

TRUMANSBURG

Central School District

Celebrating Diversity  *Educating for Excellence*

2020-2021 Return to Learn Plan



The MISSION of the Trumansburg School District is to provide every student with experiences and opportunities that will allow them to reach their maximum potential.

The VISION of the Trumansburg School District is to work with our all-inclusive community to develop critically thinking students who are responsible, self-directed, engaged, life-long learners in a safe and supportive environment.

Last Updated 8/28/20

A Letter from the Superintendent...

August 25, 2020

Dear Students and Families,

I hope this communication finds you well and still enjoying the warm days of summer. As you can imagine this past couple of months, we have spent a great deal of time envisioning our 2020-2021 reopening, taking into consideration guidance from the NYS Education Department, CDC, and the Department of Health. We have also considered feedback from our community surveys, including a "Thought Exchange" and four community Livestreams with Q & A. Based on the dynamic nature of local community transmission of the COVID-19 virus, a phased-in approach or hybrid model combining in-person instruction and remote learning will begin for the academic year on September 14, 2020.

Some insight into our planning, daycare has been and will continue to be an obstacle for our families. We recognize that remote learning requires more parental support for our youngest of scholars. For these reasons, we have proposed that all PK-6 students return every day with more physical distancing and reduced contact among students. For grades 7-12, our scholars will be divided into group A or B, with each group attending school physically only twice weekly and remotely the other three days. Students with learning disabilities, 504's, and ELL will be invited to attend in person four days weekly. We are proposing that Fridays will be remote for all scholars in grades 7-12. Friday's will allow for more individualized or small group student support with teacher office hours, professional development time, meetings, and time to work on remote instructional planning. The hybrid approach also allows for more physical distancing and reduced contact among students. All families PK-12 have the option to choose "all remote" should they feel this is a better health choice for their scholars. Those that opt for "all remote" will lock into this option for a marking period at a time. Choosing by marking period will allow us to balance those students in person and maintain six feet of social distancing in all classrooms. Your building Principal will be sending more communication near the end of each marking period regarding selecting your choice.

The planning and re-entry for our professional faculty is extensive; therefore, we are dedicating our four annual Superintendent conference days reserved for professional development to September 8-11. That makes our first day to welcome students back on campus Monday, September 14.

We will continue to spend time in the coming days working out additional critical details, including transportation, student schedules, master schedule changes that allow for reduced transitions with one-way directional foot traffic, meal distribution, sanitation and health, and safety procedures, etc. We have submitted our draft plan to the NYS Education Department. Our submission also includes working drafts for a full return and full remote return should we need to make those shifts with little notice due to changing conditions associated with COVID-19.

In closing, I would like to express my gratitude for the continued support of our community. I fully recognize these are difficult decisions to make for your children. Whether your child attends remotely 100% or participates in the model we have described, we are dedicated to promoting the best learning outcomes for each child while maximizing the health and safety of our entire school community. Please check our website www.tbargschools.org, for updates and links to information.

Sincerely,

Kimberly Bell, Superintendent of Schools

Last Updated 8/28/20

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Introduction

The goal of this guide is to present the second phase of our Distance Learning Plan launched at the start of the COVID-19 crisis of 2020. This guide will serve as a resource for families, students, and teachers as we enter into the 20-21 School Year with flexibility.

The COVID-19 pandemic is a global crisis that is now projected to last for months, not weeks as was originally predicted. This Return to Learn Plan is dynamic, and designed to be updated as new information becomes available. Since the Governor's announcement of school closures in mid-March, the District has been faced with a series of rolling two-week closures. Teachers have been working to deliver instruction in a remote environment while simultaneously learning and building the platforms for delivering instruction. As we anticipate extended closures of schools in New York State, this evolving Distance Learning Plan will serve as the roadmap for our *online platform with a focus on continued commitment, communication, and connection* to our learning community. From the outset, the Trumansburg Central School has designed an asynchronous (not occurring at the same time) platform and will be gradually and consistently adding functionality along three prongs:

- Continuously keeping all stakeholders apprised of the developments during these unprecedented times.
- Increasing the connection and support structures between students, parents, and teachers.
- Modifying and delivering instruction to ensure a continuity of learning for all students.

