



Hellenic Classical Charter Schools (HCCS) Emergency Remote Instruction Plan (ERI) 2024-2025

HCCS ensures that teaching and learning will continue smoothly in the event of an emergency that may disrupt normal in person instruction. Below is our ERI plan.

INTERNET AND DIGITAL DEVICE ACCESS

HCCS provides all students in grades K - 8 access to a personal computing device. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction.

HCCS participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home and provides hot spots to any families that indicate a need for reliable internet to facilitate access to learning at home.

All teachers will prepare lesson plans to include alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.

PEDAGOGY

All teachers in grades K-8 will use Zoom and Google Classroom as their primary instructional platform. Instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction. Using Zoom along with other digital platforms, teachers will deliver real time instruction to their students. Teachers will make personal connections with all students during scheduled class times via Zoom. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration will be substantial enough to guide learning and meet the needs of all students and school goals.

Teachers may also use a variety of digital platforms and may record lessons with expectations for students' participation and assignment completion.

Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students throughout the remote school day.

STUDENT EXPECTATIONS

All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During instruction students are expected to be prepared for their learning day. This includes being on time for class, engaging fully through video and audio



as directed by their teacher and presenting themselves in a manner that is in accordance with school expectations.

All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Zoom meetings.

- Mute yourself on meets as directed by your teacher
- Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise.

Students are expected to work in an appropriate setting when participating remotely / on-line. Workplaces include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable.

Student dress must be appropriate on all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms.

If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.

DAILY SCHEDULE

The virtual day will follow the same schedule framework as the Elementary and Middle School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters.

COMMUNICATION PROTOCOL: INTERVENTION

Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.

SPECIAL SERVICES

HCCS will implement support, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach.

- NON- INSTRUCTIONAL SERVICES
 - •TRANSPORTATION-NA
 - •FOOD SERVICE- NA
 - •MAINTENANCE-NA
 - •CUSTODIAL-NA



CLERICAL/ ADMINISTRATIVE SUPPORT

When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to snow or other weather emergencies, such change will likely impact transportation and other critical services. Decisions on whether non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.

NYSED Plan Requirements

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.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law, the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the district Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 181 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six



- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State Aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement.

Immediate Reporting

Whenever a school building must close to instruction due to the activation of its District-Wide School Safety Plan or Building-Level Emergency Response Plan, a Report of School Closure must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a Report of School Closure must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding Report of School Re-Opening, via the NYSED Report of School Re-Opening portal.

The Report on School Closure is intended to provide immediate notification to the Commissioner regarding an emergency closure. The Report of School Re-Opening notifies the Commissioner of the re-opening and collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a Report of School Closure for routine snow days.

The School Superintendent shall notify the NYSED Commissioner of the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR

The school district shall report the Emergency Remote Instruction Plan through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2024-2025, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System and certifies this at the time NYSED's Form A is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:



- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such a session day; and
- Beginning with the 2024-2025 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION

School districts are required to implement support, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability, when providing virtual instruction. Special education teachers who provide direct/indirect consultant services will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day. Special education teachers who teach resource rooms, self-contained special classes either content specific or specialized programs, should follow the same guidance and expectations as classroom teachers in regard to pedagogy, content, class meetings, and flexibility. Teaching assistants are available for instructional support by participating in class meetings, keeping up on classroom assignments and expectations, and serving as additional academic support. Related service providers are to provide "tele-therapy" services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility and they will use the students' IEPs to determine an appropriate/reasonable level of communication and support.

Documentation Requirements: Special education personnel are expected to document all support and services provided to students during this time. Document the manner, means, duration of time, follow up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students' IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible for holding any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.