

APPENDIX 16

Emergency Remote Instruction Plan District-wide School Safety Plan (DWSSP)

Emergency Remote Instruction Plan (beginning 2023-2024)

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities

INTRODUCTION

The Syracuse City School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in the following Board of Education policies: [7110 Comprehensive Student Attendance](#), [8340 Instructional Materials](#), [7315 Student Acceptable Use](#), [8271 Internet Safety Policy](#), and [Code of Conduct](#).

Syracuse City School District's Emergency Remote Instruction Plan will take effect once the district or a school has utilized their allotted number of emergency days. Remote instruction will take place using both synchronous (online with a teacher) and asynchronous (independent) instructional formats. The work provided during remote instruction is intended to complement in-person learning. All materials will be provided to students in advance of remote instruction or through students' Clever access.

The following procedures will take place in the event we need to implement our Emergency Remote Instruction Plan:

- a. The Superintendent, or designee, will notify families and staff of the plan to use Remote Instruction Days once the allotted emergency days have been used. This plan will also be posted on our District website and social media platforms.
- b. There is an electronic device for every student in grades K-12. High school students have the option to take devices home daily; devices for middle and elementary students are kept in school for use with classroom instruction. At the time we have used the allotted emergency days, high school students will be reminded to take home their devices. Students in PK-8 will be provided with paper-based work.

- c. Teachers will hold office hours during the day to assist students. Office hours will be available via Teams or phone. Upon returning to in-person schooling, teachers are able to meet with students to review the material from the remote learning day.
- d. As the District is made aware of students who have issues with connectivity, hot spots are available.
- e. For students who need assistance with technology related to virtual instruction on the day of Remote Instruction, each school has a point of contact who the students or families can access via email, Teams, or phone call.
- f. Any time the District utilizes the Remote Instruction Plan, the Superintendent, or designee, will utilize mass communication platform (currently Parent Square), social media, District website, and local news channels to communicate the change.

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION

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, 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 in regard to pedagogy, content, class meetings, and flexibility.

Teaching assistants 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 in regard to 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 for holding any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.