



Remote Learning Plan for Greene Central School

Greene Primary and Intermediate School:

Important Elements:

- **Equity:** A **continuity of learning** will be maintained that is rooted in **equity** for all students in the event of a remote instruction scenario. As previously noted, this will be ensured by providing intensive instructional support and daily interaction between teachers and students.
- **Asynchronous/Synchronous:** The remote model will have *asynchronous* and *synchronous* elements that will provide balance for students while increasing interactions between students and teachers (*placing increased value on connecting students to their fellow classmates and teachers as much as possible*).
- **Devices:** In the event of a closure, each student in grades UPK-5 will be provided with a device (iPad or Chromebook) which will allow for a continuity of learning to be maintained.
- **Platforms:** **Seesaw (UPK-2)** **Google Classroom (3-5)** and **Google Meets (UPK to 5)** will be the primary platforms utilized to carry out their remote learning (there will be additional online tools that will be utilized that can be accessed through See Saw and Google Classroom)

- **Seesaw** (Grades UPK -2) will be used as the primary platform for remote instruction and serve as the “hub” for faculty and students. See Saw is where class interactions will take place, important announcements will be made, assignments will be posted and turned in, access to links for additional learning materials can be found, and feedback shared between staff and students.
- **Google Classroom** will be used as the primary platform for remote instruction and serve as the “hub” for faculty and students. Google Classroom is where class interactions will take place, important announcements will be made, assignments will be posted and turned in, access to links for additional learning materials can be found, and feedback shared between staff and students.
- Through **Seesaw and Google Classroom**, students will be able to access their Google Meets “sessions/classes” with teachers and fellow students for live virtual instruction and meetings. It is through Google Meets that synchronous learning will occur and allow students to follow their schedule virtually in a remote setting.
- **Expectations:** High expectations will be held for student engagement and learning during a remote setting, and thus, **attendance will be mandatory** in all virtual sessions/classes for students. By holding students to these high standards, we believe it will provide the structure and accountability that middle and high schools students need in order to thrive in a remote learning setting.
- **Schedule:** In the event of a school closure, students will immediately enter into a **rigorous virtual learning schedule, which will mirror their typical schedule**. Meaning that, students will follow a similar schedule virtually that they would follow if they were at school.
- **UPK to Grade 5 Students:** Students in UPK to 5th grade will participate in their remote learning schedule 5 days a week.
- **Grading Policy:** This past spring we used a revised grading policy because we were under emergency response conditions. For the 2020-2021 school year, we will be using our typical grading systems/policies that were in place prior to the COVID-19 closure that happened this past spring.

- **Special Education:** In maintaining the continuity of learning during remote instruction and ensuring a free and appropriate public education (FAPE) for all students with disabilities parents and students can expect:
 - Staff working to provide for all needs in their child's IEP (Individual Education Plan).
 - Students with both IEP's and 504's will continue to have a case manager for parents to reach out to with concerns or they may always contact the CSE Office.
 - Students will be meeting in their self-contained classes, resource room and receiving their itinerant services like speech, occupational therapy and physical therapy.
 - These will be scheduled in the Google Meets format with teletherapy.
 - Parents will receive notification from the CSE department of changes consistent with the Contingency Plan of Service Delivery.
 - Currently the NYS Education Department is allowing some flexibility with services provided without changes to the IEP. If you have any questions about your child's services, please don't not hesitate to contact Mrs. Knapp in the CSE office.
 - Prior Written Notice will continue to be provided in any of the models of instruction.
 - The Committees on Special Education and the Committees on Preschool Special Education will continue to meet in any model of instruction and make have to move to video-conferencing.

Parent/Families Responsibilities during Remote Instruction

- *Families provide coaching, encouragement, and support for students learning.*
- *K-5 Students participating in remote learning will be required to commit for a full trimester.*
- *Families will ensure their students attend/participate in instruction daily.*
- *Families may contact any of their student's teachers during regular school hours by email or leave a voice message.*
- *Seesaw (K-2), Google classroom and email are used to contact teachers outside of the school day.*
- *Parents and family members are not expected to teach new content. They are guides, providing time and structure for student focus. Teachers must be notified at any time a student is struggling with the learning task.*

