New Paltz Central School District

Remote Learning Plan/Continuity of Learning Plan
March 2020 - June 2021
GUIDING PRINCIPLES AND EXPECTATIONS
(for Remote or Hybrid)

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Introduction

Essential Questions:

In light of the COVID Pandemic, how do schools keep students and staff safe?
How do we recover from, learn from, and enhance distance learning?

Background:
Under the threat of the COVID 19 pandemic, in March 2020, Governor Cuomo directed the closure of all NYS public schools. A dramatic shift to remote learning ensued. While this change to the way students learn and teachers teach hampered student outcomes in some ways, there were signals that positive outcomes were also afoot.

As schools design programs for the fall of 2020, one overarching question to be addressed relates to safety: In light of the COVID Pandemic, how do schools keep students and staff safe? A fair amount of retrofitting will be required if schools are to become quasi public-health organizations. Our response to this essential question is addressed in the New Paltz Central School District Reopening Plan, currently published on our website.

A second overarching question specifically relates to teaching and learning: How do we recover from, learn from, and enhance distance learning? This Remote Learning Plan begins the discussion around this important work.

Guiding Principles

Teaching and learning in dramatically changed conditions require that we operate school differently. Nonetheless, familiar principles anchor how we will continue to adapt school to this unprecedented time of social and personal stress. We have been guided by these principles as we collected feedback from our stakeholders about our success in using them. Based on that feedback, we have refined our work.

- Emotional well-being -- for ourselves, our students, and our families --- comes first. Everything else, subject matter included, is second. Teaching is relationship-centered and emotion is the power that drives learning. In the present crisis, it is all the more necessary that we keep our students' health, safety, and social and emotional development -- their Social Emotional Learning (SEL) competencies -- strongly in mind.

- Even when we were able to compel them into their seats, our students learned only when they volunteered their attention. Teachers know our students and know what engages them. They will use what they already know and find new ways of continuing to do so remotely. Depending upon grade level and role assignment, as well as comfort with available technology, doing so will be more difficult for some than for others. Any such difficulty can be eased through teamwork.

- Administrators will support this change process through an evolving framework of shared communication models, online resources, and learning opportunities for teachers. Google Suite will be the consistent platform for our remote learning plan.

<u>Shared K - 12 Teaching Expectations</u>

Recommencing on Tuesday, September 8th, teachers will connect with their students online -- via email, teacher and class websites, and/or Google Classroom, as well as through hard copy learning packets, as appropriate. **Sensitivity to current circumstances among our families require that we continue gently.**

EQUITY, INCLUSION AND ACCESSIBILITY (EIA)

Equity, inclusion and accessibility must first be considered when planning curricular units, assessments, and learning activities for students. The pandemic has increased the equity gap in education and has highlighted disparities in student and teacher access to digital devices, learning materials, and the internet.

Existing feelings of stress, anxiety, fear, and anger can be exaggerated when students lack necessary access to the internet, physical activity equipment, or devices to complete assignments. Additionally, the individual needs of students with disabilities and culturally and linguistically diverse learners must be considered.

Considering the logistical and emotional needs of students is extremely important, especially for those who may already have disadvantages prior to the COVID-19 pandemic. Schools should make sure that students can receive and access the course content necessary to learn.

Below are important considerations, whether schools are operating under a model of in-school instruction, remote learning, or hybrid learning. These questions will provide important insights, which will help set realistic expectations and accurately prepare lesson materials so students can be successful:

Access to technology

- How many computers are available in the household?
- Will students be completing assignments primarily from their cellphones? Will this cause limitations (e.g., accessing materials, data limitations)?
- Are there other siblings in the home and how old are they?
- How many people need access to the internet during the day at home? This will impact connectivity.

The demographics or specific circumstances of students

- Are parents/guardians or family members working from home?
- Have parents/guardians or family members lost their jobs?
- Does a student have a difficult home life (e.g., history of abuse, parental substance abuse)?
- What is culturally important or relevant to each student right now? (i.e., How might students be feeling about demonstrations/ protests in response to police brutality?)
- Have any students lost loved ones due to COVID-19?
- How does a teacher's experience differ from those of their students?

