

## **Syosset Central School District Emergency Remote Instruction Plan**

*We believe that successful online learning requires an intentional, thoughtful combination of interactions between teachers and students. These interactions may be synchronous, in real time, or asynchronous, wherein the interactions occur at different times.*

**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:**

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

- The district was 1:1 prior to the onset of the COVID-19 pandemic and remains as such for all students and staff members.

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

- The district communicates with families via text, email, community messaging, phone call, and paper mail.

**How will the district disseminate computing devices to students?**

- Devices are disseminated to students at the start of the school year, at the onset of any shutdown, or are arranged for pickup at designated scheduled locations.
- Students and staff are also assigned devices directly from their school building's library.
- The district has increased the Internet capacity in the district to support live streaming into classrooms.
- Data hotspots are made available to students that do not have reliable internet at home.
- Teacher devices were upgraded and supplied with document cameras and a tablet/stylus to create a Classroom-To-Go" kit facilitating a classroom experience from a remote location.
- The "Classroom-to-Go" kit consists of a laptop, document camera and digital writing tablet with stylus to simulate the classroom experience from any location: remote or in school.
- A universal, single sign-on platform is used to ensure all students have access to digital resources necessary for remote or virtual instruction, facilitating passwords and providing a central location to locate online textbooks, teacher classroom and assignments, and digital resources to support all subjects.
- District staff developers provide ongoing professional learning opportunities for staff throughout the school day and use virtual help desks for continuous support.

- Parents are provided communication portals within each school through the library media center that include virtual assistance, question response and tutorials and FAQs.
- Community members may submit questions to the district through the district Communications Office where concerns and questions are addressed.

### **How will devices be serviced and/or replaced?**

- The district has set up a repair/replace process, using the Library Media Specialists, the Library Clerks, and the Instructional Technology team to address all reports of broken, missing, lost, stolen devices.
- Students and staff are issued loaner devices until theirs is either fixed or replaced.
- No student or staff member is ever without a working device for their use.

### **If not using computing devices, how will students participate in synchronous instruction?**

- All students have been provided with devices and access to Wi-Fi to participate in synchronous instruction. For students identified as
- **Students for whom remote instruction via digital technology is not appropriate:**
  - For students with needs that impact their ability to engage in remote instruction, a team meeting will be held to determine what the student can engage in, and the support needed for them to participate in their instruction.
  - This can include but is not limited to:
    - paper packets that will be created and distributed to the student/family.
    - assignment of a teaching assistant or district tutor to support engagement within remote instruction and/or supporting a student 1:1 during their remote work.
    - phone conferences with support staff and the student/family to support work engagement.
    - The synchronous instruction will include materials, lessons and activities that mimic what the students are receiving via remote learning. When needed, they will be differentiated for students.

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

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

- In addition to working with the school guidance, social workers, and administration to identify students in need; the district also conducts an annual Digital Equity Survey that addresses the following questions:

1-Did the school district issue your child a dedicated school or district-owned device for their use during the school year?

2-What is the device your child uses most often to complete learning activities away from school? (This can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork.)

3-Who is the provider of the primary learning device identified in question 2? (This can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork.)

4-Is the primary learning device (identified in question 2) shared with anyone else in the household?

5-Is the primary learning device (identified in question 2) sufficient for your child to fully participate in all learning activities away from school?

6-Is your child able to access the internet in their primary place of residence?

7-What is the primary type of internet service used in your child's primary place of residence?

8-In their primary residence, can your child complete the full range of learning activities, including video streaming and assignment upload, without interruptions caused by slow or poor internet performance?

9-What, if any, is the primary barrier to having sufficient and reliable internet access in your child's primary place of residence?

### **How will the district ensure that all students have access to the internet?**

- The district provides hot spots with Wi-Fi access to all students and staff that need access to the internet.

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

- In addition to what is available in the community and local public spaces (including the Public Library), the district provides hot spots with Wi-Fi access to all students and staff that need access to the internet.

