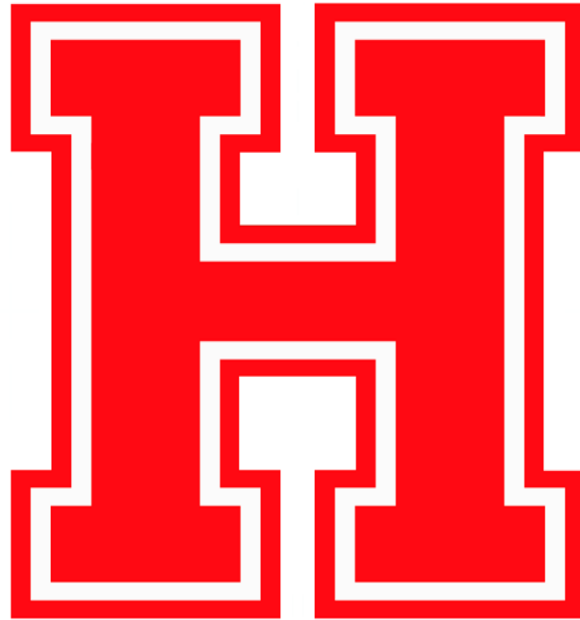


Hornell City School District



Together, Preparing Students for the Future

Remote Learning Education Plan 2023-2024

New York State Department of Education (NYSED) allows districts that would otherwise close due to an emergency to remain in session and provide instruction through remote learning, therefore counting these instructional days towards the annual hours and days requirement for State Aid purposes. A district's plan *must* include the methods by which it will ensure the availability of devices, internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities (i.e., synchronous and asynchronous learning). Per NYSED, remote instruction *“requires regular and substantive teacher-student interaction with an appropriately certified teacher.”*

According to NYSED, the plan **must** include the following:

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.”

The district's remote instructional plan will be implemented to maintain the required number of hours and days per NYSED requirements. If not used after the exhaustion of all snow days for the year, the result would be the take-back of days from a scheduled break (e.g., the Friday of a Spring Break), to maintain NYSED requirements. The plan below details the expectations for student learning when the district elects to activate this plan.

For 2023-24, students in grades 5-12 have been assigned one-to-one devices. Also, students in grades K-4 have assigned devices that remain in school but will be deployed when the notice of inclement weather affords the district the time. Expectations of student asynchronous work are found in the chart for those who might not be able to connect due to the inclement weather affecting infrastructure or various issues resulting from the cancellation of in-person education.

The Hornell City School District (HCSD) understands that virtual learning is not intended to replicate the same amount of direct instruction within our classrooms. Nevertheless, with our significant investment in technology, and our willingness to integrate this technology into our instructional program, we are well-positioned to create powerful learning experiences for our students from afar.

Essential Questions:

- How will students access instructional plans and materials?
- How will students receive assignments, submit work, and get feedback?
- How will students collaborate with you and with each other?
- How will we collaborate to support each other and our students?

Goals of Virtual Learning:

- Contact with students is made on a regular basis (including real-time).
- Lesson objectives are clearly communicated.
- Content and skills will be reinforced and introduced in a variety of ways.
- Opportunities to interact with the teacher or with other students may be provided via video, audio, chat, or discussions.
- A variety of assessments (including formative) are planned, made clear to students, and timely feedback is given.

Emergency/Long Term School Closure:

If at any point the school must close under the direction of the governor or the Department of Health, all students will move into full-time remote online instruction. The first day of a school closure will follow your child's Wednesday schedule. After that, your child will resume their 'normal A/B/Wednesday Schedule' but all classes will be through Zoom, Google Classroom, and Remind.

Connecting with Students Remotely:

[\(Connecting with Students\)](#) lists resource options that you can use to connect with students.

Posting Guidelines and Instructional Support:

- Teachers are expected to support the education of students during the existing contractual day.
- In-person and virtual days will follow the instructional days of the school calendar.
- Lessons need to be posted by 8:00 a.m. or the night before.
- Teachers will track student progress to ensure attendance and participation, level of understanding, and submission of assignments and check in frequently with students if students are struggling or non-participatory.
- Feedback will be provided from teachers to the administration on those students who are not participating.
- Families with connectivity issues should reach out to the building principal or main office for assistance.