Greene Primary School Remote Learning Sample Schedule Hybrid Model

UPK	Time	Description
UPK Remote Instruction	2:00 to 3:00	Afternoon welcome, ELA instruction, Math instruction and Socialization activities
*Since UPK students are young and their attention span can be limited. Therefore, the 2:00 to 3:00 time will be flexible depending on the day and activities. The students need to be accessible to the teacher during this time so she can monitor student work, break them into small groups if needed and have time for them to socialize with each other.		
Kindergarten	Time	Description
Morning Meeting and ELA	7:45 – 8:25	Morning Meeting and Attendance Teacher led ELA lesson in reading/writing via Google Meets
ELA Independent Work	8:20 – 9:00	ELA practice as assigned by teacher
Indoor/Outdoor Play	9:00 – 9:30	Free choice for play; snack
Story Time/Counseling Lesson 1x per week	9:30 -10:00	Read Aloud or Social Emotional Lesson with School Counselor
AM Special PE	10:15 to 10:45	Skills and movement
Lunch	10:45 to 11:45	Lunch
Math	11:45 -12:15	Teacher led Math lesson via Google Meets
Math Independent Work	12:15 – 12:45	Math practice as assigned by teacher
PM Specials	1:00 – 1:30	Art, Music, Library, Computer Lab 1x every 4 days via Google Meets
*Science/SS	2:00 – 2:30	Teacher led science or social studies lesson via Google Meets
End of Day check In or End of Day Check In with Resource Room if applicable	2:30 – 2:45 2:30 to 3:00	End of day wrap-up and possible Resource Room Services
Science/SS Independent Work	2:45	Completion of Science/Social Studies tasks, assignments or projects as assigned by teachers
Grade 1	Time	Description
Morning Meeting and ELA	7:45 – 8:25	Morning Meeting and Attendance Teacher led ELA lesson in reading/writing via Google Meets
ELA Independent Work	8:20 – 9:00	ELA practice as assigned by teacher
Indoor/Outdoor Play	9:00 – 9:30	Free choice for play; snack
Story Time/Independent Reading/Counseling 1x per week	9:30 -10:00	Read Aloud or Social Emotional Lesson with School Counselor
AM Special PE	10:15 to 10:45	Skills and movement
Lunch	10:45 to 11:45	Lunch
Math	11:45 -12:15	Teacher led Math lesson via Google Meets
Math Independent Work	12:15 – 12:45	Math practice as assigned by teacher

PM Specials	1:00 – 1:30	Art, Music, Library, Computer Lab 1x every 4 days via Google Meets
*Science/SS	2:00 – 2:30	Teacher led science or social studies lesson via Google Meets
End of Day check In or End of Day Check In with Resource Room if applicable	2:30 – 2:45 2:30 to 3:00	End of day wrap-up and possible Resource Room Services
Science/SS Independent Work	2:45 – 3:00	Completion of Science/Social Studies tasks, assignments or projects as assigned by teachers
Grade 2	Time	Description
Morning Meeting and ELA	7:45 – 8:25	Morning Meeting and Attendance Teacher led ELA lesson in reading/writing via Google Meets
ELA Independent Work	8:20 – 9:00	ELA practice as assigned by teacher
Indoor/Outdoor Play	9:00 – 9:30	Free choice for play; snack
Story Time/ Independent Reading/Counseling 1x per week	9:30 -10:00	Time for independent reading or Social-Emotional Lesson with School Counselor
AM Special PE	10:15 to 10:45	Skills and movement
Lunch	10:45 to 11:45	Lunch
Math	11:45 -12:15	Teacher led Math lesson via Google Meets
Math Independent Work	12:15 – 12:45	Math practice as assigned by teacher
PM Specials	1:00 – 1:30	Art, Music, Library, Computer Lab 1x every 4 days via Google Meets
*Science/SS	2:00 – 2:30	Teacher led science or social studies lesson via Google Meets
End of Day check In or End of Day Check In with Resource Room if applicable	2:30 – 2:45 2:30 to 3:00	End of day wrap-up and possible Resource Room Services