**Is your plan consistent with the information provided by families in the Student Digital Resources data collection?** Yes, this plan is consistent with the questions, findings, and results from our Digital Equity Survey administered annually to students, families, and staff.

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

- The existing servers are Class Link and Active Directory, with the AD server used entirely for Class Link authentication. As a result, all users, students, teachers, and staff can access their email and files within the Microsoft 365 and Google domain without using on-premises servers, reducing the potential for a ransomware attack.
- Instructional support staff, clerical and facilities staff are provided with Chromebook, and if necessary virtual desktops to continue, communication, instructional support, and productive workflow from remote locations.
- A unified application platform is used to provide a tailored and comprehensive collection of necessary applications and resources to the staff and student.

**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:**

During synchronous interactions, in real-time, teachers will employ varied instructional tools and methods including but not limited to:

- Google Meet live “classes” and/or drop-in “Office Hours”.
- Engaging students with content with real-time feedback using tools such as PearDeck, FlipGrid, NearPod, or other district-supported digital tools.
- Collaborating on a shared Google Doc or Slide presentation with students.
- During asynchronous interactions, at different times, teachers will employ varied instructional tools and methods including but not limited to:
- Broadcast a video with a voice-over tutorial that provides instruction that students can apply to collaborative and independent projects.
- Respond to student-created digital work using feedback tools including but not limited to Google Forms

- Discussions occurring on Google Classroom or Canvas
- Interactions between teachers and students for extra help through email and discussion boards

### **What training is provided to teachers to help adapt their instruction to the district expectations?**

The teachers in the Syosset School District have a passion for learning and benefit from learning from each other. Through peer observation, collaboration, mentoring, planning and reflection our teachers develop a greater breadth of knowledge, outstanding teaching, and collaborative growth. It is through this growth of understanding and collaboration that the district's vision is realized.

To assist teachers in this collaborative effort, the district:

- The district employs a full-time staff developer,
- The district employs an elementary technology support specialist,
- The district employs an educational technology specialist and library media specialists.
- Members of our instructional staff present new learning modalities, train teachers in new technologies and work collaboratively with teachers to develop dynamic lessons that align with the district's vision statement.
- Ongoing staff development initiatives are supervised by the K-12 Coordinator of Instructional & Administrative Technology.
- The District Staff Developer provides ongoing training sessions, plans summer training, and projects future training needs that align with the technology vision statement and K-12 district curriculum focus.
- The Elementary Technology Support Specialist works with teachers and staff on technology fundamentals.
- The Library-Media Specialists and Educational Technology Specialist provide ongoing training within the building that focuses on the needs of their school.
- The Syosset School District provides ongoing professional development through collaboration between administrative and instructional staff on shared goals articulated through the District's Technology Vision Statement.
- The District Staff Developers, building administration, and BOCES Model Schools work with instructional staff to create professional development opportunities during the school day, team meetings, faculty meetings, collaborative teacher sessions, Syosset HS Teachers Actively Collaborating (TAC) program, through the districts teacher center (TRACT), through voluntary summer professional development sessions, and district-wide Superintendent's Conference Days.

- The district has developed a series of surveys to administer to students, staff and parents to assess current perceptions and experiences, while gathering data for future planning. The Survey Development and Administrative Team will continue to develop surveys to measure amplification of learning for students through evidence gathered from the I.D.E.A. Rubric. The rubric is based on research conducted by subcommittee in the workgroup and committee collaborative work. The rubric is organized into four essential learning modalities: Inquiry, Differentiation, Engagement and Application. The district will continue to measure teacher participation and teacher leadership through their engagement in professional development opportunities including Superintendent's Conference Days.

