COLD SPRING HARBOR
CENTRAL SCHOOL DISTRICT

Remote Learning Plan

Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction. §155.17(c)(1)(xxi)(a)

- **How will the district ensure that all students have access to a computing device?**
    - All students in grades K-12 are already assigned computing devices at the start of the school year (Ipad, Grades K-1; Chromebook Grades 2-12)

- **How will the district disseminate computing devices to students?**
    - If a student does not have their assigned device with them at home, a parent or guardian can come to their school to pick up their device via an appointment. If the quantity of students needing to pick up their device is large, one or more device pick-up dates/times will be scheduled and communicated via email/SMS and posted to the website.

- **How will the district communicate with families about the dissemination of computing devices?**
    - Via the District's phone/email/SMS blast system
    - Posting on the district/individual building web pages

- **How will devices be serviced and/or replaced?**
    - **Students or parents will fill out this form.**

- **Is your plan consistent with the information provided by families in the Student Digital Resources data collection?**
    - Yes. All students have an assigned device provided by the District.

Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity. §155.17(c)(1)(xxi)(a)

- **How will the district determine the need for access to the internet in students' places of residence?**
  - Parents/ guardians will fill out the Home Internet Access Request Form found on the "Technology Center" webpage and be blasted home.

- **How will the district ensure that all students have access to the internet?**
  - Parents and guardians will be sent the Home Internet Access Request Form. All who indicate that they don't have home internet access will be provided access to the internet with assistance from our local BOCES.

- **How will the district work with community organizations and local public spaces to ensure students have access to Wi-Fi access points?**
  - A list of public spaces with Wi-Fi access will be shared with parents and guardians via a communications blast and posting on the district website.

- **Is your plan consistent with the information provided by families in the Student Digital Resources data collection?**
  - Yes

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. §155.17(c)(1)(xxi)(b)

- **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?**
  - All staff are already provided with a Chromebook from the District. Staff will be contacted via the District's communication blast system with the tools that are available to them and with a method for them to ask for additional/other tools. Staff will request other resources with this form.
  - Staff will be sent the Home Internet Access Request Form. All who indicate that they don't have home internet access will be provided access to the internet with assistance from our local BOCES.

- **What portion of the school day will be spent on synchronous and asynchronous instruction? What will a school day look like?**
  - Should the district need to adjust to a full remote model for any class, grade level or school, plans will be created with the feedback from parents and teachers in mind. Teachers who teach the same subject and/or grade will make every attempt to plan collaboratively. The full academic program will be delivered; however,

schedules may be modified and/or adjusted based on the subject area and unique needs of the overall academic program. Depending on the circumstances, teachers/staff districtwide may provide instruction from their classrooms in the buildings utilizing Google Classroom (K-6) or Canvas (7-12) as the core instructional platform for ease of access and consistency purposes. Teachers, staff and students will have access to a multitude of digital resources to deliver and access curriculum content. Instructional materials will be posted to Google Classroom and Canvas throughout the school week.

Cold Spring Harbor Jr./Sr. HS Schedule
Full Remote Learning

Period	Time
Period 1	7:45-8:30
Period 2	8:34-9:14
Period 3	9:18-9:58
Period 4	10:02-10:42
Period 5	10:46-11:26
Period 6	11:30-12:10
Period 7	12:14-12:54
Period 8	12:58-1:38
Period 9	1:42-2:25

GHP/LHS/WSS Elementary Schools
Full Remote Learning

Where possible, students will follow the same schedule for in-person and remote learning. Should our students require a remote model in any grade, clear and realistic remote learning expectations will be established. Expectations will include a number of asynchronous and synchronous lessons offered per week as well as how many assignments/tasks are to be submitted to the teacher. Every assignment/task that is submitted should be connected to the lessons taught and presented. Every assignment/task that is submitted should receive feedback.

 Our instructional staff will:
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities
- Provide regular feedback to students and families on expectations
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.)
- Instruct and maintain good digital citizenship
- Make any necessary curricular adjustments to improve the quality of the instruction in a remote environment
- Participate in professional development

- **How will instruction be personalized to support students' individualized needs, including supporting ELL/ML students? How will the district ensure that special education and related services will be provided remotely?**

  - Should the district need to adjust to a full remote model at any point during the academic school year, each student's Individual Education Program (IEP) will be followed to the greatest extent possible. Special Education providers may use a variety of the methods listed below to address each student's individual needs.
  - Weekly email check-ins with each student on caseload and virtual meetings with grade level to discuss accommodations/modifications
  - Use of Google Classroom(K-6) and Canvas(7-12)
  - Frequent communication and support provided to individual/whole class, as needed
  - 1:1 check-in with students via phone call or Zoom
  - Whole class Zooms
  - Instructional videos to support the daily lessons
    - Special Education teachers are supporting students with their assignments in other non-special education classes.
    - Extra help via Zoom
    - Collaborate with co-teachers to create weekly home learning experiences per the curriculum/instruction guidance in the following section
    - Create appropriate and differentiated learning experiences for students on their caseload, including study-skills lessons.
    - Record of home learning experiences distributed to students throughout closure.
    - Communication to allow progress monitoring of student progress/ IEP goals
    - Coordinate with co-teacher in order to identify students/families who are not engaging with provided resources and attempt to reach out to those homes
    - Inform building principals of students/families who are not engaging and are not reachable.
    - Collaborate with related service providers to ensure continuity of instruction throughout the materials provided to students/families
    - Participate in virtual faculty, department, IST, and/or CSE meetings

Speech, Occupational Therapy, Physical Therapy and Counseling (Remote)
Services will be delivered through instructional packets, virtual sessions (Zoom), and/or pre-recorded instructional videos sent to each student.
- Appropriate and differentiated home learning experiences for students will be created.
- Virtual formats will be utilized to provide tele-therapy such as Zoom, FaceTime, and pre-recorded videos to deliver individualized instruction.

