Lynbrook UFSD COVID-19 Response Plan

Q&A

Remote Instruction

1. **What will lessons look like moving forward?**

   We have worked closely with the Lynbrook Teachers’ Association to create a simple formula that mirrors our in-class lessons. Lessons will be focused on the ‘big ideas’ in each course in preparation for future study and pursuits. As of May 4th, you should expect to see two lessons per week that are driven by your student’s teacher in most classes. The required elements are:

   - **Teacher Voice** - This can be accomplished using many different technologies, including but not limited to Flipgrid, voiced over PowerPoints, Teams, and Seesaw. The point of this element is for the teacher to provide some sort of direct instruction or mini lesson in his or her own voice. Video and live instruction are not required; however, on the flip side, the voice must be that of the teacher, not a third party instructor or video.

   - **Student Practice** - Students will be assigned work that reinforces direct instruction and is relevant to the course. We want to offer students opportunities to explore what they learned, if they so choose, similar to the way they do in class.

   - **Feedback** - In this remote learning environment, feedback is more important than ever. We believe that good feedback should motivate students to continue to work and offer the constructive criticism necessary for student learning.

2. **Why was this format for instruction selected?**

   The flexibility of our plan makes learning experiences more accessible to different students, offers an archive of past materials accessible, and increases cognitive engagement since students will have more time to engage with and explore the course material at a time convenient for the student and family.

3. **Why isn’t the District moving toward live instruction (synchronous learning)?**

   We do not believe that will work for many of our teachers and students. Many of our students are sharing devices with siblings and parents working from home, WiFi connections in some homes have been unreliable during peak times, and the limited availability for students to complete schoolwork given a variety
of family circumstances would prevent too many students from participating. Our goal is to reach a larger population of our student body.

4. **Why are teachers using different platforms for remote instruction and can one platform be mandated?**
   We realize that the multiple platforms have caused issues in some homes; however, teachers have always had individual choice as to how they deliver instruction in our district, and some have more comfort with one program over another. Obviously with a quick turnover to remote learning, this is not the time to dictate a standardized platform. That being said, through this experience and the feedback we are receiving, we realize that standardization would be quite beneficial for the future and we will be exploring various options.

5. **What should I do if I am concerned about the delivery of remote instruction in my child’s classes?**
   If you have concerns regarding instruction in your child’s classes, please reach out to your child’s teacher first. If your issues are not resolved by the teacher, then contact the building principal.

6. **Why is the final marking period pass or fail and will this negatively impact my child?**
   We know that some parents and students have voiced concerns that the district is moving to a pass-fail grading system for the final marking period. Please note that we have consulted with colleges, the NCAA, neighboring districts, and mental health professionals to name a few, as we arrived at this decision. Based on these consultations, we believe that since teaching and learning have changed dramatically, teachers’ standards and assessments have shifted, and the variety of challenges our students have been facing during the pandemic, this is the right thing to do. We do not want to further stress out students and negatively impact the grades that they have earned over the majority of the school year. The universities and colleges that responded to our inquiries and the NCAA understand the impact of the pandemic and that grades may look different this year and would not hold that against students.

7. **How are final year averages being calculated?**
   We also realize that many of our students have thankfully been able to remotely complete their work at high levels, and teachers have been given the flexibility to award students up to two points for significantly outperforming their current averages. This is important, since it offers several students who are on the cusp of passing an opportunity to do so. This grading system does not hurt students who have been doing well, encourages all students to remain plugged into their studies, allows borderline students the opportunity to cross the finish line.
successfully, and provides teachers with the latitude they need in evaluating the work of each student fairly during this challenging circumstance.

8. What should I do if I feel my child is not engaged in classwork and is feeling isolated?
   If your child is not engaged or feeling isolated, please contact your child’s teacher immediately.

   Mental Health Support

9. If my child has been acting differently, withdrawn, depressed, etc., what should I do to help him or her?
   The social and emotional well-being of our school community is our utmost priority. We continue to offer support to our children and family members remotely. You may email our school psychologists, social workers, and guidance counselors, and they will readily correspond with you, whether or not your student has been working with them prior to the pandemic. You can find all of their email addresses at the end of this document.

10. In addition to the resources available through the District are there other resources available to support students’ and families’ social and emotional needs?
    There are parenting advice and a list of outside supports and programs available to our families, as well as community-based mental health resources, called Mental Health Resources for Parents During COVID-19 posted on our District website under the Parents/Students tab.
    https://www.lynbrookschools.org/parentsstudents/covid_mental_health_resources

   Miscellaneous

11. If my family is experiencing food insecurity as a result of COVID-19, can I pick up food at the high school?
    Yes, all families in need are welcome to pick up food at Lynbrook High School between the hours of 10am and 12pm on Mondays, Wednesdays, and Fridays. Please bring a grocery bag with you.

12. Is there any academic support or extra help available for elementary students?
    Our Teaching Assistants and Permanent Substitutes in each elementary school are available from 10am to 2pm every school day to provide academic support and extra help to students in need. The necessary Flipgrid codes and passwords for every building and grade are accessible from the Remote Learning page on our website.
    https://www.lynbrookschools.org/departments/coronavirus_information
13. Why doesn’t the District provide email addresses for sixth and seventh grade students?

We cannot provide students who are less than 13 years old with their own email addresses due to the Children's Online Privacy Protection Act (COPPA).

14. Are any sports or clubs continuing at this time?

Some of our coaches are working with our athletes and colleges and universities to continue to support their athletic endeavors and future opportunities, and several of our clubs have continued to meet remotely to produce publications, etc..

15. Can you provide a contact list for your support staff?

**DISTRICT**

Ms. Laurie Mitchell, Director of Guidance   Laura.mitchell@lynbrookschools.org
Mr. David Feller, Director of Special Services (Interim)  David.feller@lynbrookschools.org
Ms. Keri Kelleher-Walsh, Coordinator of Special Services   Keri.kelleher@lynbrookschools.org

**LYNBROOK HIGH SCHOOL**

Ms. Christina Angelillo, School Counselor   Christina.angelillo@lynbrookschools.org
Ms. Rosanne Bogard, Social Worker   Rosanne.bogard@lynbrookschools.org
Mr. Chris Caramore, School Counselor   Christopher.caramore@lynbrookschools.org
Mr. Mario DeLisi, Social Worker (leave for K. Viggiano)   Mariano.delisi@lynbrookschools.org
Ms. Samantha Lancaster, Social Worker   Samantha.lancaster@lynbrookschools.org
Dr. Deborah Mann, Psychologist   Deborah.mann@lynbrookschools.org
Ms. Melissa Marr, School Counselor   Melissa.marr@lynbrookschools.org
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Mr. Jordan Richman, Psychologist   Jordan.richman@lynbrookschools.org
Mr. Jonathan Spector, School Counselor   Jonathan.spector@lynbrookschools.org

**NORTH MIDDLE SCHOOL**

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Ms. Sandra Gettenberg, Social Worker   Sandra.gettenberg@lynbrookschools.org
Ms. Marie Toscano, Psychologist   Marie.toscano@lynbrookschools.org
### SOUTH MIDDLE SCHOOL

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### ELEMENTARY SUPPORT STAFF

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