**Please see below for the grade-banded and academic support services:**

### **Syosset Elementary Schools**

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

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

#### **Daily Contact Time:**

Parents can expect their children to be involved with a teacher for two class sessions a day: one session from the classroom teacher and one session from the special area teacher. In addition, students will spend time working with teacher support and will be able to extend their day through time working on assignments independently. Specific times for class sessions will be scheduled by the teacher through Google Classroom.

#### **Online Platform:**

- All teachers will post their daily assignments on the Google Classroom by 9:00 AM each day.
- Students are expected to adhere to the Syosset CSD [Digital Learning Chromebook User Handbook](#) including the [Code of Character, Conduct & Support](#), [Acceptable Use Policy](#), and [Internet Safety Policy](#).

#### **Syosset Elementary Daily Contact Time:**

- Classroom teachers will connect by “real time” synchronous engagement with students using a variety of methods for approximately 40 minutes each day. They will use this time to build community, set goals for the day, teach new concepts, or review and reinforce skills. Daily contact can be in the form of whole class or small group instruction. During asynchronous interactions students can then work independently or with support from their teachers through feedback.
- Special area teachers will connect with students in “real time” synchronous engagement once a week per grade level between 20 and 40 minutes depending on the sections of

each grade level in your building. Teachers will post specific times through Google Classroom.

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

**Syosset Elementary Weekly Schedule:**

While we are learning “online”, our expectation is that students are not sitting by the computer all day. Experiences will be provided to encourage movement, arts, creativity, play and physical activity.

<b>ELA</b>	Reading and Writing assignments will be given daily. This can be in the form of independent or guided reading and responses to literature as well as daily journals.
<b>Mathematics</b>	Math lessons/activities utilizing multiple resources including, but not limited to GoMath and ST Math will be assigned daily.
<b>Social Studies/ Science</b>	Lessons/activities utilizing multiple resources including, but not limited to Carolina Science, the NYS Social Studies Resource Toolkit, and PNW Boces Integrated Social Studies/ELA Resource will be assigned on an alternating schedule.
<b>Specials Areas</b>	Weekly assignments will be created by the special area teachers for physical education, art, music, world language and library media.
<b>Social Emotional Learning</b>	Teachers will use various resources (Harmony, literature, mindfulness programs) to support students' social and emotional well-being.
<b>Special Education and ELL/ML Education</b>	Special education teachers, ENL teachers, and service providers will continue to follow the requirements per the students' IEP, 504 plans, and/or ENL instruction as per Regulation Part 154 classification. See the specific section on Special Education in Section 5 below.
<b>Multi-tiered Systems of Supports (MTSS)</b>	Students receiving academic and behavioral support and interventions will continue to receive support either directly through the homeroom classroom or as a standalone session with varied providers.

**Syosset Middle Schools**

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

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

**Daily Contact Time:**

Parents can expect their children to be engaged with a teacher in a synchronous digital session, approximately four class sessions a day based on their team and special area classes from Monday to Thursday. Just as they do in “regular school,” teacher teams will work together to coordinate lessons and activities to achieve a balance over the four days. Students should check their Google Classrooms for specific schedules and content. Teachers will also be available on Fridays for office hours, extra help, advisory, club meetings and other additional creative activities.

Students will continue to check Google Classroom for assignments, projects, and specific learning sessions offered by each teacher. Independent practice, “classwork,” and longer-term assignments will be supported by teachers as students engage in these activities throughout their day and week to extend learning.

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

As we implement the “Middle School Learning from Home” framework, middle school students can expect “live” instruction as articulated above. Additionally:

- Teachers will take a team approach to ensure a variety of daily learning activities that incorporate both on-screen instruction and non-digital learning and practice at home that can be submitted using digital tools and assessed by teachers.
- As part of the middle schools’ model of blended “synchronous” and “asynchronous” learning, teachers may choose any number of activities including holding full-class Google Meet sessions and/or office hours, delivering daily assignments to each class section via Google Classroom, answering student questions digitally using Google Classroom, and asking students to engage in independent and collaborative work using a variety of district-supported digital tools.
- To achieve a balance between structured work and more flexible time for help and support, each Monday and Wednesday will follow the Red day schedule while Tuesdays and Thursdays will follow the White day schedule. Fridays will be “Flex Days,” incorporating optional activities such as Advisory meets, Extra Help, “Office Hours,” and additional creative activities.
- Clubs may also organize activities before and after “school.”
- See the [Syosset Middle Schools Learning From Home Schedule Framework](#) for the times of the Red/White schedule and Flex Fridays.
- Students are expected to adhere to the Syosset CSD [Digital Learning Chromebook User Agreement](#) [Grades 6-12](#) including the [Code of Character, Conduct & Support](#), [Acceptable Use Policy](#), and [Internet Safety Policy](#).



## **Syosset High School**

We are dedicated to continuing supporting learning from home that aligns with reasonable and appropriate time commitments for students and teachers. It is understood that there is no “one size fits all” approach and to ensure equity in instructional time and focus we are providing the following guidelines.

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

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

### **Daily Contact Time:**

Parents can expect their children to be interacting with each of their teachers, daily, Monday-Friday. This will include intentional and thoughtful combinations of synchronous and asynchronous assignments while varying according to a student's individual schedule. Students will follow the attached schedule and regularly check google classroom and canvas for assignments and communications. In addition, students will spend time working with teacher support and will be able to extend their day through time working on assignments independently.

### **The School Day:**

- The high school will continue to operate within the adjusted daily R/W bell schedule. All students are expected to participate in online learning, as defined at the beginning of this document, every day, Monday through Friday for each day the course meets according to the R/W bell schedule.
  - [Adjusted daily R/W bell schedule](#)
  - [R/W schedule](#)

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

### **Curriculum & Instruction:**

- Faculty and staff will be available to support all aspects of student learning. Teachers will provide online learning daily, Monday through Friday, through Google Classroom, Canvas, and Google Meets. Please note that when teachers conduct live classes through the Google Meet platform, they will follow the adjusted daily R/W bell schedule.
- Students will check each course's Google Classroom and/or Canvas for assignments and responses/communications from their teacher daily. It is expected that students will complete and hand in all assigned work. Conflict and concerns should, as usual, be brought to the teacher's attention.

- Students are expected to adhere to the Syosset CSD [Digital Learning Chromebook User Agreement Grades 6-12](#) including the [Code of Character, Conduct & Support](#), [Acceptable Use Policy](#), and [Internet Safety Policy](#).

### **Grading for Secondary Schools:**

#### **Parent Portal and Report Card Posting:**

- The Parent Portal will be closed to enter grades at the end of each quarter.
- Report cards will be posted once grades are finalized.
- Please follow this link for [updates concerning end of year testing](#).

#### **Communication:**

- Communication will continue through email, the Infinite Campus portal, Google Classroom, Canvas, and other digital and traditional methods.

#### **Social Emotional Well-Being:**

- All support services remain in place. Please contact your child's guidance counselor, school psychologist or social worker by email if you need additional assistance.
- Mental Health professionals will be available via phone or email. Virtual appointments with parents and/or students for social-emotional needs will be established as needed. Mental health professionals will communicate directly with parents on how these appointments will be conducted.
- The high school clubs and groups will continue to operate with the same belief that there are opportunities for students to connect and build relationships while sharing common interests. Please encourage your child's continued participation.

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

All students will have remote instruction available. However, there may be students for whom remote instruction is not appropriate:

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

- For students with needs that impact their ability to engage in remote instruction, a team meeting will be held to determine what the student can engage in, and the support needed for them to participate in their instruction.

#### **How will the district provide synchronous instruction for those students for whom remote instruction by digital technology is not appropriate?**

- This can include but is not limited to:
  - paper packets that will be created and distributed to the student/family.