Access to materials/equipment at home

- What materials will students use at home to complete assignments?
- Are there materials that are "easily accessible" (e.g., laundry basket, socks, toilet paper, towels) that students might not have access to?

- Will asking students to use equipment/materials from home be realistic for a range of settings (e.g., house,

condo, apartment)?

Students with IEPs or 504 plans

- What students have disabilities or specific needs?
- How can students' needs be met (e.g., closed caption, providing materials ahead of a scheduled meeting time, sending recordings of meetings afterward, visual aids, tutorials, individual virtual meetings)?
- Can any of the accommodations or modifications be used for all students?
- Will wearing face coverings impact students' ability to interpret emotions and facial expressions and ability to hear speech?

English-language learners

- How can assignments be made available?
- How can communication with parents/guardians be timely and efficient?
- What additional aids will be needed to help students understand assignments?
- Resources for help in supporting English-language learners?
- Will wearing face coverings impact students' ability to hear speech and understand what is being said?

SOCIAL AND EMOTIONAL LEARNING

Maintaining a focus on social-emotional well-being, teachers will collaborate in online teams to share assignments so that students and families are not overwhelmed by the amount of assigned lessons/activities.

Social and emotional learning (SEL) is a critical component of educating today's youth. SEL will be essential to supporting students through the COVID-19 pandemic. Right now, "children of all ages are struggling with the ensuing stress and trauma. While adversity impacts learning, these effects can be mitigated by strong, trusting relationships and opportunities to develop social and emotional learning (SEL) skills" (Darling-Hammond, 2020). CASEL's SEL core competencies can be developed through distance learning, hybrid, or in-school instruction.

Health and physical education teachers have much to share with our students during a health crisis affecting all ages. It is more important than ever to emphasize the Continuum of Well-Being, Mental Health, Social Emotional Learning, and Physical Literacy.

The below considerations for SEL are important for teachers to think about when planning for school reentry, whether schools are operating under a model of in-school instruction, remote learning, or hybrid learning.

Specific considerations related to SEL:

- Build upon SEL practices already in place; i.e., Responsive Classroom.
- How will face coverings limit a teacher's ability to interpret students' emotions or facial expressions?
- Collaboration among staff members (e.g., school counselor, school nurse, social worker, school psychologist, other teachers, librarian) to share SEL-specific skills being taught will be encouraged.
- SEL skills will be incorporated in daily routines (e.g., morning circle, instant activities/warm-up, introductions, and closures.)

(If HYBRID)

- Consideration will be given to how social distancing and new routines will affect student behavior.

TEACHING AND LEARNING

1.   By whatever means, teachers should aim to encourage curiosity, developmental growth, imaginative play, self-directed learning, and related sources of social-emotional well-being. Additionally, teachers should aim to reinforce prior learning and deter regression, especially in literacy and math (as described in New York State Next Generation Standards).

The pandemic has taught us that learning can and indeed must occur in the absence of the specter of standardized assessments. To this end, teachers will assess students to determine their academic levels in light of the spring closure. Based on this information, teachers will focus on those skills and competencies (within the State Standards) which will enable students to achieve success in the future.

2.   With our impact in mind, a suggested team approach:

- Across our curriculum, on a daily basis (or on a multi-day basis as might be appropriate) teachers provide suggested lessons/activities focused on essential questions and topics. New York State Next Generation Standards may be useful in this regard, especially in so-called "core content" subjects.

- Art, music and physical education teachers will be especially important in identifying activities that holistically move students to exercise body, mind, and imagination. Special area teachers will design activities with the understanding that students may have limited resources available to them at home. At the elementary level, special area teachers will present curriculum via their own websites, linked to classroom teacher's google classrooms. At the secondary level, special area teachers will present curriculum through google classroom.

- It is especially important for special education teachers in special class, co-taught settings and resource room to team with general education colleagues to modify lessons/assignments as needed. (See Special Education Section for more details.)

- Social workers will continue to provide additional social-emotional extension activities and/or make themselves available for individual conferencing via video conferencing. Maintaining a focus on social-emotional well-being, teachers will collaborate in online teams to share assignments so that students and families are not overwhelmed by the amount of assigned lessons/activities. Lessons/activities could also be pre-recorded and shared through classroom teacher communication.

