

Student and Parent Handbook for Instruction during COVID-19



“Endurance and to be able to endure is the first lesson a child should learn because it’s the one they will most need to know.”

— **Jean Jacques Rousseau**

*** A live and regularly updated version of this document will be located on the CSSD webpage in our COVID Information tab.*

September 2020

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General Explanation

This handbook is a supplement to the CSSD ReOpening Plan located on our website at [COVID-19 Information Page / COVID-19/Coronavirus Information & Resources](#). It is a general summary of information related directly to students and instruction during the COVID-19 Instructional Period. All items and information in this handbook are subject to change based on adjustments made to accommodate new guidelines from the New York State Department of Education, Department of Health, Executive Order of the Governor and the CDC. Please also review the detailed information in the Reopening Plan and be sure you and your child are familiar with the requirements for in person instruction.

Communication

In order for us to communicate this plan, and any changes that will occur throughout the year, we will use the following tools:

- Website
- Email
- Social media
- Print copy mailings
- Blackboard Mass Communication tools (text, email, phone)
- Traditional media outlets
- Student Management System (SMS) - SchoolTool
- Learning Management System (LMS) - Canvas

Central Square School District's Communication Plan

| Communication Tools | Purpose | Who Communicates | What Types of Information Can I Expect | I have a question about... | Contact (All contact information is located on the District Website) |
|--|---|---------------------------|---|---|--|
| Website | The website contains most of the district/building information in a readily available format to anyone with internet access. The website can also be accessed on any mobile device. | Superintendent | News and updates pertaining to District wide initiatives All updates related to COVID-19 as they relate to the CSSD | COVID related issues and school reopening | Superintendent |
| Blackboard Mass Communication Tools and our Mobile App | The Blackboard Mass Communication Tool allows CSSD to push communications to all stakeholders through email, texts, and automated phone calls. | District Office Personnel | News and update pertaining to specific areas such as food service, facilities, instruction, technology, athletics, budget, transportation | District Policy Registration Transportation | Assistant Superintendent Student Registration Director of Transportation |
| SchoolTool | SchoolTool is our Student Management System. Through SchoolTool the District/buildings | Building Principals | News and updates pertaining to a specific school building | Student Discipline School Events | Building Principal |

| | | | | | |
|--|--|---------------------|--|------------------------------------|-------------------|
| | can email the parents/guardians of our enrolled students or the students themselves. | | | | |
| Email | Email is used to contact parents, students, and community members who need specific information. | Instructional Staff | News and updates pertaining to individual classes and student progress | Student's school work and progress | Classroom teacher |
| Social Media Facebook, Twitter, etc. | The District Facebook page and other social media is provided as a forum for the District and community to interact. | | | | |

Students

Students must comply with all protocols related to spaces, PPE, hand hygiene, and social distancing. ALL expectations for student behavior included in the Code of Conduct remain in place as well. Protocols and expectations related to COVID are located in the Reopening Plan and follow DOH and NYSED guidelines.

Daily Screening and Posting of Signage Prior to Entering the Building and bus

We will be posting signage on entry doors that review the screening protocols for all that enter the facility. Students will be reminded of the protocols on a regular basis.

Daily Screening Process for Students and Students Returning to School After Diagnosis with COVID-19

- Parents/guardians should monitor students daily and take temperatures prior to arriving at the bus stop or entering a school building.

- Prior to entering the bus or school building students will be screened for a temperature at or above 100°. Students presenting with a fever or other visible symptom related to COVID 19 will not be admitted and parents will be notified and required to take the student home. Students with a fever will not be permitted to board the bus so please be available for them to return home. If you cannot be available, please be sure your “next in contact” information is completed on the Transportation Form that came in your summer mailing.
- The School Nurse will be responsible for monitoring this documented data collection.
 - Families will complete a COVID Screening Agreement form prior to students returning to school.
- While taking temperatures prior to entering school buildings/property (buses)
 - Students will remain in line 6 feet apart.
- Students should not come to school if they:
 - Have tested positive for COVID-19 or a presumed diagnosis by a physician or other healthcare provider
 - Have been in contact with a person with an actual positive COVID-19 test or presumed COVID-19 diagnosis by their healthcare provider
 - Have any of the symptoms on the COVID Screening Agreement
 - Feel sick, contact your physician or other healthcare provider to discuss your medical condition
 - Notify district administration, building principal and/or attendance office of any COVID related absence

If the answer to any of these are **YES**, the student will not be allowed to enter the building. Parents will be asked to take their child home.

If the answer is **NO**, students entering the building should be logged in (electronically or sign-in sheet) and provided a cloth face mask or covering if the student does not have one, and asked to wash or sanitize their hands prior to reporting to their designated class/area.

Assessment responses must be reviewed every day by appointed building personnel (screening monitor and school nurse). The information collected on this form will be used to determine only whether you may be infected with COVID-19. The information on this form will be maintained as confidential. Any questions should be directed to your school nurse.

If the Student Feels Sick While at School:

- Students will be isolated in a supervised area established in each building until picked up from school.
- The school nurse will contact the parent and make arrangements for immediate pick up

Collection of Personal Data

Temperatures may be taken, but data may not be recorded in a numerical format. They may be recorded as pass/fail.

School Nurses may document medical information on students who are referred to them. Confidentiality will be maintained at all times.

Refusing to Comply with Screening Procedures

If the student refuses screening they will not be allowed to enter the building or bus.

Temperature Readings

Students who register a temperature at or above 100° will not be allowed on the school bus or in the school building. Students with temperatures between 99.5° and 99.9° will be monitored throughout the school day. If the student’s temperature becomes 100 degrees F, the student will be sent home and documentation will be completed.

