

**Appleby Elementary
Emergency Remote Instruction (ERI) Plan
2024-2025**



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Introduction:

As stated in Commissioner's Regulations 175.5e Remote Instruction Due to Emergency Conditions: If a school district would otherwise close due to an emergency including, but 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, the school district may remain in session and provide remote instruction, as defined in section 100.1(u) of this Chapter, and beginning with the 2023-3024 school year such remote instruction shall be consistent with such school district's emergency remote instruction plan pursuant to section 155.17(c)(1)(xxi) of this Chapter. Instruction provided on these session days may be counted towards the annual hour requirement set forth in subdivision (c) of this section.

Marathon Central School District would utilize the following ERI Plan if all other emergency closure (snow) days are used. This is a different occurrence than the extended closure due to Covid because the closure would be brief due to weather conditions or another unforeseen circumstance. ERI Plans must be updated annually and adopted by the Board of Education by September 1st of each year.

Definitions provided by NYSED:

1) Remote Instruction: Remote instruction means instruction provided by an appropriately certified 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.

2) Digital Video-based Technology: 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.

3) Non-digital Video-based 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. 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.

4) Asynchronous Instruction: Asynchronous instruction means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.

5) Synchronous Instruction: Synchronous instruction means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real time.

Emergency Closure is	Predicted/Known Day Before	Morning of
Devices	Sent home with all students prior to closure.	Virtual options for those with devices. No additional devices would be distributed unless the short-term closure turned into a longer closure
Connectivity	Utilize annual survey to determine which families may need hotspot	Virtual options for those with connectivity; Paper pencil option for those without connectivity through Emergency Closure Packet
Schedule	Is reviewed with students before they leave for the day	Is posted or in Emergency Closure Packet
Assignments	Students will engage in digital or paper and pencil assignments depending on device and connectivity. There will be no assessments or make-up work required for the day.	Students will engage in digital or paper and pencil assignments depending on device and connectivity. There will be no assessments or make-up work required for the day.

Long Term Closure: Devices and internet hotspots would be delivered or times for pick up would be established by the district and communicated with each family. Using the Student Digital Resources survey, the district would already have the necessary device/internet connectivity data on hand.

Emergency Closure is	Predicted/Known Day Before	Morning of
Devices	Teachers bring home their devices	Teachers use their school device or other available device if the school device was not brought home
Connectivity	Teachers borrow a hotspot if needed	Teachers without connectivity can reach out to students in alternate ways as needed
Schedule	Teachers review schedule with students prior to the end of the day	Teachers will post the day's schedule for those with devices and connection. Teachers will already have explained an Emergency Closure Packet to those who don't.
Assignments	Assignments can be reviewed prior to students leaving for the day. There should be no graded assignments and no assessments given. Make-up work will not be assigned for those who do not "attend."	There should be no graded assignments and no assessments given. Digital assignments can be completed if device and internet is available or the Emergency Closure Packet can be used. Make-up work will not be assigned for those who do not "attend."

Long Term Closure: Devices and internet hotspots would be delivered or times for pick up would be established by the district and communicated with each staff member. Using the Digital Resources survey, the district would already have the necessary device/internet connectivity data on hand for each staff member.

Long-Term Closure: Teachers would provide a substantial amount of synchronous instruction for students following the existing school schedule as appropriate. Classes would consist of a combination of asynchronous and synchronous instruction. All specialized/personalized instruction for ELLs and students with disabilities would be done virtually in the case of a long-term closure.

Once the district has exhausted all of our emergency closing days, we would send students home with technology resources every day, UPK-6.

Hours in Session for Reporting Requirements: Pk-6: 5 hours

Emergency Closure Packet

The Emergency Closure Packet will be prepared, distributed, and explained to students prior to an emergency closure day with remote instruction. The Emergency Closure Packet should be a menu of engaging and meaningful activities for students. There should not be any graded assignments, assessments, or make-up work connected to the packet.

Students with Special Needs and/or English Language Learners

The Marathon School District recognizes that students with disabilities may have a variety of additional barriers and needs beyond those of the general education students. During a brief period of closure due to inclement weather or other unforeseen circumstances when remote instruction may be required, Marathon Central School District's Remote Instruction Plan includes consideration of each student's Individual Educational Program plan or English Language Learner needs. Should there be an extended period of Remote Instruction the Special Education Department, with parental input, would create and share "Individual Continuation of Learning Plans" (ICOLPs) for each student with an IEP.