Despite our best efforts, this crisis has presented an unprecedented disruption to "regular schooling." With this disruption, we neither want inequities to further harm students most at risk, nor to be used as an excuse to not continue to strive to provide excellence and push all students remotely. The physical and emotional health and safety of our students, as well as our community, remain our highest priorities as we work to make learning a part of each student's daily life. This "new normal" will be a fresh approach as we enter into a new school year with a more detailed and intentional plan for delivering quality instruction and ensuring all of our students engage and grow. The District will take measures to ensure that there is some continuity in the lives of all students. We are excited about the possibilities that we have to grow our system and to innovate to the next level of education.

General Overview

This document covers all scenarios that could occur in September. We also recognize that at any time during the course of the school year the scenario could change and these plans are meant to be fluid to help us transition between plans smoothly. In many cases, the direction will be the same for all plans to provide as much consistency as possible. The guidance in this document is meant for all three scenarios and will indicate where there might be differences in approach or requirement. Currently, our plan is to start in Scenario B knowing that we may need to move to Scenario A or C at any time.

Scenario A In Person	Scenario B Blended in Person & Virtual	Scenario C Remote
All Students will Return to School Full Time with CDC Health Guidelines in Place	Students will Return to School with a schedule for rotating in school and virtual school	All Students will learn in the Virtual Setting Full Time
<ul style="list-style-type: none"> Daily Attendance Taken Daily Live Contact with Teacher Social Distancing Guidelines - Classroom spacing Guide P-6 Remain in Classroom-no travel Special Area teachers to travel to classrooms to push in 5-8 limited travel, assignments are by pod groupings where feasible 9-12 Block Schedule for limited movement One way traffic pattern in the building As much outdoor instruction as possible Implementation of Brightspace LMS 	<ul style="list-style-type: none"> Daily Attendance Taken Regular Contact with Teacher Social Distancing Guidelines - Classroom spacing Guide P-6 Remain in Classroom 5 days a week Special Area teachers to travel to classrooms to push in As much outdoor instruction as possible 7-12 A/B Rotation Schedule: M/T group A, W/TH group B, ALL students Virtual Fridays. Students virtual 3 days total a week. 7-12 Schedule for Live Classes/Office Hours on Fridays Limited movement in the building Implementation of Brightspace LMS 	<ul style="list-style-type: none"> Daily Attendance Taken Virtual Teacher Assigned to Virtual students Daily Live Contact with Teacher Designated Office Hours P-4 Prioritized Schedule/Agenda for the day with touch points and embedded live or recorded lessons from teachers 5-12 Prioritized daily schedule, including live and/or recorded lessons. Instructional Material deliveries once a week Building drop box for material returns Virtual Therapies Provided Implementation of Brightspace LMS
Transportation Plan		
<ul style="list-style-type: none"> Bus runs will be modified to include <i>one student per seat</i>, unless siblings, who will be allowed to sit together Buses will be cleaned and disinfected (incl via the “electrostatic” sprayers) daily after each bus run Attendance will be taken on each AM and PM bus run(s) 	<ul style="list-style-type: none"> Bus runs will be modified to include <i>one student per seat</i>, unless siblings, who will be allowed to sit together Pickup and dropoff times may change slightly depending on “blue” days vs “gold” days Buses will be cleaned and disinfected (incl via the “electrostatic” sprayers) daily after each bus run Attendance will be taken on each AM and PM bus run(s) 	<ul style="list-style-type: none"> N/A
Nutrition Plan		
<ul style="list-style-type: none"> Students will have lunch delivered to the classroom setting to avoid dense groups 	<ul style="list-style-type: none"> Students will have breakfast and lunch delivered to the classroom setting to avoid dense groups Eligible students will have meal delivery 1X a week 	<ul style="list-style-type: none"> Families can register for 2X a week meal distribution and pick up at the school <ul style="list-style-type: none"> Mondays and Wednesdays
Health and Wellness Plan		
<ul style="list-style-type: none"> Student and faculty/staff Health Screening at home via mobile application All Students and Staff will be required to wear a mask at all times Required 6Ft distancing will be enforced in all settings Upon entering the building all people will have temperature checked No external visitors will be allowed in the building Cleaning Protocols will be in place on a daily basis district wide counseling plan updated to include multi tiered systems to address student and staff social-emotional needs 	<ul style="list-style-type: none"> Student and faculty/staff Health Screening at home via mobile application All Students and Staff will be required to wear a mask at all times Required 6Ft distancing will be enforced in all settings Upon entering the building all people will have temperature checked No external visitors will be allowed in the building Cleaning Protocols will be in place on a daily basis district wide counseling plan updated to include multi tiered systems to address student and staff social-emotional needs 	<ul style="list-style-type: none"> N/A

