



Our Mission: The Colton-Pierrepont Central School Community proudly educates students to become responsible, respectful, and resourceful citizens, thereby continuing a tradition of innovation and excellence.

Continuity of Instruction

The following information is an overview of the district's continuity of instruction plan for remote learning in case of an in-person school closure. The following is a guide for our Remote Learning Plan expectations for staff and students.

Remote learning is only offered to students when the district is closed due to unforeseen circumstances beyond a regular emergency day ("snow day"). The remote learning option may look different for students in Pre-k-2 than for students in grades 3-12.

Please know we are working with staff, students, and parents at the start of each school year so they are prepared in case students need to shift to remote learning. Our goal is for continuity of learning and instruction as we navigate school closure restrictions. This will also ensure everyone is prepared for full remote learning if it is dictated by any future pandemic.

Pre-K-2 Remote Learning Plan Summary:

Students in Pre-K-2 will participate in synchronous lessons at times assigned by their grade-level teachers. Students will be responsible for logging in and completing work based on deadlines set by their classroom teacher. The remote student will be required to connect in a synchronous format at least once per day for at least a minimum of 45 minutes. This time may be longer based on the age and grade level of the students. This time will be critical to help track attendance and provide support for remote learners. The time will be determined by the classroom teacher.

Grades 3-12 remote Learning Plan Summary:

Students in grades 3-12 will be in a synchronous format for their remote learning. Students will be required to follow their schedule and connect with each class and teacher throughout the day to access their learning.

Expectations for Remote Learning

DEFINITIONS:

Synchronous Learning:

Synchronous learning refers to a learning event in which a group of students is engaged in learning at the same time. **(We also have categorized this as with the teacher)**

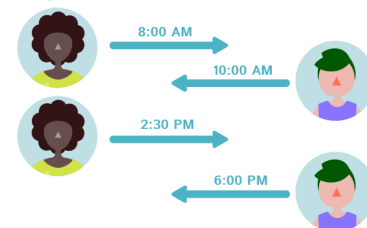
Asynchronous Learning:

Asynchronous learning is the idea that students learn the same material at different times and locations. Asynchronous Learning is also called Location Independent Learning. **(We also have categorized this as without the teacher all the time)**

Synchronous



Asynchronous



Online Participation Expectations

- Students will respond to each academic assignment or assigned task with a substantive post (with enough detail to garner credit). Teachers will determine the minimum number of posts required for each course.
- The responses need to be timely and connected to topics that are current. Since asynchronous learning is heavily dependent on timeliness of the response/feedback loop, responses well outside the current topic will not be accepted for credit.
- Students will review the ground rules for asynchronous learning and review and sign a syllabus acknowledgment agreement.
- When inclement weather (snow days), a scheduled absence, or emergency occurs, asynchronous opportunities provide continuity in learning and/or recover lost class time. Students are expected to use asynchronous learning during these times as well as during scheduled asynchronous sessions.
- Assignments on Google Classroom have to be “turned in”; otherwise, students will not receive a grade.

Technical Issues Procedures

- 1) Email Mr. Ladison and Mr. Edwards describing your technical problem immediately
- 2) Email instructors describing how your problem impacts their class, ccing Mr. Ladison and the classroom teacher.

Ex. Your microphone is not working on your chromebook. You send an email to Mr . Ladison and Mr. Edwards as soon as it quits, then write a follow up email to all of your instructors, CCing Mr. Ladison. Your email needs to be formatted correctly and very polite.

- Students are expected to use the school-issued Chromebook* to complete tasks. Mobile devices are not ideal for completing the majority of the tasks.

Expectations for Asynchronous Learning Spaces

(In School or From Home)

- Students are required to be in a specified location during asynchronous class periods (assigned teacher classroom, room 123, room 152, google room, Library...). The teacher has the ability to assign the location for the student, groups of students, or the class.
- Students completing asynchronous tasks from home need to do so in a timely fashion.
- It is possible that assigned periods in some upper level classes will be asynchronous up to three or four times per week. The teacher reserves the right to require the attendance of specific students or the entire class at any point in the week for instructional needs.
- Students will communicate with the teacher daily through email, the Classroom Management System, or other media established in the syllabus
- Students will uphold all classroom and building expectations, while working in asynchronous learning spaces.

