

REOPEN GCS ~ Remote Learning Plan
August 14, 2020

NYS Guidance on Teaching and Learning

"Mandatory teaching and learning requirements include providing clear opportunities for equitable instruction for all students; ensuring continuity of learning regardless of the instructional model used; providing standards-based instruction; ensuring substantive daily interaction between teachers and students; and clearly communicating information about instructional plans with parents and guardians.

To allow for schools and districts to adapt to complications caused by the pandemic, certain flexibilities will be authorized, including: flexible student/staff ratio in prekindergarten; extended time for prekindergarten and kindergarten screening to be completed; a waiver allowing districts to convert UPK seats from full-day to half-day (not applicable to Statewide Universal Full Day Pre-K programs); flexibility with the 180 minutes per week Unit of Study requirement; flexibility in the delivery of physical education; allowance for a blend of hands-on and virtual science laboratory experiences; and when appropriate, districts and charters may utilize remote or virtual work-based learning experiences for CTE and CDOS programs" ([State Education Department Issues Guidance to Reopen New York State Schools, 2020](#)).

Guiding Principles

- A. Equity is at the heart of all school instructional decisions. All instruction will be developed so that whether delivered in-person, remotely, or through a hybrid model there are clear and consistent opportunities for instruction that are accessible to all students.
- B. Instruction will be aligned with the outcomes in the [New York State Learning Standards](#).
- C. Instruction will include regular and substantive interaction with the teacher, regardless of the delivery method.
- D. The district will ensure there is a clear communication plan for how students and their families can contact the school and teachers with questions about their instruction and/or technology.
- E. Instructional engagement includes direct and synchronous interaction with their teacher as well as time engaged in standards-based learning that reflects our academic standards.
- F. These learning experiences may include collaborative and/or independent work; completing online modules or tasks; viewing instructional videos; responding to posts or instructor questions; engaging with other class participants in an online or phone discussion; conducting research; doing projects; or meeting with an instructor face to face, via an online platform or by phone. The district will ensure the supported continuity of learning and that all students have access to assistance from a qualified teacher when they need it.
- G. Instructional experiences will include academic and other supports designed to meet the needs of the individual student.
- H. Any instructional experience will include meaningful feedback on student assignments and methods of tracking student engagement and success.

Grading

- Given the flexible instructional models, GCS will follow all the Board of Education grading policies while encouraging and supporting all teachers to integrate alternate assessments that would alleviate concerns regarding academic integrity associated with each model. These procedures will be clearly communicated and transparent to students, parents, and caregivers.

- Grading is considered a positive tool to indicate achievement and development in each class or subject in which a student is enrolled. The Board of Education recognizes that the classroom teacher has the primary responsibility to evaluate students and determine student grades.
- The District will continue to use a uniform grading system. Classroom teachers will evaluate students and assign grades according to the established system.
 - PreK-6 will implement a standard-based reporting system.
 - 7-12 grades will continue to be reported numerically, on a scale of 0-100.
- Grading shall be based upon student improvement, achievement, and participation in classroom discussions and activities regardless of the instructional delivery model (In-Person, Hybrid, or Remote).
- Grade 7-12 parents/guardians will be able to access the written/numerical progress reports via eSchoolData as indicated on the 2020-2021 school calendar.
- The use of marks and symbols will be appropriately explained on all K-12 report cards.
- Grading will not be used for disciplinary purposes, i.e. reducing grade for an unexcused absence, although a lower grade can be given for failure to complete assigned work or for lack of class participation.
- All students are expected to complete the assigned class work and homework as directed by their assigned teacher(s) during in-person, remote, and hybrid instruction. Students are also expected to participate meaningfully in class discussions and activities in order to receive course credit.
- If work is missed due to absence, the student is expected to make up the work.
- Students who are absent shall be given reasonable time to make up assignments missed during their absence. When necessary and applicable, assignments may be sent home and teachers shall be available to render necessary assistance.
- We will continue to follow the code of conduct regarding plagiarism and cheating.
- It is the student's responsibility to request all makeup assignments from subject teachers following absence(s) from class.

Dynamic Learning Model: Remote and In-Person Learning

Goal: Align both models to ease transition (please note phase-in schedule is subject to change.)

Rationale: The Germantown Central School District has given parents the choice of having their children attend the in-person instruction or participate in learning remotely. All students will begin the 2020-2021 school year in the remote model. Beginning 9/28/2020, students whose parents/guardians have chosen in-person will begin to phase into that model. This plan allows school personnel, parents and students the time to acclimate to our schedules, procedures, address issues as they arise, and find successful solutions without overwhelming the system.