Screening Log Example:

Screener Name: _____
Job title: _____
Reviewed by: _____
Date of Review: _____

| Name (Student ID) | Date | Screening Questions Answered? (Y/N) | Allow access into building? (Y/N) |
|----------------------|------|---|--------------------------------------|
|----------------------|------|---|--------------------------------------|

For non-COVID symptoms, please follow existing protocols for returning to school after illness. For COVID related symptoms, the student should remain home and isolate in accordance with DOH guidelines. The student may return to school earlier if a Healthcare Provider/Public Health confirms the cause of the students’ fever or other symptoms is not COVID-19 and provides appropriate documentation for the student to return to school. Refer to guidance provided by NYSDOH and/or local DOH guidance.

Positive/Suspect Cases of COVID-19

Understand that no one with symptoms associated with COVID-19 should be present at school.

Close Contact with an Infected Person

Students may have been exposed if they are within approximately 6 feet (2 meters) of a person with COVID-19 for a prolonged period of time (15 minutes):

- Potentially exposed employees who have symptoms of COVID-19 should quarantine and follow local health department guidance and CDC recommended steps.
 - <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>

- Potentially exposed student(s), or a close contact of an infected person who does not have symptoms, should remain at home or in a comparable setting and quarantine for 14 days

All other students/parents/guardians should monitor for symptoms such as fever, cough, or shortness of breath. If they develop symptoms, parents/guardians should notify and follow school policy for attendance.

- Notify the Building Principal if your child develops any COVID related symptoms.

When a Student Tests Positive:

We will follow NYSDOH and Local DOH guidance.

Information will be provided to the student if they are sent home

- Healthcare locations and testing resources

In most cases, the entire facility will not need to shut down, but we will close off any areas used for prolonged periods of time by the sick person:

- Wait 24 hours before cleaning and disinfecting to minimize potential for other employees/students being exposed to respiratory droplets. If waiting 24 hours is not feasible, wait as long as possible
- During this waiting period, if practicable, open outside doors and windows to increase air circulation in these areas
- The notification of a positive case should come from the local Department of Health. Follow their recommendations for contact tracing, isolation, quarantine and potential closure if different than the above information

Definitions

Quarantine - Quarantine is used to keep someone who might have been *exposed* to COVID-19 away from others. People in quarantine should stay home, separate themselves from others, monitor their health, and follow directions from their state or local health department.

Isolation - Isolation is used to separate people infected with the virus (those who are *sick* with COVID-19 and those with no symptoms) from people who are not infected. People who are in isolation should stay home until it's safe for them to be around others

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html>. In the home, anyone sick or infected should separate themselves from others by staying in a specific "sick room" or area and using a separate bathroom (if available).

Social/Physical Distancing - Social distancing, also called "physical distancing," means keeping space between yourself and other people. To practice social or physical distancing: Stay at least 6 feet (about 2 arms' length) from other people.

Expectations for Students during COVID Instruction

The COVID instructional period will require some aspects of our expectations to change. While we continue our expectations for appropriate behavior and following the expectations for learning and behavior outlined in the CSSD Code of Conduct, we have outlined below some additional expectations related to schooling during COVID-19. This information is subject to change based on any new guidance we receive.

Students will:

- Attend in person or virtual synchronous or asynchronous learning platform daily
- Attendance will be recorded in alignment with our District Attendance Policy
- Follow all guidelines and expectations for in person learning as outlined in the CSSD Re-Opening Plan, CDC and SED guidelines
 - Wear a mask when in school building, on bus, or moving to the buses as required by the DOH/CDC and SED guidelines that are outlined in the Student Section of the CSSD Reopening Plan
- Maintain Chromebooks in a manner that supports instruction, report any issues/concerns using the help-desk ticket system on our COVID webpage; for in person instruction students are expected to have their Chromebooks with them.
- Actively engage in in-person or virtual instruction to maximize their learning potential
- Complete assignments in accordance with due dates assigned by individual teachers
- Review feedback and make attempts to improve work in a timely manner
- Attend Advisement Time (Secondary Students Only) for individual or small group teaching and learning
- Attend virtual special area classes as scheduled
- Wash hands often and sanitize whenever necessary when doing in person learning
- Refrain from sharing food, drinks, and classroom materials.
- Have their temperature taken by school personnel prior to entering the bus or the building
- Receive numerical grades that represent their mastery of the content and standards (Secondary Only)
- Check their school email daily for updates or contact from their teachers or other school staff (as grade appropriate)
- Check their assignment grades in Schoology at least once a week
- Follow all expectations for student behavior included in the regular Code of Conduct

Instructional Plan and Schedule for Elementary Schools

Elementary will implement a combination of synchronous and asynchronous virtual instruction to students in grades K - 5.

Structure and Delivery of Instruction

- Elementary will follow a hybrid schedule AA-BB. Half of the students will attend school in person on Monday (A) and Tuesday (A), Wednesday is an all virtual day, the other half of the students will attend on Thursday (B) and Friday (B). Any day the students are not in person they will be learning virtually.
- All in-person and virtual lessons/instruction will be aligned with the New York State Learning Standards for ELA, Math, Science and Social Studies.
- UPK students will be in attendance every day with both a morning and afternoon class. Each class is 2.5 hours long.
- Pinnacle, CBO for the Integrated PreK class, will also be providing 2.5 hours of instruction to the students in that class.
<https://drive.google.com/file/d/1qBW0aL1nEWo4RN6il-ZkZkNqWOqgRBpF/view?usp=sharing>
- Some students will receive 100% virtual instruction which will include both synchronous and asynchronous learning opportunities.
- In-person learning will take place from 9:00 am - 1:00 pm.
- AIS services, for those who qualify, will be provided in person and/or virtually.
- Students will participate in PE classes in person 1 day a week and virtual 1 day a week.
- Art and Music classes will be held virtually.
- Band lessons will be provided virtually.
- By creating a synchronous schedule for students to follow, this will provide the opportunity to have live direct instruction with a teacher, which could include: focused instruction, collaborative learning and independent learning. Students will be able to video and audio conference with their teacher and classmates while engaging in large group and small group sessions. The synchronous schedule includes routine scheduled times for students to interact and seek feedback and support from teachers. All instruction will be aligned to New York State Learning Standards.
- On Wednesdays, we will provide remote synchronous and/or asynchronous instruction which will include remedial and small group differentiated instruction, activities and assignments delivered through our learning management system. In addition students will have opportunities for support, interventions, enrichment and band lessons.

