Miller Place Union Free School District

EMERGENCY REMOTE INSTRUCTION PLAN 2025-26

Grades K-12

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I. Emergency Remote Instruction Plan Overview

This document provides guidance and support to faculty, students, and families if there is a mandated closure and a need to transition to emergency remote instruction and learning. The NYSED guidance dated September 1, 2022 states, "Instructional hours that a school district scheduled but did not execute, due to an emergency (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) as may be found satisfactory by the Commissioner, may still be considered as instructional hours for State aid purposes for up to two instructional hours (minimum) per session day. However, Districts will need to 'certify that remote instruction was provided in accordance with the district's emergency remote instruction plan' so consideration should be given to whether students can fully participate in remote instruction at home during emergencies."

The Miller Place School District's mission is to provide a dynamic educational environment that prioritizes academic achievement but also encompasses holistic growth. We envision Miller Place School District as a place where students embark on a journey toward their highest ambitions. We aim to establish strong connections among our families, educators, staff, administration and community members who serve as the foundation of support for an outstanding educational environment. Our primary goal is to guide every student towards their unique aspirations while fostering a deep sense of Panther Pride. Through dedication, collaborative efforts, and a commitment to excellence we aim to empower our students to reach their goals, become lifelong learners, possess an unwavering belief in their unique capabilities and emerge as positive contributors to society

The New York State Education Department (NYSED) requires that school districts "consider the effects of significant absences on student achievement and establish plans that not only ensure health and safety, but also consider continuity of learning to the extent feasible and appropriate. New York State schools must consider the needs of all students and strive to ensure that any plans for continuity of learning are equitable and available to all students." Therefore, school districts are required to establish Emergency Remote Instruction Plans. The District administration and teachers continue to work collaboratively to provide an alternative [remote] instruction experience for our students should the need arise. While nothing can replace direct, face-to-face instruction to students in classrooms, the District must continue to provide learning opportunities as the result of an unforeseen school closure.

II. District-wide Guidelines

A. Emergency Remote Instruction Goals

In cases where the faculty transitions to delivering continuity of instruction through remote instruction, the district support staff will be available to provide social and emotional support as well.

The following Emergency Remote Instruction guidelines apply for grades K-12:

1. Lesson learning objectives are clearly communicated.

2. Content and skills are reinforced and facilitated in a variety of ways.
3. The facilitation of instruction may be accomplished either in-person, synchronously (where students are online at the same time as their teacher or other students) or asynchronously (where students do not have to be online at the same time as their teacher or other students) for the delivery of instruction as necessitated or as indicted by district administration.
4. Teachers will monitor student participation, assess their progress, and provide timely feedback.
5. Teachers will connect with their students through written feedback, online sessions, emails, or phone calls if necessary.
6. Opportunities will be provided for students to interact with their teachers and with other students.

B. Emergency Remote Instruction Platform

The Google Suite (Google Classroom) is the primary platform to facilitate remote instruction. Teachers may also incorporate additional digital instruction resources to facilitate instruction.

C. Guidelines for Students and Parents

1. The District provides every student in grades K-12 with a district-owned device.
2. Establish and communicate routines and expectations for each day.
3. If possible, define a specific physical space for your child's study and schoolwork.
4. Monitor communications from your children's teachers.
5. Comply with the District's Technology Acceptable Use Policy, including expectations for online netiquette.
6. Proactively seek out and communicate with other education professionals in the District as necessary.
7. Monitor your child's stress or worry and communicate with your child's teacher or related service provider.
8. Monitor how much time our child is spending online.
9. Ensure that you and your child are engaging in physical activities, mindfulness techniques and other de-stressors.

*The District will continue to review guidelines and best practices for remote instruction as per NYSED updates and guidance.

III. 1:1 Devices – Policies and Procedures

A. Every student, in grades K-12, is provided a district-owned laptop device. Kindergarten students typically receive their laptop device in September. Students in grades K-12 keep their laptop device throughout the school year and students in grades 1-11 also keep their devices during the summer months.

1. All students have a District-issued G-Suite account and password and access to all required applications and platforms.

2. All students/guardians have completed a district-owned device loan agreement.
3. All students are required to read and comply with the Student Computer Network Acceptable Use and Internet Safety policy and complete the Student Computer Network Acceptable Use and Internet Safety agreement.
4. The building Helpdesks are accessible to students, parents, or guardians remotely to troubleshoot and resolve issues with learning platforms/software.

B. Laptop devices are disseminated to students upon entering Kindergarten. Students who are new to the school district are provided with a device upon completing the registration process and completing required paperwork and policy agreements.

C. The District will communicate with families about the dissemination of computing devices through postal mail, email, Ed Connect messaging, website postings, and building newsletters. Building administration will also provide information to families at Open House meetings and parent-teacher conferences as appropriate. New students are provided with a device upon completion of the (new student) registration process.

