURES

REQUIRED COMPONENT	SUGGESTED CONSIDERATIONS
Policies and procedures to ensure that computing devices will be made available to students or other means by which students will participate in synchronous instruction.	How will the district ensure that all students have access to a computing device?
§155.17(c)(1)(xxi)(a)	How will the district disseminate computing devices to students?
	How will the district communicate with families about the dissemination of computing devices?
	How will devices be serviced and/or replaced?
	If not using computing devices, how will students participate in synchronous instruction?
	Is your plan consistent with the information provided by families in the Student Digital Resources data collection?

All students in Prekindergarten through Fourth Grade will have an iPad assigned to them for home use by January 2, 2026. All students in Grades 5-12 will have a Windows Laptop assigned to them by February 23, 2026.

Student device distribution will occur at all respective school buildings.

Communication to families will occur by email, robocalls, and district Website updates. FAQs posted on Student Technology Resources.

To support families with devices, Technology will have a Student Helpdesk form online for students to request expedited service. Loaner pool maintained for immediate swaps. There will also be a live Microsoft Teams link for live/in-person technology support.

Students unable to use digital technology will receive instructional packets to stay home.

REQUIRED COMPONENT

Policies and procedures to ensure that students receiving remote instruction under emergency conditions will access internet connectivity.

§155.17(c)(1)(xxi)(a)

SUGGESTED CONSIDERATIONS

How will the district determine the need for access to internet in students' places of residence?

How will the district ensure that all students have access to internet?

How will the district work with community organizations and local public spaces to ensure students have access to Wi-Fi access points?

Is your plan consistent with the information provided by families in the Student Digital Resources data collection?

A survey has been administered to families. The data will be disaggregated to help provide tech support and laptops. The survey will provide a tentative number of hotspots needed.

Deploy mobile hotspots funded through Mobile Service (T-Mobile), Learning Technology Grants (if available), or local budget.

The District has coordinated with the Mount Vernon Public Library to provide additional support during remote instruction days.

[CLICK HERE to access the Microsoft Teams Link](#) or **scan the QR Code**



REQUIRED COMPONENT

Expectations for school staff as to the proportion of time spent on synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with the expectation that asynchronous instruction is supplementary to synchronous instruction.

§155.17(c)(1)(xxi)(b)

SUGGESTED CONSIDERATIONS

How will the district ensure that school staff have the necessary tools, including devices and Wi-Fi, to deliver emergency remote instruction from their places of residence?

What portion of the school day will be spent on synchronous instruction?

What portion of the school day will be spent on asynchronous instruction?

How will instruction be personalized to support students' individualized needs, including support for ELL/ML students?

What training is provided to teachers in order to help them adapt their instruction to the district expectations?

All Guidance Counselors, Social Workers, Speech Pathologists, Secretaries, Teachers and Teaching Assistants will be assigned a Windows Laptop. VPN access will be provided to all staff. All security guards will be provided with an iPad.

A minimum of 70% of instructional time will be Synchronous.

Asynchronous -Up to 30% for independent practice

ELL/MLs supports are integrated via Schoology, Infinite Campus, One Drive, and embedded tech coaches.

The District will provide training for administrators and instructional staff on the use of Schoology during remote days. This training will occur during the after-school curriculum meeting time.

[CLICK HERE to access the Microsoft Teams Link](#) or **scan the QR Code**



REQUIRED COMPONENT

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)

SUGGESTED CONSIDERATIONS

How will the district determine which students for whom remote instruction via digital technology is not appropriate?

How will the district provide synchronous instruction for those students for whom remote instruction through digital technology is not appropriate?

How will the district provide synchronous instruction for those students who do not have adequate internet access?

Teachers will post work in Schoology for all students.

Prekindergarten students will utilize the SeeSaw Platform.

A packet of work will be provided for all students. The packets will be created by the homeroom teacher and disseminated. The packets remain at home. For students in cohort classes, activities will be provided. These activities will mirror developmentally appropriate practices.

Students may log on for therapies only.

REQUIRED COMPONENT

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)

SUGGESTED CONSIDERATIONS

How will the district ensure that special education and related services are provided remotely?

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?

Resource Room, Speech and Language, Social Workers, School Counselors, OT, Counseling, and Psychologists follow normal schedules. Teaching Assistants follow their students and regular schedules. Utilize breakout room for one-on-one student support.