3.   We have collected information and distributed at least one Chromebook and/or hotspot to any family in need that submitted a survey. As we increase our inventory of devices, we will continue to distribute additional devices to families.

4.   For the purpose of District accountability, individual teachers and support personnel will be responsible for maintaining a weekly log which describes:

- The nature or content of the outreach (e.g., project, activity, assignment)

- The means of such outreach (e.g., email, Google Classroom, learning packet)

- Feedback to students (qualitative and/or quantitative)

- Other Interactions as might be appropriate; for example, feedback from parents

Logs will be uploaded once a week into a centralized portal, accessible to administrators.

District administrators and building-level administrators will have access to teacher platforms.

5.   Teachers and support personnel will be generally available via email during school day hours and should respond to parent outreach within a reasonable period of time.

6.   Teachers will make "office hours" for at least an hour per day, at a time when students and families can reasonably access them, so students know when they can reach out for assistance. To optimize home-school connections, teachers will specify these office hours at their discretion.

7.   Teachers will update and maintain their webpages.

8.   The District has created and maintains a webpage of curated resources for teacher use.

9.   To the greatest extent possible, teachers and support personnel are encouraged to work together -- via Google Meet, via grade level teams, co-teaching teams, and other shared responsibilities -- to develop remote and/or hybrid learning plans as well as to sustain ongoing and daily outreach and feedback. Individual contact logs may reflect such collaboration as might be appropriate.

10.   Teachers and support personnel can expect that building principals and District administrators will join them in our collaborative work.

11.   Teachers with particular remote learning expertise will be viewed as "Teacher Leaders." They will be called upon to collaborate with colleagues and share expertise and skills.

12.	Special Education Considerations: Teachers and support personnel are expected to work together via Google meets, in grade level teams and co-teaching teams, to develop remote and/or hybrid learning plans as well as to sustain ongoing and daily outreach and feedback. Contact logs should reflect such collaborations. They are also expected to attend all Departmental meetings as scheduled by the Director of Special Education.

13.	English Language Learners Considerations: English as a New Language (ENL) teachers will work together with general education teachers to provide English Language Learners both standalone and integrated learning opportunities in remote or hybrid settings. ENL teachers will lead in ensuring ongoing communication and contact with ELL students and families.

14.	Student Support Services Considerations:
- School Counselors will ensure they are aware of any students who have been, and may continue to be adversely impacted, by the drastic change in instruction and learning environment since the beginning of the pause in March.
- Regular contact with students will be attempted to provide support and guidance and to promote student engagement and learning.
- School counselors will be receptive to teacher SEL and academic concerns for students and make the appropriate suggestions to teachers, as well as make outreach to students as needed.
- School Counselors will have a cache of SEL resources that may be shared with teachers as needed to incorporate into lessons to support all students during this time.

School Nurses
- All student medications held in Health Offices were returned to parents by the end of the 2019-2020 school year.
- School Nurses will accept all required completed immunization and school physical forms via email, or they may be dropped off at the school buildings.
- A schedule of available appointments for school physicals will be accessible and communicated to parents as soon as it is established.
- Director of Student Support Services and nurses will make outreach to the Ulster County Department of Health and our District physician regarding any questions or concerns that may arise, related to student health and well-being, with special attention to be paid regarding COVID-19.
- It is strongly recommended that parents/guardians continue to follow a schedule of immunizations for students so that they may be up-to-date on immunizations when hybrid instruction begins.

<u>Shared Instructional Technology Expectations</u>

<u>In the event of a full remote or a hybrid scenario, the following remote learning expectations govern learning:</u>

Technology

Every teacher will post a message on their website about the method they will be using to communicate with parents and students moving forward.

To keep communication consistent at the start of this online learning process, Grades K-12 should use Google Classroom.

In addition to the website and Google Classroom, we also have access to the video conferencing program, Google Meet. Google Meet can be used to record a message/lesson for a class and allows screen sharing to navigate through a slideshow, document, and/or other prepared instructional materials. That recorded video link can then be shared on Google Classroom.

Google Meet is a good resource for collaborating with colleagues in real-time. Teachers can also use Google Meet for asynchronous learning and synchronous learning for small group instruction.
(See individual building expectations for further details.)

