

South Lewis Central Schools



Remote Learning Plan

4.21.20

Overview and Guiding Principles

It must first be acknowledged that Remote Learning is not intended to replicate the instruction of our daily classrooms in a digital environment. Doing so would be impractical, unrealistic and simply not work for our students, instructional staff or families. Our essential goal is to provide direction, information, and resources to ensure the most engaging instructional experiences possible for all students, while being fully aware of and acknowledging the challenges of learning outside the physical classrooms of our schools.

Remote Learning is built on the foundation of the following principles:

- The social, physical, emotional, and mental well-being of our students, staff, and community continue to be a top priority.
- All students have opportunities for continued learning that focuses on critical standards.
- Students and staff work to minimize further instructional loss.
- Students and families are given routines and structures to ensure they stay connected to schools and learning.

Instruction, Content Delivery and Staff Availability

Instruction and content delivery will be a new and challenging endeavor for most of our staff and students. Remote teaching and learning is a skill that must be developed over time and will not be perfected overnight.

With limited and reduced time available for instruction, it will need to be focused on prioritized and critical learning standards and content. This will include both previously covered material and new content. Lessons and activities will be both synchronous (on-line live instruction) and asynchronous (learning experiences students access in their own time and complete at their own pace) through such platforms as Class Dojo, Zoom, WebEx or Google Classroom.

Our Remote Learning Plan includes research-based reasonable and appropriate time-commitments for this new form of teaching and learning. Simplicity where “less is more” is best for Remote Learning. These TOTAL times listed below include both instructional lessons and independent work.

For South Lewis Central Schools this means:

Grade-Level	Instructional Time at Home
UPK to 2 nd	60-90 minutes TOTAL per day
3 rd to 4 th Grade	90-120 minutes TOTAL per day
5 th to 8 th Grade	120-150 minutes TOTAL per day
9 th to 12 th Grade	120 to 180 minutes TOTAL per day

Instruction will be provided by Core Classroom, Related-Arts, Academic Intervention and Special Education teachers as well as Related-Service providers (i.e. OT/PT/Speech) on a set schedule between the hours of 8:00am and 8:00pm. Schedules will be communicated to our students and families. Counselors, Social Workers and other student support specialists will also continue working with our students and families.

Academic Intervention Services (AIS) will continue to be provided and available to students. AIS instructors may work in collaboration with classroom teachers to support their students.

Special Education services will also continue to provide services consistent with Individual Educational Plans (IEPs) to the extent practical and possible through Remote Learning. It is currently unfeasible and unsafe to provide hands-on or in-person therapeutic services. Our goal is to meet the needs of all learners and to work collaboratively with students and families in order to do so. Additionally, Committee on Special Education (CSE) meetings and Annual Reviews are being transitioned, whenever possible, to online/virtual platforms.

In order to offer support to our students and families outside of these set lessons, our instructional staff will also have office hours each week during which students and families can access additional support by appointment or drop-in interactions.

Collective Responsibilities

In this new teaching and learning environment it has never been more critical for each of us to carry the weight evenly. It truly will “Take a Village” to find success with Remote Learning. Remote Learning, if not done collaboratively, can become burdensome and tedious. Below is a list of responsibilities that is not intended to be fully inclusive of the varied responsibilities, but rather are suggestions for best practice.

Example Responsibilities	
<i>This is not an inclusive list, rather suggestions for best practice</i>	
District Responsibilities	<ul style="list-style-type: none"> • Develop a Remote Learning Plan • Support schools, teachers, families, and students in developing and implementing a non-traditional learning plan. • Help schools, teachers, families, and students identify needed resources in the community (academic, health, social, emotional). • Communicate regularly with the community and stakeholders.
School Responsibilities	<ul style="list-style-type: none"> • Organize the detailed implementation of Remote Learning opportunities.