The Special Education Department collaborates with the Tech team for secure teletherapy.

Video conferencing for therapists, adapted materials mailed as needed. Weekly check-ins are documented in the Infinite Campus.

Special education service providers will complete their services log at the end of each day. This will ensure the District is accountable for services, as well as recognizing compensatory services needed.

REQUIRED COMPONENT

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.

SUGGESTED CONSIDERATIONS

This provision allows for districts to determine the number of hours per day that the district plans to provide instruction during emergency remote learning.

How many hours of instruction does the district plan to claim for each day of an emergency closure?

9:00 am - 2:30 pm (5.5 hours)

INSTRUCTIONAL SCHEDULES

PreK (One Zoom Link will be used; The homeroom teacher's link will be used)

- 9:00 am Morning Meeting
- Three Learning circles
 - ☐ Theme
 - ☐ Phonics
 - ☐ Math
- A.M. Specials
- One period of Waterford Early Learning (Asynchronous)
- One period of small group instruction
- Seesaw (Asynchronous Work)
- Closing Meeting

ELEMENTARY SCHEDULES

Grades K - 6

Follows traditional schedule with 30-minute periods. Lunch period will be one-hour. During this time, the only Zoom link utilized will be the homeroom teachers. Service providers will log into the homeroom Zoom and provide instruction utilizing the breakout room feature. Specials teachers will also utilize the homeroom teacher's Zoom link and become the host for their period. This will minimize loss of instruction time, and increase efficiency for students using technology.

- **8:30 am:** All staff sign-in to the Principal's Zoom for morning meeting and attendance
- **8:50 am:** All homeroom instructional staff open Zoom sessions for students
- **9:00 am:** Morning Meeting
- **Literacy Period** (30 minutes synchronous and 30 minutes asynchronous work. At this time teachers will have open office hours during asynchronous work)
- **Math Period** (30 minutes synchronous and 30 minutes asynchronous At this time teachers will have open office hours during asynchronous work)
- **RTI Period** (30 minutes) using breakout rooms and iReady
Providers take students in homeroom teacher zoom in breakout room OR in their own respective zoom.
- I-Ready Asynchronous Work is an option
- Specials (during scheduled time)
- **Social Studies** – 30 minutes
- **Science** - 30 minutes
- Teacher Office/Help Hours/Pull Outs and Services
- Independent A-Synchronous Tasks

For Students in Cohort, and Special Classes

During this time, the only Zoom link utilized will be the homeroom teachers. Service providers will log into the homeroom Zoom and provide instruction utilizing the breakout room feature. Specials teachers will also utilize the homeroom teacher's Zoom link. This will minimize loss of instruction time, as well as increase efficiency for students using technology.

**Students who utilize the Unique Learning Instructional Program will utilize this as the core platform.*

**Specialized tasks will be assigned to students in the ACE Program.*

- **8:30 am:** All staff sign-in to the Principal's Zoom for morning meeting and attendance
- **8:50 am:** All homeroom instructional staff open Zoom for students
- **9:00 am - 9:30 am:** ELA Instruction Period (synchronous) *Specials and support assigned to specific homerooms for support.*
- **9:35 am — 10:05 am:** Math Instructional Period (synchronous) *Specials and support assigned to specific homerooms for support.*
- **10:05 am - 10:15 am:** Break
- **10:15 am - 10:45 am:** Science or Social Studies (synchronous) *Specials and support assigned to specific homerooms for support.*
- **10:50 am - 11:20 am:** RTI
- **11:25 am - 11:55 am:** Specials
- **12:00 pm - 1:00 pm:** Lunch
- **1:00 pm - 2:30 pm:** Asynchronous Learning, Service Providers (pull-out/push-in) Teacher's Zoom open for questions and support

SECONDARY SCHEDULES

Grades 7-12

- Utilizes each respective teacher's Zoom Link.
- Follow the schedule of the day (A, B, C, D Day)
- Periods 30 minutes