Student Health Screening Guidance for Parent/Guardian

All faculty, staff and students who will be on campus will be required to perform a daily health screening for symptoms of COVID-19 including temperature monitoring prior to entrance to the school building. At this time, the district is working with a third party vendor, Cayuga Medical Center and the Tompkins County Department of Health to enhance monitoring capabilities through the use of an application on a smartphone or device. Faculty, staff and families will receive training on how to access and use the application after September 1, 2020.

Additionally, infrared temperature checks will be taken at the entrance to each classroom every a.m. upon arrival.

Finally, in accordance with the State reopening guidance, students and staff/faculty will be required to notify the school when they develop symptoms or if their answers to the questionnaire on the application change during or outside of school hours. The district will share after September 1st the dedicated email or telephone line to which to report.

To keep your child/ren and all members of the TCSD community safe, we ask you to check your child/ren daily for the following COVID-19 symptoms before attending school¹. Please keep your child/ren home if they have:

Any of the following symptoms

- fever (100 F/37.77 C or above, or subjective)
- Chills
- nasal congestion or runny nose
- muscle or body aches
- nausea or vomiting
- diarrhea
- headache
- sore throat
- new loss of taste or smell
- cough
- shortness of breath
- difficulty breathing
- fatigue

If you feel that you or your child/ren have symptoms related to COVID-19, please consult your healthcare provider. If you're in an emergency medical situation, call 911. The district reserves the right to send your child/ren home following evaluation by a school nurse based on these symptoms or others. Symptom screening uses a case definition based on current research from the Centers for Disease Control and Prevention (CDC) and the New York State Department of Health (NYSDOH).

Learning Expectations

Given the broad range of ages in our schools, we understand that students have different needs, levels of independence, and stamina. That is why we have outlined the basic grade-level expectations for students. More detailed plans will be given by each students' teacher and building principal. Teachers and administrators are available to answer questions to support students on school days between the hours of 8:00 AM and 3:00 PM.

Elementary School, P-4 will follow Scenario A Beginning 9/14

Scenario A In Person	Scenario B Blended in Person & Virtual	Scenario C Remote
All Students will Return to School Full Time with CDC Health Guidelines in Place	Students will Return to School with a schedule for rotating in school and Remote school	All Students will Return to School in the Remote Setting Full Time
<ul style="list-style-type: none"> ● Daily Instruction in Reading, Writing, Math, Science and Social Studies 5 days a week. ● 45 min. of iReady ELA and 45 min. of Math per week ● Independent Reading Daily ● Art, Music, PE will be delivered to the classroom on a regular schedule ● school counselors will provide students with social-emotional support, academic counseling, or transition planning. ● Regular schedule special services will be delivered on a regular basis ● Health Guidelines will be in place every day including; screening for entry, masks, social distancing, minimal travel in the building, in classroom lunch delivery ● As much outdoor play and instruction as possible 	<ul style="list-style-type: none"> ● N/A 	<ul style="list-style-type: none"> ● P-4 Prioritized Schedule/Agenda for the week with touch points and embedded live or recorded lessons from teachers ● At least one hour a day of live instruction or instructional video ● Designated Office hour daily ● 2 social meetings with students a week via Google Meet ● 45 min. of iReady ELA and 45 min. of Math per week ● Independent Reading Daily ● Art, Music, & PE will be delivered each week in a live or recorded lesson. Students are expected to participate. ● school counselors will provide students with social-emotional support, academic counseling, or transition planning. ● Regular schedule special services will be delivered on a regular basis ● Instructional Material deliveries once a week ● Building drop box for material returns