D. District laptop devices are serviced or replaced as follows:
1. The District provides families with an opportunity to purchase optional laptop device insurance from an outside/private vendor. Students return devices in need of service or repair to the building computer lab or location as designated by the building administration and receive a "loaner" device until the device is repaired.
2. When devices are being repaired, students receive a daily loaner device.

E. Students not using laptop devices, may participate in synchronous instruction in the following ways:
1. Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where such instruction is more appropriate for a student's educational needs. 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.

F. The District Remote Instruction Plan is consistent with the information provided by families in the Student Digital Resources data collection. The District's 1:1 laptop device plan provides every child with a device. The Student Digital Resource data collection has identified families without access to internet and the District has made the necessary provisions to assure access to internet to families in the District with an identified need.

IV. Internet Connectivity

A. The Student Digital Resource data collection has identified families without access to internet. The district has the aggregate data of students who need access to internet connectivity to ensure they receive remote instruction under emergency conditions in the event of a school closure.

1. If the district transitions to remote instruction, the parents/guardians will complete a Google survey which will be conducted at the building level to determine any additional families who do not have internet access at home at the point in time in which the District transitions to remote instruction.
2. Any students who do not have access to sufficient broadband access may be provided with "hot spot" capability though the district.
3. Families are always encouraged to contact the school district in cases where there is no access to internet in the place of residence.

B. Based upon the results from the Student Digital Resource data collection, the District Technology survey, and notification by families, the District has made the necessary provisions to assure access to internet to families in the District with an identified need.

C. The district will work with the following community organizations and local public spaces to ensure students have access to Wi-Fi access points:

1. Local public libraries (Comsewogue and Port Jefferson)
2. Local Fire Departments (Sound Beach and Miller Place)
3. Local coffee shops (Starbucks, Miller Place)
4. Town of Brookhaven Centers (Rose Caracappa Senior Center)

D. The District Remote Instruction Plan is consistent with the information provided by families in the Student Digital Resources data collection. The Student Digital Resource data collection has identified families without access to internet and the District has made the necessary provisions to assure access to internet to families in the District with an identified need.

V. Alternatives to Remote Instruction

A. The District has expectations for all students to participate in a remote instructional environment. The district will partner with families to make determinations regarding age and grade-level appropriate participation in a remote instructional environment as necessary.

B. The district will provide synchronous and asynchronous instruction for those students for whom remote instruction by digital technology is not appropriate in the following ways:

1. Non-digital and/or audio-based instruction accessed synchronously and/or asynchronously through paper-based materials via telephone or other audio platform.
2. Telehealth services.

C. The Student Digital Resource data collection has identified families without access to internet and the District has made the necessary provisions to assure access to internet to families in the District with an identified need. In addition, the district has provided "hot spots" to families with limited broadband capability or internet access.

VI. Instructional Guidelines

A. All school staff, in grades K-12, was provided a district-owned laptop device when the district implemented a 1:1 device initiative in September 2020. All new teachers and administrators receive a laptop device during New Staff Orientation, the first day of school, or upon starting employment. All staff and administrators keep their device throughout the school year and during the summer months. All staff are asked to the school district in cases where there is no access to internet in the place of residence.

B. The Emergency Remote Instruction model includes teacher-directed, synchronous and asynchronous instruction. Students will follow their typical daily (in-school) schedule to accommodate a full instructional model that is social and emotionally and developmentally appropriate for elementary and secondary students, including but not limited to, periodic breaks from learning and opportunities for cooperative learning and peer collaboration. In the case where the district is directed to implement a remote instruction model, remote instruction schedules will be communicated to students and families.

Elementary Grades K-5 Remote Instruction model: Elementary students will follow their typical daily schedule, first meeting with their classroom (homeroom) teacher, and then meeting with encore subject area teachers ("specials") as per their schedule on the remote instruction day.

Grades 6-12 Remote Instruction model: Secondary students would follow their typical period by period schedule as per the scheduled times below.

North Country Road Middle School Emergency Remote Instruction Schedule						
		Monday	Tuesday	Wednesday	Thursday	Friday
7:40-8:25	Period 1	Each student follows their own schedule period by period	Each student follows their own schedule period by period	Each student follows their own schedule period by period	Each student follows their own schedule period by period	Each student follows their own schedule period by period
8:28-9:10	Period 2					
9:13-9:55	Period 3					
9:58-10:40	Period 4					
10:43-11:25	Period 5					
11:28-12:10	Period 6					
12:13-12:55	Period 7					
12:58-1:40	Period 8					
1:43-2:25	Period 9					

Miller Place High School Emergency Remote Instruction Model						
		Monday	Tuesday	Wednesday	Thursday	Friday
7:05-7:47	Period 1	Each student follows their own schedule period by period	Each student follows their own schedule period by period	Each student follows their own schedule period by period	Each student follows their own schedule period by period	Each student follows their own schedule period by period
7:55-8:37	Period 2					
8:40-9:22	Period 3					
9:25-10:07	Period 4					
10:10-10:52	Period 5					
10:55-11:37	Period 6					
11:40-12:22	Period 7					
12:25-1:07	Period 8					
1:10-1:52	Period 9					

C. Instruction will be personalized to support students individualized needs, including supporting ELL/ML students as all students will follow their typical daily schedule, which includes all mandated and related services.

D. All teachers have access to district-owned devices. The District provides professional development on a variety of technology programs and platforms throughout the course of the school year. The district is prepared to ensure the continuation of instruction for any class or students that may have to shift to remote instruction. In order to prepare for the continuation of instruction via remote instruction, the district has taken the following steps to facilitate the ability to transition to remote instruction:

1. All teachers are required to create a Google Classroom and Google Meet link(s).
2. All certified staff will also generate Google Meet link(s) (Social Workers, School Psychologists, Speech Therapists, Occupational Therapists, Physical Therapists, and Board Certified Behavior Analysts).
3. The ESBOCES Technology Education Coach and building Help Desks are available to assist new staff in creating a Google Classroom and Google Meet links.
4. Google Classroom and Google Meet allow the District to immediately transition to remote instruction as a District.
5. Staff are encouraged to contact the Technology Education Coach or the Computer Lab Assistant (CLA) for assistance with any technology tools and matters related to technology troubleshooting. The Technology Department is accessible to staff remotely to troubleshoot and resolve issues with learning platforms/software.

VII. Special Education and Related Services:

A. The district will ensure that special education and related services will be provided remotely in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education. All students will follow their typical daily schedule, which includes all mandated and related services.

B. All special education students with an IEP participate fully, including addressing IEP goals, to the greatest extent possible. IEP and ELL students participate in remote learning via Google Classroom, the remote learning management system. Students with disabilities participate in distance learning through a variety of modalities. The Special Education Teachers can differentiate the academic lessons that are posted by their General Education colleagues. Within the remote learning platform, the Special Education Teachers are able to make an individual connection to the students via the chat feature, audio feature, video feature and/or text read technology. In addition, Special Education teachers may utilize email and phone calls to contact students outside the learning platform. Teachers assess student access to not only the remote learning platform assignments, but also assess IEP goals. Special class teachers continue to develop lessons specific to the students within their classrooms based on their IEPs. IEP accommodations are provided to the greatest extent possible.

English Language Learners (ELLs) will participate in the distance learning plan to the greatest extent possible. The following specific strategies may be implemented for supporting ELLs in their development of the English language proficiency. Additionally, teachers are familiar with resources to support instruction and learning available to them through the OBEWL ELL Resource Collection.

1. Scaffold instruction and assignments, presenting concepts in a variety of ways, using real life examples, representations, and visuals;
2. Target instruction for specific student populations, design instruction in different settings, and differentiate instruction for students based on language programs and settings;
3. Provide explicit instruction when teaching academic vocabulary, focusing on academically useful words;
4. Embed language through content instruction, conversations, readings, activities;
5. Deploy strategies to combine content area learning with English language acquisition;
6. Activate prior knowledge and build on personal experiences;
7. Use students' English language proficiency levels to develop formative assessments;
8. Develop specific language objectives and create strategies to address these objectives;
9. Utilize a variety of strategies to monitor, assess, and provide feedback to students about their assignments and learning;
10. Create opportunities for students to practice their speaking and listening skills, through varied activities, such as reading-aloud, singing songs, and reciting poetry;
11. Use varied audio/visual methods to make content comprehensible and accessible;
12. Provide ELLs/MLLs with ample opportunities to speak, listen, read, and write to learn and apply academic language;

13. Provide ELLs/MLLs the opportunity to produce content-specific, academic language through both written and oral work;
14. Deliver content in accordance with tools and resources available for ELLs/MLLs;
15. Use culturally relevant resources to support students' cultures and backgrounds;
16. Provide social-emotional support;
17. Ensure that ELLs/MLLs have equal opportunities to meaningfully participate in all assignments and activities;
18. Continue the use of home language as a support in content areas.

Special Area Staff:

1. Specialists and Intervention Teachers will develop a remote instruction plan to meet the needs of each individual student on their caseload. Specialists and interventionists will structure communication plans to work with students and parents.
2. Teaching assistants will continue to serve as a resource for our students and teachers. They will provide feedback to students and help assist teachers with instruction under the guidance of the special education teacher to support learning as per the IEP. They will participate in remote instruction as appropriate.

VIII. Instructional Hours Claimed for State Aid

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 district plans to claim the following hours for each day of an emergency closure:
(1) For pupils in half-day kindergarten, two and one-half hours.
(2) For pupils in full-day kindergarten and grades one through six, five hours.
(3) For pupils in grades seven through 12, five and one-half hours.

IX. NYSED Regulations and Law

The District plan is subject to change dependent upon updates and changes to NYSED regulation, mandates, or other changes to state law. Additional guidance regarding Emergency Remote Instruction can be found at http://www.nysed.gov/edtech/guidance-continuity-learning.