- assignment of a teaching assistant or district tutor to support engagement within remote instruction and/or supporting a student 1:1 during their remote work.
- phone conferences with support staff and the student/family to support work engagement.
- The synchronous instruction will include materials, lessons and activities that mimic what the students are receiving via remote learning. When needed, they will be differentiated for students.

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

- If a student does not have adequate internet access, the technology department will work directly with the family and, when needed, provide a hotspot for internet access. All students in the district are provided with a Chromebook.

**District Tech Tips & Resources:**

Syosset approved Digital Resources are available through our ClassLink Platform including centralized access to Google Drive and remote access to Network Document Files: <https://launchpad.classlink.com/syossetschools>.

Our Elementary, Middle, and High School Digital Resources include, but are not limited to online digital curriculum and instructional materials for content areas and coursework, online textbooks, and online research-based supplementary materials.

**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.**

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

**Special Education:**

- Special Education and Related Services (Speech, OT, PT, Counseling) will continue to be provided to students during school closure. NYS guidelines mandate students with disabilities must be provided a free appropriate public education (FAPE) consistent with the need to protect their health and safety, as well as the health and safety of the individuals who provide them with their education, specialized instruction, and related services.
- Therefore, all Special Education services will be provided by remote learning platforms including Google Meet, Google Classroom, and phone contacts.
- Special class teachers are to follow the synchronous/direct contact schedule established for the general education teachers.
- Synchronous/direct contact (via phone, and on-line platforms; not email) with students will be expected at a minimum of 3X weekly for Resource Room, Instructional Support Class,

and consultant teacher direct including Integrated Co-Teaching services. For students with consultant teacher indirect services, as per IEP, the teacher of record shall continue communication with the students' general education teachers. Related services which include speech, OT, PT, and counseling contacts will be expected at a minimum of 1X weekly and follow the mandated service recommendation.

**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?**

**IEP Progress Notes for All Buildings grades K-12:**

**Elementary Schools:** Special Education Teachers and Related Service Providers are responsible for entering IEP Progress Notes based on progress monitored.

- In the Comments section, include the statement, "Progress and Comments are reflective of the end date due to school closures."
- Email to parents in PDF form - the date Report Cards are posted.

**Secondary Schools:** Special Education Teachers and Related Service Providers will base the quarterly IEP Progress Notes on information collected up until school closure. This information will be noted and shared in the following manner:

- In the Comments section, include the statement, "Progress and Comments are reflective of the end date due to school closures."
- Email to parents in PDF form - the date Report Cards are posted.

**Assistive Technology:**

- Assistive Technology is used both remotely and in-person, throughout the district, to support an environment of universal learning where every student can succeed. The Assistive Technology staff combines assistive technology and universal design for learning to break down the barriers for all learners.
- Using universally designed technology that meets the needs of all students and targeted digital resources that support the learning principles, students participate in learning activities in a collaborative, positive environment.
- Digital tools that support reading and writing study extension, vocabulary development, computer skills, multiple pathways for communication with peers and teachers, and choices for expression are used. Students are provided tools to increase focus, self-regulate, develop spatial awareness, gross motor skills, and eye-hand coordination and, to promote social-emotional learning.
- Specific devices and related digital technology include but are not limited to the following: iPads, Chromebooks, laptops, sensory mats, immersive readers, book creators, video recording, text-to-speech, amplifiers, and magnifiers.

**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 provision allows for districts to determine the number of hours per day that the district plans to provide instruction during emergency remote learning.**

- Elementary grades K-6 will have 300 minutes or 5 hours of instruction per day and Secondary grades, 7 - 12 will have 330 minutes or 5.5 hours of instruction per day. The determination of the number of hours is based on the district's experience in delivering instruction remotely during the pandemic and for emergency snow days.

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

- Pursuant to section 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, the district can determine the number of hours per day that we can provide instruction during emergency remote learning. The district has determined that the estimated number of instructional hours per day that we will claim for State Aid purposes for each day of an emergency closure will be the same number that the district claims for in-person learning.