Middle School, 5-8 Will Follow Scenario B Beginning 9/14

Scenario A In Person	Scenario B Blended in Person & Virtual	Scenario C Virtual
<p>All Students will Return to School Full Time with CDC Health Guidelines in Place</p>	<p>Grades 7 & 8 Students will Return to School with a schedule for rotating in school and Remote school Grades 5 & 6 will follow the “In Person Scenario”</p>	<p>All Students will Return to School in the Remote Setting Full Time</p>
<ul style="list-style-type: none"> ● Daily Instruction in ELA, Math, Science, Social Studies for 5 days. ● 45 min. of iReady in ELA and Math per week. ● Independent Reading Daily ● Strings: Art, Music, STEAM, Technology, Health/PE will be delivered to the classroom on a regular schedule. ● Counselors will support students with social-emotional counseling, and academic/transition planning. ● Special services will be delivered on a regular basis. ● Health Guidelines will be in place every day including; screening for entry, masks, social distancing, minimal travel in the building, in classroom lunch delivery 	<ul style="list-style-type: none"> ● Daily Instruction in ELA, Math, Science, Social Studies for 5 days. ● Prioritized agenda for the day with embedded live and/or recorded lessons from teachers. ● 45 min. of iReady in ELA and math per week. ● Independent Reading Daily ● Strings: Art, Music, STEAM, Technology, Health/ PE will be delivered daily to the classroom and/or streamed lessons. Students are expected to participate. ● Counselors will support students with social-emotional counseling, and academic/transition planning. ● Special services will be delivered on a regular basis. ● Health Guidelines will be in place every day including; screening for entry, masks, social distancing, minimal travel in the building, in classroom lunch delivery 	<ul style="list-style-type: none"> ● Prioritized agenda for the day with embedded live and/or recorded lessons from teachers. ● At least one hour a day of live instruction or instructional video for 5th & 6th grade. At least two hours a day of live instruction or instructional video for 7th & 8th grade. Students are expected to participate with all class content daily. ● Designated daily office hours with teachers. ● 45 min. of iReady in ELA and math per week. ● Independent Reading Daily ● Strings: Art, Music, STEAM, Technology, Health/PE will be delivered 1-2 times per week in a live or recorded lesson. Students are expected to participate. ● Counselors will support students with social-emotional counseling, and academic/transition planning. ● Regular schedule special services will be delivered on a regular basis. ● Instructional Material deliveries once a week ● Building drop box for material returns

High School, 9-12 Will Follow Scenario B Beginning 9/14

Scenario A In Person	Scenario B Blended in Person & Virtual	Scenario C Virtual
All Students will Return to School Full Time with CDC Health Guidelines in Place	Students will Return to School with a schedule for rotating in school and Remote school	All Students will Return to School in the Remote Setting Full Time
<ul style="list-style-type: none"> ● Students will follow their 5 day bell schedule for all courses ● Attendance will be taken and students are expected to attend ● Counselors will support students with social-emotional counseling, and academic/transition planning. ● Special services will be delivered on a regular basis. ● Health Guidelines will be in place every day including; screening for entry, masks, social distancing, minimal travel in the building, in classroom lunch delivery 	<ul style="list-style-type: none"> ● Students will follow their 2 day bell schedule for all courses in the building ● Attendance will be taken both in and out of school and students are expected to attend & participate ● Virtual days will have Prioritized agenda for the day with embedded live and/or recorded lessons from teachers. ● Virtual days - at least two hours a day of live instruction or instructional video. Students are expected to attend. This time does not include other learning tasks ● Designated daily office hours with teachers. ● Counselors will support students with social-emotional counseling, and academic/transition planning. ● Special services will be delivered on a regular basis. ● Health Guidelines will be in place every day including; screening for entry, masks, social distancing, minimal travel in the building, in classroom lunch delivery 	<ul style="list-style-type: none"> ● Attendance will be taken and students are expected to attend & participate ● Prioritized agenda for the day with embedded live and/or recorded lessons from teachers. ● At least two hours a day of live instruction or instructional video. Students are expected to attend. This time does not include other learning tasks ● Designated daily office hours with teachers. ● Counselors will support students with social-emotional counseling, and academic/transition planning. ● Special services will be delivered on a regular basis. ● Instructional Material deliveries once a week ● Building drop box for material returns

