

Phelps Clifton-Springs Central School District

Transition Plan to Short-Term Remote Learning

***As a result of a School Closure Initiated by
NYS Department of Health or Ontario
County Public Health***

Grades PreK-12



INFORMATIONAL GUIDE FOR STUDENTS AND FAMILIES

Transitioning to Remote Learning

If the NYS Department of Health or Ontario County Public Health require a switch to remote learning as a result of COVID-19 procedures for a period of time, the following information will outline the transition from in-person learning to remote learning by the school. In addition, the added Student and Family Guide for Remote Learning will highlight methods of communication, instructional tools, and setting up a remote learning environment in the home.

A communication will be sent to families by the Superintendent declaring a switch to remote learning.

Transition for Short Term Remote Learning

Pre-K-6	Check Seesaw for teacher instructions
7-12	Check Schoology for teacher instructions. School schedule will continue as normal.

Transition Period for Extended Remote Learning

The transition period to extended remote learning for Pre-K-6 students will occur across 3 days

DAY 1	DAY 2	DAY 3
<p>A Blackboard Communication and Seesaw message will be sent to students and families sharing:</p> <p>Students who did not bring their devices home will have an opportunity to pick them up from 8am-3pm.</p> <p>A Schedule for DAY 2 will be shared and will include:</p> <ul style="list-style-type: none"> • Student Check-in time • Interactive • Modeling of Remote Learning • Review of online learning expectations • Asynchronous lessons 	<ul style="list-style-type: none"> • Students will connect with class and courses to check-in and to go over the appropriate learning management systems (i.e., Seesaw, Zoom) • Practice an asynchronous activity and then connect back to a synchronous check-in • Provide asynchronous lessons • Communicate the schedule for Day 3. 	<ul style="list-style-type: none"> • All classes will follow the daily schedule. Asynchronous (independent) work will be provided with synchronous (live) opportunities for questions and feedback. • Meal service becomes available according to guidelines. See Meal Service section for details.

Instructional Framework for Short-Term Closure

- K-6 classes will follow a similar schedule to the sample schedule displayed below. Your child’s teacher will communicate further about schedules in more detail.
- **Asynchronous (not real time) and Synchronous (live) Instruction of new material will be provided with support from the student’s teacher.**
 - This may include students’ watching video lessons created by teachers and/or direct contact between teachers and students live in Zoom sessions.
- Students will receive intentionally designed instruction about learning targets that are directly aligned with New York State Standards and local curricula.
- Instruction will focus on standards that are foundational for future learning in other courses and/or grade levels.
- Teachers will stick to the essentials. Concrete goals and detailed examples/modeling will be communicated. Student practice and feedback will be incorporated to foster the ongoing learning cycle through asynchronous and synchronous learning opportunities.

Synchronous 	Asynchronous 
Students learn at the same time.	Students learn at different times.
Communication happens in real time.	Communication is not live.
Possibly more engaging and effective.	Possibly more convenient and flexible.
Allows for instant feedback and clarification.	Allows students to work at their own pace.
 Examples Video conferencing, live chat, live streamed videos.	 Examples Email, screencasts, Flipgrid videos, blog posts/comments.

Sample Student Schedule PK-3 (Full Remote)				
Monday	Tuesday	Wednesday	Thursday	Friday
				