The technology department will continue to provide resources and support for these programs as we build a consistent foundation for remote learning.

All students and staff accounts were moved to G Suite for Education at the start of the 2019-2020 school year. Chromebooks were first introduced to the district during the 2018-2019 school year and our 1:1 initiative began in 2019-2020 in 3rd and 8th grade. This plan included a five year Chromebook rollout for all students grades 3-12.

During the 2018-2019 school year, the district proposed a Smart Schools Investment Plan developed with the feedback of stakeholder groups. This plan was presented to the community and approved by the NPCSD Board of Education. Our Smart Schools Investment Plan was approved by NYSED on July 30th, 2020, allocating $957,000 to fund Chromebook purchases and other classroom technology.

The district created a distance needs survey to support families in need of a device during remote learning. This survey was distributed to families through an email in March 2020, was posted on our district website and paper copies were sent home with food deliveries. Every family that completed the needs survey received a Chromebook and/or hotspot. We will continue to order additional devices and distribute devices until our inventory is depleted. We will also support all families with any technology assistance necessary during this time.

Resources to support remote learning:

We've developed a teacher resource website that includes documentation, video tutorials, etc.:
https://sites.google.com/newpaltz.k12.ny.us/teacherresources/resources-for-teachers

Additionally, we've developed a distance learning page for parents/students here:
https://sites.google.com/newpaltz.k12.ny.us/distancelearning/distance-learning-resources

In order to enhance the remote learning experience, a flipped classroom approach will be incorporated into units of study. In a flipped classroom approach students first learn about a topic at home and then come prepared to learn more about and apply their knowledge in class.

Additionally a student-directed Project Based Learning approach will be encouraged.

Both asynchronous learning opportunities and synchronous learning opportunities (remote learning that happens in real time) will be provided.

Both a remote or partially remote learning environment are enhanced by opportunities for student choice, as well as opportunities for students to engage with teachers directly. This will be crucial to keep students motivated.

More explicit details can be found below in the Individual Building/Department Area Expectations section.

Individual Building/Department Area Expectations

Specific K - 5 Expectations

A virtual faculty meeting will be held via Google Meet on the first Tuesday of every month. In addition, weekly virtual grade teams meetings will take place during the weeks where there is no faculty meeting. A schedule of these meetings will be shared with teachers prior to the start of the school year.

To begin the school year, teachers will communicate to their classes and "launch" their Google Classrooms no later than the morning of Tuesday, September 8th.

Teachers will post new activities in their Google Classroom on a daily basis.

Teachers will share their Google Classrooms, and any other classroom platform used, with their building administration.

Teachers will identify one hour of the school day that will serve as their "office hour" - a period of time where students and/or parents may schedule meetings with their child's teacher.

Upon the identification of a uniform online literacy tool/platform for NPCSD K-5 students, teachers should frequently log in, monitor student activity and provide feedback to families regarding the student's progress.

Teachers will create a Google Form within their Google Classroom that will serve as a daily check-in and form of student attendance. Using this data, teachers will record daily attendance in Powerschool by the end of the school day.

Synchronous learning will be provided on an individual, whole class, or small group basis.

Traditional grading is not appropriate for K-5 students during this remote learning period. Instead, teachers will be asked to provide qualitative feedback that is aligned to NYS standards.

Should remote learning continue through the first trimester, report cards will include non-punitive, narrative-based feedback based on students' progress during remote learning up to that point in the school year.

K-5 Instructional Best Practices

Based on parent, student, and staff feedback from the remote learning experience in the spring of 2020, teachers will engage in the following best practices:
- The posting of daily and/or weekly suggested schedules for parents and students based on a shared master schedule (e.g., PE, Music, Art, etc)
- Teacher-led mini-lessons (via video or audio) that are aligned to grade level content and standards
- Regular follow-up with students and families to check for understanding, elicit feedback, and field questions regarding posted content. This may come in the form of informal assessments, student/parent conversations, individual or small group synchronous sessions, etc.
- A project-based, interdisciplinary approach to curriculum
- Though online classroom platforms will serve as launching points for student learning, maximizing "off-screen" learning time is encouraged
- Academic Intervention Services (AIS) teachers will engage with identified students in individual or small group synchronous sessions

Specific 6-12 Expectations

We will follow and adhere to the accountability regulations and testing expectations provided by the New York State Education Department (NYSED). We expect that they may evolve as the situation warrants. Therefore more change is likely. While we navigate these changes, we ask that all stakeholders remain as patient and flexible as possible.

