

PRATTSBURGH CENTRAL SCHOOL
Emergency Remote Instruction Plan

School year 2022-23

The district is required, by NYSED regulation, to provide a specified number of minutes and days each school year. Failure to meet those minimum requirements can result in a significant loss of state aid. In the past, if we had used too many snow days, typically spring break was shortened by the corresponding number of days over the allotted “snow days”. An emergency remote instruction plan currently prevents that from happening.

NYSED recently allowed for emergency closure days to be counted as instructional days if there is a remote instruction plan. Several surrounding districts have used the “virtual” snow days in place of the usual day off. This is not our plan, as we will only institute this plan if we are in danger of not providing the required hours/days of student instruction. We will be required to have emergency remote instruction plans for next school year, as part of building emergency plans. The information below outlines our plan, including how, and when, it would be implemented. Emergency remote instruction days will ONLY be used after we have used all our allotted emergency closure days. Keep in mind that emergency closures can be for non-weather-related events such as water main breaks, gas leaks, or any other event that may result in a building or the entire district being closed.

Overarching considerations for the days are no new instruction should occur, anything we provide should be accessible both virtually and in print, we have a reasonable mechanism to track attendance, students have multiple days to turn in work, and screen time is differentiated by grade level. It should not be seen as a continuation of learning in any way and provides all students with maximum opportunity for engagement in meaningful learning, whether it be synchronously or asynchronously.

Attendance will be recorded in EschoolData and will be taken daily for all students in grades PK-12.

The table below outlines the plan for PCS:

INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades PK-12 access to a personal computing device. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction. The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. For those
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	<p>families who do not have reliable access at home, the district works with individual families to develop a plan to provide instructional materials. The district has worked with the local company, Empire Access, to flood our school parking lots and the downtown area with free internet access.</p> <p>All teachers will have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.</p>
<p>PEDAGOGY</p>	<p>All teachers in grades PK-12 will use Microsoft Teams as their primary instructional platform.</p> <p>Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources developed by individual teachers. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and personal teaching style. The instructional approach MAY include a combination of:</p> <p>Synchronous (Live) Instruction – Using Teams along with other digital platforms, teachers will deliver real-time instruction to a full group, or small group of students. Teachers may also incorporate asynchronous or project-based opportunities within this model.</p> <p>Teachers will make personal connections with all students during scheduled class times via Teams. These connections will allow teachers to take daily attendance, reinforce content or skills and will allow students to connect with their teachers and peers so they can be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections will depend on the grade level and daily instructional plan but will be the primary mode of instruction and substantial enough to guide learning.</p> <p>Asynchronous Instruction – Using a variety of digital platforms, teachers will deliver recorded lessons with associated expectations for student participation and assignment completion (i.e., Schoology or OneNote lessons). These activities may also include synchronous interactions for certain periods of time.</p>

	<p>Authentic Independent Instruction – Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will aid students in this mode of instruction through asynchronous and synchronous methods outlined above.</p>
<p>STUDENT EXPECTATIONS</p>	<p>All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to fully participate in instruction. During synchronous instruction, students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teachers, and presenting themselves in a manner that is in accordance with general school expectations.</p> <p>All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Teams meetings.</p> <ul style="list-style-type: none"> • Mute yourself as directed by your teacher • Cameras are to be ALWAYS kept on during synchronous instruction. <p>Students are expected to work in an appropriate setting when participating synchronously. Workplaces include a desk, kitchen counter, table, or any other acceptable workspace.</p> <p>Student dress must be appropriate in all platforms. The student dress code section in the student code of conduct applies to all students on all platforms.</p> <p>If there are any circumstances preventing full and appropriate participation the student should let the teacher know. Remote days are REQUIRED days of attendance, so students must fulfill expectations for satisfactory participation as determined by individual teachers.</p>
<p>DAILY SCHEDULE</p>	<p>The remote school day will follow the same schedule framework as the high school (grades 6-12) and the elementary school (grade PK-5) to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and teachers, including time for lunch. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters.</p>
<p>COMMUNICATION PROTOCOLS: INTERVENTION</p>	<p>Teachers will follow the same communication protocols that are established in school for addressing areas of academic or</p>

	behavioral need or concern. This includes a combination of e-mail, phone calls, and academic/behavioral referrals to administration. All effective strategies will be accessed to maintain effective communication.
SPECIAL SERVICES	School districts are required to implement supports, 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 through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach.
NON-INSTRUCTIONAL SERVICES <ul style="list-style-type: none"> • TRANSPORTATION • FOOD SERVICE • MAINTENANCE/CUSTODIAL • CLERICAL/ADMINISTRATIVE SUPPORT 	When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. If the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether non-instructional employees should report to work will be made and communicated in real time by the Superintendent of Schools based on whether services can be provided in a safe and efficient manner. Some employees may be allowed to work from home if they are able to complete the necessary functions of their job.

NYSED Plan Requirements

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;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
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;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
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; and
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.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

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:

- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

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

IMMEDIATELY

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 ReOpening 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 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 BY JUNE 30TH

The School Superintendent shall notify the NYSED Commissioner 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 THE 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.

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL 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, when providing virtual instruction.

Special education teachers who provide direct/indirect consultant services will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day.

Special education teachers who teach resource room, self-contained special classes either content specific or specialized programs, should follow the same guidance and expectations as classroom teachers regarding pedagogy, content, class meetings, and flexibility.

Teaching aides are available for instructional support by way of participating in class meetings, keeping up on classroom assignments and expectations, and serving as additional academic support.

Related service providers are to provide “tele-therapy” services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals regarding 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.

Documentation Requirements: Special education personnel are expected to document all supports and services provided to students during this time. Document the manner, means, duration of time, follow up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students’ IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible to hold any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.