Remote Learning: <ul style="list-style-type: none"> • Respond to Daily Check-In posted on SeeSaw • Complete paper-based activities sent home and/or activities posted to SeeSaw (Math/ELA) 	Remote Learning: <ul style="list-style-type: none"> • Respond to Daily Check-In posted on SeeSaw • Complete paper-based activities sent home and/or activities posted to SeeSaw (Math/ELA) 	Remote Learning: <ul style="list-style-type: none"> • Respond to Daily Check-In posted on SeeSaw • Science or Social Studies lesson(s) posted on SeeSaw 	Remote Learning: <ul style="list-style-type: none"> • Respond to Daily Check-In posted on SeeSaw • Complete paper-based activities sent home and/or activities posted to SeeSaw (Math/ELA) 	Remote Learning: <ul style="list-style-type: none"> • Respond to Daily Check-In posted on SeeSaw • Complete paper-based activities sent home and/or activities posted to SeeSaw (Math/ELA)
Based on individual teacher style and preference: <ul style="list-style-type: none"> • Zoom link(s) for connecting to Morning Meeting, Literacy & Math Lessons (recordings posted later) OR Playlist/Choice Board of lessons and activities posted to SeeSaw to complete at own pace • Possible Zoom sessions for individuals or small groups (Reading Interventions, Math Interventions, ENL, OT, PT, Speech, etc.) 		OPTIONAL for families: <ul style="list-style-type: none"> • Office Hours to connect with teachers • Possible Zoom sessions for individuals or small groups 	Based on individual teacher style and preference: <ul style="list-style-type: none"> • Zoom link(s) for connecting to Morning Meeting, Literacy & Math Lessons (recordings posted later) OR Playlist/Choice Board of lessons and activities posted to SeeSaw to complete at own pace • Possible Zoom sessions for individuals or small groups (Reading Interventions, Math Interventions, ENL, OT, PT, Speech, etc.) 	
Specials (Art, Music, or PE): <ul style="list-style-type: none"> • Specials assignments posted to SeeSaw 	Specials (Art, Music, or PE): <ul style="list-style-type: none"> • Specials assignments posted to SeeSaw 	Specials (Art, Music, or PE): <ul style="list-style-type: none"> • Specials assignments posted to SeeSaw 	Specials (Art, Music, or PE): <ul style="list-style-type: none"> • Specials assignments posted to SeeSaw 	Specials (Art, Music, or PE): <ul style="list-style-type: none"> • Specials assignments posted to SeeSaw

Special Education and Related Services

<p>Special Education</p>	<p>Special Class Teachers: (Ross/Busby/Flinn)</p> <ul style="list-style-type: none"> • Teachers will provide a synchronous lesson per the building schedule (daily/alternate days) in the areas of content that you have special class students assigned (ELA, Math, Science or Social Studies) • Teachers will provide an activity or video to be completed by students for grading and/or progress monitoring purposes. • Teachers will provide office hour slots daily to assist students on activities or provide individual student time, separate from the scheduled class, to provide extra assistance to the student. Teaching assistants and aides may also be assigned through the teacher to these daily office hours. • Progress monitoring of goals will continue regularly. <p>Co-Taught or Consultant Teacher Direct Teachers: (Smartt, Murray, Phillips, Freeman, Milliman, Quagliata, Rohan)</p> <ul style="list-style-type: none"> • Special education teachers will collaborate with their general education teacher partners to provide a synchronous lesson per the building schedule (daily/alternate days) in the areas of content (ELA, Math, Science, or Social Studies). • Teachers will provide activities or videos to be completed by students for grading and/or progress monitoring purposes. • Teachers will provide office hour slots daily to assist students as they would during WIN time. If there are teaching assistants or aides assigned to work with students in the co-taught classroom, they may also be assigned through the teacher to these daily office hours. • Progress monitoring of goals will continue regularly. <p>Resource Teachers: (Aceto, Windus, Fratto, Rothberg)</p> <ul style="list-style-type: none"> • Reading teachers assigned resource room will provide synchronous time slots per the building schedule (daily/alternate days) to the students assigned to them for specialized reading. If this does not work for the students or families, the teachers will consult with them for the provision of a daily office hour slot to provide synchronous assistance to the student on specialized reading. • Progress monitoring of goals will continue regularly.
<p>Related Services</p>	<p>OT, PT, Speech Pathologist, Psychologists, Counselors and Social Workers</p> <ul style="list-style-type: none"> • During full remote instruction time frames there are not group related services. Only individual related services occur. • Staff will schedule, with parent input, the time frame of at least <u>one synchronous related service per week</u>. • Asynchronous activities and videos can be assigned more than the once-a-week synchronous service in order to provide the documented IEP services for the month. • Counselors, psychologist and social workers will consistently review the engagement tool and meet regularly as a team with building and district administration during the closure to provide further avenues of connection to families, students & staff. • Progress monitoring of goals will continue regularly.

