Morris Central School Learning Plan for Remote Learners

Purpose:

This plan establishes guidelines and procedures for Morris Central School to deliver instruction in a remote setting. It outlines procedures and describes the roles and responsibilities of all parties involved with remote learning. For the purposes of this document, "remote learner" is defined as an individual unable to attend in-person instruction at Morris Central School.

Accessibility

Morris Central School will assess student digital accessibility through the use of a survey prior to and/or at the beginning of the school year to prepare for online instruction. Students with:

- *Reliable internet access, but insufficient device capabilities* will be provided with a chromebook to complete online instruction.

- *Limited internet accessibility and the potential to use a mobile hotspot device for online instruction* will be provided with a mobile hotspot in addition to their chromebook.

- *No internet accessibility* will be provided instruction through paper/book assignments.

Morris Central School will provide for parents to pick up learning materials and will arrange for delivery to occur on Wednesday. Where pickup or delivery is not possible, materials will be mailed directly to the student's primary residence and collection procedures will be established between the family and Morris Central School.

Teachers will collect student work and/or provide additional materials for pickup/delivery/mailing. If any staff member is unable to enter the building, they will contact administration to ensure work is delivered to students in a timely manner.

Child Nutrition

Students who are learning from home will be able to receive school meals. Food delivery will take place on Wednesdays.

Accommodations

Morris Central School will collaborate with parents/guardians, to ensure to the greatest extent practicable, each student with a disability will be provided educational and related services as identified in the student's individual education plan (IEP).

The Morris Central School site Principals, Directors, Supervisor of Itinerant Services, teachers, and related service providers will collaborate with the Committee on Special Education (CSE) to ensure that students' programs and services are consistent with IEP recommendations in all instructional delivery environments (remote, hybrid, in-person). The Morris Central School Communication and Work Log, as well as Related Service Provider session notes and IEP progress notes, will be maintained consistently and uniformly. Student progress will be shared with CSE and parents on a regular basis. Morris Central School will ensure that their teachers, related service providers, and BOCES administrators (when applicable) will participate in home district CSE processes. Teachers and Related Service Providers will utilize a variety of methods to monitor student progress as referenced in the district's reopening document.

Instruction (See Appendix A)

Morris Central School teachers will utilize Google Classroom as a provision of their expanded learning classrooms. Instruction will be provided using the Google Classroom, which may also include but is not limited to additional software and virtual conferencing programs such as Google Meet. Assigned coursework will include a combination of synchronous and asynchronous activities such as class discussion via Google Meet, YouTube videos for skill/activity demonstrations and student interaction, online review modules for certification exams. Remote learners will be provided with alternative opportunities for obtaining hours towards work-based learning experiences and/or industry certification requirements. Remote learners will remain eligible to earn all Morris Central School's awards and achievements, including honor roll designations, scholarships, etc. Remote learners will be held to the grading standards and policies of Morris Central School outlined in the student handbook and will follow the Morris Central School calendar for all holidays, breaks, marking periods, etc.

Administration will develop a school-wide remote schedule for students to interact and seek feedback and support from their teachers that follows individual students' daily schedule. One day of the week will be dedicated to remote student/staff office hours to provide instructional support and answer questions. This dedicated day may also be used for remote students to enter the building by appointment to minimize exposure to health risks and complete lab portions of their coursework and/or meet with service providers.

Student contact will be made by teachers, LTAs, and/or other staff to maintain instructional connections and strengthen school/home relationships. Each teacher will maintain daily student attendance as verified through student activity in Google Classroom and their attendance on Google Meet. For students without access to the internet, daily phone contact will be made to verify attendance.

In instances where a remote learner is not engaging in the required coursework, the following steps will be taken:
1. Concerns will be raised to the school attendance officer
   ○ Attendance officer will connect with the parent through alternative methods (email, facebook messenger, text, emergency contact)
2. Reach out to school counselor connected with the student program
   ○ The counselor will connect with the outside counselor and social worker and home school counselor
3. Program administrator will contact the component school administrator
   ○ Student engagement meeting will be held if student engagement does not improve
   ○ The meeting will include attendance officer, counselor, program administrator, component school counselor and administrator to determine next steps

Counseling

Morris Central School counselors will establish daily office hours for remote learners and schedule secure virtual conference meetings to provide mandated IEP counseling.

Roles and Responsibilities

Teachers	Counselors	Licensed Teaching Assistants & Teacher Aides	Consultant Teachers
● Create and maintain Google Classroom ● Hold office hours and communicate such times to students - be available for questions via Google Meet during scheduled office hours or through email ● Develop instruction that is foundational for future learning in his/her program and for success in the next level of work or education ● Teachers with college credit bearing classes will continue teaching those classes per college guidelines ● Teachers will use email, phone, or Google Meet to communicate with students to determine health and safety, and to identify potential supports ● Participate in PLCs, webinars, and other professional development opportunities as needed to gather and share resources for continued instruction. [Instructional Support Services - Resources for Educators](), (Additional Web Resources) provides Zoom trainings for CTE teachers	● Evaluate student academic progress and social-emotional well-being on a weekly basis ● Develop a plan to support each student's IEP or 504 ● Maintain regular communication with teachers to address student concerns ● Coordinate between teacher, parent, and any additional student needs such as through ONC BOCES ● Implement teletherapy as deemed appropriate for students on a case by case basis ● Provide progress notes and attend CSE review meetings for students on their caseloads ● Participate in PLCs, webinars, and other professional development opportunities as needed to gather and share resources for continued instruction. [Instructional Support Services - Resources for Educators]() (Additional Web Resources)	● Serve as a resource for students and teachers ● Provide feedback and support concerning instruction ● When appropriate, attend and participate in the eLearning environment ● Conduct daily check-ins with assigned students and act as a resource to share needs	● Consultant teachers will continue to support students on their assigned caseload ● Consultant teachers will continue to collaborate with their colleagues to increase opportunities for student success ● To the greatest extent possible, Consultant teachers will continue to support the IEP or 504 for each student **Related Service Providers (OT, PT, Speech, TVI, THI, APE, School Psychologists)** ● Establish daily routines for engaging in learning. ● Regularly monitor email to check for announcements and feedback from teachers and staff. ● Complete assignments with integrity and academic honesty. ● Do your best to meet timelines, commitments, and due dates. ● Be proactive with your teachers when having difficulty. ● Comply with the Acceptable Use Policy including expectations for online etiquette**.**