	<ul style="list-style-type: none"> • Support teachers in the planning and implementation of non-traditional learning opportunities. • Help teachers, families, and students identify needed resources in the community (academic, health, social, emotional). • Communicate regularly with stakeholders.
Teacher Responsibilities	<ul style="list-style-type: none"> • Provide a range of learning opportunities and supports that meet the needs of all learners through a set and structured schedule. • Provide timely, regular, and meaningful feedback to students and families. • Be relentless in efforts to track and encourage student engagement and participation. • Be flexible and understanding with students and yourself.
Student Responsibilities	<ul style="list-style-type: none"> • Engage and participate in Remote Learning. • Complete your assigned work in a timely fashion. • Ask clarifying questions when you don't understand and seek help when needed. • Be respectful, flexible and understanding to yourself, peers and teachers as all navigate this new form of teaching and learning.
Family Responsibilities	<ul style="list-style-type: none"> • Review the Remote Learning Schedule for your child. • Reserve a space for students to complete Remote Learning. • Encourage your child to participate and make Remote Learning a priority. • Help students establish and maintain a daily routine and talk to them about their learning on a daily basis.

Grading and Report Cards

The COVID-19 global health pandemic has impacted every aspect of our society to levels that could not have even been imagined. The State-wide suspension of in-person instruction is the first in our modern history. Therefore, while the assignment of grades in the traditional educational setting is an important part of the teaching and learning process, we are currently prioritizing the care of and connectedness to our students as job one. Our grading is based upon the principle and philosophy of “no harm” to any child due to a situation that is out of our control and to which no fault can be assigned.

Student engagement and participation will be paramount. Our instructional staff should be tracking this student engagement and participation while providing feedback, acknowledging strengths, making suggestions for growth and assessing student progress and learning. Instructional staff should be communicating this information to the students and families. They should also be meticulously tracking and documenting their best efforts to engage students and families to determine the barriers and/or reasons for lack of student engagement and participation. All students should have the opportunity to redo, make-up, and try again in their best attempt to complete work, show progress and demonstrate their engagement and participation.

Given this is a non-traditional learning environment, traditional grading methods will not be utilized. When grading several factors need to be taken into consideration including but not limited to language, diverse learning needs, learning-styles, home living situation, legal status, access to technology and access to family support. For example, some students may be home alone while adults are working, acting as caretakers for siblings, be responsible for chores or be struggling with their own or a family member's anxiety, depression or other mental illness.

With this as the backdrop for grading decisions, these non-traditional grades will be as follows:

Grades 4th to 12th

Grading for both the 3rd Marking and 4th Marking Periods will be on a three tier-basis. Each of these non-traditional "letter grades" will equate to a numerical grade that will be used to determine grade-point averages.

- (LP) - Limited Participation (75%)
- (SP) - Satisfactory Participation (88%)
- (EP) – Excellent Participation (100%)

IMPORTANT NOTE: College-level courses offered through South Lewis CSD will be graded according to the policies set forth by each institution of higher learning.

Grades UPK to 3rd

Grading for both the 3rd Marking and 4th Marking Periods will be on a Level I to Level IV system.

- Level I – Minimal Participation
- Level II – Limited Participation
- Level III – Satisfactory Participation
- Level IV – Excellent Participation

IMPORTANT GRADING NOTES:

In addition to the letter grades described above, teachers will provide comments on student engagement, participation and learning for both the 3rd and 4th Marking Period Report Cards.

3rd Marking Period grades will be inclusive of work completed both prior to the March 13th closure and after the closure through May 1st. 3rd Marking Period Report Cards will be mailed home the week of May 11th.

4th Marking Period grades will be from May 4th until the end of the year. End-of-Year Report Cards, inclusive of these 4th Marking Period grades, will be mailed home at the end of the year on a yet-to-be determined date.

Final Grade-Point Averages (GPAs) for the 2019-20 school year will be calculated by equally weighting each of the four marking periods. GPA's only calculate for 4th to 12th grades.

End of Year Assessments and Course Credit

Due to this unprecedented situation even New York State and the Federal Government altered their “grading” practices. Specifically, they have canceled, waived or altered the mandated end-of-year assessments and course credit requirements for the 2019-20 school year.

Assessment	Decision
NYS 3-8 Math and ELA	Canceled
NYS 4 & 8 Science	Canceled
NYSESLAT and NYSAA	Canceled
NYS Regents	Canceled

Per the New York State Education Department (NYSED), students will be exempt from and given credit for the Regents Exam this year if they meet **one** of the following criteria:

- The student is currently enrolled in the course of study culminating in a Regents Exam and by the date scheduled of the June 2020 Regents Examinations will have earned credit in such course of study.
- The student is currently enrolled in a course of study culminating in a Regents Examination and has failed to earn credit by the end of the school year. Such student returns for summer instruction to make up the failed course credit and is subsequently granted diploma credit in August 2020.
- The student was previously enrolled in the course leading to an applicable Regents Examination, has achieved course credit, and has not yet passed the associated Regents Exam but was intending to take the test in June to achieve a passing score.

