Brockport Central School District
Emergency Remote Instruction (ERI) Plan
Required by NYS §155.17(c)(1)(xxi)(a-d)

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.

    a. How will the district ensure that all students have access to a computing device?

       All students in grades 6-12 have a district windows laptop assigned to them to take home including over summer. Students in grades 3-5 have district windows laptop assigned to them in school that can be sent home with students for emergency remote instruction (ERI) . Students in grades K-2 have district iPads assigned to them in school that can be sent home with students for emergency remote instruction (ERI)

    b. How will the district disseminate computing devices to students?

       In the event of requiring ERI, schools will send each K-5 students' home with the laptop/iPad they use during the school day. The technology department will coordinate with schools to provide pickups at the schools or at a centralized location as needed and also coordinate with the Transportation Department and Security Office to deliver devices to homes as needed.

    c. How will the district communicate with families about the dissemination of computing devices?

       The above information will be broadcast via our parent phone and email messaging systems as well as via social media.

    d. How will devices be serviced and/or replaced?

       Throughout ERI, the district will maintain a call-in help line as well as drop-in "Tech Spot" help center at Teacher Training Center at 40 Allen St Brockport NY 14420.We also use Incident IQ for students/parents to put in work orders. The technology department will also coordinate with the Transportation and Security Office departments to deliver device repair/replacement units as needed.

    e. If not using computing devices, how will students participate in instruction?

       Students will receive paper copies of work and notes to support their asynchronous learning experiences. Depending on the type of emergency closure the district will attempt to schedule periodic in person check-ins with the students.

    f. Is your plan consistent with the information provided by families in the Student Digital Resources data collection? yes

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2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.

    a. How will the district determine the need for access to the internet in students' places of residence?

        The district maintains a list of families who reported as not having sufficient internet access at home to support ERI on the annual digital equity survey. Schools will contact these families and arrange pick up or delivery of a wifi hotspot to support ERI.

    b. How will the district ensure that all students have access to the internet?.

        We will ensure all students have access to the internet to support ERI by providing open wi-fi in all school parking lots, identifying individual family need and providing hotspots as detailed above.

    c. How will the district work with community organizations and local public spaces to ensure students have access to Wi-Fi access points?

        The Brockport public library and several local shops, supermarkets, restaurants, and coffee shops provide free Wi-Fi. If needed, we will work with these entities to promote the availability of mobile hotspots from the district.

    d. This plan consistent with the information provided by families in the Student Digital Resources data collection? Yes

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.

    a. How will the district ensure that school staff has the necessary tools, including device and Wi-Fi, to deliver emergency remote instruction from their places of residence?

        School staff are invited to put a work order in via Incident IQ to obtain any technology tools or wifi hotspots as needed to deliver ERI. This information is disseminated via district and school communications.

    b. What portion of the school day will be spent on synchronous instruction?

        This will vary by grade level, day of week, and subject area customized to the instructional program as appropriate and learning level of students.

c. What portion of the school day will be spent on asynchronous instruction?

This will vary by grade level, day of week, and subject area customized to the instructional program as appropriate and learning level of students.

d. How will instruction be personalized to support students' individualized needs, including supporting ELL/ML students?

The district will provide ELLs and MLs with a structured learning environment that emphasizes language production and provides digital scaffolds to support the learning process. Some examples of these would be: Online language tools, EdPuzzle and RAZ Kids; Virtual Office Hours, Visual Schedules, Talking Points and Google/Microsoft Translate.

e. What training is provided to teachers in order to help adapt their instruction to the district expectations?

District instructional coaches will all have daily virtual hours to support teachers with questions and training they may need.

4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.

a. How will the district determine which students for whom remote instruction via digital technology is not appropriate?

The Office of instruction will work with the special education department and ENL department to determine student needs and the appropriateness of remote instruction being used via digital technology. The office of instruction will also work with the district leadership team and utilize family surveys to identify students who may need alternative instructional delivery methods.

b. How will the district provide instruction for those students for whom remote instruction by digital technology is not appropriate?

Students will receive paper copies of work and notes to support their asynchronous learning experiences. Depending on the type of emergency closure the district will attempt to schedule periodic in person check-ins with the students.

c. How will the district provide synchronous instruction for those students who do not have adequate internet access?

The district will provide internet hotspot devices to families who do not have adequate internet access.

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.

a. How will the district ensure that special education and related services will be provided remotely?

We will ensure that, in the case of full school closure or quarantine, the remote instruction model will provide a consistent daily schedule of synchronous and asynchronous instruction that supports the unique needs and abilities of students with disabilities.

b. How has the district coordinated with special education teachers, support staff, and service providers in the district to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment?

We have worked with our staff to equip them with digital instructional tools and training in order to provide the same quality of service that students would receive in an in-person environment.

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.

a. How many hours of instruction will the district plan to claim for each day of an emergency closure

The district will be claiming between 5- and 5.7-hours instructional hours each day consisting of a mix of synchronous and asynchronous experiences.