

<b>E. JOHN GAVRAS CENTER</b>	<b>SECTION TITLE:</b> EMERGENCY REMOTE INSTRUCTION PLAN	<b>SECTION NUMBER</b> <b>PAGES: 1 of 7</b>
<b>POLICY</b> §155.17		<b>DATE: 02/2024</b> <b>Reviewed:</b>

The E. John Gavras Center operates special education programs. Therefore, the Agency will work with the local DOH and local school districts to provide special education services to students enrolled in the Special Class Integrated Setting (SCIS) program. It is critical that meaningful parental engagement occurs to ensure the understanding of how our programs will be provided to their child. Continual collaboration and communication between each school district's Committee on Preschool Special Education/Committee on Special Education (CPSE/CSE) and the E. John Gavras Center will be critical to ensure each student's needs are being met.

Students that receive programming from the E. John Gavras Center will have access to the necessary instructional and therapeutic supports to address each student's needs. The E. John Gavras Center will attempt to collaborate with the home school districts for technology needs required by the families that we serve, by no means does Gavras presume the ability to provide technology to every student. The Gavras Center will provide the necessary documentation of programming, services and communication methods currently utilized and will provide these documents to parents and school districts as appropriate. The Gavras Center will utilize an in-person, hybrid, and remote learning models to support best practices for the implementation of instruction. If it is deemed necessary, then collaboration will occur with the home school district to develop additional contingency plans.

**BACKGROUND HISTORY**

At the September 2022 meeting, the full New York State Board of Regents permanently adopted the amendment of sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education relating to remote instruction and delivery under emergency conditions. Subsequently, at the January 2023 meeting the Board of Regents adopted the amendment of sections 200.7, 200.16, and 200.20 of the Commissioner's regulations to address emergency remote instruction for approved special education programs.

**AMENDMENTS**

Specifically, the following was added to the Commissioner's regulations:

1. A new paragraph (10) to section 200.7(b) of the Commissioner's regulations to provide that if:

- (1) an approved private school for the education of students with disabilities;
- (2) a state-supported school,
- (3) a state-operated school,
- (4) a Special Act School District, or
- (5) an approved preschool special education program other than a multidisciplinary evaluation program

would otherwise close due to an emergency, the school or program may remain in session and provide remote instruction, counting such instruction towards the 180-day requirement provided in section 200.7(b)(5) of the Commissioner's regulations. To qualify, instruction must be provided to all students and be consistent with the definition of remote instruction provided in section 100.1(u) of the Commissioner's regulations:

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“Remote instruction means 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) (a1) (link is external), 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.”

“Remote instruction shall encompass synchronous instruction provided through digital video based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.”

“Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where such instruction is more appropriate for a student’s educational needs”.

2. Section 200.16(f) of the Commissioner’s regulations regarding educational programs for preschool students with disabilities was amended to provide that:
  - the provision of remote instruction due to emergency conditions by approved preschool programs serving preschool students with disabilities, other than a multidisciplinary evaluation program, must be provided in accordance with section 200.7(d)(10) of the Commissioner’s regulations; and
  - the provision of remote-related services for a student receiving related services only, and not as part of an approved half-day or full-day program, must be provided in accordance with the emergency remote instruction plan included either in the districtwide school safety plan pursuant to section 155.17(c)(1) of the Commissioner’s regulations of the school district responsible for the provision of special education services and programs for such student or included in the student’s individualized education program (IEP) or contingency plan developed by the committee on preschool special education of such school district. The remote-related services must also be provided in accordance with applicable professional practice guidelines for engaging in teletherapy.
3. The Commissioner’s regulations add language to clarify that the minimum length of the school day shall be consistent with the applicable definition of full-day session or half-day session in section 200.1 of the Commissioner’s regulations.

The E. John Gavras Center will be prepared to implement an emergency remote instruction plan in the event of an unanticipated need to close our physical school building. This includes but is not limited to extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.

**DEFINITIONS**

As noted above remote instruction is defined 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.”

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**Non-digital and/or audio-based instruction** means instruction accessed synchronously and/or asynchronously through paper-based materials where the student to teacher interaction occurs via telephone or other audio platforms.

