

Reopening the York Central School District: Remote Learning



G O L D E N
K N I G H T S

Learning, Leading and Serving

Technology and Connectivity

Students with 1:1 Devices

All students in grades UPK – 12 have access to District-owned devices.

Learning Management System

The District utilizes Google Apps for Education (grades 3-12) and See Saw (grades K-2) as its learning management system.

Professional Development

The District has adjusted its calendar to frontload its Superintendent's Conference Days. Staff will be provided with additional support from staff experts and time to develop remote learning resources.

Learning Models

In-person

- Grades 5 - 12 bring Chromebooks back and forth to school.
- PreK - 4 take home when necessary.
- Charging stations will be established in classrooms.
- On site filtering handled by GoGuardian and iBoss.

Remote

- All students bring home Chromebooks and ipads and are required to use them for school work
- Offsite filtering handled by GoGuardian and iBoss.

Hybrid

- Grades 5 - 12 bring Chromebooks back and forth to school.
- Pre-K - 4 take home when necessary.
- Charging stations will be established in classrooms.
- On site filtering handled by GoGuardian and iBoss.

Teaching and Learning

Grades K – 6

Per Commissioner's regulations, all students will receive instruction that is designed to facilitate their attainment of the State learning standards. The District's students will receive high quality rigorous, standards-based instruction that will meet their academic needs and allow them to attain the learning standards in all curricular areas.

Remote Instructional Model

- A teacher of record will be assigned to students. Instruction for students will be accomplished through:
 - synchronous Google Meets or See Saw (grades K-2)

- recordings watched via Google Classroom or See Saw (grades K-2)
- To the greatest extent practicable, students will adhere to a consistent schedule.

Learning Materials and Content

- Paper textbooks, and other content
- Digital copies of textbooks
- Digital content and activities provided by the District, either free or subscription-based
- Online learning courses or course content modules

Communication Tools

- Telephone and/or video calling
- Email
- Video conferencing
- Website
- Learning Management System (Google Apps for Education)

Teacher and Student Interface

- Student Support Time, virtually (online) via video conferencing and/or chat, and/or phone
- Scheduled teacher/student(s) check-ins, virtual (online) and/or via phone
- Asynchronous communication, feedback, and support via email or the Learning Management System (Google Apps for Education or See Saw (grades K-2))

Instruction

- Hard copy (paper) instructional materials provided to students
- Instructional materials provided via technology, such as posted on a teacher website or available through the Learning Management System (Google Apps for Education or See Saw (grades K-2))
- Individual or small-group synchronous instruction facilitated using technologies such as telephone or video conferencing.
- Recorded instruction disseminated through technology, including via podcast, dedicated website, or Learning Management System (Google Apps for Education or See Saw (grades K-2)).

Grades 7 – 12 – Units of Study

Science Laboratory Requirements

Per Commissioner’s Regulations, courses that culminate in a Regents examination in science must include 1200 minutes of laboratory experiences. Due to the possibility of a hybrid or fully remote model of instruction as a result of COVID-19, the 1200-minute lab requirement can be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports for the 2020-21 school year. This laboratory requirement is in addition to the course requirement and entitles a student to admission to a culminating Regents Exam. The District is responsible for aligning laboratory experiences specific to each science course; determining the mode or modes of

instruction; and identifying a viable vetted list of acceptable virtual labs or a combination of virtual and hands-on labs that a student would need to complete for each science course that culminates in a Regents examination. Laboratory experiences will be recorded as part of the District's continuity of learning plan and records of satisfactory lab reports will be maintained. Any student who has completed all laboratory experiences in accordance with teacher expectations shall be deemed to have met the 1200-minute requirement.

Arts

Remote Instructional Considerations

- Classroom professionals will adapt their instruction to accommodate lack of materials in the home environment.

Remote Instructional Model

- A teacher of record will be assigned to students. Instruction for students will be accomplished through:
 - synchronous Google Meets.
 - recordings watched via Google Classroom.
- To the greatest extent practicable, students will adhere to consistent schedule.