Schedules

High School - When virtual/remote learning is in effect, students will participate in teacher-directed synchronous and/or asynchronous instruction 5 days per week, based on the student's assigned schedule.   If students return to school under a hybrid model of both in person and asynchronous learning, the classes will be divided into two groups and students will participate twice a week in person and twice a week virtually in an AA/BB format. In this format, the block schedule will be as follows: Monday and Tuesday (A Days) and Thursday and Friday (B Days). Wednesdays will be reserved to thoroughly clean and disinfect the building and teacher planning and virtual student interactions as needed. Teachers may use synchronous learning for one-to-one and small group interactions on Wednesdays.

Middle School - When virtual/remote, students will follow their daily schedule A/B for 5 days of learning, Monday-Friday. Teachers will be available during their instructional period for both synchronous and asynchronous learning. Synchronous learning will happen either individually or in small groups assigned by the teacher as needed. During times of asynchronous learning, teachers will be available by virtual office hours which will be posted to their Google Classroom. Each certified staff member will be assigned a small advisory/homeroom group of 7 students to check in with on a weekly basis in a synchronous manner.

 If students return to school under a hybrid model of both in person and remote learning, the classes will be divided into two groups and students will participate twice a week in person and twice a week virtually in a Group 1/ Group 2 format. In this format, the in school schedule will be as follows: Monday and Tuesday (Group 1) and Thursday and Friday (Group 2). Wednesdays will be reserved to thoroughly clean and disinfect the building, teacher planning and virtual student interactions as needed. When Group 1 is in school, Group 2 is completing virtual learning and when Group 2 is in school, Group 1 is completing virtual learning. The majority of the in person learning will be the core academic classes and the virtual learning will be the special area classes.

Teaching and Learning

Mandatory teaching and learning requirements based on the New York State Standards 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.

For the remote environment beginning September 8, 2020, Teachers are expected to:
- Communicate to their classes no later than the morning of the first classroom meeting; Teachers will communicate their availability and the process they will use to connect with students on their Google Classroom page.
- Launch Google Classroom on the first day of meeting with students;
- Continue to post assignments and monitor Google Classrooms for student submissions, provide feedback, or arrange for synchronous learning through small group or individual sessions;
- Share their Google Classroom and/or any other classroom platform used with their building administrator;
- Create a Google Form within Google Classroom to maintain attendance and serve as a daily student check-in.

- Maintain an "office hour" where students can seek individualized assistance or schedule meetings with families;
- Maintain grades to inform progress reports and present a final average for quarterly work submitted by students;
- Provide accurate reports of student progress at the end of the 5 ½ week period (quantitative) and complete grades (qualitative) at the end of each quarter.

Google Classroom

Google Classroom is the primary platform to facilitate distance learning for NPHS and NPMS students. In addition, teachers may leverage various online learning tools to support student work. In order to access instruction, students will need to log in according to specific directions provided by their teachers.

Grading

Grading policies should be carefully crafted to appropriately motivate student engagement. Teachers will be tracking and documenting student participation and submission of assigned work. It is imperative that students engage in the activities and assignments developed by their teachers in order to minimize gaps in learning and prepare them for successful transitions in the future. Progress reports will be furnished to families every 5½ weeks and report cards will be distributed at the end of each marking period.

Instructional Practices

Based on parent, student, and staff feedback from the remote learning experience in the spring of 2020, teachers will engage in the following best practices:
- Direct instruction (via video or audio) that is aligned to grade level and/or department level content and standards
- Provide students with choice and opportunities for student-directed learning.
- A project-based, interdisciplinary approach to curriculum.
- Synchronous learning can be provided on a full class, small group, or individual basis.
- Regular follow-up with students and families to check for understanding, elicit feedback, and field questions regarding posted content. This may come in the form of informal assessments, student/parent conversations, individual or small group synchronous sessions, etc.
- Though online classroom platforms will serve as launching points for student learning, maximizing "off-screen" learning time is encouraged
- Academic Intervention Services (AIS) teachers are encouraged to engage identified students in individual or small group synchronous sessions

Faculty Meetings

Administrators will have the option to either run a fully remote faculty meeting or utilize teacher groupings (i.e. departments or grade levels) to conduct faculty meetings. Faculty meetings will be conducted during the first week of each month.   If a single faculty meeting occurs, it will be conducted on the first Tuesday of the month. Department meetings will be conducted during the third week of each month.