Student Schedules

A schedule allows our students to access academic structure. In addition, it allows them to maintain academic awareness, accountability, and allows for some progress. In response to the feedback that we have received from students and parents regarding the pressure our students are under and the number of hours they are spending daily attempting to navigate this new way of learning, we are providing the following guidance.

Elementary Schedules

- Students will be expected to complete 45 min. a week of iReady Reading and 45 min. a week of iReady Math
- Students will have Direct Instruction from their teacher every day; live or recorded
- In remote situations, students will have access to 2 live social meetings with other students on Google Meet a week.
- Assessments will be given
- In remote situations, teachers will maintain 1 live office hour a day
- Students will have PE, music, art, computer lab, and library each week
- Regularly scheduled special services will be provided in or out of school
- Students are expected to read for pleasure daily

Middle School Schedules

- In Remote Situations, at least **one** hour a day of live instruction or instructional video for **5th & 6th grade**. At least **two** hours a day of live instruction or instructional video overall for **7th & 8th grade**. Students are expected to attend or watch.
- Assessments will be given and grades assigned
- Students will be expected to complete 45 min. a week of iReady Reading and 45 min. a week of iReady Math
- Students will have Direct Instruction from their teacher every day; live or recorded
- In remote situations, teachers will maintain live office hours
- Art, Music, STEAM, Technology, Health/PE will be delivered 1-2 times pers week in a live or recorded lesson. Students are expected to participate.
- Regularly scheduled special services will be provided in or out of school.
- Students are expected to read for pleasure daily

High School Schedules

- In Remote Situations, at least **two** hours a day of live instruction or instructional video. Students are expected to attend. This time does not include other learning tasks.
- Assessments will be given and grades assigned
- Students will have Direct Instruction from their teacher every day; live or recorded
- Teachers will reserve portions of each class period for synchronous instruction engaging remote learners and will hold office time on Fridays to support students
- Regularly scheduled special services will be provided in or out of school.
- Students are expected to read for pleasure daily

Homework Guidelines

We want to provide for the right instructional balance not to overload students but to support academic progress. Homework is critical practice on skills students are learning. It is not meant to be busy work or to add additional stress.

Elementary School

- P-2 No Assigned Homework except for 20 min of Reading a night
- 3-4 20-30 min of Reading a night, assigned work 2-4 days/week

Middle School

- 5-6 30 min of Reading, and 60 min of assigned work
- 7-8 30 min of Reading, and 60 min of assigned work

High School

- 9-12 30 min of Reading, and up to 120 min of assigned work

Connections for Building Community, Feedback, and Support

Principals and teachers are working together to maintain and enhance the frequency and the responsiveness of their feedback and support.

- Bright Space allows teachers to create lessons, distribute assignments and provide feedback. This tool will be a new addition for all grades, more detailed information on the parent portal will be provided in the coming weeks.
- Google Docs allows students to collaborate with each other, as well as turn in assignments and receive feedback from their teacher. Teachers can use Google Docs to virtually conference with students.
- Google Forms allows teachers to create assessments with open-ended questions as well as multiple choice. Teachers can provide feedback to students after receiving data.
- Screencastify allows teachers to create short videos on classroom topics and create a shared community learning experience.
- EdPuzzle provides teachers with a platform to assign videos, while embedding questions during the viewing experience. Teachers can then use those questions to provide feedback and support to students, creating a shared learning experience.
- Google Meet provides opportunities for teachers to meet or chat with students, fostering discussions, providing clarification and promoting engagement.
- K-8 iReady offers a comprehensive instructional support platform for in class, homework, review, and testing available both online and offline.