- Both synchronous and asynchronous instruction will be through our common learning management system called Canvas.
- Teachers will have professional development on how to use the new learning management tool and time to develop their platform to prepare for teaching remotely.
- All students will be provided a Chromebook as their tool to access the learning management system. The Chromebook has the ability for audio and video conferencing to increase interactions with teachers and peers.
- We will be surveying who those families are who do not have consistent, reliable access to high-speed internet at a sufficient level to fully participate in remote learning and will be providing them with a hot spot.
- Teachers will still be working their full contractual day. Outside of the synchronous schedule, teachers will be using that time to plan, conference with parents and students, and be provided additional training, faculty meetings, home visits, etc.

Arrival and Dismissal Procedures:

- Buses will arrive approximately at the same time, between 8:50 - 9:00.
- Students will be released from buses in a staggered manner using different entrances to allow for social distancing.
- Student drop off in the morning will be rolling in a car line.
- Student pick up in the afternoon will be rolling in a car line, using PikMyKid at all locations.
- We are working with BASCOL and the YMCA to provide before and after school care for students.

Grading

- All students will receive New York State standards based report cards three times a year.
- We will formatively assess student performance on assignments and New York State Standards while providing feedback and opportunities for reteaching and learning.
- We will continue to differentiate our instruction to support the learning of all students.
- We will design learning targets based on the New York State Standards and use summative assessments to determine students' level of performance/mastery.
- Specifics for grading are located in the next section.

Special Education Services

- Special education services and accommodations will be provided in alignment with all regulations during the instructional period. These supports may be provided in person or virtually, depending on the needs of the child.
- In-person instruction will be offered to students in a self-contained program 5 days a week from 9:00 am - 1:00 pm. If parents opt for 100% virtual, instruction will be provided using Canvas.
- Communication with students with IEP's and the parents of students with IEP's is being provided and documented by Special Education Teachers and Related Service Providers with these 4 strategies:
 - Email Communication
 - Phone Contact Logs
 - Daily Activity Logs
 - Progress Monitoring for March and June Progress Reports related to IEP Goals and Objectives

Attendance

- We will follow the attendance policy developed by the District that will include attendance credit for students in attendance during the synchronous instruction and who can be tracked for completion of the asynchronous instruction.

Social Emotional Learning and Support

- In order to develop a culture of thinking and learning, we will first build positive relationships, create a safe learning environment and a respectful supportive classroom. Teachers will have professional development/training prior to the start of school, addressing social emotional needs for themselves and their students.
- Teachers, parents and students will be provided with resources of what supports we have in the building and local agencies that are available.
- The Second Step program will be implemented in UPK and Kindergarten classrooms to start the school year. Additional Second Step kits will be purchased throughout the school year for the other grade levels.
- Students who need additional support will be identified based on concerns from the previous school year, through a referral process initiated by any adult, and an SEL screener. These will be reviewed by our Mental Health Support Team.
- Interventions will be offered to these students in the form of mentorship, counseling, check-ins, home visits, small group and/or individual skill building sessions, etc..
- We have social workers, social worker assistants, school counselors, and school psychologists who will be available daily to support our students as well.

Food Service

- Breakfast is available to all students in school on their days of attendance.
- Lunch will be available to all students in school on their days of attendance.
- Breakfast and lunches will be provided to families through the food distribution program for the days they are not in school. For more information on that program, see the District website and other weekly notifications.

Communication Plan

- All stakeholders will receive communication through our Blackboard communication system where the same message can be delivered by phone message, text and email. In addition, morning announcements will promote safety and wellness.
- Zoom meetings may take place with families throughout the year to gather feedback and share information.

Instructional Schedule**Sample Elementary Daily Schedule**







| Time | A | A | Wednesday | B | B |
|---------------|--------------------|--------------------|------------------|--------------------|--------------------|
| 9:00 - 10:00 | ELA | ELA | Virtual | ELA | ELA |
| 10:00 - 11:00 | Intervention | Intervention | Virtual | Intervention | Intervention |
| 11:00 - 12:00 | Math | Math | Virtual | Math | Math |
| 12:00 - 1:00 | PE/content/ ELA | PE/content/ ELA | Virtual | PE/content/ ELA | PE/content/ ELA |

