

COVID-19 - School District Continuity of Education Plan - Continuity of EducationContinuity of Instruction Plan

LEA Information

Institution Name: MINEOLA UFSD

BEDS Code: 280410030000

Institution Id: 800000049007

County: NASSAU

CEO Name: MICHAEL NAGLER

CEO Title: SUPERINTENDENT

Address

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MINEOLA NY, 11501

Learning Materials and Content

1. **What learning materials and content will your district utilize in your continuity of learning plan? Please select all that apply.**

- Paper textbooks, and other content (books, magazines, etc.)
- Digital copies of textbooks
- Digital content and activities provided by the district, either free or subscription-based
- Online learning courses or course content modules
- Other

Communication Tools

2. **What communication tools will your district utilize in your continuity of learning plan? Please select all that apply.**

- Telephone and/or video calling
- Email
- Video Conferencing
- Social Media
- Website
- Learning Management System (LMS)
- Other

3. **Provide additional information about how parents and families will be notified of the district's plan for providing continuity of learning opportunities for students.**

District administrators communicate regularly with parents and families about our continuity of learning efforts. We utilize SchoolMessenger, Remind, and social media platforms to provide continual information and adaptations. All messages are translated for our families that do not speak English as a first language.

- 3a. **Please describe how you are communicating with parent(s)/guardian(s) of students during the COVID-19 crisis to ensure they know the expectations of their children.**

In addition to district wide communication that provides updates to parents on our continuity of learning efforts, all building principals provide a weekly schedule to parents that include our Webex class schedule, grading policies, expectations for student work and also include special events like our digital speaker series and other spirit week activities. Communications are translated for our parents that do not speak English

Teacher/Student Interface

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4. How is your district planning for teachers and students to interact during the school closure as a result of COVID-19? Please select all that apply.

- Teacher office hours, virtually (online) via video conferencing and/or chat, and/or phone
- Scheduled teacher/student(s) check-ins, virtual (online) and/or via phone
- Asynchronous communication, feedback, and support via e-mail or LMS
- Other

4b. How is your district tracking student interactions/engagement?

Our District has established a robust system to track student engagement. First, all teachers take attendance for each of their webex meetings. Students that do not attend, are called by guidance or administrators to determine the reason why. Our digital learning platform, Webex, provides in depth analytics on usage data that tracks the host of the meeting, the length of the meetings and the number and identity of participants. We also use a host of supplementary applications and LMS systems that provide usage data on assignments submitted and feedback provided to students.

Instruction**5. What methods of instruction does your district plan to implement in your continuity of learning plan? Please select all that apply.**

- Hard copy (paper) instructional materials provided to students
- Instructional materials provided via technology, such as posted on a teacher website or available through an LMS
- Individual or small group synchronous instruction facilitated using technologies such as telephone or video conferencing
- Large-group or whole class synchronous instruction facilitated using technologies such as telephone or video conferencing
- Recorded instruction disseminated through technology, including via podcast, dedicated website, or Learning Management System, scheduled or on demand television, DVD/CD
- Online learning course, accessed through an LMS, self-directed and self-paced
- Online learning course, accessed through an LMS, taught by a teacher
- Other

5b. For the methods that require internet and/or device access, how is the district ensuring that those with limited or no accessibility to the internet and/or a device remain engaged?

1. All students are provided with an iPad that they have at home
2. For students that report a lack of internet access the district:
 1. Connects the family via Optimum's free wifi access or
 2. Connects the family via a Sprint Hotspot for those families that are not close enough to Optimum's free hotspot locations
 3. Students that do not report to Webex classes are called and it is determined if there is a device or connectivity issue. If a device is broken a new one is provided, if c

Technology Access**6. Student Devices**

- We provide all students with a computing device
- All students use personal devices
- We provide computing devices to some students
- Our continuity of learning plan does not include the use of technology

7. Teacher Devices

- We provide all teachers with a computing device
- All teachers use personal devices
- We provide computing devices to some teachers
- Our continuity of learning plan does not include the use of technology

8. Student Home Access

- All students have high-speed internet access at home
- Not all students have high-speed internet access at home

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8a. Please provide further information, including what the district has done to assist students with obtaining home internet access, if applicable.

For students that report a lack of internet access the district:

1. Connects the family via Optimum's free wifi access or
2. Connects the family via a Sprint Hotspot for those families that are not close enough to Optimum's free hotspot locations

Students that do not report to Webex classes are called and it is determined if there is a device or connectivity issue. If a device is broken, a new one is provided, if connectivity has become an issue, we add the family to Optimum or provide a Sprint hotspot.

9. Teacher Home Access

- All teachers have high-speed internet access at home
- Not all teachers have high-speed internet access at home

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10. In addition to the information above, use the text box below to describe how your district's plan addresses continuity of learning that meets the unique needs of all students. (Please specify students with an IEP, ELLs, Homeless, and Alternative Placed students)

The Mineola UFSD utilizes a complete and comprehensive suite of technology tools to provide all of our students with a plethora of distance learning opportunities. In addition to daily Webex classes, our district uses two learning management systems.