Below is a list that includes information about how Marathon will address the special education or language needs of our students during a switch to remote instruction:

Technology

- Laptops/iPads (each student has access to a school laptop and/or iPad)
- Depending on the student, their laptop or iPad is set up specific to their needs with software or apps that support each student's needs
- Google Classroom
- Individual/1:1, Small Group, and Class Google/Zoom Meetings (interactive/live)
- Videos may also be used that are individualized to specific students or groups of students with IEPs that present information at a level, or in a manner, that meets the individual needs and learning characteristics for the student(s) based on the IEP(s)

Communication with Students and Parents as needed (in the case of a longer stretch of Remote Instruction)

- Phone calls (w/ translation into home language as needed)
- Emails (w/ translation into home language as needed)
- ParentSquare
- Shared access to Google Classroom or Web Based programs
- CSE/CPSE/504 Meetings on Google Meet or Zoom
- Mailings home (w/ translation into home language as needed)

Recording and Monitoring Progress

- Continued progress monitoring data collection for each student with an IEP by each special education provider as required to monitor progress on goals
- Informal observations and data collection during interactive sessions or through performance on assignments/materials assigned
- Assessment of assignments with specific feedback given and notes kept about future instruction based on performance

Through purposeful close examination of each individual student's IEP or each English Language Learner's needs and proactive preparation, Marathon will continue to provide specially designed instruction to the greatest extent possible for each student with an IEP or Language need during Remote Instruction. We will utilize high tech and low tech options as well as hard copy materials with a variety of scaffolds and accommodations, to ensure we are reaching and providing continued education and support to our students with special education needs during an unexpected/brief transition to Remote Instruction.

Continuum of Special Education Programs/Services (And English as a New Language Program) and how these are being considered during a period of Remote Instruction:

- **ELL/MLL Learners and the ENL Service Provider:** The Teacher to Speakers of Other Languages will collaborate with the general education teacher to develop instructional activities in line with each student's needs according to his/her proficiency levels. This instruction may include videos, hard copy materials, electronic materials and references, as well as virtual meetings as appropriate for each individual student.
- **Integrated Co-Teach:** The special education teacher will collaborate with the general education teacher to develop instructional activities for all students including attending to specific individual needs of students in line with his/her IEP. This instruction may include synchronous learning through virtual platforms as well as possible videos, hard copy materials, electronic materials and references.
- **Consultant Teacher Direct or Indirect:** The special education teacher will collaborate with the general education teacher to develop instructional activities in line with each student's needs according to his/her IEP. This instruction may include synchronous learning through virtual platforms as well as possible videos, hard copy materials, electronic materials and references.
- **Special Class:** Special education teachers will design learning activities for students in special classes. These activities will focus on the standards and essential learning for the class and will include specific specially designed instruction as appropriate for each individual student. This instruction may include synchronous learning through virtual platforms as

well as possible videos, hard copy materials, electronic materials and references.

- **Resource:** Teachers will provide materials, lessons and activities or will utilize content area assignments, to support the students' educational needs and IEP goals.

- **Related Services:** Providers will develop activities for students to participate in while school is in remote instruction . These activities will be designed with the students' IEP in mind and will be individualized to address specific skill deficits.

- **BOCES Special Education Programs:** Students in OCM BOCES programs would follow the process that OCM BOCES establishes. The BOCES administration and staff would communicate information as needed.

Obligations to nonpublic/charter schools, Marathon Central School District will follow the requirements per the New York State Education Department:

“When a school district is in session, remotely or otherwise, pupil transportation must be provided to students attending religious and independent schools, charter schools or students whose individualized education program (IEP) have placed them out of district. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation for students attending school outside of the district. Decisions not to transport need to be based on real-time information relevant to the safety of students, staff and vehicles. School districts and religious and independent schools, charter schools and other programs are encouraged, and reminded, to work together to ensure continuity of education while ensuring that transportation can be provided in a safe and efficient manner.”