Greene Intermediate School Remote Learning Sample Schedule
Hybrid Model

Grade 3	Time	Description
Morning Meeting and ELA	7:45 – 8:25	Morning Meeting and Attendance Teacher led ELA lesson in reading/writing via Google Meets
ELA Independent Work	8:20 – 9:00	Completion of ELA assignments
Indoor/Outdoor Play	9:00 – 9:30	Free choice for play; snack
Independent Reading	9:30 -10:00	Time for independent reading
AM Special	10:00 – 10:30	Complete activity from art, music, STEM, Social Emotional
Science/SS Independent Work (previous day)	10:30 – 11:00	Completion of Science/Social Studies assignment
Lunch		
Math	11:45 - 12:15	Teacher led Math lesson via Google Meets
Math Independent Work	12:15 – 12:45	Completion of Math assignments
Physical Education	1:00 – 1:30	Complete and document activity from PE menu
*Science/SS	2:10 – 2:35	Teacher led science or social studies lesson via Google Meets
Homeroom Teacher-Check In	2:35 – 2:50	Additional support for questions on assignments
Grade 4	Time	Description
Morning Meeting and ELA	7:45 – 8:25	Morning Meeting and Attendance Teacher led ELA lesson in reading/writing via Google Meets
ELA Independent Work	8:20 – 9:00	Completion of ELA assignments
Indoor/Outdoor Play	9:00 – 9:30	Free choice for play; snack/bathroom
Independent Reading	9:30 - 10:00	Time for independent reading
AM Special	10:15 – 10:45	Complete activity from art, music, STEM, Social Emotional
Science/SS Independent Work (previous day)	10:45 – 11:15	Completion of Science/Social Studies assignment
Lunch		
Math	12:00 – 12:30	Teacher led Math lesson via Google Meets
Math Independent Work	12:30 – 1:00	Completion of Math assignments
Physical Education	1:15 – 1:45	Complete and document activity from PE menu
*Science/SS	2:10 – 2:35	Teacher led science or social studies lesson via Google Meets
Homeroom Teacher-Check In	2:35 – 2:50	Additional support for questions on assignments
Grade 5	Time	Description
Morning Meeting and ELA	7:45 – 8:25	Morning Meeting and Attendance Teacher led ELA lesson in reading/writing via Google Meets
ELA Independent Work	8:20 – 9:00	Completion of ELA assignments
Indoor/Outdoor Play	9:00 – 9:30	Free choice for play; snack
Science/SS Independent Work (previous day)	9:30 – 10:00	Completion of Science/Social Studies assignment
AM Special	10:15– 10:45	Complete activity from art, music, STEM. Social-Emotional

Math	10:50 – 11:20	Teacher led Math lesson via Google Meets
Math Independent Work	11:20 – 11:50	Completion of Math assignments
Lunch		
Independent Reading	12:45 – 1:15	Time for independent reading
Physical Education	1:15 – 1:45	Complete and document activity from PE menu
*Science/SS	2:00 – 2:35	Teacher led science or social studies lesson via Google Meets
Homeroom Teacher-Check In	2:35 – 2:50	Additional support for questions on assignments
12-1-1 Room	Time	Description
ELA and Morning Meeting	7:45 – 8:20	Morning meeting; review of daily schedule; teacher led ELA lesson via Google Meets
ELA Independent Work	8:20 – 9:00	Completion of ELA assignments
Homeroom Teacher-Check In for ELA	9:00 – 9:20	Additional support for questions on assignments
Indoor/Outdoor Play	9:20 – 10:00	Free choice for play; snack
AM Special	10:00 – 10:30	Complete activity from art, music, STEM, Social-Emotional
Independent Reading	10:45 – 11:15	Time for independent reading
Lunch		
Math	11:55 – 12:15	Teacher led Math lesson via Google Meets
Math Independent Work	12:15 – 12:45	Completion of Math assignments
Physical Education	12:45 – 1:15	Complete and document activity from PE menu
*Science/SS	1:30 – 2:00	Teacher led science or social studies lesson via Google Meets
Science/SS Independent Work	2:00 – 2:20	Completion of Science/Social Studies assignment
Homeroom Teacher-Check In for Math/Science/SS	2:20 – 2:45	Additional support for questions on assignments

For both Primary and Intermediate Students

*Science and Social Studies lessons taught on alternating days; completion of this independent work could take place the following day as there are open slots in the schedule

**Related services provides (OT, PT, Speech) will contact families on an individual basis to schedule services outside of core instruction blocks (if applicable to your child).

Note: The schedule above is an initial draft. We just finished creating a master schedule for the building. Once teachers have classroom schedules in place we can identify opportunities to add in additional contact time with staff during the remote day (especially after core lessons and independent work). The goal is to build in contact with special areas teachers at least once a week as well.