Sample Elementary Framework for Remote Learning

| Time Frame for Instruction | Mini Lesson Whole group | Practice Work (~10- 20 min) | Closure Whole group (~10 -15 min) | Home Activities |
|--|---|--|--|--|
| 9:00 - 9:15 | Check In & Morning Meeting | | | |
| 9:15 -10:15 ELA or Math (~ 60 min) | <p>Teachers will review learning targets to set the stage for the subject</p> <p>Students will be participating in the lesson of the day. Teachers may be modeling or demonstrating.</p> <p>Teachers are utilizing the “I do” model to teach the content.</p> | <p>Students complete work independently or with partners (use of breakout sessions).</p> <p>Collaborative activity</p> <p>Can be whole group, small group, independent, or a mix.</p> <p>Students are utilizing the “We do” model to practice the content.</p> | <p>Teachers will go over any issues that were seen while working in a small group setting. Do another “We do” activity.</p> <p>Teachers will review the learning targets for the day.</p> <p>Teacher may give an exit ticket.</p> <p>Set expectations for practice work</p> <p>Students are utilizing the “You do” model to practice the content</p> | <p>Students may be working on math problem set or homework page, reading a chapter book and answering questions, practicing Tricky Words, etc.</p> |
| 11:00 - 12:00 ELA or Math (~60 min) | <p>Teachers will review learning targets to set the stage for the subject</p> <p>Students will be participating in the lesson of the day. Teachers may be modeling or demonstrating.</p> <p>Teachers are utilizing the “I do” model to teach the content.</p> | <p>Students complete work independently or with partners (use of breakout sessions).</p> <p>Collaborative activity</p> <p>Can be whole group, small group, independent, or a mix.</p> <p>Students are utilizing the “We do” model to practice the content</p> | <p>Teachers will go over any issues that were seen while working in a small group setting. Do another “We do” activity.</p> <p>Teachers will review the learning targets for the day.</p> <p>Teacher may give an exit ticket.</p> <p>Set expectations for practice work</p> <p>Students are utilizing the “You do” model to practice the content</p> | <p>Students may be working on math problem set or homework page, reading a chapter book and answering questions, practicing Tricky Words, etc.</p> |
| 1:00 - 3:00 | | | | <p>Possibly small group meetings with teacher</p> <p>Students may work on practice activities given to students.</p> |

| | | | | |
|--|--|--|--|---|
| | | | | <p>Students may receive AIS support or Resource support.</p> <p>Students may be meeting live with Music, Art or Band teachers for special area class.</p> |
|--|--|--|--|---|

Elementary Framework for Hybrid Learning (AA-BB)

| Group | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|--|--|---|---|---|
| AA | In Person 9:00 - 1:00 | In Person 9:00 - 1:00 |  Virtual Day |  Virtual Day |  Virtual Day |
| BB |  Virtual Day |  Virtual Day |  Virtual Day | In Person 9:00 - 1:00 | In Person 9:00 - 1:00 |

On the days students are home (Virtual Days) they may be participating in a variety of learning activities:

- * Logging onto Chromebooks and meeting with their class for morning meeting every morning;
- * Watching videos that their teacher has uploaded of the lesson for the day;
- * Practicing work online or paper/pencil if the teacher provided materials on the days they were in-person;
- * Participating in Art or Music class. These classes will meet on a rotating basis, for example, K-2 might be in Art class for the months of September/October while 3-5 are in Music class;
- * Logging onto Chromebooks and meeting with the teacher in the afternoon after 1:00 for a mini lesson or review. This may be whole group or small group;
- * Working on a Physical Education activity;
- * Participating in Band lessons if they play an instrument;
- * Taking a virtual field trip!

Grading Expectations

When we initially closed and went remote due to the COVID closure, expectations for grading student work were significantly relaxed. Given the additional time for planning and extension of time to implement remote learning, we have re-established grading practices that are more aligned to pre-COVID instruction. Our expectations for elementary students are outlined below.

- We will be assessing students on the New York State Standards.
- These standards will be assessed using differentiated practice activities. Some of the activities that you may see are listed below.
- Students will receive feedback on these practice assignments.
- These practice activities help the teacher determine your child's level of mastery of the standards for report card purposes.
- Students and parents are responsible for monitoring feedback provided by a teacher. If you have any questions or need more specific information, please contact your teacher.
- Students will also be graded on PE, Art and Music assignments.

Practice Activity Ideas:

- K - 2 ELA (Skills & Knowledge)
 - Some suggestions can be, but are not limited to:
 - Practicing writing strokes or other skills practice worksheets
 - Listening to a story online or recorded by adult
 - Practicing Tricky Words, rhyming words, phonics skills, etc.
 - Reading practice: words, phrases, sentences, decodable books, etc
 - Listening to the Knowledge story
 - Journal writing or other forms of answering questions in writing
- 3 - 5 ELA
 - Some suggestions can be, but are not limited to:
 - Reading a chapter and answering questions
 - Editing a writing assignment
 - Working on an ongoing project
 - Grammar practice, phonics practice, etc.
 - Writing
- Math K - 5
 - Some suggestions can be, but are not limited to:
 - Problem set

- Exit ticket
- Math fact practice

Instructional Plan and Schedule for Central Square Middle School

Central Square Middle School will implement a combination of synchronous and asynchronous virtual instruction to students in grades 6-8.

Structure and Delivery of Instruction-

- Central Square Middle School will follow a remote synchronous schedule 4 days a week, Mondays, Tuesdays, Thursdays, and Fridays. Our curriculum will follow the New York State Standards.
- Each class will be a half hour in length, 9:00-9:30, 9:35-10:05, 10:10-10:40, 10:45-11:15, 11:20-11:50, 11:55-12:25, 12:30-1:00, 1:05-1:35, 1:40-2:10.
- By creating a synchronous schedule for students to follow, they will be able to have live direct instruction with a teacher while following a gradual release of responsibility model. The teacher will present focused instruction, guided instruction, collaborative learning and independent learning. Students will be video and audio conferencing with their teacher and classmates while engaging in large group and small group sessions. The synchronous schedule includes routine scheduled times for students to interact and seek feedback and support from teachers.
- On Wednesdays, we will provide remote asynchronous instruction which will include remedial and small group differentiated instruction, activities and assignments delivered through our learning management system. In addition, students will have opportunities for support, interventions, enrichment, band and chorus lessons.
- Also on Wednesdays students that have specialized classes of 15:1 ELA, 15:1 Math, Reading S (5:1), and Reading Systems will be in school for live instruction in these classes. Students will attend for either a two or four hour window based on how many of these special classes they have. These classes will be held for an hour each. These students will also have the opportunity to be provided time for instructional support by a teaching assistant or have the possibility of working with their teacher.
- Teachers will still be working their full contractual day. Outside of the synchronous schedule, teachers will be using that time to plan, conference with parents and students, and be provided additional training, faculty meetings, home visits, etc.