Personalization

- English Language Learners (ELLs) and Multilingual Learners (MLs) supports are integrated via Schoology, Infinite Campus, One Drive, and embedded tech coaches.
- **Core Digital / Online Resources for Synchronous & Asynchronous**
 - **Math K-8:** iReady Classroom K-8 NY 2024
 - **Math 9-12:** enVision AGA (Algebra 1 - Geometry - Algebra II)
 - **Science K-12:** Science Techbook/Discovery Education
 - **ELA K-8:** Foundations (K-3) Scholastic, Reference ATLAS/Curriculum Map
 - **ELA 9-12:** Schoology
 - **SS K-8:** HMH
 - **SS 9-12:** HMH, Schoology
 - **Music K-12:** Quavered
 - **PE K-12:** Quavered, Schoology (7-12)
 - **Health:** Health Smart
 - **PreK:** Waterford Early Learning
 - **PreK:** SeeSaw

REMOTE PLAN PROCEDURES FOR SPECIAL EDUCATION

SPECIAL EDUCATION TEACHERS/ TEACHING ASSISTANTS

Special Education Teachers will follow all the procedures outlined for teachers in the remote plan.

All Teaching Assistants will attend the class session using the teacher's zoom link.

- 1:1 and 2:1 Teaching Assistants are required to attend class session even if their assigned student is absent.

RELATED SERVICES PROVIDERS

- Social Workers
- PT/OT Therapists
- Speech Therapists
- Others (vision, hearing)

Elementary (K-6)

Individual Sessions

All in-district related service providers will push into the classroom at their allotted session time and provide instruction utilizing the breakroom feature. The Zoom link will be created by the homeroom/ classroom teacher and shared with the providers.

Group Sessions

All in-district related service providers will create a Zoom link and share it with the classroom teachers and students on Schoology. Students will use the link to access the session.

PT/OT providers from the Pelligrino Agency will create a Zoom link to be shared with classroom teachers and students on Schoology.

BOCES and Orange Tree Agency providers will coordinate with the building's SPED Supervisor and Secretary to generate a Zoom link that students can access for group sessions. Zoom meetings should be set up and confirmed in advance so that the link is readily available in preparation for a remote day.

Secondary (7-12th)

Individual Sessions

All in-district related service providers will create a Zoom link to be shared with classroom teachers and students on Schoology. Students will use the link to access the session.

Group Sessions

All in-district Related Service Providers will create a Zoom link to be shared with classroom teachers and students on Schoology. Students will use the link to access the session.

PT/OT providers from the Pelligrino agency will create a Zoom link to be shared with classroom teachers and students on Schoology.

BOCES and Orange Tree Agency providers will coordinate with the building's SPED Supervisor and Secretary to generate a Zoom link that students can access for group sessions. Zoom meetings should be set up and confirmed in advance so that the link is readily available in preparation for a remote day.

All Providers

Session Notes/Attendance

Providers will continue to complete related service logs in accordance with established procedures.

PSYCHOLOGISTS

School psychologists will complete the following:

- IEPs
- Evaluation Reports
- Functional Behavioral Assessments
- Behavior Intervention Plans
- CSE Meeting Notes
- Support Parent Contact

School psychologists will also push into Zoom classes, as needed.

Special Note

CSE meetings are suspended on remote days.

REMOTE LEARNING PROCEDURES FOR SUPPORT STAFF

STAFF

Central Office Staff

- Payroll
- Clerks
- Transportation
- Buildings and Grounds

PROCEDURES

- All Central Office Staff will complete their daily duties virtually using district-issued laptops.

Security

- Security Officers will complete an online training module from GCN
Enabled by Carlos Ramirez; Denise Coates will assign GCN Courses for Security

- AED – 14 mins
- Alcohol and Drug Awareness for Employees – 12 mins
- Alcohol, Tobacco, and Drug Awareness – 11 mins
- Anti-Bullying for Students – 10 mins
- Bullying – 18 mins
- Child Abuse – 20 mins
- Code of Ethics for School Educators and Staff – 10 mins
- Corporal Punishment – 23 mins
- Cultural Awareness/Racial Bias – 15 min
- Cutting/Self Harm – 10 mins
- Cyber Bullying – 18 mins
- De-escalation – 9 mins
- Digital Security & Protection – 19 mins
- Effective Communication – 12 mins
- Ethics & Boundaries for School Employees – 21 mins
- First Aid in Schools (CPR, Heimlich Maneuver) – 26 mins
- Gang Awareness – 13 mins
- General Harassment – 16 mins
- Homeless Students – 24 mins
- Human Trafficking – 25 mins
- LGBTQ Awareness – 25 mins
- Managing Conflict with Angry Parents – 17 mins
- Medical Emergency Response in Schools – 15 mins
- Medical Emergency in Schools – 15 mins
- Pandemic Preparedness – 5 mins