Remote Learners	Parents of Remote Learners
● Establish daily routines for engaging in learning and follow the academic schedule as detailed in the reopening plan. ● Regularly monitor email to check for announcements and feedback from teachers and staff. ● Complete assignments with integrity and academic honesty. ● Do your best to meet timelines, commitments, and due dates. ● Be proactive with your teachers when having difficulty. ● Comply with the Acceptable Use Policy including expectations for online etiquette.	●Regularly communicate concerns and issues related to the education of your child to the appropriate district staff. ●Ensure your child complies with the Acceptable Use Policy including expectations for online etiquette. ●Read and understand the student handbook/code of conduct as well as the Learning Plan for Remote Learners (available on www.morriscsd.org).

Technical Support

Technical support will be provided through Information Technology Service by emailing gthom@morriscsd.org. Your email will be answered as promptly as possible.

Communication by the Agency for Remote Learners

Communication for an individual basis:
- Telephone call
- Email
- Postal Mail

Communication for group notifications:
- Postal Mail
- District webpage
- District Facebook
- Robocall (BrightArrow)

Appendix A

MORRIS CENTRAL SCHOOL
REMOTE LEARNING INFORMATION AND SCHEDULE

GRADING - PK-12
For all models of learning, grading will be consistent with the Morris Central School Grading Policy.

REMOTE LEARNING SCHEDULE - STUDENTS GRADES PK-6
All students will be provided with Chromebooks.

All classroom teachers will have a Google Classroom and post all subject area assignments in that location. Special area and support teachers will have access to the classroom teachers' Google Classrooms and will post their recordings in that one location, as well.

All teachers will be using a consistent format for posting assignments.

There will be two blocks of time scheduled for live Google Meets (also recorded) to address social emotional needs. This will also be a time to go over the weekly schedule and provide reminders etc.

Teachers will schedule daily office hours. Monday and Thursday a minimum of one half hour will be designated. On Tuesday, Wednesday and Friday a minimum of two half hour blocks will be designated.

Recordings of daily lessons and activities will be posted daily by 8:30 a.m. In the case of an emergency remote learning day, recordings will be posted on or before 10:00 a.m.

Teachers should not exceed 2 activities a day within a given block (for example, an ELA block could include a phonics activity and a writing activity; each activity will be recorded separately).

On remote days, students will be expected to work an additional 3 to 3 ½ hours on asynchronous assigned activities, homework, RTI and Special education direct instruction, and meeting directly with teachers/staff for academic support. On Wednesdays, students are expected to put in a minimum of 5 hours of time on academic work involving the same activities as on remote days.

Families without internet access will receive flash drives with recorded lessons/activities.

Materials to support student learning will be delivered on Wednesday to students. Student work should be returned at that time.

Remote learning will follow the instructional days of the school calendar.

Student attendance will be taken based on participation and submission of assignments.

RTI services and Special Education services will be scheduled with individual families.

Class Meetings (Live/Recorded Google Meet) - SEL / Weekly Check-In Monday and Thursday - 15 -20 minutes

Prekindergarten	8:30 a.m.		4th grade	11:00 a.m.
Kindergarten	9:00 a.m.		5th grade	11:30 a.m.
1st grade	9:30 a.m.		6th grade	12:00 p.m.
2nd grade	10:00 a.m.			
3rd grade	10:30 a.m.			

Elementary Schedule - Recorded lesson/activity up to 20 minutes in length

Monday	Tuesday	Wednesday	Thursday	Friday
ELA	ELA	ELA	ELA	ELA
Math	Math	Math	Math	Math
Science	Social Studies	Science	Social Studies	Science/Social Studies (alternate)
PE	Art	PE	Music	PE

Classroom teachers *may* also schedule Google Meets for instructional opportunities as needed.

GRADES 7-12

Students in grades 7-12 will follow the normal bell schedule. Periods will be no longer than 30 minutes. Wednesdays will be used for asynchronous learning and office hours.

On remote days, students will be expected to work an additional 2 hours on asynchronous assigned

activities, homework, RTI and Special education direct instruction, and meeting directly with teachers/staff for academic support. On Wednesdays, students are expected to put in a minimum of 5 1/2 hours of time on academic work involving the same activities as on remote days.

Instruction will be live and also recorded. Attendance and participation is required. You do not sign in to a period when you have a study hall or lunch.

Students need to check their email on a daily basis and respond to teachers.

Printed materials to support learning will be available upon request.

Materials will be delivered and picked up on Wednesdays.

Scheduled Office Hours will be set. The schedules will be posted and shared with students.