ENL, Reading & Math AIS Teachers

- ENL, Reading, & Math AIS teachers will collaborate with general education teacher partners to support synchronous lessons in the areas of content (ELA/Rdg, Math, Science, or Social Studies) assigned. They will utilize break-out rooms as necessary for small group instruction.
- In addition, they will provide a weekly asynchronous activity or video to be completed by students to further support learning and for progress monitoring purposes.
- They will offer small group or individual synchronous intervention lessons to students on their caseload.
- Finally, they will provide office hour slots to assist students on asynchronous activities and check-in.
- If the schedule does not work for the students or families, consult with them to try to make other arrangements and to document family preferences (such as less services).

Meal Service During Short-Term Remote Learning

Food Service Protocols for Short-Term Remote Learning Scenario (less than 1 week)

- The weekly meal delivery schedule would continue on Monday's for students that are pre-enrolled by the previous Wednesday.
- Meal pick-up will also be offered outside the entrance of the secondary school by the high school cafeteria. Families will remain in their vehicle and a food service staff member will bring the meals to the car.
- Families may request a pick-up by going to www.midlakes.org. Requests must be made by 6:00am on the day of pick up.
- Pick/up times will be determined and posted on school website once remote learning is implemented.

Food Service Protocols for Long-Term Remote Learning Scenario (more than 1 week)

- Parents may request delivery food service for remote learners by completing the request form on the Food Service Department page at www.midlakes.org.
- Meal service is anticipated to begin on the first Monday that falls on or after Day 3 of the Short-Term Closure.
- Meals will be delivered in a 5 day format on Mondays.

For help with the form, for special dietary needs, or with questions about the program, please email foodservice@midlakes.org or call 315.548.6415.

Technology & Digital Learning Assistance

Students should be bringing home their device each night. If a student did not bring their device home, there will be an opportunity to pick up the device up from their school from 8am-3pm on DAY 1. Please call the school ahead of time to set up a time to pick up. A wait time may occur while the device is retrieved.

Teachers will use a variety of applications to deliver instructional material. The list below contains district approved/supported technology tools. In most cases, these platforms are familiar to students. By emphasizing these specific resources, students will have a more seamless learning experience.

Connecting to Remote Learning Instruction

Students will need to use their Midlakes issued device.

All students will use Zoom to have live (synchronous) classes. Each class will have a distinct code or nickname so that students can join when a class has started.

Codes will be sent through individual teacher communications.

Codes will help students access the particular Zoom session at the time specified on a student schedule.

Expectations During Remote Learning

Students are expected to follow these guidelines for remote learning based on their grade level. Teachers will be reviewing these expectations with students and reinforcing them throughout the year. Families are encouraged to use common language when discussing expectations at home with regard to learning remotely.

- [UPK-3 expectations matrix](#)
- [4-6 expectations matrix](#)
- [7-12 expectations matrix](#)

Remote Learning Point of Contacts

For questions about:

- A subject, assignment, or resource, contact your child's teacher
- A personal, academic, health, or social-emotional concern, contact the school nurse, school counselor, and/or related service provider.
- Families may contact Midlakes Helpdesk at techhelp@midlakes.org for assistance in connecting their devices to the Internet and to address other issues. The email is regularly monitored. Those unable to send email should let their teacher or principal know about the issue as soon as possible.

Creating a Positive Remote Learning Environment

Think about your child's SPACE	Think about your child's SCHEDULE	Think about your child's STYLE
<ul style="list-style-type: none">• What does the space look like?• What supplies are needed?• Is there a light source?• Is it quiet? Would music help?• Is there a way to make this space more special?	<ul style="list-style-type: none">• What is your child's daily/weekly schedule?• How to find assignments• What due dates?• Where to organize assignments and dates?• Does your child need breaks? Or prefer to get it all done quickly?	<ul style="list-style-type: none">• When does your child perform their best?• What additional supports might help your child learn - listen to music? Set timer?• What tips/tricks help your child remember new information?