Learning Management Systems

All teachers have posted digital assignments for the students to complete. The assignments were posted today. We currently employ several systems to engage in distance learning. First, a Learning Management System is needed to ensure that assignments are transmitted to students and that students can submit work for teacher feedback. Mineola uses the School4One LMS in grades K-7. This allows teachers to pass files to students, students to submit work, and teachers to grade the assessment and provide feedback to students. Our unique 8-12 High School utilizes the Canvas learning management system to post assignments, allows for students to submit work, and allows teachers to provide feedback. The assignments posted are based on NYS Learning Standards and follow where the students' instruction. Teachers also have an app library from which to design assignments. Some of these complementary apps are Mathspace, ST Math, Espark, and Actively Learn.

These two learning management systems coupled with our complimentary apps provide the backbone of our plan. Most importantly, both of these systems are used during typical instructional days so our students are very familiar with how they work. We have also planned enrichment activities that can be accessed via our KidOYO system. We provided students with a series of learning challenges that were emailed to parents and students today. Students have already started completing these challenges.

For the unique learning needs of special student populations, we have been able to provide significant support in terms of distance learning. Specifically,

- Students with Special Needs/Homeless/Alternately Placed Students
- Our PPS department has developed a comprehensive plan to meet the needs of students with special needs as specified by their IEPs. Students in special classes meet with their special education teachers via WebEx in small groups and individually when appropriate in order ensure student access to classroom instruction. In addition, class and individual teacher aides provide support to students with their independent work to ensure on-task behavior and work completion. In Co-teach and resource room models, special educators collaborate with general education teachers in lesson planning and delivery, in addition to meeting with students in small groups to address IEP goals and provide appropriate supports and accommodations to ensure access to the general education curriculum. Specialized reading instruction is provided using appropriate digital platforms and materials and video classes. Related Services providers meet with their students using a combination of webex meetings, phone consultations, and monitoring of assigned work. Speech providers support Augmentative Communication Device users by modeling use of AAC during class lessons as well as providing individual/group speech therapy services.
- Some of the digital resources include internet-based curricula (i.e. Unique Curriculum for Life skills), internet based platforms to assign and monitor independent work (Vizzle, Raz Kids, MobyMax, Boom Learning), systematic internet based reading programs and resources (Lexia, digital resources for Wilson Reading) and the district is recently pursuing a computer based ABA program (TeachTown Basics). Special education staff continuously monitors progress on IEP goals and communicates with parents to adjust programming. Contracted services providers have been working with the district to continue with services in line with IEPs (ie physical therapy, home behavior intervention services, vision, hearing, orientation mobility).
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- CSE meetings and evaluations continue to take place. The schedule for services and meetings has been communicated to parents in March. Further, our Director of PPS has made sure that our homeless students also access all of the distance learning opportunities listed above as well as provide any social emotional support and/or meals. Our PPS Director also serves as the liaison for all of our alternately placed students and is working with staff at each student's placement to ensure that distance learning is proceeding as per that institution's policy and per the student's IEP. When the county approved CPSE services to take place virtually, the PPS department worked collaboratively with CPSE programs/service providers to ensure continuity of services for our preschool students with disabilities.
- ELLs
- Our Director of ENL has coordinated with building principals to meet the needs of our English Language Learners. Parent and student communications are provided in Spanish. ENL, Dual Language, and HS core classes such as Algebra, Geometry, US History, and Global history are provided by Spanish speaking teachers and those virtual classes are included in each building's distance learning schedules. In addition, the District has worked with Lexia to provide an additional literacy platform that provides ENL students with a rich resource to continue to support their English literacy development during mandatory school closures.

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11. What tools/strategies are you using to address the social-emotional needs of students, families, and staff during this crisis?

Administrators schedule regular check-in webex meetings to support staff and create opportunities for face-to-face interaction and collaboration. Wellness and self care tips are shared with staff via digital resources and contact with our mental health team. Teachers, administrators, support staff, parents and students use a social media platform (Twitter) to share their personal and professional experiences to stay connected and maintain a sense of community.

Parent Support Groups are conducted by our mental health support staff to address common stressors burdening families at this time (the stress of helping their children with school work, dealing with financial hardship, illness and loss.) A variety of resources are shared with families on stress reduction and mindfulness exercises to maintain routine and healthy mental health rituals. School staff provides parents with support and resources to help create daily schedules for the students and the family to instill a sense of predictability, calm, and familiar routine. Parent counseling and training is provided by psychologists, behavior specialists, and social workers to help parents mitigate behavior problems that arise in the time of distance learning.

Social workers, psychologists, as well as guidance counselors provide mandated counseling for students with IEPs and 504 plan to address social-emotional goals as per their IEP. This is accomplished through phone conversations as well as video conferencing. At-risk students receive individual check ins as well from counselors or other staff members they have close connections with. Yoga, guided meditation, and breathing exercises are just some of the strategies used to increase positive mood and promote appropriate learning behaviors.

Mindfulness activities are part of the curriculum for all students.

12. Does your district have any additional materials that detail continuity of learning efforts currently being deployed by your district?

- Yes, and I will upload the materials.
- Yes, and I will provide the link(s) to the materials.
- Not at this time.