Learning Materials and Content

- Paper textbooks, and other content
- Digital copies of textbooks
- Digital content and activities provided by the District, either free or subscription-based
- Online learning courses or course content modules

Communication Tools

- Telephone and/or video calling
- Email
- Video conferencing
- Website
- Learning Management System (Google Apps for Education)

Teacher and Student Interface

- Teacher office hours, virtually (online) via video conferencing and/or chat, and/or phone
- Scheduled teacher/student(s) check-ins, virtual (online) and/or via phone
- Asynchronous communication, feedback, and support via email or the Learning Management System (Google Apps for Education)
- Virtual Lessons
- Virtual Ensembles
- Virtual Studio

Instruction

- Hard copy (paper) instructional materials provided to students
- Instructional materials provided via technology, such as posted on a teacher website or available through the Learning Management System (Google Apps for Education)
- Individual or small-group synchronous instruction facilitated using technologies such as telephone or video conferencing.
- Recorded instruction disseminated through technology, including via podcast, dedicated website, or Learning Management System (Google Apps for Education).
- Virtual Lessons
- Virtual Ensembles
- Virtual Studio
- Use of Smart Music and Sound Wise

Physical Education

Instruction

- To the greatest extent practicable, the District will continue to implement its physical education plan:
- In order to satisfy the mandated minutes as specified in Part 135 of the Commissioner's Regulations for all three (3) instructional models, the District will incorporate the following strategies into its PE instruction:
 - Consider assigning tasks for at-home completion and then have students apply the knowledge gained in the school setting (i.e., have students practice a skill at home and then apply it during a class activity).
 - In school, have students participate in individual physical activities (e.g., dance, yoga, track and field, fitness stations) that comply with physical distancing guidelines and require little or no equipment. When students are at home, have them focus on activities for motor skill development (e.g., underhand throwing, self-toss and catch, catching with a parent or sibling).
 - Consider a flipped classroom approach where students first learn about a topic at home and then come prepared to learn more about it in class (e.g., students watch a video about The Haka at home, then in school the teacher answers questions and teaches in more depth).
 - Consider switching from providing direct instruction to more of a student-directed instruction approach (e.g., project-based learning or flipped classroom).
 - Provide synchronous learning opportunities (distance learning that happens in real time) as much as possible, but record lessons to provide to students who may not have access in real time.
 - Allow for optimal student choice and provide opportunities for students to engage with teachers directly and often. This will be crucial to keep students motivated.

Additionally, students are more interested in seeing videos created by their own teachers than shared videos created by other teachers.

Special Education

Least Restrictive Environment (LRE)

Students with disabilities must have equal access to high-quality programs that are designed, based on their individual needs and abilities, to enable them to achieve the desired learning results established for all students. The District's Special Education Plan outlines its comprehensive approach to ensuring its students are in the least restrictive environment.

LRE Documentation

The District's Director of Pupil Services maintains direct contact with the parents/guardians of students receiving special education services. The Director of Pupil Services will contact families regarding the District's or their students' private school special education placements' continuity of instruction plans.

IEP Implementation

Until schools return to normal operating conditions, the same flexibility with respect to IEP implementation for delivery of services during school closures due to the COVID-19 outbreak continues to apply to the programs and services whether delivered in-person and/or remotely (e.g., flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio etc.).

Provision of Services

Consistent with previously issued OSE guidance, the District will ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP. During the 2020-21 school year, due to the health and safety requirements that must be in place when schools resume, schools may not be able to provide all services in the same mode and/or manner they are typically provided. The District will determine what methods of delivery of services will be utilized to deliver special education programs and services to meet the needs of students with disabilities as it plans its three (3) instructional models including in-person, hybrid and remote learning. When providing remote services, the District will continue to use the information included in OSE's March 27, 2020 and April 27, 2020 guidance documents.

Progress Monitoring

Teachers and service providers will continue to collect data, whether in-person or remotely, and use the data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services.

Compensatory Services

Because schools were required to provide FAPE consistent with the need to protect health and safety in the first instance, students may have experienced a loss of skills despite best intentions, efforts and creative solutions when providing educational programs and services. In these circumstances, CPSEs/CSEs must make an individualized determination whether and to what extent compensatory services are to be provided once school reopens; how those services will be

provided in conjunction with the District's reopening plan and continue if the school must close again over the next school year.