**Asynchronous Learning:** students engage in learning without the direct presence (remote or in-person) of a teacher.

**Synchronous Learning:** students engage in learning in the direct presence (remote or in-person) of a teacher in real time

**COMPONENTS OF A REMOTE INSTRUCTION PLAN**

According to the NYS Board of Regents of the Commissioner’s regulations, 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 provision of remote related services to preschool students receiving **related services only**, and not part of an approved half-day or full-day program, shall be provided in accordance with

- (a) the emergency remote instruction plan included in the district-wide school safety plan pursuant to section 155.17(c)(1) of this Chapter of the school district responsible for the provision of special education services and programs for such student, or
- (b) as specified in the student’s IEP or
- (c) as specified in the districts contingency plan to address remote learning needs in the event of intermittent or extended school closures developed by the committee on preschool special education of such school district. Remote-related services shall only be provided by individuals appropriately licensed and registered under Title 8 of the Education Law or, otherwise, qualified individuals with appropriate certification or license in each area of related service and in accordance with applicable professional practice guidelines for engaging in tele-practice.

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**GENERAL INFORMATION REGARDING THIS PLAN**

For an emergency remote Instruction plan to be successful best practices reveal a variety of components:

- The learning environment – The Gavras Center will make materials and supplies available to the teachers, therapists and staff providing services, as well as materials and supplies to students to utilize during learning groups.
- Clear goals for expectations during the emergency will be discussed with treatment team members, parents and when necessary, the child’s school district.
- A variety of methods will be incorporated to address IEP goals using varied content and materials. Increased training of parents during remote sessions will be utilized whenever possible as this will increase positive IEP outcomes.
- Practice of skills being targeted will be encouraged through family involvement and feedback from parents will be incorporated into teaching techniques.

**IMPLEMENTATION OF PLAN**

This plan will be implemented should there be an emergency situation that requires the day-to-day operations of the school to be changed from the school building to another location or virtual classrooms. Should there be a situation where the current school building is unusable or a shutdown directive has been given (i.e., utility problems, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of the school building, communicable disease outbreak) remote learning will be an acceptable alternative until the situation can be resolved or an alternative location is found. The decision to implement this plan will be based on the specific emergency situation requiring change in the day-to-day operations of the school. The E. John Gavras Center will follow the guidance provided by all of its regulatory agencies and in partnership with Auburn Enlarged City School District.

- Every effort will be made to attempt to provide computing devices to all students if parents are unable to provide one. In cases where this is not possible, Gavras Center staff will work collaboratively with each child’s school district to attempt to ensure that all preschool special education students attending The E. John Gavras Center will have access to a computing device appropriate for remote learning.
- Students receiving remote instruction under emergency conditions should be able to access internet connectivity. The ability to access the internet will be assessed on a case-by-case basis. A family that does not have internet will be provided with any available community resources and Gavras Center staff will work with the child’s school district to help facilitate internet connectivity.
- A sample of synchronous and asynchronous instruction for students on days of remote learning under emergency conditions is outlined below. The expectation is that asynchronous instruction is supplementary to synchronous instruction. The plan also takes into account the age and developmental levels of the students at The Gavras Center. Especially important to consider is the variety of abilities of special needs children to be able to attend and focus without the benefits of specific management techniques inherent to an in-person special education preschool class.
- The E. John Gavras Center will utilize all technology platforms available for remote/hybrid instruction including, but not limited to; ZOOM and Google Classroom. The hope will be that even if instruction moves to remote or hybrid that

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our Preschool daily schedule remains in-tact and is followed as closely as possible. Additionally, IEP and Therapy Services as prescribed on a student's IEP will be followed and supported.