IN-CLASS ETIQUETTE	OUT-OF-CLASS ETIQUETTE
☐ Students must be on time to class: in the room before the bell rings ready to work. ☐ Students must be respectful with materials and behavior. ☐ Students must keep a clean classroom and workspace ☐ Students must have a charged chromebook for class. ☐ Students must come to class with all learning materials, including daily completed homework assignments.	☐ Students must demonstrate all professional behaviors consistent with school setting (sitting up and respectfully paying attention, manners etc). ☐ Students' attire should be consistent with the dress code. ☐ Students must mute and unmute appropriately ☐ Students should have a “quiet” background with minimal “traffic” and sound distractions. ☐ Students must be on time (2 minutes prior to start time) to any digital meetings ☐ Chat features are to be used for engaging in tasks and class content ☐ Students should participate free from distractions/other devices. ☐ Students must have camera turned on with your face visible ☐ Students must come prepared to participate, with a positive attitude ☐ Students must email teacher in advance if they will miss a live meeting ☐ Students should promptly email instructors when they find they have a conflict ☐ Students will use manners during live sessions (please, thank you, say goodbye before leaving)

Reopening Plan: Students Utilizing Fully Remote Learning with More Standardization

Pre-k-2

- Instruction in all disciplines will be aligned to the New York Learning Standards.
- Instruction will be provided by certified teachers in all disciplines.
- A blend of asynchronous and synchronous instruction will be conducted using Google Education G-Suite. Grade level teachers will determine the synchronous time for the remote students. This synchronous time will be a minimum of 45 minutes a day and will coincide with a specific lesson connected to ELA or Math.
- Teachers will use Google Education G-Suite (Classroom) to upload daily lesson activities, assignments, and assessments.
- The district has in place, a remote learning team and a technology team to guide staff, students, and parents through the remote learning experience. The team will review past remote learning protocols from the spring to ensure a successful learning experience for everyone.
- The district will assist parents in acquiring proper technology required for remote learning such as computers and the internet.
- We will utilize a common learning platform (Google Classroom) for remote instructional delivery. Remote learning and technology team members will assist parents in learning and navigating this platform.
- Remote learning expectations will be shared with staff, parents, and students and added to the student code of conduct.
- Each teacher will have contact via phone, email, Google Classroom, or Google Meet to provide academic assistance and/or answer questions.
- All Special Education teachers will provide programming and modifications as indicated in the child's IEP. -In addition, Special Education and related service providers will meet with parents virtually every week to discuss progress.
- The district will be responsible for the delivery or pick up of needed tools for learning such as textbooks, learning packets, etc.
- All independent work will be graded and shared with students via Google Classroom in a timely fashion. Parents will be asked to assist teachers when appropriate with the virtual delivery of all assessments to ensure fairness and equity.

- Report cards and AIS/ Special Education progress reports will be provided at the completion of each marking period. Academic outcomes will focus on standard mastery for course credit.
- All UPK students will receive learning packets with various activities designed to be completed with parents at home and shared with the classroom teacher via Google Classroom.

Grades 3-12

- Instruction in all disciplines will be aligned to the New York Learning Standards.
- Instruction will be provided by certified teachers in all disciplines.
- Synchronous instruction will be conducted using Google Education G-Suit.
- Teachers will use Google Education G-Suite (Classroom) to upload daily lesson activities, assignments, and assessments.
- Students will be provided an electronic device (Chromebook) for remote instruction, assignments, and assessments.
- Students and staff will follow the daily schedule that is utilized during in-person instruction.
- Blocked Courses: Will reduce the number of students scheduled in each of the four core classes on a daily basis.
- . All Special Education teachers will provide programming and modifications as indicated in the child's IEP.
- Science Laboratory Requirements: Virtual Labs will be conducted.
- Art Class: Focus on projects and assignments that can be done in a digital format. Hands-on projects will utilize household materials that will not place a financial burden on families. Individual student sketchbooks will be used for drawing assignments. When finished, students can take a picture, upload, and send it to their teacher.
- Chorus/Band: Students will be assigned independent practice assignments and gather collectively through Google Meet to conduct virtual ensembles when feasible.
- Physical Education: Teacher planning will focus on activities that promote sport-specific skill development, improve agility and athleticism, and provide opportunities that consider the mental wellbeing of students, such as yoga, individual exercise, and other stress reduction strategies

that will benefit students during remote learning. Students will keep an online journal to communicate daily exercise and activities.