Security (continued)

- *Professionalism (Conduct and Appearance) – 13 mins*
- *Respiratory Distress – 10 mins*
- *School Safety – 30 mins*
- *Seclusion and Restraints – 13 mins*
- *Security Guards in School – 22 mins*
- *Student-to-Student Hazing and Harassment – 26 mins*
- *Suicide Prevention – 16 mins*
- *Suicide Prevention Video – 120 mins*
- *Transgender and Gender Non-conforming Awareness in Schools – 17 mins*
- *Vaping in Schools – 13 mins*
- *Workplace Violence – 12 mins*
- *Workplace Violence in Schools – 12 mins*
- Support emergency communication and coordination
- Monitor school facilities remotely or via periodic checks each hour and report to Ms. Coates
- Help implement components of the district's safety/emergency plans
- Participate in planning and training
- Assist with safety systems and alerts

Secretaries

- Secretaries will complete tasks remotely and/or Envision Training or Infinite Campus Training (half-day trainings)
- Check to ensure that everyone has a time punch for the day during the morning meeting.
- Enter requisitions
- Respond to emails
- Assist Attendance Teacher with calls to late or absent students
- Share any pertinent voice messages/phone calls with administration.

Buildings and Grounds

- Cleaners on 2.5-hour delay
- Custodians report at their regular time and evening, one hour after
- Head Custodians at 5:00 am, one hour before start time.

Building Administrators

- Hold morning and afternoon staff meetings
- Collect and review staff schedules
- Meet with the secretary and attendance teachers regarding student attendance for the day
- Review lesson plans
- Attend all grade-level team meetings.
- Ensure that there is contact with each student. Monitor the engagement practices of every student in your grade level.
- Check in daily to each Virtual Class.
- Check attendance for your grade level, daily.

Special Education Service Providers

- Resource Room teachers, Speech and Language providers, Social Worker, School Counselors, OT, Counseling, and Psychologists follow their normal schedules.
- Teaching Assistants will follow their students and regular schedule
- Utilize breakout room for one-on-one student support

Special Education Supervisors

- Review and finalize IEP's, evaluation reports, and Prior Written Notices
- Complete annual review scheduling
- Review and approve evaluations
- Hold virtual check-ins with Special Education staff
- Observe Remote instruction and provide feedback
- Manage caseload data in SPED management system
- Respond to parent concerns and maintain communication logs
- Coordinate with related service providers (SLPs, OTs, and PTs,) on remote service delivery
- Work on transition planning for students aging out or moving buildings
- Connect with outside agencies
- Plan/schedule for compensatory services once school resumes

Guidance Counselors

- Check in on at-risk students via phone, email, or virtual
- Run virtual small groups (social skills, anxiety, grief, academic support)
- Monitor student attendance and engagement; follow up with families
- Conduct crisis counseling and coordinate with the school psychologist as needed
- Assist students with course selection and scheduling for the next year
- Hold virtual college and career exploration workshops
- Connect students with virtual job shadowing or internship opportunities
- Reach out to families of struggling or disengaged students
- Provide resources for food, mental health, and community services
- Update student records, transcripts, and cumulative files
- Coordinate with teachers on student academic concerns
- Process referrals to outside mental health or social services
- Prepare data reports on student grades, absences, and interventions
- Collaborate with SPED team on students who have both IEPs/504s and counseling needs

REMOTE LEARNING PROCEDURES FOR CONTENT DIRECTORS

Curriculum Oversight

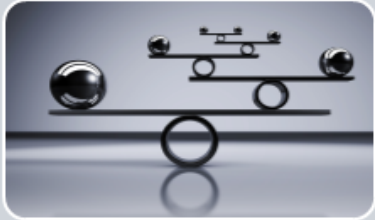
Provide district-level leadership for the planning, review, and alignment of curriculum, instructional resources, and program initiatives to ensure continuity of instruction and adherence to district standards and goals.

Coordination and Stakeholder Support

Maintain regular communication and coordination with principals, instructional staff, and district leadership to support consistent implementation of content-area priorities during remote operations.

Monitoring and Operational Accountability

Monitor data, documentation, and operational needs on an ongoing basis to ensure program effectiveness, compliance, and continuous improvement.



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