Shelter Island Union Free School District

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**SUPERINTENDENT/PRINCIPAL,** *Brian Doelger, Ed.D.*

**DIRECTOR OF PUPIL PERSONNEL, DATA AND INSTRUCTION,** *Jennifer Rylott*

**DIRECTOR OF ATHLETICS, PHYSICAL EDUCATION,**

 **HEALTH, WELLNESS & PERSONNEL,** *Todd Gulluscio*

**DISTRICT CLERK,** *Jacqueline Dunning*

**DISTRICT TREASURER,** *Deborah Vecchio*

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**Shelter Island UFSD**

**Distance Learning Program**

***Attendance***

Attendance is taken every day in the PowerSchool SMS.  Our social/emotional team and administrative team contacts people marked absent frequently or if there is any concern presented to us from the teachers or staff.

***Elementary General Education***

Every student in our elementary school was set up with an I-Pad or Chromebook.  We also ensured all elementary students have internet access.  Our elementary students receive instruction utilizing multiple tools and modalities. Face-to-face instruction is delivered via programs such as Google Meets, Zoom, and Screenleap. Teacher recorded content delivery via programs such as Showme, Showbie, Screecastomatic, IPEVO Visualizer, and Realtime Recording Software. Student comprehension is assessed via tools such as Kahoot, Castle Learning, Edpuzzle, Problem-attic, Khan Academy, Reading Eggs, and Smart Assessment software.  Content and instruction is also delivered through more traditional means such as packets, books, and worksheets.  Our district sets up a time where teachers can come in safely every two weeks to collect materials to be delivered to students.

***Secondary General Education***

Every student in the secondary school was set up with a Chromebook.  We also ensured that all secondary students have internet access.  If they did not, we provided it for them.  Our secondary students receive instruction utilizing multiple tools and modalities. Face-to-face instruction is delivered via programs such as Google Meets, Zoom, and Screenleap. Teacher recorded content delivery via programs

such as Showme, Remind, Showbie, Screecastomatic, IPEVO Visualizer, and Realtime Recording Software. Student comprehension is assessed via tools such as Kahoot, Khan Academy, Castle Learning, Edpuzzle, Problem-attic, Google Forms and Smart Assessment software.  Content and instruction is also delivered through more traditional means such as packets, books, and worksheets.  Our district sets up a time where teachers can come in safely every two weeks to collect materials to be delivered to students. Depending on the content area, some teachers provide daily assignments and some provide multi-day assignments to meet the needs of the particular students.

***Special Education Students***

Special Education students have access to the same technology as the rest of the general education population. Special Education students at the elementary level have iPads and Special Education students in secondary school have Chromebooks. Any student who did not have access to internet at home has been provided access via the school. As with the general education population, instruction is delivered using a variety of tools and modalities. Face-to-Face instruction is delivered via programs such as Google Meets, Zoom and Screenleap. Teacher recorded content delivery via programs such as Showme, Remind, Showbie, Screecastomatic, IPEVO Visualizer, and Realtime Recording Software. Student comprehension is assessed via tools such as Kahoot, Khan Academy, Castle Learning, Edpuzzle, Problem-attic, Reading Eggs, Seesaw, ABCya, Iknowit, Adapted mind, Google Forms and Smart Assessment software.

Content and instruction is also delivered through more traditional means such as packets, books, and worksheets. Integrated Co-teachers are assigned to the general education teacher’s platform such as Google Classroom. They assist in planning, instructing, and assessing the students within the classroom. As stated above, Resource Room and Special Class teachers hold face-to-face instruction or teacher recorded content via programs such as Google Meets, Showme, and Remind. Students are also assigned independent assignments through programs such as Seesaw, Iknowit, Adapted mind, or Castle Learning. In addition, resource room teachers hold open office hours where students can ask questions and/or get assistance on assignments.

Related services such as PT, Counseling, OT and Speech are being delivered via Google Meets or by phone, and when necessary, packets and activities are assigned to individual students. All Special Education teachers and related service providers are documenting daily contact with students and/or parents, which is shared with administration. In certain cases, where families and/or students are

struggling with organizing, completing and submitting assignments, a point of contact person is assigned to each family. This person is responsible for modifying the student’s assignments on a daily basis, serves as a liaison between the family and all of the student’s teachers and providers, and a resource for the family. Based upon the documentation submitted by the teachers and service providers, letters and/or phone calls are made to home by the administration to assist families who are struggling to make use of the services being provided.

***ENL Students***

ENL students receive online support instruction from their ENL teacher.  They also receive individualized instruction as well.  All communication sent home is translated in Spanish as all of our ENL students come from Spanish speaking homes. We utilize our ENL teachers to communicate with these families. ENL teachers are documenting daily contact with students and/or parents. In addition, they provide as translators for non-ELL students whose parents only speak Spanish.

***Special Area Classes***

Special Area classes provide instruction in a similar way to the classroom teachers of elementary and secondary students.  We ask them to focus on social and emotional growth and to encourage the students to be healthy.

***Social and Emotional Growth***

Administration and the social and emotional team meet weekly to discuss the social, emotional, and academic growth of our students.  We bring up any students that are in potential crisis and we create plans to help them.  Our Social and Emotional team also are meeting with their assigned students and any additional students who need support.  The social and emotional team also frequently check in on the student population to make sure that they are in good health.

***Technology Support***

As soon as this crisis occurred, we set up an email address: support@shelterisland.k12.ny.us that alerts all administrators of any issues.  Families, teachers, and students were constantly given this and now it is a widely known avenue to ask for help.  Our technology department is able to instantly help our students, teachers, and families with whatever they need.

***Guidance Department***

The Guidance Department has continued to meet with students and parents/guardians for Individual scheduling meetings through Google Meet. Topics of discussion in these meetings include, social emotional well-being during this time, online learning issues (if any), graduation requirements, academic progress and planning for each student, extracurricular activities and resume building, community service, NCAA requirements, college and career education via Naviance program and class schedule for 2020-2021 school year. Each student/family receives a digital copy with information regarding the items discussed as a follow-up to the meeting.

The Guidance Director as the AP, SAT, PSAT and ACT Coordinator has been in contact with The College Board and ACT regarding the exam cancellations and/or changes in exam format. Communication has been sent to all students and families as information is received.

[www.shelterisland.k12.ny.us](http://www.shelterisland.k12.ny.us)

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