

### **Emergency Remote Instruction Plan**

**Introduction:** NYC Autism Charter School (“NYCACS”) created the following Emergency Remote Instruction Plan to ensure the availability of devices, internet access, provision of education and related services for students, and the expectations for time spent in remote locations. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, shortage of fuel, destruction of a school building, or an infectious disease outbreak.

#### **Section I: Before Remote Instruction**

Under Commissioner’s Regulations 115.17, families will be notified of the closure date(s) and the timeline for remote instruction to commence. Student Remote Instruction Plans will be developed for all students and updated on a regular basis. Head Teachers/Clinical Supervisors are responsible for working with their classroom teams and supervisors to keep these plans updated. Each NYCACS family will be contacted by their Head Teachers/Clinical Supervisors before the start of remote instruction. The following information will be gathered:

- Assigned caregiver(s)
- Times of day that instruction could take place
  - Discussion of how much support the student may need with online instruction
  - Discussion of other siblings that would need household technology or adult support during the day
- Technology availability/needs
- Broader concerns about resources (e.g., access to food, housing, Wi-Fi, childcare)

NYCACS understands that accessing cell phone service, internet, and/or Wi-Fi can make all the difference during remote learning. If a family presents with digital technology that is not appropriate for remote instruction, NYCACS will determine the amount of support necessary and may provide hardware and/or software to facilitate the student’s educational needs. If necessary and when possible, remote instruction materials will be delivered to student homes.

#### **Section II: Short-term Remote Plan**

NYCACS will provide each family with an individualized remote instruction plan and associated instructional materials. School staff will work with each family to schedule synchronous remote sessions and will be available to assist when necessary and answer instruction-based questions for asynchronous instructional periods. The components of the NYCACS short-term remote instruction plans are as follows:

- Prepare materials for remote home consultation (e.g., program materials, schedules) as directed by the Head Teacher/Lead Instructor
- Support the implementation of each family’s remote instruction plan
- Parent consultation as needed
- Troubleshoot technology issues with families (as applicable)
- Attend and participate in staff and class meetings (as applicable)
  - Complete assigned items from class meeting

- Correspond via email with classroom staff, supervisors, and parents/caregivers
- Prepare materials for instructional engagement outside of direct instruction as directed by Head Teacher/Lead Instructor
- Participate in classroom-specific administrative projects (e.g., organizing student folders, participation in IEP development as needed, progress reports)
- Provide cross-classroom support as needed (e.g., remote instruction, material preparation, administrative projects)

### **Section III: Long-term Remote Plan**

Regardless of the length of a remote learning period, NYCACS aims to provide high-quality education to all our students. The components of the NYCACS long-term remote instruction plans are as follows:

- Direct instruction through video conference – 1:1 or group instruction;
- Monitor independent work done with tangible materials through video conference;
- Provide parent training and coaching through video conferences;
- Provide independent work assigned through online platforms;
- Provide lists of tasks/activities provided to families that can be completed throughout the day (may span a specific time period or an entire day);
- Schedule additional phone check-ins with parents as needed to discuss areas of concern

NYCACS Instructors duties include but are not limited to:

- Provide remote instruction directly to students and/or parent consultation as needed
- Troubleshoot technology issues with families (as applicable)
- Attend and participate in staff and class meetings (as applicable)
  - Complete assigned items from class meeting
- Prepare materials for remote direct instruction and/or remote home consultation (e.g., program materials, schedules) as directed by Head Teacher/Lead Instructor
- Correspond via email with classroom staff, supervisors, and parents/caregivers
- Prepare materials for instructional engagement outside of direct instruction as directed by Head Teacher/Lead Instructor
- Participate in classroom-specific administrative projects (e.g., organizing student folders, participation in IEP development as needed, progress reports)
- Provide cross-classroom support as needed (e.g., remote instruction, material preparation, administrative projects)