Other 6-12 Topics

BOCES
Students attending BOCES courses will attend BOCES on Tuesdays only. Buses will depart from the high school campus at 10 AM and return to school at 2:10 PM. Students wishing to drive to BOCES may do so by filing a permission slip with BOCES.

Regents
Regents testing was postponed during the 2019-2020 school year. For the 2020-2021 school year, Regents testing will be expected to occur until NYSED offers differing plans.

Graduation
All students vying for promotion or graduation will be eligible to obtain their necessary credentials through robust participation in the remote environment.

Science Lab Requirements
Students are permitted to complete the required 1,200 minute science lab expectation through hands-on and simulated lab experiments.

High School College-Level Courses
To the extent possible, New Paltz teachers leading college-level courses will follow the guidelines from the individual university hosting the course.

Advanced Placement
The College Board will continue to advise school districts on resources and testing schedules
through the AP website.

Shared Expectations for English Language Learners

- Students will receive instruction in compliance with SED Regulations Part 154.
- Teachers will teach synchronously and asynchronously alone and along with their co-teachers.
- Teachers will meet with small "campfire" groups of students in a synchronous format to teach targeted skills and assist with classroom assignments.
- Teachers will provide asynchronous learning opportunities according to individual building plans.
- Teachers will collaborate with classroom teachers to plan instruction and supports.
- Teachers will use assessment to drive instruction and monitor progress.
- Teachers will maintain their own Google classroom as well as assist with co-taught classrooms.
- Teachers will check-in with students to address social/emotional needs.
- Documents will be translated as necessary into the preferred language of the family and student.
- Teachers will assess family needs as related to school, including but not limited to: technology, supplies, and community assistance and resources.

Academic Intervention Services

- (3-8) Students that received AIS support during the 2019 - 2020 school year will continue to receive reading support during the first cycle of AIS at the beginning of the 2020 - 2021school year unless benchmark has been achieved.
- (3-8) Students will be grouped based on similar learning needs to provide targeted instruction.
- Instruction will be a combination of specific skills and assisting students with classroom work.
- Prerequisite skills/concepts needed to be successful in the full class will be reinforced as needed.
- Teachers will offer regular office hours to assist students and connect with parents as needed.
- Frequency of service, size of group and/or type intervention will be determined by assessments.
- Teachers will provide asynchronous and synchronous learning opportunities according to individual building plans.
- Teachers will maintain their own Google classroom as well as assist with co-taught classrooms.
- Teachers will assess students to drive instruction either for the whole group or individual.
- Teachers will measure and document student progress as well as progress monitor groups.
- Teachers will check-in with students to support social/emotional needs.
- AIS teachers will collaborate with classroom teachers for instructional support.
- Teachers will assess family needs as related to school, including but not limited to, technology, supplies, and community assistance and resources.

Shared PPS and Special Education Expectations

The United States Department of Education emphasizes that:

". . . federal disability law allows for flexibility in determining how to meet the individual needs of students with disabilities. The determination of how FAPE [free appropriate public education] is to be provided may need to be different in this time of unprecedented national emergency. . ." and that "FAPE may be provided consistent with the need to protect the health and safety of students with disabilities and those individuals providing special education and related services to students." To review OSEP's March 21, 2020 guidance titled "*Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities*", visit the USDOE website at https://bit.ly/2VdoJn6.

As per NYSED Memo dated March 27, 2020-RE: Provision of Services to Students with Disabilities During Statewide School Closures Due to Novel Coronavirus (COVID-19) Outbreak in New York State. "NYSED will allow school districts as much flexibility as federal and State laws and regulations allow in determining how FAPE is to be provided during the Coronavirus outbreak, and we will continue to seek further guidance regarding additional flexibility during this pandemic." To view NYSED Memo dated March 27, 2020 go to

https://stateaid.nysed.gov/corona%20virus/nysed-covid-19-provision-of-services-to-swd-during-statewide-school-closure-3-27-20.pdf

Following the guidance of the USDOE and NYSED, the NPCSD will, to the extent practicable, continue to provide the services called for in students IEPs in *flexible and alternative* ways and continue to work with parents regarding the needs of their children during this pandemic.