Lessons/Class Guidelines

- A predictable daily format will help students navigate this new way of learning. Teachers should consider these important components as they design and post each learning experience:
 - Purpose: The learning objective(s) of the lesson
 - Agenda: Map of expectations for the lesson
 - Instruction: Clear and specific guidelines for students to follow, concise mini-lessons/teaching (ideally 5-10 minutes in the elementary, 15 max in the HS)
 - Engagement: Ways for students to actively participate (practice, discussion, reflection, application, connection)
 - Feedback: Opportunities to check student learning.

Leadership

- Building and district leadership will continue to support and oversee the teaching and learning process. In order to support the teaching and learning process as well as the professional learning of staff, administrators may request access to virtual experiences and student instructional plans as necessary.
- Leadership and staff will continue to partner to support student learning and engagement.
- Department Chairs will turn-key information passed to them from the administration to their departments in a timely manner.
- The district will communicate with parents the clear expectations with regard to how they can best support their students during virtual learning. Building administrators will continue to support the appropriate involvement of the parent community.

Professional Connections & Support for Students:

- Grade-level teachers of the same subject will offer consistency within reason. Teams may share standards-based lessons to assist with workload. Teachers should feel connected with colleagues of the same subject/course and are encouraged to maintain these professional connections. Teams will continue to meet on a regular basis.
- Students will have access to teacher-taught lessons daily as well as virtual and paper assignments to be completed.

PK-6 (Classroom Teacher Expectations including Art, Library, Music, Physical Education, and Health):

- Students will receive a daily lesson, either by Zoom or pre-recorded video, for ELA, math, and writing in grades K-4. Grades 5-6 will receive daily lessons either by Zoom or pre-recorded video from their content area teachers, and 3PK and 4PK teachers will provide daily ELA, math, and social-emotional learning lessons.
- Live interaction will occur with kids via Zoom (or by phone if unable to Zoom) with the goal of maintaining some level of direct contact/engagement with each student. This could be a small group session with students, a read-aloud, a mini-lesson, a class meeting, student/teacher conferences, and/or office hours.
- Teachers will communicate with parents clear expectations with regard to how they can best support their students virtually and offline.
- Teacher teams can create remote lessons together and share them with families on Google Classroom for grades 4-6. Remind will be used for 3PK-3 and then transition to Google

Classroom.

- Ongoing projects - consider writing, science, or social studies for those that can and reading time for lower levels.
- Materials will be provided to families who have limited or no internet connectivity.
- Teachers will make every effort to engage all students as well as stay cognizant of individualized needs.
- Attendance will be taken daily.
- Feedback on student work will be provided in a timely manner. Formative and summative assessments will be used to grade and provide evidence of student progress and understanding.
- All students must have equal access to information and will be provided with services and modifications such as using programs that read material to students.
- Teachers using Google Classroom/Remind should share it with their consultant teachers if they have not already done so.
- Special Area teachers should share using either Google Classroom or Remind depending on grade level.
- For 12:1:1 teachers, the length of time is dependent upon student's identified needs based on their individual disability.

PK-6 (RTI and ENL Teacher Expectations):

- Minimum live expectations with a 20-minute lesson/session at the normally scheduled time for that day.
- A live link is to be kept open during designated learning times after instruction windows are noted (e.g., stay live after the 20-minute lesson for students to ask questions). This live-streaming portion is not to be recorded.

PK-6 (OT, PT, Speech Providers Expectations):

- Minimum live expectations with 15 to 30-minute sessions at the normally scheduled time for that day. Note the length of time is dependent upon the student's identified needs based on their individual disability
- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of session planned.

PK-6 (School Psychologists Expectations):

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., evaluations, meetings).
- Complete tasks related to responsibilities, these may include but are not limited to, evaluation scoring, report writing, parent communication, and BIP updates.

7-12 Teacher Expectations:

- Teachers will communicate with parents clear expectations with regard to how they can best support their students virtually.
- Feedback on student work will be provided in a timely manner. Formative and summative assessments will be used to grade and provide evidence of student progress and understanding.
- Students will be allotted one week to make up missed work.

- Virtual lessons should be no longer than 15 minutes in length within a period. The remaining time can be used to differentiate your instruction, provide office hours, answer questions, or set up breakout sessions.
- Reaching out to your student population is expected to occur on a daily basis. Students and teachers will follow their regular schedule.
- Work that is expected of students has to be reasonable and fair. Providing feedback for student work will be expected.
- Attendance will be documented in Synergy daily. Teachers will make every effort to engage all students as well as stay cognizant of individualized needs.
- Consultant teachers will be added to your Google Classrooms to track caseloads.
- Paper copies can be made available for certain students when needed. Feedback must be provided to the student within 48 hours. A drop box will be located outside of the HS main office for returning work, which will be scanned to your email.
- All students must have equal access to information and we will provide services and modifications for accommodations to students.