- Padlet is an application to create an online bulletin board that is used to display information for any topic or use as a soundboard for student participation.
- RazKids provides students with leveled texts. Students practice reading independently both fiction and nonfiction. Teachers can monitor progress in reading via quizzes and activities within the application.
- Newsela provides leveled current events for students. Teachers can assign articles, along with writing assignments, note-taking activities and quizzes. Teachers can provide feedback on writing assignments.
- In addition, we continue to look for other proven technological solutions to improve our connections with students.

Implementation of Online Instruction

Since school closures, teachers have been working to break down lessons and reorganize units. This ensures that the curriculum is fully covered and properly assessed in order that course requirements and standards are met. Prioritized standards and outcomes will be our main consideration. However, in school instruction will only enrich the at home learning experiences that students are having. We intend to have a smooth transition between scenarios and build instruction that is powerful in all situations.

What is an LMS - BrightSpace

Since school closures we have learned many lessons and the biggest piece of feedback from families was the lack of consistency for students and parents. Because of this feedback the district has committed to investing in a complete Learning Management System. This system will allow us to manage courses online, which allows them to provide students a single location for all course content. This system will also allow for parents to monitor student work, grades, and communicate easier with us. Expect to receive specific directions on how to access your BrightSpace Parent portal in the coming weeks.

Attendance (Monitoring of Student Engagement)

According to the NYS Education Reopening guidance, schools are responsible for developing a specific mechanism to take attendance and track “teacher/student engagement” regardless of school setting. Regardless of the grade level, daily attendance will be taken for both students that are in person for instruction and for those that are participating remotely. Those participating by remote, attendance will be taken by each of their teachers for which they have been assigned work.

If your child is sick or cannot check-in, please send an email to your building level attendance secretary; HS April Leiter aleiter@tburg.k12.ny.us , MS level: Catherine Masters cmasters@tburg.k12.ny.us, ES Tracey Jimenez Tjimenez@tburg.k12.ny.us.

If we have not heard from you or your child after three (3) days, someone from the school will reach out to you to determine if you or your child needs additional support. While we do not intend to use this monitoring of attendance as a punitive measure, we are obligated to keep attendance and hold students accountable for “attending school” in order to maintain our State mandates.

Related Services

The District intends to administer related services remotely and in person as appropriate. Remote services will involve video teaching and/or teletherapy (synchronous therapy). In some instances asynchronous therapy such as materials sent home, therapist ideas for activities at home, and/or phone consult may be used if deemed appropriate. Questions on teletherapy or related services can be directed to Angie Gemignani, Director of Special Education agemignani@tburgschools.k12.ny.us.

Individualized Education Plan (IEP) and Section 504 Plans

IEPS and 504 Accommodation Plans will continue to be followed. Plans for accommodations, modifications, and/or direct services in a variety of models are being developed. This will include :

- Appropriate skill-building work and/or differentiation of classroom teacher instruction and assignments;
- Live access to teachers
- Clear guidance on how to contact providers in case of questions or concerns; and
- Regular check-ins to consult on how to help children structure their time and continue to review and advance their skills while at home.

Teachers and therapists will continue to have regular contact with families. We encourage all parents who have questions to reach out to any of their providers via email.

We ask all students and family members to be respectful of the privacy interests of other students. As a result, where possible, students participating in group remote services should attempt to do so from a location which cannot be observed by others. To the extent that family members observe, and in the case of our youngest students possibly assist with the instruction to other students, we ask that you respect the privacy of the other students and not disclose personal information about any student to any third party.

