The Ballston Spa Central School District *Remote Learning Program*

Background

The Ballston Spa Central School District Reopening Plan applies to all six of our schools and our Early College High School Program (PTech). This *Remote Learning Program Plan* is being built on the critical principle of *equitable opportunities for all learners* in support of our District's Mission, Vision, and Priorities. To ensure that each of our students has both equitable and rigorous opportunities for their learning, the key components of this plan are:

1. First day for students – Monday, September 14
2. Remote learning for all students[1] – September 14 – October 2.
3. Hybrid Learning for in-person and remote learning – begins October 5.
4. Daily Schedule: Students will follow the same schedule that is currently as the current elementary (grades K-5) and secondary schedules (grades 6-12).
5. Student attendance – will continue based on the District's Attendance Policy and the associated procedures that are currently in place.
6. This plan will be revised and reposted in the coming weeks as our planning team continues to refine the necessary details.
7. On or about Friday, September 18, the District will then make a determination as to whether are able to open for in-person learning.

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[1] CTE and ECHS/PTech student attendance is under review based on their locations

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Instruction and Multi-Tiered System of Supports

Once the information noted above is available and determinations are made, the District will determine which of the following models will be utilized. Any change in models during the year will be communicated to parents/caregivers as far in advance as possible.

- Our remote learning model is currently under review by our remote learning committee.
- ***The remote learning schedule will follow the regular school day schedule.***
- Instruction will be a combination of live video from teachers, pre-recorded video lessons, paper and pencil-based lessons, and video conferencing via Google Meet.
- For K-12 students with disabilities, a remote learning plan will be developed for each of our special education continuum areas (e.g., ICT, 15:1, 12:1, etc.) that can then be individualized for each student. This plan will address how each of the goals in the IEP will be met in a remote learning setting.
  - For grades K-12 remote learners with disabilities or who have a section 504 accommodation(s), the delivery model of related services will be determined on a case-by-case basis in consultation with parents, the Director of Special Education, and the service provider(s).
- Supports for students who are having various levels of difficulty can be scheduled in consultation with the parent, teacher/interventionist, counselor/social worker/school psychologist and, where needed, the building principal or assistant principal. Emergent issues will be managed on a case-by-case basis.
- Screen time and associative learning activities will vary by grade level.

Remote Learning Program Responsibilities

1. **Teachers/Instructional Support**
   a. *Establish remote classroom rules* – With guidance from administration, rules will be established and subsequently reviewed with students to ensure understanding of expectations. These rules will include attendance requirements, use of camera features, participation expectations, and background awareness and precautions.
   b. *Lesson content and delivery* – Lesson *content* will be the same for both in-person and remote learners. Delivery will be determined by the District-selected model that is in place at the time.
   c. *Engagement* – Teachers will ensure that remote learners have multiple opportunities for engagement including direct conversations in the remote setting, utilization of chat features, email access, and phone call availability. Responses to questions should follow the 24 hour rule unless otherwise agreed to.
   d. *Grading* – Teachers will grade student work in timely fashion and will indicate to students when grades can be expected by.
   e. *Communications* – Teachers will establish regular communications with parents and principals regarding their remote learners including areas of success and areas of concern.
   f. *Trainings* – Teachers and instructional support staff will attend trainings to continuously improve the remote teaching and learning experience.

2. **Students** –
   a. *Attendance* – Students are expected to attend class on time every day and attendance will be taken following the District's current attendance policy.
   b. *Active engagement* – As would be expected for in-person learners, remote learners are expected to be active participants in their learning by asking questions, sharing responses, engaging in class discussions, and completing assigned work to the best of their abilities.
   c. *Adhere to rules established by the teacher* – Students will review classroom rules at the outset of their remote learning time and will be expected to adhere to these as well as the rules set forth in the student Code of Conduct, the overview of which is included in BSCSD Student Handbooks.
   d. *Communications* – Students are expected to contact their teacher through *Schoology* messaging if they have questions, need additional clarification, are struggling, or need help with issues outside of the classroom (e.g., support for a school counselor).

3. **Parents** –
   a. *Establish a dedicated learning space* – To the extent possible, parents are asked to establish a learning space for their child that is as free from distractions as possible. At the very least, parents are asked to ensure that children are properly dressed to be on camera and that any background distractions are minimized. These will be important habits to maintain for when we return to in-person learning.
   b. *Support daily attendance* – **As our remote learning program is simply an extension of the regular school day, parents are asked to ensure that children are in attendance each day and are on time to their scheduled classes.** Arriving late reduces the opportunity for a student to learn and is a distraction to other learners and the teacher.
   c. *Support adherence to rules established by the teacher* – Parents are asked to review and reinforce the classroom rules established by the teacher as noted above.

d. *Communications* – Parents are asked to reach out to teachers, counselors, and principals as needed to support their children's learning. Parents can expect a response within 24 hours of their request.