- Lines of communication will be established to allow progress monitoring of student progress/ IEP goals.
- Collaboration with classroom teachers will continue to ensure continuity of instruction.
- Ongoing feedback will be given to the students.
- Continued participation in virtual faculty, department, IST, and/or CSE meetings.

Alternative Placed Students (Remote)
- The Office of Pupil Personnel will be in contact via email to ensure the students are being provided with a continuity of learning plan through their alternative placement. (BOCES)
- Annual review CSE continues to make placement recommendations for the following year

  - All mandated AIS, counseling, ENL, and special education services will continue virtually. A greater focus will be on teacher, staff, and counselor connections with students which will include a log of wellness checks.

  - We have established student expectations in a virtual environment. (Appendix J) Much of our efforts will be placed on face-to-face interactions and small group instruction.

- **What training is provided to teachers in order to help adapt their instruction to the district expectations?**
  - Staff will be provided with training on the following systems
    - Zoom
    - Canvas
    - Google Classroom
    - Google Applications
    - Synchronous and Asynchronous Instruction
      - And other tools to assist in synchronous and asynchronous instruction
    - Mental health staff will be trained on the mental health impacts of remote learning. Social emotional health is important to the district. At every school, mental health teams will partner with school leadership in supporting our students.

A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate. §155.17(c)(1)(xxi)(c)

- **How will the district provide synchronous instruction for those students who do not have adequate internet access?**
  - As of the creation of the document, no family has reported the inadequacy of internet access.

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. §155.17(c)(1)(xxi)(d)

- **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?**
  - Special education teachers, support staff, and service providers have been made aware of our procedures outlined in this remote learning plan, which include the steps outlined to address each student's IEP on page 4.

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. §155.17(c)(1)(xxi)(e)

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

- **How many hours of instruction will the district plan to claim for each day of an emergency closure?**
  - 4 - 5 hours

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APPENDIX J

Remote Learning Rules and Expectations Code of Conduct

Live Session Rules & Expectations

When quarantined students participate in a live session, all of the classroom, school, and district rules are in effect. Students must conduct themselves according to the same expectations we have at school - as these sessions are simply online versions of classroom discussions and activities. The CSH Code of Conduct and Acceptable use Policy applies to all aspects of digital learning.

The following is a list of rules and expectations to remember when participating in a virtual class session:

Attendance
1. If you are going to be absent from a session or a full day, please follow the normal protocol of calling the attendance office. These absences will be recorded.
2. Be aware of start and end times of sessions.
3. Be on time! Class will begin promptly at the time indicated.
4. You must stay for the entire duration of the session.
5. The camera must remain on and your face in the field of view. If you must move away from the screen at some point during a meeting, it should be infrequent and brief.
6. Be dressed and presentable as you would be in school. We can see you! Clothing should adhere to the school dress code.
7. For younger students: An adult should be available to assist as necessary, but should not be present for the session unless requested by the teacher.

Preparation
1. It is recommended that you start getting ready 10 minutes prior to your session.
2. Be sure to have your code/link ready with ample time to troubleshoot, should a problem arise.
3. Check to ensure that the video and audio are working.
4. Log in using your first and last name (so your first and last name appear on the screen).
5. Prepare your questions in advance. Have the necessary work and assignments open on separate tabs.
6. Have all materials available - including a pen/pencil and paper. You should not have to retrieve items during a session.
7. Devices are to be placed on flat surfaces (ie. desk or table) to ensure sound isn't muffled and the video remains steady.
8. If headphones are used, check that they are connected correctly. Do not play with the wire.
9. Devices need to be fully charged and/or plugged in during all sessions.
10. Think carefully about your location! Choose an appropriate space at home for your session - free from distractions and background noise (we can see and hear everything

going on behind you).

11. Students should be seated at an appropriate location with a chair and desk/table.
12. Be sure you have a strong wifi signal in your space.
13. If you are in a household where more than one meeting is occurring at the same time, find separate rooms or spaces that you can work in.

Participation/Behavior

1. Be your "best self" as a student, as you would in the classroom. This means choosing an appropriate seat, paying attention, following teacher directions, and taking turns speaking.
2. Be an active participant like you would be in the classroom. Ask questions by raising your hand or writing in the chat.
3. Turn your microphone ON when the teacher gives you permission and "calls on you" to speak. Turn it OFF again when you're finished.
4. Use the chat feature appropriately and as instructed by your teacher. Don't introduce irrelevant topics or conversations that can be distracting.
5. As in the classroom, do not eat during a session. Have a drink accessible.
6. Toys, games, cell phones, family members, and pets should not be present in sessions unless requested by the teacher.
7. Complete your work independently. You are expected to analyze, think critically, draw conclusions, and produce your own ideas unless your teacher has asked you to collaborate or to use outside sources.
8. When in breakout rooms, the same rules apply.

NOTE: If these expectations are not followed, teachers will: mute your microphone, temporarily put you in the waiting room, remove you from the session, contact your parents, and/or refer you to an administrator. Inappropriate behavior can negatively impact your grades and result in the removal from instructional sessions in the future.

ONLINE ETIQUETTE

Mute yourself!

Be on time!

Turn on video!

Come prepared!

COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT
Anchoring the Past & ILLUMINATING THE FUTURE

Be respectful!

Find a quiet place!

Raise hand to speak!

No eating!