## Continuity of Learning

<u>In-Person Learning</u>	<u>Hybrid Model Learning</u>	<u>Remote Learning</u>
<ul style="list-style-type: none"> <li>• 100% in-person attendance</li> <li>• Attendance in school 5 days per week</li> <li>• All students attend school and transmission rate monitored</li> </ul>	<ul style="list-style-type: none"> <li>• 50% in-person student attendance</li> <li>• Alternating attendance</li> <li>• Student numbers in school are reduced to near 50%</li> <li>• Students only attend on scheduled days</li> </ul>	<ul style="list-style-type: none"> <li>• 0% in person student attendance</li> <li>• 100% distance learning</li> <li>• Learning takes place at home or another site</li> <li>• School is closed</li> </ul>

*\*\*\*All teachers will be expected to meet with students every day. The platform will depend on the learning model being implemented. \*\*\**

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## **E. John Gavras Center Daily Schedule**

**\*\*\*(There is flexibility to implement the daily schedule via In-Person, Hybrid, or Remote Learning models. As well as the ability for teachers to adapt to the needs of the students in their classroom by changing activities or time duration. Google Meet, ZOOM or the physical classroom can be utilized for Remote/Hybrid Learners.) \*\*\***

1. 15-20 minutes – Morning Meeting
  2. 15-20 minutes – Teacher led instruction – Whole group
  3. 15-20 minutes – Small group instruction – Student led/staff supported
  4. 20-30 minutes – Motor/PE/Purposeful Play
  5. 15-20 minutes – Circle Time: Theme/academic activity
  6. 15-20 minutes – Individual student work (this could be pre-recorded by teacher w/ activities for student to follow along with asynchronously.)
  7. 15-20 minutes – Circle Time: Regroup to go over students’ individual work time
  8. 20 minutes – Whole group – Art activity or whole group activity
  9. 45 minutes – Lunch, rest, break
  10. 20-30 minutes – PE, motor, purposeful play
  11. 15 minutes – Snack
  12. 15-30 minutes – SEL activity/Closing circle – whole group
- Should remote instruction continue for an extended period of time, additional video chats or phone calls with the parent and child will allow for continued personal contact and provide an opportunity for the teacher to give suggestions for other learning opportunities, in particular, non-digital learning options available within the community. Play-based learning in addition to the mastering of skills will be discussed. Outdoor play and reading with their children, in particular, will be encouraged with parents.
  - Paramount for this model to be a success is the awareness that the plan must be flexible and adjustments will be made if needed to accommodate the needs of all students.
  - Alternative options for instruction will be evaluated for students for whom remote instruction by digital technology, is not available or appropriate:
    - An appropriate public location that can accommodate preschool special needs children where a class can meet (i.e., public library).
    - Parent training and provision of materials to children/families with allocated time to review results.
    - Instruction for parents to video specific activities provided by teachers and therapists and then submit video for critique and coaching to encourage progress towards goals.

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- Gavras Center staff will work collaboratively with each child’s school district to access other resources available to children not able to learn through digital technology.
- Special Education Services will be provided to preschool students with disabilities in accordance with their Individualized Education Plan to ensure the continued provision of a free appropriate public education. Individual goals as listed on a child’s IEP will be targeted through large and small group activities as provided by the Special Education Teacher. Collaboration with other team members will occur through periodic team meetings.
- Consistent with the guidelines provided for a remote instruction plan, special education services will be provided through synchronous instruction whenever possible. Asynchronous instruction will be supplementary to synchronous instruction and will be reflective of mandates and goals included in a child’s IEP.

**Virtual Related Services – Teletherapy/Telehealth**

- For remote learning, related services will be provided through a digital video based platform according to the child’s IEP mandates by a qualified therapist. As with in person learning, services will be provided within the school day.
- Services shall be provided in a private, HIPPA and FERPA compliant space without risk of breach of protected patient information for both the service provider and the client.
- Technology devices must be accessible, with as substantial ease of use. The client/facilitator must be able to interact appropriately, with services and devices being compliant under Individuals with Disabilities Act (IDEA).
- Therapy sessions conducted during virtual services must be held to the same appropriate standards as traditional (in person) services.
- Client/patient rights must be acknowledged and adhered to.
- Documentation and record keeping must adhere to all federal, state, local and/or district laws. Providers must note that the therapy services were provided virtually.
- The therapy services must be a minimum of 30 minutes or length identified on the IEP.