



Agency Name: Finger Lakes United Cerebral Palsy, Inc

Address:

731 Pre-Emption Rd, Geneva, NY 14456

5415 County Rd 30, Canandaigua, NY 14424

50 Science Parkway, Rochester, NY 14620

4410 Programs Provided at this site:

Special Class

Special Class in an Integrated Setting

Multidisciplinary Evaluations

Related Services Only (Speech, Occupational, Physical Therapy)

Other Services Provided at this site:

Universal Pre-K

EMERGENCY REMOTE INSTRUCTION PLAN

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:

“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), 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 video conferencing 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 tele-practice.

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 (5 hours) or half-day (2.5 hours) session in section 200.1(q), (v) of the Commissioner’s regulations.

Beginning in School Year 2023-2024 Happiness House Preschool will 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.”

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.} **This does not apply to Happiness House Preschool.**

The provision of remote related services (therapy services only) 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 student's 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.

GENERAL INFORMATION REGARDING THIS PLAN

For an emergency remote Instruction plan to be successful Happiness House has carefully and diligently explored a variety of components:

- The learning environment - Happiness House 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.



Happiness House's Emergency Remote Instruction Plan has been approved by the school's Board of Directors; will be submitted to NYSED as required; is posted on the school's website; and this plan will be reviewed and updated annually.

This Emergency Remote Instruction Plan was developed by Happiness House's personnel including the Executive Director, Chief Operating Officer, Vice President of Children's and Clinical Services, Director of Children's Services, Additional input provided by Clinical Coordinator, Special Education Teachers, General Education Teachers, Speech, Occupational and Physical Therapists, Board Certified Behavior Analyst, School Psychologists, Nursing Staff and parents upon review of the plan.

Opportunity for public comments was provided thirty days prior to the plan's adoption to allow interested parties to review the plan. This opportunity was accomplished by posting the draft plan on the Agency web-site; distributing to all school personnel; and distributing to all parents. Directions for submitting comments were provided.

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 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. Happiness House will follow the guidance provided by all of its regulatory agencies.

- Happiness House will determine the level of access to devices and internet all students have in their places of residence by surveying families. Happiness House will address the need to provide devices and internet access to students who do not have sufficient access.
- Students receiving remote instruction under emergency conditions should be able to access internet connectivity. The ability to access the internet will be assessed at entry into the school, or when communication from family indicates the need. A family that does not have internet will be provided with any available community resources and the school Education Coordinator will work with Monroe County DOH and the child's school district to help facilitate internet connectivity.

- For children attending Happiness House’s school-based program 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 Happiness House Preschool. 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.

Happiness House Preschool uses Lillio for communication with families and ZOOM as a technology platform for remote instruction. For the most part, a child’s class will take place consistent with the time that the class occurs for in person learning. For half day classrooms, parents, if needed, can have their child attend the opposite class if it can meet their schedule more appropriately and it means the child will be able to attend. A combination of the below listed activities will be implemented to fulfill IEP mandated services. Universal Pre Kindergarten students and Daycare students will be given the same options to participate in classroom activities.

SYNCHRONOUS DAILY ACTIVITIES

- 30 Minute large group welcome meeting
- 30 Minute large group learning/concept meeting
- 30 Minute small group learning
- 30 Minute large group art or music activity
- 30 Minute therapy session (per IEP)
- 30 Minute social skills nutritional snack/lunch time

QUALIFIED PERSON

- Special Education Teacher
- Special Education Teacher
- Special Education Teacher
- Teacher/Teacher Aide
- Related Service Providers
- Special Ed Teacher/Aides

SYNCHRONOUS ACTIVITIES BI-WEEKLY

- 30 Minute social skills lesson
- 30 Minute Parent Meeting Groups
- 30 Minute Play Activity (3x week)

QUALIFIED PERSON

- Psychologists, BCBA, SW
- Psychologists
- Subs/Aides

ADDITIONAL ASYNCHRONOUS ACTIVITIES

- 30 Minute Sing-a-Long (Pre-recorded)
- 30 Minute Story-Time (Pre-recorded)
- 30 Minute Fine Motor Enhancement (Pre-recorded)
- 30 Minute Gross Motor Enhancement (Pre-recorded)
- 30 Minute Language Enhancement (Pre-recorded)

QUALIFIED PERSON

- Music Therapist
- Teachers/Aides
- Therapists
- Therapists
- Therapists

30 Minute Social Skills Lesson (Pre-recorded)
30 Minute Health & Nutrition
Educational Activities posted in Lillio

Psychologist/BCBA
Nurses
Teachers/Therapists

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. The school psychologists and BCBA will provide to teachers, resources for balancing instructional needs with students' needs for mental health support. 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 all of the needs of our students with disabilities.

Additional resources will be made available for parents to support young children's learning. Weekly kits of materials, assembled by Happiness House staff, will be prepared for parents to pick up at a central location. Kits will include materials necessary for that week's activities. If parents are unable to pick up the materials or do not have suitable materials at home (i.e., children's scissors, glue, paper) kits will be mailed to them.

- 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.

Happiness House's 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 and related services will be provided to our preschool students with disabilities in accordance with their individualized education programs 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. Daily task sheets will be completed to monitor progress. Collaboration with other team members will occur through periodic team meetings.

Classroom psychologists will attend both large and small group meetings for assigned classes to ascertain specific needs of the children.

For remote learning, related services will be provided through ZOOM platform according to the child's IEP mandates (i.e., 3 speech session x 30 minutes weekly) by a qualified therapist. As with in person learning, services will be provided within the school day.

- For children who receive related services or SEIS not part of an approved half-day or full-day program, services will be provided as part of the emergency remote instruction plan. A mutually agreed upon schedule will be developed to provide the service through a technology platform, consistent with any guidance from the child's school district. If another "brick & mortar" location is feasible (i.e., public library, rental space) and has been identified as the location for Happiness House to conduct business, that location can be considered for provision of services. RSO and SEIT services will be provided according to each child's IEP for frequency & duration.
- Consistent with the guidelines provided for a remote instruction plan, related 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.
- Happiness House Preschool is aware that, given the age and developmental needs of our children, a parent or guardian must be present for all activities in order for children to access their computing device. We will make every effort to accommodate parents' needs within the school day.

This plan was presented to all staff and families November 20 through December 19, 2023. Any questions or concerns were addressed and ideas and suggestions that were appropriate and consistent with our educational policy, our mission statement and all regulations pertaining to Happiness House Preschool were incorporated into this plan. Plan adopted by Happiness House Board of Directors on January, 2024.