Common Terminology:

Hybrid Learning	Hybrid Learning refers to the place learning happens; in-person and online; usually involves planning synchronous and asynchronous opportunities
Online Learning	Online Learning is education that takes place entirely online.
Learning Management System	An online platform for the facilitation of learning. Most notably the distribution and collection of student work. For example, Google, Classroom, Schoology, Seesaw.
Synchronous	Students access learning together, simultaneously.
Asynchronous	Student access learning, different times, and work through it at their own pace.

Greene Middle School and High School:

Important Elements:

- **Equity:** A **continuity of learning** will be maintained that is rooted in **equity** for all students in the event of a remote instruction scenario. As previously noted, this will be ensured by providing intensive instructional support and daily interaction between teachers and students.
- **Asynchronous/Synchronous:** The remote model will have *asynchronous* and *synchronous* elements that will provide balance for students while increasing interactions between students and teachers (*placing increased value on connecting students to their fellow classmates and teachers as much as possible*).
- **Devices:** In the event of a closure, each student in grades 6-12 will be provided with a device (laptop or Chromebook), which will allow for a continuity of learning to be maintained.

- **Platforms:** **Google Classroom** and **Google Meets** will be the primary platforms utilized to carry out their remote learning (there will be additional online tools that will be utilized that can be accessed through Google Classroom). Additionally, parents and students will be able to use *Eschool/home-access, and the homework hotline* (middle school) to help inform them on current levels of progress.
 - **Google Classroom** will be used as the primary platform for remote instruction and serve as the “hub” for faculty and students. Google Classroom is where class interactions will take place, important announcements will be made, assignments will be posted and turned in, access to links for additional learning materials can be found, and feedback shared between staff and students.
 - Through **Google Classroom**, students will be able to access their Google Meets “sessions/classes” with teachers and fellow students for live virtual instruction and meetings. It is through Google Meets that synchronous learning will occur and allow students to follow their schedule virtually in a remote setting.
- **Expectations:** High expectations will be held for student engagement and learning during a remote setting, and thus, **attendance will be mandatory** in all virtual sessions/classes for students. By holding students to these high standards, we believe it will provide the structure and accountability that middle and high schools students need in order to thrive in a remote learning setting.
- **Schedule:** In the event of a school closure, students will immediately enter into a **rigorous virtual learning schedule, which will mirror their typical schedule**. Meaning that, students will follow a similar schedule virtually that they would follow if they were at school.
- **6th Grade Students:** Students in 6th grade will participate in their remote learning schedule 5 days a week.
- **Grades 7-12 Students:** Students in grades 7-12 will follow their remote schedules 4 days a week (Monday, Tuesday, Thursday, and Friday). On Wednesdays, students will participate in advisory/homeroom meetings, small group instruction, teacher office hours, and independent study.

- **Grading Policy:** This past spring we used a revised grading policy because we were under emergency conditions. For the 2020-2021 school year, we will be using our typical grading systems/policies that were in place prior to the COVID-19 closure that happened this past spring.
- **Special Education:** In maintaining the continuity of learning during remote instruction and ensuring a free and appropriate public education (FAPE) for all students with disabilities parents and students can expect:
 - Staff working to provide for all needs in their child's IEP (Individual Education Plan).
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- *Families provide coaching, encouragement, and support for students learning.*
- *Students participating in remote learning will be required to commit for a full marking period at a time.*
- *Families will ensure their students attend/participate in instruction daily.*
- *Families may contact any of their student's teachers during regular school hours via email or leave a voice message.*
- *Google classroom and email are used to contact teachers outside of the school day.*
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Example of Remote Learning Schedule for a Middle or High School Student (grades 6-12)

Using their device, each student will log in to their Google Classroom which will give them access to links for all of their classes for the day (through Google Meets).	
Students will attend various classes from approximately 7:45-3:15.	
House/Homeroom	<i>Student attends virtual House/Homeroom meeting</i>
1st Period	<i>Student attends 1st period Foreign Language class virtually</i>
2nd Period	<i>Student attends 2nd period ELA class virtually</i>
3rd Period	<i>Student has Study Hall break</i>
4th Period	<i>Student works independently on Technology project</i>
Lunch	<i>Student eats Lunch</i>
5th Period	<i>Student attends 5th Science class virtually</i>
6th Period	<i>Student attends 6th period Math class virtually</i>
7th Period	<i>Student updates PE Logs</i>
8th Period	<i>Student works independently on a Social Studies project</i>
<i>Mandatory attendance will be taken/required in all remote learning classes throughout the day</i>	

Please note: This table is just being used to provide a visual representation of what a student's remote learning day could look like (the subjects will vary by students).