Appendix 8
Remote Learning Plan

Hawthorne Cedar Knolls Union Free School District
REMOTE LEARNING PLAN

EMERGENCY REMOTE INSTRUCTION OVERVIEW

The District may offer remote or distance instruction to students at certain times including, but not limited to, independent study, enrichment courses, and in the event of an emergency condition, including, but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.

In the event the District remains in session and provides remote instruction when it would otherwise close due to an emergency condition, the remote instruction provided by the District will be consistent with the District's emergency remote instruction plan, located in the District-wide school safety plan.

When making decisions about remote instruction, the District will consult with students, parents, teachers, administrators, community members, and other stakeholders as appropriate. When implementing remote instruction, the District will ensure that it is complying with applicable teaching and learning requirements.

Definitions

a) "Asynchronous instruction" means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.
b) "Non-digital and/or audio-based instruction" means instruction accessed synchronously and/or asynchronously through paper-based materials where the student to teacher interaction occurs via telephone or other audio platforms.
c) "Remote instruction" means instruction provided by an appropriately certified teacher who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.
    1. Remote instruction will encompass synchronous instruction provided through digital video-based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.
    2. Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where this instruction is more appropriate for a student's educational needs.
d) "Synchronous instruction" means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real time.

Formats and Methods of Remote Instruction

Reporting of Computer and Connectivity Survey Results

No later than June 30 of each school year, the Superintendent will report to the Commissioner of Education the results of the survey on student access to computing devices and access to Internet connectivity on a form and format prescribed by the Commissioner.

Minimum Instructional Hours

Remote instruction provided on days when the District would have otherwise closed due to an emergency condition may be counted toward the annual hourly requirement for the purpose of state aid. The Superintendent will certify to the New York State Education Department, on a form prescribed by the Commissioner, that an emergency condition existed on a previously scheduled school day and that the District was in session and provided remote instruction on that day and indicate how many instructional hours were provided on that day and certify that remote instruction was provided in accordance with the District's emergency remote instruction plan.

Remote Instruction Support

As necessary, the District will provide instruction on using remote instruction technology and IT support for students, teachers, and families. The District will also work to ensure that teachers and administrators are provided with professional development opportunities related to designing an effective remote instruction experience.

Compliance with District Policies, Procedures, and the Code of Conduct

Teachers and students are required to comply with any and all applicable District policies, procedures, and other related documents as they normally would for in-person instruction. Examples include, but are not limited to, the District's policies and procedures on non-discrimination and anti-harassment, acceptable use, and copyright. Students will also be required to abide by the rules contained within the *Code of Conduct* at all times while engaged in remote instruction. Violations of the *Code of Conduct* and/or engaging in prohibited conduct may result in disciplinary action as warranted.

Privacy and Security of Student and Teacher Data

The District will take measures to protect the personally identifiable information of students and teachers from unauthorized disclosure or access when using remote instruction technologies in compliance with law, regulation, and District policy. Examples of these measures include, but are not limited to, minimizing the amount of data shared to only that which is necessary, de-identifying data, and using encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons when transmitted electronically.

Remote Instruction Day

Schedules and Important Information

- Special remote schedules at each building will begin two hours late to ensure all classes run with specific guidelines for staff, students, and families to follow.
- First period begins at 11:00 a.m. Students are expected to follow their regular schedule and check the Google Classroom each period.
- Student attendance will be taken.
- Related service providers such as psychologists, speech pathologists, OTs and counselors will maintain their schedule/appointments to the extent possible.
- All other staff such as administrators, nurses, and office personnel will be available via email.
- The letter day would remain - we would not push it back a day.
- After school activities will likely be cancelled depending on the rationale for the remote instruction day.
- If you are experiencing technical difficulties or are in need of additional support with school-related software (such as Microsoft, google, etc.), please email the Help Desk at techsupport@hcks.org

How to Join a Google Classroom A classroom can be joined from any computer or mobile device using the chrome browser

● Your teacher will send you an email to your hcks.org address
● Login to your hcks.org email account with your username and password The username is the first letter of your first name, first letter of your last name and school ID plus @hcks.org (e.g.: John Smith 1234 would be js1234@hcks.org)
● Accept the invitation from your teacher
● Click the join button. You will now see the classroom for that teacher
● If you forget which classroom/classrooms you have joined, you can access it by typing classroom.google.com in the URL of the chrome browser. All classes you have joined will appear.