English Language Learner (ELL) and Multi-Language Learner (MLL) Support

- ELL and MLL supports will continue to be provided through our provider at TST BOCES. There will be continued consultation with teachers that work with these students as well as direct support to students as appropriate.
- Screenings and assessments for new students who may be eligible for ELL support will continue to happen.
- Questions regarding ELL and MLL support can be directed to Angie Gemignani at agemignani@tburg.k12.ny.us

Social & Emotional Goals and Supports

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Included in the district's reopening plan is a universal screening of all students to assess their social emotional needs. This screening can also be used with students who are learning remotely. We are also updating our implementation of a multi-tiered (MTSS) approach to support. This includes a universal Tier I social emotional curriculum for classrooms. Staff are receiving professional development in self-care and working with student's social emotional needs in these challenging times.

These are the Main Goals that we have for our students. We are working at supporting them in growing and excelling at these competencies:



Our Student Services teams in each of our buildings are here to support you! Main Contacts are:

Elementary School	In Person #	Remote Number
Karen White	607-387-7551	607-378-3415
Meggan VanNess	607-387-7551	518-406-6093
Rachael Sutherland	607-387-7551	607-288-2758
Mike Naylor	607-387-7551	607-288-4994
Middle School		
Bryce DeSantis	ext 1405	607-269-5457
Jennie Mayo	ext 1485	607-269-7251
Anthony Ouckama	ext 1458	607-288-2540
Paul Rhudy	ext 1406	
High School		
Paul Pennock	ext 3411	518-406-6093
Barb Swartwood	ext 3412	585-337-0781
BJ Nelson	ext3430	585-337-0839
Robin McColley	607-387-2836 direct	NA

Online Expectations

Disclaimer: All students need to be aware that all of their work is done on a school-issued Chromebook. The sites they visit, the videos they download, and the work they share online, is being tracked through the district's online management tool. ***Inappropriate postings, comments, and web surfing will be addressed immediately, with the district reserving the right to remove the device from a student who fails to abide by appropriate conduct online.***

Moving to an online, or remote, learning environment is not an easy shift! There are a number of pitfalls that can lead to you quickly feeling isolated, disconnected, and disengaged with your learning. Listed below are some tips to follow to make the most of your time as a 'remote' learner.

1. **Create a dedicated space** in your home to do your schoolwork. This will lessen the distractions that may pull you from getting your work done on time.
2. **Manage your time wisely.** Establishing a structured schedule devoted to school will help you manage your time effectively so that you stay caught up on assignments. Don't procrastinate! Establish a daily time for school work and stick to it!
3. **Do your own work.** Cheating and plagiarism (copying someone else's work) is a serious matter when it comes to your schoolwork. You will do yourself a huge favor if you engage in

your own work. Don't be afraid to speak up if you need help. Email your teacher. Ask a parent. Get assistance from a student tutor. And then commit to challenging yourself to complete your work to the best of your ability. What you will learn just by persevering will serve you well as you move on in life.

4. **Be an active student.** Be willing to engage in the learning process by reaching out to your peers, participating in Google Hangouts, blogs, and other live online learning experiences your teacher provides. This will enhance the learning experience for you and keep you engaged in the content.
5. **Practice Netiquette.** Netiquette, or rules for interactions in a digital environment, is critical for all participants to be able to learn in a safe environment. It is expected that you will act in a manner that is not disruptive towards the learning of others. Use appropriate language with others online, respect people's property (e.g. copyright), and visit appropriate websites. *There is no excuse for inappropriately sharing live classroom experiences via negative social media posting in any manner.* Violations of these guidelines will be considered a violation of the Student Code of Conduct and appropriate disciplinary action will be taken, including loss of use of the school's device.

Online "Live" Classroom Etiquette:

Disclaimer: As we move into the world of remote learning, there will be times you will be interacting live with your teacher and classmates via Google Meet. In order for everyone to be able to participate, be engaged, and learn the content being taught, the following is an outline of the etiquette and behavior that will be expected of all student participants. *Please remember this is an extension of the classroom and all students are expected to follow the District's Code of Conduct in regards to all interactions.*

Location/Background - Be sure that your background is appropriate while sharing videos with your peers. This is a classroom, and your image that you're displaying to the rest of the class should be appropriate. Choose a location in your home that is quiet and free from distractions for you and the other participants in the class.

