**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 Class Dojo 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 Kindergarden students and Daycare students will be given the same options to participate in classroom activities.

SYNCHRONOUS DAILY ACTIVITIES QUALIFIED PERSON

30 Minute large group welcome meeting Special Education Teacher

30 Minute large group learning/concept meeting Special Education Teacher

30 Minute small group learning Special Education Teacher

30 Minute large group art or music activity Teacher/Teacher Aide

 30 Minute therapy session (per IEP) Related Service Providers

 30 Minute social skills nutritional snack/lunch time Special Ed Teacher/Aides

SYNCHRONOUS ACTIVITIES BI-WEEKLY QUALIFIED PERSON

30 Minute social skills lesson Psychologists, BCBA, SW

30 Minute Parent Meeting Groups Psychologists

30 Minute Play Activity (3x week) Subs/Aides

ADDITIONAL ASYNCHRONOUS ACTIVITES QUALIFIED PERSON

30 Minute Sing-a-Long (Pre-recorded) Music Therapist

 30 Minute Story-Time (Pre-recorded) Teachers/Aides

 30 Minute Fine Motor Enhancement (Pre-recorded) Therapists

 30 Minute Gross Motor Enhancement (Pre-recorded) Therapists

 30 Minute Language Enhancement (Pre-recorded) Therapists

 30 Minute Social Skills Lesson (Pre-recorded) Psychologist/BCBA

 30 Minute Health & Nutrition Nurses

Educational Activities posted in Class Dojo 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.