

Remote Instruction Plan 2023-2024 School Year

Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction:

- Sullivan West CSD provides 1:1 Devices for all students grades 1-12.
- Grades 7-12 expected to bring devices to and from school on a daily basis.
- Grades 1-6 have classroom carts, and assigned a specific device for the school year.
- Additional laptops are available for sign-out for all kindergarten classes.
- Sullivan West CSD uses Schoology (grades 3-12) and Seesaw (grades k-2) for Learning Management Systems.

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

- The District surveys every student household to determine their level of Internet access needed to engage in at-home learning. Based on the results of this engagement, the District has been able to provide families hot spots whose parents requested this resource.
- The District repeats this process every year in order to inform our decision-making to provide equity to all learners if we must provide remote instruction.

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:

- The District's focus remains on providing a high-quality program of teaching and learning for all students. Details regarding the District's planned approach to the instructional program for students are provided below.
- Elementary School Expectations and Information:
 1. Students will continue to follow their schedule and attend virtual classes or complete work that is provided by the teachers. Students and staff will follow our regular six-day cycle. (A Day, B Day, etc.)
 2. Teachers will be setting up their schedules and providing virtual class meeting times throughout the day to their students. Virtual class meetings will be through Microsoft Teams.
 3. More detailed information and link to access the real-time online sessions with teachers will be posted on the teachers' Schoology/Seesaw pages.
 - a. For grades PK-4, the homeroom teachers will be available throughout the day and have three virtual sessions; 1 which will take place in the morning, and 2 more throughout the day for added support.

- b. For grades 5 and 6, students will attend their teachers' virtual sessions at the regularly scheduled times.
4. Teachers will work with students/families who may not have the best internet connectivity. Parents will reach out to the students' specific teachers with any issues regarding their family's schedule.
- Middle School – High School Expectations and Information:
 1. All students will attend virtual classes via Microsoft Teams.
 2. The Microsoft Teams link will be on the specific class home Schoology page.
 3. Students will log into Teams meetings during their regularly scheduled class times. For example, if a student is scheduled for English Pd. 1, their class will meet through Teams during Pd. 1 time. A "bell" schedule will be provided to families. Classes are slightly shorter to allow for screen breaks and log in time.
 4. Students and staff will follow our regular six-day cycle. (A Day, B Day, etc.)
 5. Students should log into the Teams meetings for all classes, including PE and electives.
 6. Students should not plan to attend Teams sessions for Study Halls or Lunch.
 7. Teachers will work with students/families who have poor internet connectivity. Alternate meeting/discussion time will be arranged per student and teacher availability. Parents can reach out to your students' specific teachers with any scheduling issues. Families in need of assistance should contact our Instructional Technology Facilitator.
 8. Attendance will be taken through eSchoolData during Teams calls. If the student cannot attend the scheduled class Teams meeting, they should check in with the teacher at another time during the day, and attendance will be recorded.
 9. Teachers will implement Individual Education Program (IEP) or Section 504 Plan documents for all students with disabilities. All students scheduled for Resource Room or Study Skills should log into the Teams meetings for those classes. Any questions can be directed to your students' classroom teacher or Case Manager.
 10. Assignments and grading will follow the current practice. Parents and students should refer to the course syllabus for details. Any class specific questions, parents should contact the teacher directly.
- The District has developed plans to ensure that our English Language Learners continue to receive the instructional support required under Part 154 of the Commissioner's Regulations, regardless of the instructional model which is adopted.
 1. The District will ensure that the identification process for students who may be English Language Learners (ELLs) will be completed in accordance with Part 154 of the Commissioner's Regulations.
 2. The District will continue to provide the required instructional units of study to all ELLs based on their most recently measured English Language proficiency level during remote instruction.

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

- Students whom access is not available or appropriate may make arrangements with their school to receive learning materials and resources needed during that time.
- Students who do not have Internet access at home will receive regular “check-ins” with faculty and staff to ensure that their needs are being met and to answer or assist with any instructional questions. Teaching Assistants may provide assistance by phone when appropriate.

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:

- The School District values equity in our decision-making regarding students, and we will ensure that our instructional program demonstrates equity for all students. Students with significant Special Needs, English Language Learners, and students who do not have Internet access at home will receive regular “check-ins” with faculty and staff to ensure that their needs are being met.
- Special Education and related services will be provided to all students in compliance with the Individualized Education Program and 504 documents.
- The Student Services Office and the Special Education staff will ensure that students who have IEPs are receiving education which is designed specifically to allow the students to make progress toward their IEP goals and demonstration of learning of instructional material. Considerations will include:
 - Specially-Designed Instruction
 - Related Services
 - Accommodations and Modifications
 - Instructional Materials individualized to the student’s needs
 - Individual and/or Small-Group Instruction
 - Modeling of Instruction for parents to practice with their children
- The District will ensure that it is documenting the programs and services offered and provided to students with disabilities, as well as communication with parents. Each student’s IEP and Progress Reports will remain the foundation for written communication regarding a student’s progress. In addition, parents will receive communications from teachers by email, phone call and learning management system related to their child’s academic and social/emotional progress. All depending on the length of remote learning.
- The School District provides a Pre-Kindergarten program for eligible students, and plans to continue to do so while adhering to the Department of Health and New York State Education Department guidelines. The School District contracts with outside agencies to provide the Committee on Preschool Special Education Services.

- The District will ensure that there is collaboration between the Committee on Preschool Special Education (CPSE) and Committee on Special Education (CSE) and program providers in order to ensure there is an understanding of the provision of services consistent with the recommendations on IEPs, plans for monitoring and communicating student progress, and commitment to sharing resources during remote instruction.

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.

- The school district would claim the following hours:
Elementary School, grades PK-6 = 5.5 Hours
Middle School and High School, grades 7-12 = 5.5 Hours