The New York State Education Department (NYSED) has also outlined the requirements for granting diploma credit for courses interrupted by the COVID-19 closure. In the event that the extended closure interferes with a school or district’s ability to provide the full-unit of study by the end of the school year, either through face-to-face instruction or through other methods, the student should be granted diploma credit as long as the student has met the standards assessed in the provided coursework.

Technology Support and Professional Development

All students have been provided access to either an iPad (Grades UPK to 3rd) or Chromebook (Grades 4th to 12th). Any students or families needing tech support in order to implement Remote Learning should email help@southlewis.org or call the Instructional Technology Office at 315-348-2567. Additionally, the South Lewis Central Schools Wi-Fi umbrella has been expanded and can be accessed in any of the school parking lots for free.

Any instructional staff member needing materials, tech support or training on a technology platform will have access to needed professional development through the Jefferson-Lewis BOCES or South Lewis Technology or Curriculum/Data Office. They can also access support by emailing help@southlewis.org or by calling the Instructional Technology Office at 315-348-2560 or 315-348-2567.

Reporting Concerns

We all need to be cognizant of the many stresses and pressures that are currently present in our lives. It is always our intent to work collaboratively and to demonstrate compassion and unity during this difficult time. It is our viewpoint to err on the side of flexibility and the side of the student. The last thing we want to do is be punitive during a global pandemic when the social, physical, emotional and mental well-being of our students, staff, and community are our top priority. However, if you have a concern regarding the teaching and learning process associated with the Remote Learning Plan, please start by contacting your child's classroom teacher. If the issue persists, please contact the school counselor (for Middle and High School students) and then the building principal. Depending on the issue, it may be reasonable to contact the appropriate Director from the various departments listed below.

Key District Phone Numbers:

District Office: 315-348-2500	Port Leyden: 315-348-2660	Glenfield: 315-348-2620
Middle School: 315-348-2570	High School: 315-348-2520	Transportation: 315-348-2590
Food Service: 315-348-2543	Technology: 315-348-2567	Athletics: 315-348-2562
Special Education: 315-348-2551		Curriculum/Data: 315-348-2517



SOUTH LEWIS CENTRAL SCHOOL

REMOTE LEARNING SUPPORT



Do THIS 

 **NOT THIS**



ASYNCHRONOUS LEARNING

Teachers create learning experiences for students to work at their own pace and teachers ensure a continuum of learning occurs. Provide opportunities for students to interact with each other virtually for the purpose of learning, socialization, and sharing.



SYNCHRONOUS LEARNING

Teachers and students meet online in real time through videoconferencing or live chatting all day every day. Providing set schedules and rigid timeframes that are required of students is counterproductive to our Remote Learning Framework.



LESS IS MORE

Assignments need to be standards-based, aligned to pacing guide and relevant to the learner.



BEING UNREALISTIC

Time requirements that match the typical school day. Assignments that are irrelevant and busy work.



GIVE EXPLICIT INSTRUCTIONS

Outline deliberate instructions and specify the length of time to complete the learning session. Specify task requirements and length clearly (i.e. 2 min. audio recording with bulleted checklist).



BEING UNCLEAR & VAGUE

Communicate in lengthy paragraphs with instructions that may be difficult to follow. Assign tasks that are too open-ended (i.e. make a video about the moon, write an essay about pollution).



COMMUNICATE CONSISTENTLY

All instructions/assignments MUST be communicated clearly. Be online during "office hours" to provide support, answer questions, or clarify confusion via a SYSTEM. Be intentional and identify clear learning objectives and assessment outcomes.



MIXED COMMUNICATIONS

Be inconsistent/use multiple platforms to communicate. Assign online classwork followed by extra homework without a clear focus on the PURPOSE or student well-being. Be unavailable for students.



SEEK STUDENT FEEDBACK

Seek student feedback about workload, emotional state, learning preferences, and learning pace. Curate multimedia materials to boost learning retention and seek feedback on WHAT and HOW students are learning.



GIVE RANDOM TASKS

Just keep students busy doing activities and do not think about the lesson objectives/assessments/or student learning experience.