4. **Administration** –
   a. *Training* – Administration will work collaboratively with Instructional Technology coaches to provide timely training on both the technical and instructional aspects of remote teaching and learning. These trainings will be made available through our *Professional Growth* (formerly MLP) platform.
   b. *Support* – Administration will provide support for instructional staff through meetings, parent phone calls, recommended trainings, pairing of teachers to learn from one another, and highlighting positive practices within the Remote Learning Program.
   c. *Communications* – Administration will continue providing updates and direction to staff and parents following the Reopening Plan Communications protocol as well as our internal communications protocol.
   d. *Setting policy for teacher availability* – Administration will set the times that teachers are available for student and parent meetings to ensure that answers are provided in timely fashion to parents while also allowing our teachers to have time with their own children and families and to ensure that they are ready for the next day of instruction.

District Policy Support

In addition to ensuring that the District's remote learning model adheres to state regulations for online learning (see http://www.p12.nysed.gov/part100/pages/1005.html#Credit) and for instructional contact time with teachers (see https://stateaid.nysed.gov/attendance/htm_docs/final_adopted_regulations.htm), the following District policies and procedures will be in place for any of our remote learning models:

1. **Daily Schedule**:
   o Daily schedules remain the same whether in-person or remote learning. This allows for consistency for students, parents, and teachers should we need to shift models during the year.

2. **Attendance/Engagement[2]**:
   o The current District Attendance Policy will continue and daily attendance will be taken. For students who do not attend classes, the student's school will contact parents/caregiver for an explanation as to why the student is not in attendance.
   o The Office of Student Support Services will coordinate and conduct home visits where necessary to determine the health and safety of our students who are not regularly in attendance.

3. **Assessment/Grading**:
   o Student assessment that is typically used in an in-person learning course will be adapted to the remote learning platforms that are being used.
   o Students in a remote learning setting will be graded on the same policies that are in typically place for in-person learning.

4. **Student Conduct[3]**:
   o All students are to follow the expectations set within the Student Code of Conduct.

5. **Ensuring Student Data Privacy[4]**:
   o By utilizing only those online platforms and programs that are approved by the District (which must adhere to NYS Education Law section 2-d – see https://www.nysenate.gov/legislation/laws/EDN/2-D), instructional staff and families can ensure that students' personally identifiable information is protected.

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[2] For District Policy, please see https://www.bscsd.org/site/handlers/filedownload.ashx?moduleinstanceid=16396&dataid=33653&FileName=7110 Comprehensive Attendance Policy.pdf

[3] For District Policy, please see https://www.bscsd.org/site/handlers/filedownload.ashx?moduleinstanceid=16396&dataid=33643&FileName=7310 Code of Conduct.pdf

[4] For District Policies, please see https://www.bscsd.org/site/handlers/filedownload.ashx?moduleinstanceid=16394&dataid=33572&FileName=5672 Information Security Breach and Notification.pdf and
https://www.bscsd.org/site/handlers/filedownload.ashx?moduleinstanceid=16396&dataid=33645&FileName=7240 Student Records Access.pdf

Student, Staff, and Family Support

The Remote Learning Program is a largely new concept to the District and to many of our families. As a result, we have put the following supports in place for students, instructional staff, and parents as we plan for implementation of the program.

1. **Personnel**
   a. Instructional Technology Coaches – The District has created two full-time positions to further assist our Instructional Technology Coordinator in providing trainings and support for our Remote Learning Program.
   b. Help Desk – The District has created full time positions for employees who will be trained to assist students, parents, and instructional staff with resolving problems related to the instructional platforms and programs that are being used in the Remote Learning Program. Help Desk personnel will also work closely with the District's technicians on resolving hardware and connectivity-related issues.
   c. Mentors for our McKinney-Vento-based homeless students.
   d. Tutoring support for our English as New Language learners.

2. **Training** – The District continues to provide and develop a variety of instructional technology trainings for staff to attend. These trainings include how to utilize and manage the K-12 Learning Management Platform – *Schoology* – and the video conference platform – *Google Meet*. Trainings will be led by our curriculum and instruction administrators as well as our Instructional Technology Coaches.