Preparation - Please log into Google Meet prior to the scheduled class time to be sure your Chromebook camera and microphone/headset are working correctly. Please come to the session prepared with all the materials needed for the course at arm's length.

Behavior - All students are expected to practice appropriate classroom behavior. You will still need to request an opportunity to speak, either by raising your hand or, if your teacher prefers, by submitting a question via chatbox. If your class is using a text chat feature, "side conversations" that will distract students from the ongoing conversation are inappropriate.

Keep your texts focused and relevant to the content the teacher is covering in the lesson. **Under no circumstances should anyone be texting anything personal, derogatory, or inappropriate about any other student .**

Live Conferencing Norms - Here are some useful guidelines for participating in a group connection over the web to ensure everyone has a positive experience:

- Mute your audio if you are not speaking. (This prevents feedback from interfering with the quality of the sound of the video).
- Don't stare at your phone, a magazine, or other materials while the teacher is speaking. Just as is expected in class, your attention should be focused on whoever is talking at the time.
- Make sure your cell phone is on silent.
- Participate in the web conference in a space that is quiet and free of distractions.

Screen & Video Sharing - The teacher is responsible for the shared content on the live video conference. **No one but the teacher has the authority to record, share, or disseminate that content.** Students who are caught recording the session will not be allowed to join live video conferences in the future, and will, instead, be given pre-recorded versions of the material.

SUGGESTIONS FOR PARENTS

- Establish and communicate routines and expectations
- If possible, define a specific physical space for your child's study
- Monitor communications from your children's teachers
- Begin and end each day with a check-in with your child
- Take an active role in helping your children process their learning
- Encourage physical activity and/or exercise
- Monitor your child's stress or worry - School Counselors are available if you need help
- Track how much time your child is spending online
- Keep your children social, but set rules around their social media interactions

Technology Assistance

Chromebooks

Chromebooks have been assigned to all students 1-12.

Students should first reach out to their teacher if they have a technical question or problem, especially if it is about work on our online platforms. Your Principal can also support building-level technology support.

IT Help Desk

For issues with Chromebooks (damaged/non-working) or Google accounts, students should contact the IT Help Desk:

Email: help@tburgschools.on.spiceworks.com

Portal: <https://tburgschools.on.spiceworks.com/portal>

Call: 607-288-2821 (8 am - 4pm)

Grading and Assessments

Our goal with our grading plan is intended to:

1. Maintain the integrity of our assessment and grading practices so they are transparent and fair for all.
2. Remain flexible enough that student's grades are not unfairly impacted by the challenges of learning remotely.
3. Remain in compliance with State regulations around credits, promotion requirements and graduation requirements.
4. Grade for student mastery of learning not completion of tasks.

Elementary School

- PK-K Entrance Screening 9/14
- PAST - Dyslexia Screener
- K-4 F&P Assessment
- iReady Oral Reading Fluency
- K-4 Calkins Writing Assessments
- K-4 iReady Diagnostic Sep/Jan/June
- 3-4 ELA/Math State Assessments
- Grade 4 Science State Assessments

Middle School

- 5-8 Calkins Writing Assessments
- 5-8 iReady Diagnostic Sep/Jan/June
- 5-8 ELA/Math State Assessments
- Grade 8 Science State Assessments
- Teacher created Assessments & class participation

High School

- HS Regents Course Exams
- AP Exams
- HS Course Midterm & Final Exams
- Teacher created Assessments & class participation (where applicable)

*In the instance that we return to fully remote learning, we MAY return to the Distance Learning Rubric that we used in the Spring.

Key Vocabulary

Blended learning (Virtual) - a combination of face-to-face traditional instruction and online learning, often with elements of student agency embedded.

Asynchronous online instruction - online learning that does not happen at the same time and place for all students; self-paced online learning.

Synchronous online instruction - online learning that happens at the same time for students while they are working remotely like live class on line.

Remote Learning - is where the student and the educator, or information source, are not physically present in a traditional classroom environment. Information is relayed through technology, such as discussion boards, video conferencing, and online assessments.