7-12 (RTI and ENL Teacher Expectations):

- Minimum live expectations with a 20-minute lesson/session at the normally scheduled time for that day.
- A live link is to be kept open during designated learning times after instruction windows are noted (e.g., stay live after the 20-minute lesson for students to ask questions). This live-streaming portion is not to be recorded.

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- Minimum live expectations with 15 to 30-minute sessions at the normally scheduled time for that day. Note the length of time is dependent upon the student's identified needs based on their individual disability
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- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., evaluations, meetings).
- Complete tasks related to responsibilities, these may include but are not limited to, evaluation scoring, report writing, parent communication, and BIP updates.

7-12 (ACE/AP Teacher Expectations):

- ACE and AP classes: ACE and AP classes will follow university or college guidelines.
- Expectations of rigor and grading may remain the same.

PK-12 Special Education Teacher Expectations:

- Special education teachers will continue to support students on their assigned caseload.

- Special education teachers will continue to collaborate with their cooperating teachers to ensure equitable access to instruction.
- To the greatest extent possible, special education teachers will continue to support the Individual Education Program for each student.
- Special education teachers will work with classroom teachers and create modifications for the students they serve. They will use direct contact with parents and students to explain modifications.

PK-12 Specialists & Interventionist Expectations:

- Specialists and interventionists will develop a distance learning instructional plan to meet the needs of each individual student on their caseload.
- Specialists and interventionists will structure communication plans to work with students and parents.

PK-12 Counselors & 7-12 Social Workers Expectations:

- Counselors and social workers will focus on the academic progress and social-emotional well-being of students during this time.
- Families and teachers may contact counselors and/or social workers if a student needs social or emotional support. The assigned counselor or social worker will follow up as necessary.
- Counselors will clearly communicate to all students their availability to connect if students are sad, overwhelmed, frustrated, and/or confused.
- Counselors will contact high-risk students for wellness checks.
- Counselors will have virtual lessons/activities that can be shared that support character development, emotional wellness, etc.
- To the greatest extent possible, counselors will continue to support the Individual Education Program for each student.
- Scheduled individual or group counseling sessions will be provided by phone or by Zoom.

PK-12 Paraprofessional Expectations:

- Paraprofessionals will continue to serve as a resource for our students, teachers, and administration.
- Paraprofessionals will be assigned student(s) with whom they will conduct check-ins (with the guidance of the administration) to support student learning.
- Where applicable and appropriate, paraprofessionals will be included and participate in a virtual environment.

PK-12 Nurse Expectations:

- Nurses will continue to reach out to families for health and wellness checks.
- Nurses will continue to check on and update the school health records of their students.
- Nurses will complete the necessary paperwork for athletics.

PK-12 Therapists (OT, PT, ST) Expectations:

- To the greatest extent possible, therapists will continue to support the Individual Education Program for each student.

- Therapists will continue to support students on their assigned caseload.
- Individual or group check-ins as well as teletherapy will be provided via phone or Zoom. Video lessons and therapy strategies will be posted for anyone to access (i.e. language, fine and gross motor).

CSE and 504 meetings:

Designated staff will be available for scheduled CSE and 504 meetings. Every effort will be made to evenly distribute these responsibilities. A virtual format using Zoom will be used to convene meetings as well as ongoing team meetings.

Special Education Requirements:

SPED Memo from State Education: The NYS Education Department (NYSED) recognizes the exceptional and unprecedented challenges that students, their families, and school communities are facing right now. School districts across the State are working tirelessly to provide continuity and support to address the special needs of students with disabilities including English Language Learners with disabilities. We greatly appreciate those efforts and encourage parents, educators, and administrators to continue working together to meet the special needs of these students.

Students with disabilities must be provided a free appropriate public education (FAPE) consistent with the need to protect their health and safety, as well as the health and safety of the individuals who provide them with their education, specialized instruction, and related services. NYSED will allow school districts as much flexibility as federal and state laws and regulations allow in determining how FAPE is to be provided during the Coronavirus outbreak, and we will continue to seek further guidance regarding additional flexibility during this pandemic.

NYSED Regulation & Law:

All provisions described are subject to change based on changes to NYSED Regulations, mandates, or changes to State Law.