Starting on Tuesday, September 8th:

Mountain Laurel Waldorf

- Students will receive service from PPS teachers/providers. We will work with parents to provide services remotely or in a hybrid model until full time normal school openings resume.

Home Instruction

- Students will return to an active status on their teacher rosters. We will work with parents to provide services remotely or in a hybrid model until full time normal school openings resume.

HomeSchooled

- Students with IESPs will receive service from PPS teachers/providers.We will work with parents to provide services remotely or in a hybrid model until full time normal school openings resume.

<u>Special Education Continuum of Services</u>

Paraprofessional Expectations:

- Teachers are responsible for supervising and delegating to their paraprofessionals. Paraprofessionals are part of our PPS and classroom teams and are to be included in the planning of support within the classes they are assigned to. Paraprofessionals are expected to participate, in different capacities, in the Google classroom. Teachers are expected to collaborate with paraprofessionals in developing a plan of student(s) support planned according to the scope of the duties of their work.

Special Education teachers assigned to **<u>Special Class</u>** are expected to meet the expectations outlined by their respective levels/buildings, including:

- Log into the Google classroom during regular school hours.
- Post office hours.
- Post a daily and/or weekly schedule.
- Provide synchronous and asynchronous instruction.

- Use of small group instruction.
- Synchronous instruction can be live mini-lessons.
- Communicate with parents no less than 1 time a week, to offer resources and/or strategy support to reinforce at home.
- Document and measure progress toward IEP/learning goals.
- Keep a log of work/contacts with students and parents.
- Invite Department Administrator to their Google classroom.
- Attend Special Education Departmental Meetings and Team Meetings.

Special Education teachers assigned to **MultiSensory Reading Instruction** are expected to:

- Log into the Google classroom during regular school hours.
- Post office hours.
- Post a daily and/or weekly schedule.
- Provide synchronous and asynchronous instruction 5 times per week - with no less than 2 synchronous lessons per group/per wk, small group.
- Synchronous instruction can be live mini-lessons.
- Post asynchronous work daily.
- Communicate with parents no less than 1 time a week, to offer resources and/or strategy support to reinforce at home.
- Document and measure progress toward IEP/learning goals.
- Keep a log of work/contacts with students and parents.
- Invite Department Administrator to their Google classroom.
- Attend Special Education Departmental Meetings and Team Meetings.

Special Education teachers assigned to **Integrated Co-Teaching** are expected to:

- Log into the Google classroom during regular school hours.
- Post office hours.
- Post a daily and/or weekly schedule.
- The Co-Teaching Team will work together to address students' needs.
- Fully participate in the Google classroom as a co-teacher.
- Employ various co-teaching model(s).
- Keep a log of work/contacts with students and parents.
- Provide a combination of synchronous and asynchronous instruction.
- Synchronous instruction can be live mini-lessons.
- Document and measure progress toward IEP goals.
- Develop small groups to target skills and competencies.
- Ensure integration of students when planning group work.
- Consult with the general education teacher to modify assignments.
- The General Education and Special Education Teachers, as co-teachers, will Share Responsibility with Grading (special education teachers will be included in grading discussion) and creating

Rubrics as well as taking attendance, checking and following up with homework and classwork completion as well as giving student feedback on their work.

Special Education teachers assigned to **<u>Resource Room</u>** are expected to:

- Log into the google classroom during regular school hours.
- Post office hours.
- Post a daily and/or weekly schedule.
- Post asynchronous work daily.
- Provide a combination of synchronous and asynchronous instruction with no less than 2 synchronous instruction sessions per group/per week.
- Synchronous instruction can be live mini-lessons.
- Assess students to determine next learning steps.
- Develop small groups to target skills and competencies.
- Document and Measure progress toward IEP goals.
- Collaborate with the teacher of record to modify assignments.
- Keep a log of work/contacts with students and parents.
- Communicate with teachers of record and students on a regular basis and no less than 2 times a month.
- Invite Department Administrator to their google classroom.
- Attend Special Education Departmental Meetings and Team Meetings.