- Both synchronous and asynchronous instruction will be through our common learning management system called Canvas.
- Teachers will have professional development on how to use the new learning management tool and time to develop their platform to prepare for teaching remotely.
- All students will be provided a Chromebook as their tool to access the learning management system. The Chromebook has the ability for audio and video conferencing to increase interactions with teachers and peers.
- We will survey and identify families who do not have consistent reliable access to high-speed internet at a sufficient level to fully participate in remote learning and will be providing them with a hot spot or transportation to Paul V Moore High School where they will have access to the internet and can follow the same schedule as all students. While at PVM, students will have access to school breakfast and lunch and may bring a snack from home.

Grading

- We will formatively assess student performance on assignments and New York State standards while providing feedback and opportunities for reteaching and learning.
- We will continue to differentiate our instruction to support the learning of all students.
- We will design learning targets based on the New York State standards and use summative assessments to determine students' level of performance/mastery.
- Specifics for grading at the secondary level are listed in the next section.

Attendance

- We will follow the attendance policy developed by the District that will include attendance credit for students in attendance during the synchronous instruction and who can be tracked for completion of the asynchronous instruction.

Social Emotional Learning and Support

- In order to develop a culture of thinking and learning, we will first build positive relationships, create a safe learning environment and a respectful supportive classroom. Teachers will have professional development/training prior to the start of school, addressing social emotional needs for themselves and their students.
- Teachers, parents and students will be provided with resources of what supports we have in the building and local agencies that are available.
- Students who need additional support will be identified based on concerns from the previous school year and through a referral process initiated by any adult and reviewed by our LCSW/ Social Worker, School Psychologists and the School Counseling Department.

- Supports will be offered to these students in the form of mentorship, counseling, check-ins, home visits, small group and/or individual skill building sessions.
- We have social workers, social worker assistants, school counselors, and school psychologists who will be available daily to support our students as well.

Special Education Services

- Special education services and accommodations will be provided in alignment with all regulations during the remote learning instructional period.
- Students who attend exceptional educational special education classes will receive those classes either in person or remotely as determined on an individual basis aligned to parent request/permission.
- Related services will be provided to students as specified on each child's IEP in person, virtually or in a hybrid format on a case by case basis as determined by the related service providers in collaboration with our families.
- Communication with students with IEP's and the parents of students with IEP's is being provided and documented by Special Education Teachers and Related Service Providers with these 4 strategies:
 - Email Communication
 - Phone Contact Logs
 - Daily Activity Logs
 - Progress Monitoring for March and June Progress Reports related to IEP Goals and Objectives

Food Service

- Food Distribution information will be made available weekly on the District Website. Students who will be accessing remote learning at PVM (CSMS and PVM Students) will have access to breakfast and lunch and may bring a snack from home.

Communication Plan

- All stakeholders will receive communication through our Blackboard communication system where the same message can be delivered by phone message, text and email.

Central Square Middle School Remote Learning Re-opening

We will continue to have middle school students learning remotely. On Mondays, Tuesdays, Thursdays, and Fridays, students will follow a **synchronous** schedule. **Synchronous means** students engage in course activities at a specific date/time, requiring that everyone be online for a scheduled event. They will follow the schedule that they are provided for the 9 period

day. Each class is a half hour in length. On Wednesdays students will follow an **asynchronous** schedule. **Asynchronous means** students engage in course activities at any time, working at their own pace. Teachers will be available all day for student support.

CSMS Remote Learning Sample Student Schedule for 2020

| Monday A day | Tuesday B day | Wednesdays | Thursday C day | Friday D day |
|---|---|---|---|---|
| Synchronous | Synchronous | Asynchronous | Synchronous | Synchronous |
| Period 1 9:00-9:30 <i>Math</i> | Period 1 9:00-9:30 <i>Math</i> | In addition to offering time to complete assignments, the following options will be available: - Advisement support to conference with teachers for homework help, test prep, assistance - Academic Intervention Support - Band and Vocal Lessons - Enrichment activities/workshops - Counseling support meetings *Specialized classes of 15:1 ELA, 15:1 Math, Reading S, and Reading Systems will be bussed in for a 2 or 4 hour window to have an in person session with the teacher. | Period 1 9:00-9:30 <i>Math</i> | Period 1 9:00-9:30 <i>Math</i> |
| Period 2 9:35-10:05 <i>English</i> | Period 2 9:35-10:05 <i>English</i> | | Period 2 9:35-10:05 <i>English</i> | Period 2 9:35-10:05 <i>English</i> |
| Period 3 10:10-10:40 <i>Art</i> | Period 3 10:10-10:40 <i>Technology</i> | | Period 3 10:10-10:40 <i>Art</i> | Period 3 10:10-10:40 <i>Technology</i> |
| Period 4 10:45-11:15 <i>Science</i> | Period 4 10:45-11:15 <i>Science</i> | | Period 4 10:45-11:15 <i>Science</i> | Period 4 10:45-11:15 <i>Science</i> |
| Period 5 11:20-11:50 <i>Social Studies</i> | Period 5 11:20-11:50 <i>Social Studies</i> | | Period 5 11:20-11:50 <i>Social Studies</i> | Period 5 11:20-11:50 <i>Social Studies</i> |
| Period 6 11:55-12:25 <i>Lunch</i> | Period 6 11:55-12:25 <i>Lunch</i> | | Period 6 11:55-12:25 <i>Lunch</i> | Period 6 11:55-12:25 <i>Lunch</i> |
| Period 7 12:30-1:00 <i>Academic intervention</i> | Period 7 12:30-1:00 <i>Study Hall</i> | | Period 7 12:30-1:00 <i>Academic intervention</i> | Period 7 12:30-1:00 <i>Study Hall</i> |

| | | | | |
|---|---|--|---|---|
| Period 8 1:05-1:35 <i>PE</i> | Period 8 1:05-1:35 <i>FACS</i> | | Period 8 1:05-1:35 <i>PE</i> | Period 8 1:05-1:35 <i>FACS</i> |
| Period 9 1:40-2:10 <i>Spanish</i> | Period 9 1:40-2:10 <i>Spanish</i> | | Period 9 1:40-2:10 <i>Spanish</i> | Period 9 1:40-2:10 <i>Spanish</i> |

Secondary Grading Expectations

When we initially closed and went remote due to the COVID closure, expectations for grading student work were significantly relaxed. Given the additional time for planning and extension of time to implement remote learning, we have re-established grading practices that are more aligned to pre-COVID instruction. Our expectations for students are outlined below.

- We will formatively assess student performance on assignments and New York State standards while providing feedback and opportunities for reteaching and learning. (Formative Assessment is feedback rating not a final numerical grade.)
- We will continue to differentiate our instruction to support the learning of all students.
- We will design learning targets based on the New York State standards and use summative assessments to determine students' level of performance/mastery.
- Teachers will focus on assessing knowledge and achieving standards, not task completion
- Opportunities for improvement based on actionable feedback
- Due dates are good guidelines for kids and parents to gauge progress toward a goal, but teachers will accept late or revised assignments up until the mid/end of the marking period.
- "Grade books" close at mid-marking period and end of marking period (every 5 weeks). After grade books are closed, late assignments will be reviewed and given feedback but no numerical grade (COVID related conditions will be taken in to consideration and addressed individually)
- Formative assessments/assignments will be graded using the attributes
 - **Attributes: (will confirm with Canvas)**
 - MA (Mastery)
 - S (Satisfactory)
 - NI (Needs Improvement)
 - MI (Missing)
 - EX (Excused)

- Students will have at least 1 numerical grade (summative assessment/assignment) per week, except for AIS (CSMS only) and Band and Chorus at both CSMS and PVM.
- ALL grades /work will be updated weekly by teachers by end of day on Wednesdays.
- Students and Parents are responsible to monitor grades/progress in SchoolTool (Canvas) on a weekly basis. If you have any questions about grades or need more specific information, **please contact your teacher.**
- Attributes of MI, NI require the student to submit/resubmit work for a revised grade before the end of the mid/end of the marking period

CSMS Class Period Framework for Remote Learning

This is a sample framework and may be revised somewhat in some classes.

| | Lesson Opening (~5-10 min) | Partner and Independent Work (~10-15 min) | Lesson Closing (~5-10 min) | Flex Time (~5 min) |
|--|--|---|--|---|
| Essential Element | <p>Welcome. Warm and engaging but brief. Teach new content or explore more about previous topic(s).</p> <p>Engage students actively within the first 3 minutes.</p> <p>Review Learning Target, Warm up activity.</p> | <p>Students complete work independently or with partners (use of breakout sessions).</p> <p>Collaborative activity</p> <p>Can be whole group, small group, independent, or a mix.</p> | <p>Back to whole group.</p> <p>Study misconceptions. Lesson summary.</p> <p>Share reading/ re reading.</p> <p>Set expectations for homework completion and submission.</p> | <p>Academic support.</p> <p>Small group check in or re teach. Homework started or submitted. Shared or independent reading.</p> |
| Potential Instructional Strategies | <i>Attention Grabber, Memory Box, , Association triangle</i> | <i>Think-Pair-Share, Group Discussion, Turn & Talk</i> | <i>Home Learning Planner, Pictures with a Purpose, Main Idea Organizer,</i> | <i>Got it!, Effort tracker form, Association Triangle</i> |
| Gradual Release of Responsibility Element | Focused instruction (“I do”) | Guided instruction/Collaborative learning (“We do/We do together”) | Independent learning (“You do”) | |

| | | | | |
|---------------------------|--|--|-------------------------------------|--|
| Key Visual to Show | T face visible. Orientation screen, materials needed, lesson overview. | Overview screen, directions for independent task, ideally remains visible throughout lesson. | As much T face visible as possible. | Closing screen: clear explanation of what is due, when, and how to submit. |
|---------------------------|--|--|-------------------------------------|--|

Instructional Plan and Schedule for Paul V. Moore High School

Paul V. Moore High School will implement a combination of synchronous and asynchronous virtual instruction to students in grades 9-12.

Structure and Delivery of Instruction

- Paul V. Moore High School will follow a remote synchronous schedule 4 days a week, Mondays, Tuesdays, Thursdays, and Fridays. Our curriculum will follow the New York State Standards.
- Each class will be one hour in length, 9:30-10:30, 10:45-11:45, Lunch, 12:30-1:30, 1:45-2:45.
- The lesson will be 45 minutes in length and there will be a 15 minute Advisement time for academic support from the classroom teacher.
- Classes will meet twice in a 4 day cycle, with PE once in a 4 day cycle.
- By creating a synchronous schedule for students to follow, they will be able to have live direct instruction with a teacher while following a gradual release of responsibility model. The teacher will present focused instruction, guided instruction, collaborative learning and independent learning. Students will be video and audio conferencing with their teacher and classmates while engaging in large group and small group sessions. The synchronous schedule includes routine scheduled times for students to interact and seek feedback and support from teachers.
- On Wednesdays, we will provide remote asynchronous instruction which will include remedial and small group differentiated instruction, activities and assignments delivered through our learning management system. In addition, students will have opportunities for support, interventions, enrichment, band and chorus lessons.
- Both synchronous and asynchronous instruction will be through our common learning management system called Canvas.

- Teachers will have professional development on how to use the new learning management tool and time to develop their platform to prepare for teaching remotely.
- All students will be provided a Chromebook as their tool to access the learning management system. The Chromebook has the ability for audio and video conferencing to increase interactions with teachers and peers.
- We will survey and identify families who do not have consistent reliable access to high-speed internet at a sufficient level to fully participate in remote learning and will be providing them with a hot spot or transportation to Paul V Moore High School where they will have access to the internet and can follow the same schedule as all students. While at PVM, students will have access to school breakfast and lunch and may bring a snack from home.
- Teachers will still be working their full contractual day. Outside of the synchronous schedule, teachers will be using that time to plan, conference with parents and students, and be provided additional training, faculty meetings, home visits, etc..

Grading

- We will formatively assess student performance on assignments and New York State standards while providing feedback and opportunities for reteaching and learning.
- We will continue to differentiate our instruction to support the learning of all students.
- We will design learning targets based on the New York State standards and use summative assessments to determine students' level of performance/mastery.
- Specific grading information is included in the next section.

College Courses

- We will continue to offer courses for college credit.
- College courses will use the same synchronous and asynchronous schedule.
- We will collaborate with the colleges to ensure their requirements are being met while maintaining our remote instruction.

Vocational/CTE Courses

- Students attending vocational/CTE courses will do so in a combination of in-person and remote learning as designed and delivered by CITI BOCES.

Special Education Services

- Special education services and accommodations will be provided in alignment with all regulations during the remote learning instructional period.

- Students who attend exceptional educational special education classes will receive those classes either in person or remotely as determined on an individual basis aligned to parent request/permission.
- Related services will be provided to students as specified on each child's IEP in person, virtually or in a hybrid format on a case by case basis as determined by the related service providers in collaboration with our families.
- Communication with students with IEP's and the parents of students with IEP's is being provided and documented by Special Education Teachers and Related Service Providers with these 4 strategies:
 - Email Communication
 - Phone Contact Logs
 - Daily Activity Logs
 - Progress Monitoring for March and June Progress Reports related to IEP Goals and Objectives

Alternative Education Programs

- Students enrolled in Alternative Education programs outside of Paul V. Moore through BOCES, will have those services provided in person.

Attendance

- We will follow the attendance policy developed by the District that will include attendance credit for students in attendance during the synchronous instruction and who can be tracked for completion of the asynchronous instruction.

Social Emotional Learning and Support

- In order to develop a culture of thinking and learning, we will first build positive relationships, create a safe learning environment and a respectful supportive classroom. Teachers will have professional development/training prior to the start of school, addressing social emotional needs for themselves and their students.
- Teachers, parents and students will be provided with resources of what supports we have in the building and local agencies that are available.
- Students who need additional support will be identified based on concerns from the previous school year and through a referral process initiated by any adult and reviewed by our LCSW/Social Worker, School Psychologists and the School Counseling Department.
- Supports will be offered to these students in the form of mentorship, counseling, check-ins, home visits, small group and/or individual skill building sessions.
- We have social workers, social worker assistants, school counselors, and school psychologists who will be available daily to support our students as well.

Food Service

- Students who are without remote access will be in attendance at school, will access breakfast and lunch while at school. Students may bring a snack from home and eat in their learning area.
- Food distribution information for all other students who qualify will be on the website.

Communication Plan

- All stakeholders will receive communication through our Blackboard communication system where the same message can be delivered by phone message, text and email. In addition, administration will continue to provide video messages addressing announcements, achievements, and information while promoting safety and wellness.

Instructional Schedule

- 4 day cycle of A, B, C, and D.
- Most classes will be on either A/C days or B/D days.
- Classes will be one hour in length and students will only have 4 classes to focus on each day.
- 1 hr class = 45min lesson and 15 minute advisement time
- On Mondays, Tuesdays, Thursdays, and Fridays, students will follow a **synchronous** schedule.
- On Wednesdays students will follow an **asynchronous** schedule. Teachers will be available all day for student support and deliver remote learning in the format of individual or small group learning for the purposes of reteaching and instructional support.

Sample PVM Remote Learning Schedule for 2020

| Monday A day | Tuesday B day | Wednesdays | Thursday C day | Friday D day |
|--|--------------------------------------|---|--|---|
| Synchronous | Synchronous | Asynchronous | Synchronous | Synchronous |
| Block 1 9:30-10:30 <i>Algebra</i> | Block 1 9:30-10:30 <i>English</i> | In addition to offering time to complete assignments, the following options will be available: - Advisement support to conference with teachers for homework help, test prep, assistance | Block 1 9:30-10:30 <i>Algebra</i> | Block 1 9:30-10:30 <i>English</i> |
| Block 2 10:45-11:45 <i>Studio Art</i> | Block 2 10:45-11:45 <i>PE</i> | | Block 2 10:45-11:45 <i>Studio Art</i> | Block 2 10:45-11:45 <i>Earth Science</i> |

| | | | | |
|--|--|---|--|--|
| | | - Academic Intervention Support - Band and Vocal Lessons - Enrichment activities/workshops - Counseling support meetings - College &/ Career Planning | | <i>Lab</i> |
| Lunch 11:50-12:15 | Lunch 11:50-12:15 | | Lunch 11:50-12:15 | Lunch 11:50-12:15 |
| Block 3 12:30-1:30 <i>Global Studies</i> | Block 3 12:30-1:30 <i>Study Hall (independent)</i> | | Block 3 12:30-1:30 <i>Global Studies</i> | Block 3 12:30-1:30 <i>Study Hall (independent)</i> |
| Block 4 1:45-2:45 <i>Spanish</i> | Block 4 1:45-2:45 <i>Earth Science</i> | | Block 4 1:45-2:45 <i>Spanish</i> | Block 4 1:45-2:45 <i>Earth Science</i> |

Secondary Grading Expectations

When we initially closed and went remote due to the COVID closure, expectations for grading student work were significantly relaxed. Given the additional time for planning and extension of time to implement remote learning, we have re-established grading practices that are more aligned to pre-COVID instruction. Our expectations for students are outlined below.