Phase-in timeline:

September 7-11	Superintendent Conference Days: All staff engages in professional development
September 14 - 25	The entire district is engaged in remote learning
September 28 th	Pre-Kindergarten and K begin in-person instruction
September 30 th	Grades 1-3 begin in-person instruction
October 5 th	Grades 4-6 begin in-person instruction
October 13 th	Grades 7-8 begin in-person instruction
October 19 th	Grades 9-12 begin in-person instruction

Jr/Sr High School Parameters while Remote (grades 7-12)

- Attendance will be taken every period.
- For students attending remotely they will be expected to attend their scheduled classes virtually through Microsoft Teams or Zoom.
- All students while remote would meet with teachers for whole group instruction between the hours of 9:00 am-1:35 pm M/T/W/TH/F. (see chart below for sample schedule)
- The hours of 8:00-9:00 am and 1:40-3:30 pm would be reserved for individual and small group lessons, parent contact and professional duties.
- As students phase-in to in-person learning, they would follow the same daily schedule as listed below.
- Asynchronous and synchronous learning will be utilized.
- Daily teacher office hours will be provided.

SAMPLE SCHEDULE

Time	Grades 7-12
8:00-8:55	Individual / group work
9:00-9:30	Period 1
9:35-10:05	Period 2
10:10-10:40	Period 3
10:45- 11:15	Period 4
11:20-11:50	Period 5
11:55-12:25	Period 6
12:30-1:00	Period 7
1:05-1:35	Period 8
1:40-3:00	Teacher led individual and group work

Elementary School Parameters while Remote (grades Pre-K – 6)

- Daily attendance will be recorded based upon learning participation.
- All students will meet with teachers both in whole group and small group and/or individual instruction within each school day. (see chart below for sample schedule)
- As students phase-in to in-person learning, they will follow a similar daily schedule as listed below.
- Asynchronous and synchronous learning will be utilized.
- Daily teacher office hours will be provided.

SAMPLE SCHEDULE

Monday-Friday	Pre-K through Grade 6
8:00 a.m. – 8:55 a.m.	<u>Community Time</u> Morning Meetings, Virtual School Assemblies, Social Emotional Learning, Silent & Shared reading and writing
AM Instruction (before lunch)	<u>Core Learning</u> Math, ELA, Social Studies, Science, Art, Music, Physical Education <i>Direct instruction, Project-based activities, Independent and partner work, Integrated support services</i>
To be determined	Lunch / Recreation
PM Instruction (after lunch)	<u>Core Learning</u> Math, ELA, Social Studies, Science, Art, Music, Physical Education <i>Direct instruction, Project-based activities, Independent and partner work, Integrated support services</i>
1:40 p.m. – 3:00 p.m.	<u>Community Time</u> Afternoon Meetings, Virtual School Assemblies, Social Emotional Learning, Silent & Shared reading and writing

Digital Equity and Access Plan

- I. All GCSD students have a district-owned iPad. Deployment will depend on decision of model in August.
 1. For all models, students who will engage in remote instruction at the beginning of the school year will be given a pick-up time for materials and their device.
 2. Those who cannot pick up their materials and devices, will have them delivered to them.

- II. All GCSD teachers have a district-owned iPad and a district-owned laptop (Windows operating system).
 1. Need to assess the existence of webcams on laptops for those who prefer that device for remote instruction
 2. All students and teachers who are engaged in in-person teaching and learning, will take their devices home with them daily. A set of “loaner” devices will be used for students who leave a device at home and must have it during the school day. Loaned devices will be cleaned between use by different students.

- III. The district uses surveys, email and telephone calls to learn the level of high-speed internet in their residence or location of choice when engaging in remote instruction.

- IV. The district has and will continue to seek ways to improve insufficient internet access for students and staff. This includes:
 1. Wifi locations for downloading and uploading assignments and student work
 2. Partnerships with local internet providers to provide internet service at a reduced cost
 3. Identification of donors who wish to assist families in need with the cost of internet service
 4. Consideration of a grant-funded mifi device for families in need
 5. Consideration of the use of three local buildings where students could be dropped off and supervised by district personnel (to ensure all health & safety protocols are being followed) while using the community site’s internet service (possible locations in Germantown are: Fire House, Town Activity Building and Town Library).

- V. Equipment, Materials, Supplies, Software
 1. Assess the need for additional document cameras
 2. New Pearson license to ensure application works on iPads
 3. Consideration of Realize Reader (Savvas)

- VI. Training / Professional Development for staff
 1. Microsoft groups will now sync from eSchoolData for Teams
 2. Microsoft Innovating Education – Basic overview of many different MS apps, broken down into several self-paced modules.
 3. Microsoft Office Help & Training at <https://support.microsoft.com/en-us/office>

- VII. Organizational Ideas and Technology training for Parents
 1. AUP includes opt-out of new parent/guardian insurance policy
 2. Prepare separate materials for HS and Elementary students
 3. GCSD IT Help Line for parents, include a information packet (or sticker) with device
 4. Create a best practices/troubleshooting guide
 - a. Tips on iPad charging & conserving battery life
 - b. Consider including directions to reseal the iPad keyboard or have them contact IT
 - c. Include ideas to improve signal, such as “Sit by your WiFi router”
 - d. Integrate Questar III document:

<https://www.questar.org/wp-content/uploads/2020/03/Improving-WiFi-Connections-at-Home.pdf>