Remote Instructional Model

- Schedule of classes will be determined requiring student participation.
- Classroom and related service provider instructional/therapy time will be respected.
- Resource room will be offered and conducted in the remote environment.
- Teletherapy services will be scheduled in the remote environment.

Guiding Expectations:

- Intentional Planning
 - Clear Learning Targets
 - Priority Standards (identified to address learning gaps)
- 2 Synchronous (Live Event) + 1 Additional Online Student Support Time
- Special Education teachers will provide support during synchronous (live events) + additional online student support time. If a student has LC or RR, these will be provided at an additional time during the week per IEP.
- Daily attendance will be taken.
- Numeric Grading and Feedback (MHS: 5 Week and 10 Week; Elem Trimester)
- Summative Assessments (longer than 15 minutes) should be completed outside of the In Person Learning Time
- Formative Assessments utilized frequently to identify learning gaps and guide instructional decisions
- Special Education teachers will provide support during synchronous (live events) + additional online student support time. If a student has LC or RR, these will be provided at an additional time during the week per IEP. (*See above Provisions of Services)

Fully Remote Learning Model (Grades 6-12)

All scheduled courses meet 2 days per week for synchronous lessons that are not to exceed 60 total minutes. A portion of synchronous learning could be office hours to address individual student needs. There will be an additional 90 minutes of independent work per course. Any synchronous lesson should be made available for students to access after the scheduled time slot.

Learning Expectations	Full Remote Learning Model (5 days) Grades 6-12
	<p>Synchronous Instruction -Teacher lecture, demonstration, discussion -Q/A</p> <p>Asynchronous Instruction -Videos -Recorded teacher lecture or demonstration -Virtual field trips/museums -Virtual Labs</p> <p>Independent, At Home Learning Tasks -Reading -Writing -Research -Assessments (formative and summative) -Self assessment and goal setting -"Choice Boards" -Collaborative Group Work</p> <p>Online Student Support -Individualized feedback -Review independent work/tasks -Reteach</p>

Fully Remote Learning Model (Grade 5)

Core courses meet 2 days per week for synchronous lessons. In addition to synchronous learning office hours will be offered to address individual student needs. There will be an additional 60 minutes of independent work per course. Any synchronous lesson should be made available for students to access after the scheduled time slot.

Learning Expectations	Full Remote Learning Model (5 days) Grade 5
	<p>Synchronous Instruction -Teacher lecture, demonstration, discussion -Q/A</p> <p>Asynchronous Instruction -Videos -Recorded teacher lecture or demonstration -Virtual field trips/museums</p>

	<p>Independent, At Home Learning Tasks</p> <ul style="list-style-type: none"> -Reading -Writing -Research -Assessments (formative and summative) -Self assessment and goal setting -”Choice Boards” -Collaborative Group Work <p>Online Student Support</p> <ul style="list-style-type: none"> -Individualized feedback -Review independent work/tasks
--	---

Fully Remote Learning Model (Grades K-4)

Core courses meet 2 days per week for synchronous lessons. In addition to synchronous learning office hours will be offered to address individual student needs. There will be an additional 60 minutes of independent work per course. Any synchronous lesson should be made available for students to access after the scheduled time slot.

Learning Expectations	Full Remote Learning Model (5 days) Grades K-5
	<p>Synchronous Instruction</p> <ul style="list-style-type: none"> -Teacher lecture, demonstration, discussion -Q/A <p>Asynchronous Instruction</p> <ul style="list-style-type: none"> -Videos -Recorded teacher lecture or demonstration -Virtual field trips/museums <p>Independent, At Home Learning Tasks</p> <ul style="list-style-type: none"> -Reading -Writing -Research -Assessments (formative and summative) -Self assessment and goal setting -”Choice Boards” -Collaborative Group Work <p>Online Student Support</p> <ul style="list-style-type: none"> -Individualized feedback -Review independent work/tasks