Speech/Language are expected to:

- Log into the google classroom during regular school hours.
- Set up office hours.
- Provide a combination of synchronous and asynchronous instruction.
- Assess students to determine next learning steps.
- Develop small groups to target skills and competencies.
- Schedule services as per mandates on students' Individual Education Plans.
- Measure and document progress toward IEP goals.
- Collaborate with the teacher of record to modify assignments.
- Keep a log of work/contacts with students and parents.
- Communicate with the teachers of record on a regular basis and no less than 2 times a month.
- Invite Department Administrator to their google classroom.
- Attend Special Education Departmental Meetings and Team Meetings.

Occupational and Physical Therapists are expected to:

- Log into the google classroom during regular school hours
- Set up office hours.
- Provide a combination of synchronous and asynchronous instruction.

- Post activities for individual students or activities grouped by goals in the google classroom, as per IEP goals.
- Document and Measure progress toward IEP goals.
- Collaborate with the teacher of record to modify assignments.
- Communicate with parents no less than 1 time a week, to offer resources and/or strategy support to reinforce at home.
- Keep a log of work/contacts with students and parents.
- Consult with general education teachers to modify work.
- Communicate with teachers of record on a regular basis and no less than 2 times a month.
- Invite Department Administrator to their google classroom.
- Attend Special Education Departmental Meetings and Team meetings.

Social Workers and Psychologists are expected to:

- Log into the google classroom during regular school hours.
- Set up office hours.
- Provide a combination of synchronous and asynchronous modalities.
- Post activities/resources for individual students/groups or activities grouped by topic in the google classroom.
- Measure progress toward IEP goals.
- Communicate with all mandated students and families on a weekly basis to offer resources and/or strategy support to reinforce at home.
- Keep a log of work/contacts with students and parents.
- Provide individual consultations via video conferencing or phone calls.
- Communicate with teachers of record on a regular basis and no less than 2 times a month.
- Follow up on administrator's concerns for initial assessments and non-mandated supports.
- Invite Department Administrator to their google classroom.
- Attend Special Education Departmental Meetings and Team meetings.

Evaluations

- Re-evaluations will be conducted in person or remotely.
- Speech/Language will be conducted in person or remotely.
- Because of the physical nature of the Occupational Therapy and/or Physical Therapy evaluations, they will be conducted in person only or postponed until in person can be administered.
- Initial Evaluations: Psychoeducational evaluations will be conducted in person or remotely.
- Bilingual evaluations will be conducted by BOCES.
- Speech and School Psychologist received training on tele-assessments

Committee on Special Education (CSE/CPSE) Meetings

- Meeting schedules are being developed and agendas are being generated.
- Invitations to join meetings will be sent via email

- Providers are expected to:

  - Prepare annual review IEP drafts
  - Complete all pertinent information such as IEP goals and Present Levels of Performance to finalize IEPs after Initial Eligibility Meetings
  - Email all evaluation reports to the appropriate special education coordinator and office assistant and upload it to the IEP Document Repository.
  - Participate in CSE meetings via Google Meet
  - Participate in no more than 3 meetings a day
  - For Annual Reviews: Related Service providers will only join meetings if there is a need to change IEP recommendations.

Case Management Expectations

Student Case Managers are expected to:

- Establish a weekly contact with all students/parents on their case management list to monitor student engagement, accessibility issues, and collect questions to be shared with teachers and/or administrators.
- Document contacts with parents.
- Document student engagement.
- Provide parents with a reminder of upcoming meetings and ensure that parents know how to participate.

Conclusions

The unprecedented circumstances surrounding the COVID 19 pandemic, have forced schools to imagine teaching and learning in different ways. As the pandemic evolves, our response must as well. Therefore, this document is meant to be an adaptive rendering of the current thinking around remote learning. This document will be updated as circumstances require.

In such challenging times, we seek to invoke a whole-child, whole-school, whole-community approach to teaching and learning. This will involve students and parents, the District, and the community. We thank our supportive community for their input and their willingness to partner with us in these challenging times.

Acknowledgements: