



South Huntington UFSD

Remote Learning and Equity

2020-2021 School Reopening Plans Summary

Hybrid Instruction Model (All Students)

In the event that New York State guidance requires social distancing and/or reduced occupancy, hybrid learning will be implemented.

The following school plans will apply:

The district's hybrid instructional model will have approximately 50% of the students in physical attendance on **Tuesday and Thursday (Group A)**, with the remaining 50% in physical attendance on **Wednesday and Friday (Group B)**. Monday's physical in school attendance will alternate each successive week between Group A and Group B.

Pre-K:

Within the hybrid model, preschool class enrollment at both Oakwood and the James Kaden Administrative Offices operated by Family Service League, will be reduced by 50% and attend school on an A/B day schedule following the primary building schedule, adhering to CDC guidelines regarding social distancing. Class

size will reflect the need to ensure that students' desks/seats are positioned no less than six feet apart.

Grades K-5:

The elementary level hybrid model is predicated upon a dual-teacher approach, which provides maximum academic engagement on the day students are physically in class, as well as when they are learning at home. The district has restructured the learning model to engage direct-classroom learning support from every teacher in the building, while simultaneously enlisting the services of numerous additional "classroom support" teachers. The classroom teacher will conduct in-person lessons with 50% of students who are physically present on a given day, while the teaching partner/support instructor works with the other 50% of students (approximately 12 children) in a series of Google Meets, performance-based activities, and collaborative tasks from home. In essence, the students who are physically in class will benefit from the small group instruction of the 50% model and then have the opportunity the following day to use their newly learned material in a series of teacher prompted and directed instructional activities. The model is then flipped on the following day when the students who are learning at home are now in class, engaged in new material, which will in turn be used for teacher-guided developmental activities when they are home.

The dual-instructor concept requires the dedication of significant planning time and resources but provides students and staff with a sound model that is both age-appropriate and sustainable for an indeterminate amount of time.

Dual Language:

Students will continue to receive 50% of instruction in English and 50% in Spanish. This applies to both English Language Learners and English proficient students. Schedules, utilizing various strategies and minor variations while maintaining fidelity to the 50/50 model, will be provided by the teacher for each class. There will be an integration of English Language Learners and English proficient students for instruction both virtually and in-person. Teachers will maintain a schedule that is similar to the schedule they would have in a full in-

person program for that grade level. English Language Learners will continue to receive the required ENL support.

In all cases, the schedules will alternate so that virtual instruction includes sessions in each language and the in-person instruction includes sessions in each language. At the end of the week or two-week period, the amount of time spent in each language virtually and at school will be the same.

Stand- Alone Model: The bilingual teacher will provide English and Spanish instruction in collaboration with the support of a partner educator. Language can alternate every day, every two days or every week, depending on the grade level and other factors. The bilingual Dual Language teacher and partner will alternate languages so that both virtual and in-person instruction includes sessions in English and in Spanish in a balanced proportion.

Side-by-Side Model: The bilingual teacher and bilingual partner educator will provide instruction in Spanish for the virtual and in-person scenarios. The English teacher and partner educator will provide English instruction for the virtual and in-person scenarios. Students will alternate classrooms following a consistent pattern, so that there is in-person instruction in each language, and virtual instruction in each language.

During the remote component of the program, teachers will use virtual tools that support language development, and there will be also opportunities for students to connect with the teacher for support on their independent work. The plan includes live virtual sessions with a teacher in each language, which promotes supported interaction and exposure to oral language, both crucial elements of language learning.

Grades 6-12:

At the hybrid secondary level, the students will also follow an alternating schedule between in class and remote learning. Students and teachers will follow the period-by-period bell schedule (which may be modified as needed). The students who are learning remotely on a particular day (while the other 50% of the class is physically present) will have the access to teacher provided materials

from the in class lesson, which could be presented in the form of live streaming, pre-recorded lessons, independent, and/or synchronous activities. Additionally, schools will be rearranging “duty schedules” and enlisting the services of additional certified teachers to provide the maximum number of “office hours” to assist students who are working remotely on the day they are not physically present in class.

Special Education and Bilingual Services

With regard to ICT classes, the general educator and the special education educator will coordinate and conduct “live” learning activities with those students that are learning remotely during their regularly scheduled class time. Within these activities, one teacher will continue to instruct the “in-person” students while the other works with the “virtual” students “remotely”.

Co-teachers will provide daily instruction virtually implementing a co-teaching model, e.g. teaming, parallel teaching, or alternative teaching, in heterogeneous groups.

SIFE, Life Skills and Self-contained Classroom Settings

Within the hybrid model, there is a need to provide a more structured setting for students within the ENL or Special Education population. In cases where we can maintain social distancing protocols, students within these settings will be provided a more intensive academic program.

Life Skills: In the hybrid model, students within the Life Skills program will be given the opportunity to follow their everyday physical schedule for “in person” classes. This schedule will allow all core subject areas, electives and related services, to be provided to the students within the Life Skills program within a normal school setting.

Newcomer SIFE: Students identified as SIFE will be provided every day physical instruction, when possible, with priority given to Low Literacy SIFE.

Self-Contained: In cases where we are able to, ELL and Special Education students will be provided every day physical instruction, when possible.

There will be utilization of “In-Class” Support Personnel (Teaching Assistants/Paraprofessionals).

The classroom teacher will continue to instruct the “in-person” students while support personnel work on learning activities with the “remote” students.

Request to Opt-out of Hybrid Instruction and Choose Remote Learning

For parents who request to opt their child(ren) out of the Hybrid Instruction model, a **full remote learning program** will be provided. Parents are asked to respond to the district provided questionnaire (distributed in English and Spanish, with bilingual phone announcements) by August 18th, so these arrangements can be made prior to the start of school. Due to class scheduling and bus routing, the decision to participate in full remote learning will need to remain in effect through the end of the first marking quarter. Should conditions still require that a hybrid-learning model remain in effect, parents will have the opportunity to opt back into participating in the hybrid-learning plan effective for the start of the second marking quarter.

Grades K-5:

Students will follow the instructional plan and receive required services as outlined in the **Remote Instruction Model** on pages 6-8 of this document. Class sizes will be consistent with typical grade-level rosters.

Grades 6-12:

Students will follow the daily schedule and receive required services remotely on all days as outlined in the **Hybrid Instruction Model** on pages 3-5 of this document. Class sizes will be consistent with typical course rosters.

Remote Instruction Model (All students)

In the event that New York State guidance and/or local health and safety conditions necessitate that schools be closed, full remote learning will be implemented.

The following school plans will apply:

Pre-K:

The preschool program at Oakwood Primary Center has four (2.5 hour) sessions scheduled. Family Service League, the district's collaborating community based organization (CBO), UPK classes held at James Kaden Administrative Offices (JKAO) have a similar program structure.

For virtual learning, preschool students at Oakwood and JKAO will be assigned a group that will meet daily for 45 minutes.

Grades K-5

In order to address NYS Learning Standards and the instructional continuum of a full school year, the use of asynchronous and synchronous assignments will be scheduled throughout the school day.

Grades K-2:

Countrywood and Oakwood: Everyday, from 8:30 a.m. to 8:50 a.m., students will have a morning synchronous live "Check-in" with their teacher. Attendance will be recorded, the day's schedule reviewed and opportunities provided for direct teacher-to-student and student-to-student contact, engagement and feedback. Social-emotional themed activities may also occur.

On Monday, Tuesday, Thursday and Friday of each week, a block of time will be scheduled daily in ELA and also in mathematics. The ELA block will be scheduled from 9 a.m. to 10:25 a.m., and the math block from 10:30 a.m. to 11:25 a.m. On Wednesday, a similar block schedule will be followed for Social Studies and Science with teachers scheduling each content area within one of the block time

periods. Teachers will teach synchronously during the blocks, but may schedule students into smaller groupings based on sound educational pedagogy, with the understanding that each student must have a minimum of 25 minutes of face-to-face synchronous instruction for each content area. Students, when they are not in a live session during each block, will be working asynchronously on other assigned classwork. Other school personnel will also be available to provide support. Teachers will provide schedules to students and parents/guardians.

Lunch Break: 11:25 a.m. to 12:00 p.m.

Each day from 12 noon to 2:30 p.m., students will be working on posted asynchronous assignments. The classroom teacher will provide a schedule for their office hour where they will be available for student, and/or parent/guardian contact and support. Synchronous Special Areas (Music, Art, Library and/or Physical Education) will be scheduled during this time. Academic Support, Stand-alone ENL and related services are also provided during this time period. Each student will be scheduled with 1 Special Area class per day. Times may be adjusted based on mandated related services. Other school personnel will also be available to provide support.

Dual Language:

Students will continue to receive 50% of instruction in English and 50% in Spanish. This applies to both English language learners and English proficient students. We will continue to integrate English Language Learners and English proficient students for remote live sessions. English language learners will receive the required ENL support virtually.

The bilingual teacher will provide English and Spanish instruction virtually in all content areas, following the elementary remote instruction schedule of check-in meeting, live instructional sessions in small groups and assigned work. Spanish and English instruction will alternate to follow a pattern that mirrors the schedule used for in-person instruction for that grade level. Over a week or two-week period, the amount of instructional time in English and Spanish will be balanced.

Grades 3-5:

Birchwood and Maplewood: Will begin their day at 9 a.m. and then follow a similar daily schedule through 3 p.m.

Grades 6-12:

Silas Wood, Stimson and Walt Whitman: All schools will adhere to an A, B model.

Walt Whitman: Live instruction will begin at 7:30 a.m. where all students will be required to sign in for a 30-minute active lesson.

Period 1: 7:30 a.m. - 8:00 a.m., Period 2: 8:10 a.m. - 8:40 a.m., Period 3: 8:50 a.m. - 9:20 a.m., Period 4: 9:30 a.m. - 10:00 a.m., Period 5: 10:10 am - 10:40 a.m., Period 6: 10:50 a.m. - 11:20 a.m., Period 7: 11:30 a.m. - 12:00 a.m., Period 8: 12:10 p.m. - 12:40 p.m.

Teachers will then be available for a “mandatory” office hour through Google Meets, Monday through Friday, between 1:00 pm and 2:00 pm, providing students with the opportunity to get individualized attention and remediation (Department Chairs will schedule and this will be posted for students).

Silas Wood and Stimson: will begin their day at 8 a.m., and then follow a similar daily schedule with 30-minute class periods.

All live meetings, grades 6-12, will be mandatory for students and will count as a participation grade within their average. Attendance must be taken by all academic subjects and assigned classes.

Regular numerical grading will be in effect for all course subjects.

Special Education and Bilingual Education/ENL

With regard to ICT Classes, the general educator and the special education educator will coordinate and conduct differentiated learning activities, breaking the class into smaller integrated groups during live instruction. Within these activities, both teachers will continue to instruct and reinforce new material to

students. Teachers will provide instruction virtually implementing one of three co-teaching models that are flexible and conducive to teaching mixed ability groups of students, i.e. teaming, parallel, or alternative teaching.

Within the remote setting, the need to provide a more structured setting for students within the ELL or Special Education population is paramount. In cases where social distancing protocols can be maintained, students within these settings will be provided a more intensive academic program:

Life Skills/Self-Contained: In cases of remote learning, students within the Special Education program will follow the following schedule:

Self-contained teachers will create a class section via Google Classroom. Lessons will be created based on the curriculum, the individual student needs, and their IEP goals.

Daily instruction will be scheduled and delivered via Google Meet.

Contact will be made regularly with each individual student via phone calls and emails.

Teacher assistants will help provide direct support with individual students in Life Skills and Self-contained classes two to three times weekly.

Teacher assistants will have 1:1 weekly contact with students in the 15:1:1 and 8:1:1 setting to monitor progress and reteach when necessary.

ELL: ELL/SIFE students will be provided with similar intensive academic instruction as well, during remote learning, with smaller groups and additional support provided by bilingual support staff.

At the elementary level, the general educator and the ENL educator will coordinate and conduct differentiated learning activities, breaking the class into smaller integrated groups during live instruction. Within these activities, both teachers will continue to instruct and reinforce new material to students. Bilingual teachers will work with the support of bilingual staff to differentiate and support academic and language development for all students.

Technology and Connectivity

The District has conducted a survey for parents to learn what devices are available to their children in the home and if Internet connectivity is present.

Teachers were also surveyed via their principals for devices and Internet connectivity as well.

The District has been a 1:1 (6th - 12th grades) for the last several years. Teachers in those grade levels had been supplied with Chromebooks as well. Devices have been purchased for grades K-5 students and teachers for this current school year, making our district a complete 1:1 school district, K-12. While we await the arrival of these devices, students and some teachers are using devices that were re-purposed from classroom Chromebook carts.

For students that have devices and internet access at home:

- Since we are a Google for Education school, teachers and students use Google Classroom to post and receive assignments, questions, and assessments as well as utilizing Google meet for synchronous instruction.
- Students also receive instruction through a variety of other educational technology tools and platforms, appropriate for their levels.
- Our teachers and students can also use GoGuardian whereby teachers can work with their students either whole class, small group or individually in a virtual environment. Teachers can conduct formative and summative assessments in this environment

For students that do not have school devices:

- For families with no WiFi access, please call (631) 812-3125 for assistance.
- The Chrome browser, that can be downloaded for free on a family device, or mobile devices like iPads, Android tablets and smartphones, is used to receive and complete assignments and assessments on Google Classroom.

- In an emergency case scenario, students that do not have access to any type of internet-enabled device can be provided paper packets that contain assignments and assessments from a building principal.

For students who are experiencing chronic, unreliable internet service, but have a device:

- Even if students are not connected to the Internet, they can still work on classroom assignments with their Chromebook in offline mode. The next time students have access to internet access, files sync and are updated so teachers can view and grade assignments. Offline mode needs to be set up, but is easy to do and can happen virtually.