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- Attributes of MI, NI require the student to submit/resubmit work for a revised grade before the end of the mid/end of the marking period

This graphic represents a sample of what remote learning looks like by period at PVM. It is subject to change based on individual class lesson/need.

| Paul V. Moore High School 1-Hour Block Breakdown (Example) | | | |
|---|-------------------------|--|---|
| Block Time | Lesson Breakdown | Gradual Release of Responsibility | Key Visuals -What to look for- |
| 9:30-9:35 (~5 min) | Lesson Opening | “You Do” | Engagement Activity i.e. Review Learning Target, Warm up activity, Attention Grabber, Attendance Survey, etc. |
| 9:35-9:50 (~15 min) | New Learning | “I Do” | Teach new content or explore more about previous topic(s). i.e. Direct Instruction, New Content Delivery/Presentations, Focused |

| | | | Instruction |
|--------------------------|------------------------------------|----------------------------------|--|
| 9:50-10:05 (~15 min) | Partner & Independent Work | “We Do” “You Do Together” | Students work independently and/or with a partner in a breakout group. i.e. Think-Pair-Share, Group Discussion, Association Triangle, Turn & Talk, Guided Instruction. |
| 10:05-10:15 (~10 min) | Lesson Closing | “You Do” “We Do Together” | Students work synchronously as a whole class. i.e. Exit quizzes, Exit Ticket, 3-2-1, TAG Feedback, Fist Lists, Collaborative Learning |
| 10:15-10:30 (~15 min) | Flex Time (Academic Support) | “You Do” | Individual or small-group check-ins or reteach. ie. Independent Learning, Homework Help, Intervention, Explanation of what is due when & how to submit, etc. |

Suggestions for setting up a remote learning workspace

While we understand that everyone's situations are different, we thought it might be helpful to provide some suggestions on how to ready a workspace for optimum function in your personal remote learning environment. The ideas below are merely guidance and not required.

- Choose as quiet a workspace as possible. Organize your school workspace appropriately.
- Sit in a location where you can use your device and materials and be able write or take notes. Have your materials prepared in advance of logging in to your class/learning session.
- If possible, maintain a workspace that is separate from other people in your house. If you have access to earphones and a microphone, it might help you reduce distractions and hear better.
- Minimize other distractions by turning off your phones, games, music, or extra tabs, etc.

- Look at your workspace to be sure that what the other guests can see is appropriate. Some people choose to hang a sheet, table cloth, favorite sports poster, etc. in the background of their virtual learning space.

Expectations for attending LIVE Video Conferencing (ZOOM, Meets, Canvas Conferencing, etc.)

It should be understood that participation in live remote learning has all of the same expectations for behavior as an in person classroom situation. There are some specific guidelines that need to be followed when attending a synchronous (live) session through ZOOM, CANVAS or other conferencing tools.

Please see those expectations below:

- Log in to your live session on time or a couple of minutes early. If you have to arrive late, do so but quietly and without interrupting the rest of the class.
- Make sure you check your video and audio output before you link in to the live session.
- Turn on your video. Adjust your camera so your entire face is visible. If you have concerns about using your video, please speak with your teacher privately to see what accommodations can be made.
- Mute your microphone until you have an opportunity and have been invited to ask questions or speak.
- Signal the teacher of the class and wait to be called on to ask questions or speak.
- When you are called on to speak, be sure that any background noise, such as radios, pets, siblings, is avoided.
- If you need to excuse yourself to use the restroom or attend to something important, mute your microphone and turn off your camera until you return.
- If you lose connection, reconnect to the session using the original link. No need to announce your return, just keep working.
- Minimize your distractions by turning off your phones, games, music, or extra tabs, etc.
- Use the chat feature to ask questions whenever possible. What you include in chat can be seen by everyone so make sure it is appropriate for school.
- Dress appropriately, same or similar expectations for dress as if you are in school.
- Bullying and other disruptive interactions will not be tolerated. Consequences for such actions will align to the Code of Conduct.
- If possible, snack during the breaks in learning.

- Don't do private things while in your meeting. Remember everyone can see and may be able to hear what you and the other members of your household are doing.
- Stay focused, take notes, revisit the video recorded lesson in Canvas if you need to.
- **DO NOT** record or take pictures of your live session screen. This is in the Code of Conduct under "creation of defamatory literature". All regular consequences will be implemented.

Students who choose not to abide by the expectations will have the same or similar consequences as when they are in the regular classroom. In situations where the rules are not followed, the consequences below may occur:

- Students may be directed to change the behavior by the teacher.
- Students may be removed from the virtual learning environment with follow up consequences as appropriate;
- Parents may be contacted and informed of the disruptive behavior.
- Students may be restricted from participating in live interactive activities similar to a suspension. Access to asynchronous lessons will be made available should this happen.

As stated in our ReOpening Plan, all instructional plans are subject to change based on Executive Order, CDC/DOH or SED Guidance

Contingent Plan for Hybrid Instruction at the Elementary Level

- Should we find that in person instruction is no longer able to take place and the need to go 100% virtual is necessary, students will have their Chromebook (1:1 devices) at home with them. Teachers will utilize the Learning Management System of Canvas to instruct their students both synchronously and asynchronously. Teachers would need to hold both small and large group virtual class sessions.

Contingent Plan for Hybrid Instruction at Secondary Level

- Should guidance on social distancing and other restrictions allow; or should we find that requests for virtual only enrollment at the secondary level reduce the number of students requiring / requesting in person instruction and that number meets the logistics and restrictions for transportation, students per classroom and available staffing, we will develop an in-person rotation for hybrid learning on a rotational schedule. To do so at this time, with our current requests for in-person we would be forced to have learners complete a much higher amount of asynchronous (on their own) learning similar to the process used last spring. It is estimated that students would have one day of in person instruction and 4 days of asynchronous learning.