How to add the Google Classroom app to a Mobile Device For IOS Devices

- Tap on the App Store icon located on the home screen
- Tap on the search button on the lower right corner of the window
- Type google classroom in the search field at the top of the window
- Tap Get
- Tap Install
- You will be prompted to type in the password for your Apple ID
- Once downloaded, tap open. When google classroom opens, tap get started. Choose your hcks.org account. If you don't see your hcks.org account listed, tap add another account and add your hcks.org account and password
- You now have access to your classroom/classrooms

For Android Devices

- Tap on the Google Play Store icon located on the home screen and follow above instructions

How to access classroom from Xbox and Playstation

Classroom can be opened on Xbox and Playstation. There isn't an app that the students can add to their consoles. Instead, they are going to have to use the built-in browsers that come on the two devices. On Xbox, it is Microsoft Edge. On Playstation, it is the "www" browser. Your students will probably know how to find the browsers on their consoles, but if not each one has a search function they can access on the home screen. If students have a keyboard they can plug in, they will have a much easier time of navigation. Otherwise, they will have to use their controllers to click on the classroom tiles, open assignments and type.

Once the browser has opened:

- Type in classroom.google.com in the URL bar.
- A prompt for Google account will appear.
- Type in your school district email and password- it doesn't end in google.com and that is ok
- The classroom home screen will open up.

REMOTE LEARNING DAY STAFF INSTRUCTIONS:

All classroom teachers need to ensure their students know how to login and join a Google Meet, and/or Google Classroom. Please practice this with your students.
Remote Day Schedule: The focus of the day is student contact and engaging opportunities for remote learning

- Secondary Instructional Day: 11:00 AM - 3:00 PM
    - Secondary Instructional Time: All students should follow their typical schedule for that day. Grades 9-12 teachers should take attendance and conduct their lessons virtually.

- Elementary Instructional Day: 11:00 AM - 3:00 PM

● Elementary Instructional time: Elementary classroom teachers should provide students with a morning meeting, 1 reading, 1 writing and 1 math lesson during the day in any order.
    - Morning Meeting (approximately 10-20 minutes): Teachers will start the day with a morning meeting to include: attendance, SEL check-in, and review of schedule for the day.
    - Reading - mini lesson (could be review) or read aloud, approx. 10-20 minutes depending on grade, followed by small group work, break-out groups, independent reading (approx. 30-40 minutes depending on grade)
    - Writing - mini lesson (could be review), approx. 10-20 minutes depending on grade, followed by small group work, break out groups, independent writing assignment (approx. 30-40 minutes depending on grade)
    - Math - mini lesson (could be review), approx. 10-20 minutes depending on grade, followed by small group work, break-out groups, independent work (approx. 30-40 minutes depending on grade)
- All the above could be prepared in advance as "~~Snow Day~~ Remote Learning Lessons" and could come with an accompanying packet for students to do independently. Independent work could also include assigning ~~Raz-Kids~~, IXL, or other computer-based programs for independent practice.
    - Fun activities could be included in your ~~Snow Day~~ Remote lessons, such as home scavenger hunts, snow sculptures and send a picture, etc.

● Clinical Support should follow a full day schedule that includes direct contact time with students, supporting classroom teachers, checking in with families as needed, and providing meaningful learning opportunities for students on their caseload.
● Specials teachers (Art, Music, Woodworking, etc.) should be prepared to follow their typical schedule for the given day, providing each class with a live mini-lesson and engaging activities for students to do.
● All IEPs should be implemented to the greatest extent possible.
● Teacher aides (IAs, 1:1 aides, classroom aides) who work in the classrooms should join teachers on the Google Meet and be available to support students in whole class, small group or individualized settings.
● Clerical and teacher aides who do not directly work in the classroom should help process attendance, support teachers with check-in with students and families, or complete other work as usual or assigned by their administrator.
● Custodians should report to school for repairs, cleanup or snow removal as directed by the Director of Facilities.