3. **Curriculum** – Curriculum development will be led by our K-5 curriculum council (teachers, coaches, instructional staff, and administrators) with support from our Technology, Curriculum and Instruction, Special Education, Health and Physical Education, and Student Support Services administrators.

4. **Common Platforms and Equipment** –
   a. *Platforms* –
      i. Learning Management Platform – The District will utilize the *Schoology* Learning Management system. Those students in the PTech program will continue to utilize *Canvas*.
      ii. Video Conference Platform – The District will use *Google Meet* for all video conferencing with students and parents.

   b. *Equipment* – Based on the results of our Parent Survey, approximately 5% of our students have no or inconsistent connectivity to internet service. The Office of Student Support Services will reach out to those families who do not have this access to determine the most effective way to ensure that their children have equitable access to our teaching and learning programs including mobile hotspots.

5. **Time for Planning and Practice** – The District is building in time at the beginning of the year for instructional staff to practice the remote learning processes. This will help to ensure that the teaching and learning processes are as meaningful as possible when we begin student attendance days.

Evaluation and Communication

1. **Evaluation** – The District will periodically survey students, staff, and families on the effectiveness of our remote learning program and will continue to review the literature and research on improving the effectiveness of our program.

2. **Communication** – The District will continue to utilize our *Reopening Communication Plan* for keeping all stakeholders updated on the details related to our Remote Learning Plan. This will include the *Remote Learning Program Appeal Procedure* for those families whose circumstances have changed (e.g., called back early from furlough, change of job, and serious illness in the household, etc.). This process will require additional documentation as will be outlined in Attachment B.

Remote Learning Program Registration Form *(for October 5 reopening)*

As we prepare for the reopening of our school in September, a number of our parents and caregivers have indicated that they are choosing our *Remote Learning Program* option for their child or children. To have an accurate number of how many students this will actually include, parents who are choosing this option MUST complete this form **for each of their children** and submit it to the District by September ___, 2020. This information will help us to determine the staff needed to teach in the remote program, to finalize our in-person learning model, and to establish class lists.

Student Information:

1. **Name of student**
2. **School Building Attending**
3. **Grade level**
4. **Parent/Caregiver Name**

Parent/Caregiver Acknowledgements: *By signing this registration form, I understand that:*

- I am committing to six (6) weeks of remote instruction for my child.
- The daily schedule for remote learners and in-person learners is the same depending upon grade level.
- I must read, understand, and uphold the requirements of the program including the expectations of me and my child.
- The District may choose to alter the remote learning model depending on changing circumstances.
- Remote instruction will be a combination of live online instruction with pre-recorded instruction.
- The teacher providing remote instruction may not be my child's previously assigned teacher.
- Certain opportunities in our humanities program (physical education, Art, music) may be different for my child due to the remote setting.
- If custody of my child is split between me and another parent/guardian, we will work together to have the same choice for remote learning during their time with my child.
- If my circumstances change, I have the opportunity to appeal this registration so that my child may attend in-person learning, but that this appeal may not be approved.
- At the end of the six week period, if the requirements from the state do not change and/or if a number of other students do not choose remote learning during that time period, the District cannot guarantee that my child will be able to return to in-person learning due to space restrictions.
- The remote learning option is only available for the duration of any government ordered emergency situation involving the COVID-19 crisis and will be null and void after such emergency is declared over at which time normal instructional attendance and transportation rules shall apply.

_____   _____

Parent/Caregiver Signature   Date of Signature

Ballston Spa
CENTRAL SCHOOL DISTRICT

<u>Remote Learning Program Appeal Process</u> *(for October 5 reopening)*

Although parents and caregivers have registered their child to the *Remote Learning Program* for a period of six (6) weeks, circumstances that are beyond their control including but not limited to changes in their workplace, personal health, or the need to care for someone else within their immediate household may occur causing them to need their child to return to the in-person learning program. In these situations, parents/caregivers may appeal to their child's building principal to return to in-person learning by using this form. Once received, you will receive an acknowledgement and a projected date of decision.

<u>Appeals Procedure:</u>

1. **Name of student**
2. **School Building Attending**
3. **Grade level**
4. **Parent/Caregiver Name**

Reason for the Requested Change in Placement (*Please be brief and include the timeline of your change in circumstance. If absolutely necessary, you may attach an additional sheet*):

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Attach a signed written statement on official letterhead from your employer, physician or other relevant authority who can attest to your need for a change in circumstances.

_____   _____
Parent/Caregiver Signature   Date of Signature