

Holland Central School District



Emergency Remote Instruction Plan

2026-2027

**Board Approved:
Submitted to NYSED:**

Introduction

The Holland Central School District developed this Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. This plan meets the requirements of the New York State Education Commissioner's Regulations of New York State for inclusion in the District-Wide School Safety Plan.

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.

Instructional Hours

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).

Instructional Delivery

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.

Ensuring Accessibility

Commissioner’s Regulation 115.7(f) outlines the annual data collection that districts must submit to SED annually. It requires the school district to survey families regarding their internet and device access at the students’ place(s) of residence.

According to the 2022-2023 Student Digital Resources Survey administered by the Holland Central School District, 1.8% of students surveyed reported having no point of internet access and 12% of students surveyed reported having insufficient internet access at their home. Every student who enrolls in the district is provided with a device. The district will work with families of students who have little or no internet access to either provide a mobile hotspot, if feasible, or to develop a plan to provide instructional materials and determine an alternate means of synchronous instruction. This may include phone conferences, home visits from instructional staff, or dependent on the reason for the inaccessibility of the school building, an alternate location for instructional delivery.

The district will work with community businesses and organizations (i.e. fire departments, Boys and Girls Club, Community Center, etc.) to determine wi-fi access points at these locations which may serve as an alternate location for those with limited or no internet accessibility.

Emergency Remote Instruction Plan

Policies	This plan adheres to guidance set for in the following Board of Education policies: • 7150 – Remote Learning • 7315 – Student Acceptable Use Policy (AUP) • 3140 – Code of Conduct
-----------------	---

Procedures for Device Access and Internet Connectivity	Holland Central School District is a 1-to-1 district. All UPK-2 students have access to an iPad and all 3-12 students have a laptop. All devices are district issued, maintained, and inventoried in our system. For any student who does not already have a device, the district will set up an on-campus pick-up date and time and offer home delivery if necessary. Depending on the length of the emergency and with circumstances allowing, the District will develop a plan for collection and servicing of devices if necessary. The device deployment and maintenance plan will be communicated on the District website, social media, and sent through ParentSquare. The District participates in the Student Digital Response Survey to assess how many students have internet access at home. The District will provide hotspots to any family that indicates a need for reliable internet at home to facilitate access to learning and instruction. All faculty should plan for alternative learning activities for students in the even of widespread disruption to connectivity that would impede synchronous connection and instruction. Should this occur, the expectation would be for the alternate assignment to be completed.
Instruction	All instructional staff and related service providers are issued a device for instructional needs. If they lack internet access at home, they will be provided with a hotspot. The District continues to provide professional development opportunities in strategies for blended and virtual learning, as well as with our learning management platforms and various software available for instruction. UPK-2 students and teachers will use SeeSaw as their primary platform for instruction. Grades 3-12 will use Microsoft Teams. Teachers can use all district-approved software to differentiate and support instruction. The delivery method used is at the discretion of the teacher or related service provider with the expectation that synchronous instruction is prioritized in their method of delivery, with asynchronous instruction being supplemental in nature. The duration of synchronous connections and instruction will depend on the grade level and daily instructional plan but will be the primary mode of instruction and substantial enough to guide learning. The instructional approaches may include a combination of: Synchronous Instruction – Using Microsoft Teams along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers will make personal connections to students scheduled at class time with Microsoft Teams, allowing them to take attendance, introduce new content and skills, and allow students to connect with the teacher and each other, ask questions, and maintain personal relationships. This model may incorporate asynchronous or project-based learning in this model. Asynchronous Instruction – Using a variety of digital platforms and software, teachers deliver captured or recorded lessons with associated expectations for student participation and assignment completion in a “Flipped Classroom” model. These activities may include synchronous interactions for a portion of the lesson. Authentic Independent Instruction – Using a variety of teaching methods, teachers will engage students in high quality learning activities that engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through both synchronous and asynchronous methods as outlined above.

Special Services	Remote instruction should be personalized and differentiated to meet the needs of all learners. English Language Learners For ELL students, teachers will collaborate to ensure a virtual learning program that is aligned with State and Federal mandates to meet the needs of all learners. Teachers will ensure the timely and effective communication with caregivers and parents of ELL students, including translation materials, interpretive services, literacy level-appropriate information, digital learning platforms, and other technology resources. As with in-person instruction, ELL teachers will use a variety of learning strategies such as differentiation to ensure the same standard of education as their non-ELL peers. Special Education Special Education and 504 students will be evaluated on a case-by-case basis to make determinations for the appropriateness of digital remote instruction. School districts are required to implement support services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach. The District plans to provide Special Education services through the remote learning day to meet the IEP/504 requirements. Additional office hours will be made available to facilitate 1:1 time as needed. Services will be scheduled around whole-group and small-group instruction through collaboration with classroom teachers. The materials provided for special education students will vary based on age, classification and individual need and all activities and assignments are designed in accordance with the modifications/accommodations outlined in each student's IEP. Programs include instruction delivered through live and recorded lessons, and offer individual and small group lessons as needed. Print materials are made available to those populations for which they are required and most beneficial. This program will provide virtual or remote instruction for students with disabilities to the greatest extent possible, including materials and platforms. Special Education teachers will collaborate with classroom teachers on instructional modalities and necessary accommodations and modifications of required assignments or assessments for the day. Consultant teachers will engage in instruction with the general education teacher. Resource room and self-contained teachers will follow the same guidance and expectations as classroom teachers in regard to instruction, content, etc. Teacher aides will be available for instructional support in class meetings and assignments and will serve as additional academic support for students. Related service providers will provide teletherapy services as appropriate, to the best of their ability, using students' IEPs to determine an appropriate and reasonable level of communication and support. General Education Depending on the length of the emergency closure, general education students for whom digital remote instruction is not appropriate will be evaluated on a case-by-case basis by the administrative team, counselors, and teachers.

	For any student for whom remote instruction is not appropriate or cannot be administered due to accessibility, the district will consider delivery of instruction in an alternate model, such as phone calls, home visits, or an alternate location if feasible.
Daily Schedule	The virtual day will follow the same schedule framework as the school building to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters.
Communication	Teachers will follow the same protocols for communication that have been established in school for addressing any areas of concern, academic or behavioral. This includes a combination of email, phone calls, and referrals to the administration. All effective strategies should be accessed to ensure and maintain effective communication.
Instructional Hours	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 For the purposes of reducing State aid pursuant to Education Law section 3604(7), <i>one day</i> shall mean: • For pupils in half-day kindergarten, two and one-half hours. • For pupils in full-day kindergarten and grades 1 through 6, five hours. • For pupils in grades 7 through 12, five and one-half hours. The District intends to provide remote instruction to comply with the minimum number of hours required to report 1 day of instruction. This instruction will be delivered in a combination of synchronous and asynchronous models. 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.

Reporting

Immediate

Whenever a school building must close to instruction due to the activation of its District-Wide School Safety Plan or Building-Level Emergency Response Plan, a Report of School Closure must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a Report of School Closure must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding Report of School Re-Opening, via the NYSED Report of School Re-Opening portal.

The Report of School Closure is intended to provide immediate notification to the Commissioner regarding an emergency closure. The Report of School Re-Opening notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a Report of School Closure for routine snow days.

Annually

The School Superintendent shall notify the NYSED Commissioner of the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

End of School Year

The school district shall report the Emergency Remote Instruction Plan through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System and certifies this at the time NYSED's Form A is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023-2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

Board of Education Approval

As part of the District-Wide School Safety Plan, the school district's Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District-Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.