





Virtual Learning Guidance Document

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TERMS AND ACCESS GUIDANCE

The following terms may be helpful to know before reading through this guidance document:

Virtual Learning - Learning using computers and the internet. Online instruction.

Asynchronous Learning/Tutoring - Lessons and content that are available online to be accessed by students at any time depending on student availability.

Synchronous Learning/ Tutoring - Lessons that are broadcast online live while the learner participates from another location with the teacher. Synchronous lessons will be recorded by teachers and posted so students can view at a later time.

Technology Acceptable Use Policy - The rules and expectations that guide the way our students use technology.

Virtual Office Hours - Hours that your student's teacher will be available either by phone or online to communicate and work with her class and students.

Platform - Online sites where information is shared and communication occurs. Examples of online platforms that your student will be using are listed below:

- **Google Meet** - One method of video meetings with students. Teachers will initiate a "Meet" for a virtual check-in or a synchronous learning activity.
- **Google Classroom** - The most commonly used platform for teachers and students in PBCSD.



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INTRODUCTION TO ONLINE LEARNING

The Pine Bush Central School District has transitioned to virtual learning experiences for the purpose of continuing our student's education during this unprecedented school closure. **Throughout our initial week, we listened to feedback from students, parents, teachers and administrators. Therefore, we have revised our guidelines and daily expectations for all involved.** We recognize that in our efforts to launch we may have "overplanned" and underestimated how long assignments may take. We also understand that we need to **ease up a little. Our primary goal moving forward will be to get students engaged and keep them learning.** Therefore, we will be shifting to the plans outlined in this document beginning April 13th. We will also be reminding teachers to increase the amount of contact with students through phone calls, google hangouts, and/or Facetime.

This document will provide you with the processes associated with virtual learning including how to communicate with the professionals working with your child, attendance and grading procedures, schedules for working remotely with our faculty and instructional guidelines and resources. Please refer to this document often. We are continuously working to respond to the feedback provided by our parents, students and teachers.

Establishing a regular routine is critical, so even if students have completed posted assignments, we encourage them to read for enjoyment, play games, draw, and write journals and stories. Keeping a journal or diary of their experiences is a powerful exercise for social emotional health and communication. Additionally, encouraging children to routinely disconnect from their screens, devices or social media is strongly encouraged.

The primary place where your child will receive instruction and educational materials is through Google (*Google Classroom(s) and student gmail*). The Google Education applications, in addition to other useful applications can be found on the banner section at the top of the district's website. That is where you will find assistance with logging into Google Classrooms and updates on Google Classroom Instruction. Your child should login to the Google Classroom site developed by their teacher everyday. We recommend setting a daily routine for learning for each child in the family.

Students in grades PreK -12 are expected to begin their day by reading their Email and logging into Google Classroom for any updates or information that teachers have sent them. Email will be used by administrators, teachers, school counselors, school social workers, school psychologists and related service personnel to schedule virtual appointments, and to share information about assignments and grades.

COMMUNICATION

During this virtual learning experience many things remain the same. Parents, guardians and students will be able to contact building administrators, teachers, school counselors, social workers and school psychologists to ask questions, request passwords or schedule virtual appointments as they would during regular school operations. Parents should continue to supervise student work and students are still expected to complete their assignments according to due dates and timelines provided by the teacher.

Teachers will send assignments via email or Google Classroom daily by 9:00 a.m. They may request students to upload photos of their work and students may receive assignments requiring that they access additional online software.



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It is important to review rules and expectations associated with virtual communication that parents and students need to be familiar with. Take time to review these expectations with your child. Students are required, at all times, to respect the privacy of other participants. This means **never make audio or video recordings or screenshots of teachers or classmates**. These actions are considered a violation of our Technology Acceptable Use Policy and may result in disciplinary action. In the event that a student knowingly records and shares video or audio content from a virtual session, the teacher will communicate this violation to the administration and the Student Code of Conduct will be followed.

ENGLISH LANGUAGE LEARNERS

If your child is identified as an English Language Learner, ELL, the teacher will provide online learning instruction using Google Classroom and will assign lessons according to your child's language proficiency.

ACADEMIC INTERVENTION SERVICES

Academic Intervention Service teachers will continue to provide instruction targeting skills reinforcement based upon individual student needs. AIS supplemental support will be provided using district software and digital platforms that students are familiar with, as much as practicable. AIS teachers will establish contact with their students using all of the same methods that content and classroom teachers use.

SERVICES FOR SPECIAL EDUCATION

Resource room, self-contained, co-teaching and consulting Special Education teachers will also be providing daily asynchronous learning experiences. Asynchronous learning opportunities will be aligned with your child's IEP goals using Google Classroom. Office hours, daily videos and synchronous tutorials for individuals and groups of students will be posted by the special education teachers. Progress reports will be complete for each quarter or trimester with data compiled through April 3, 2020. Quarter 3 will be available on the parent portal on April 13, 2020.

Committees on Special and Preschool Education and 504 Committees

All CSE, CPSE and 504 meetings will be held virtually either using phone conferencing or the Google Meet platform. Parents and guardians will receive an Email invite to the meeting. Meetings held using Google Meet will provide a link, in the Email invitation, which can be clicked to join the meeting virtually. Meetings held by phone will provide a phone number and PIN, in the Email invitation, for a dial-in call. More information will be made available through the office of Special Programs.

A point of etiquette associated with virtual meetings is CPSE, CSE and 504 meetings do not officially start until the chairperson joins the meeting. It is understood that participants will communicate with each other in advance of the chairperson joining but no recommendations or evaluative information should be shared until the chairperson begins the meeting. Delays may occur.

Initial Referral and Re-Evaluation Processes

For initial referrals submitted on March 13th or later, the initial evaluation timeline may be delayed. Evaluations will not be conducted remotely. Reevaluation meetings will only be held for students who already have complete testing.



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ELEMENTARY VIRTUAL INSTRUCTION

Students should log on every day at 9:00 am, M-Th, for the teacher's morning message and daily assignments.

Grades PK-5 Schedule

9:00AM Morning Message	
A DAY	B DAY
Literacy	Literacy
Math	Math
Social Studies	Science
PE	Music
Related Services	AIS

❖ Related Services will follow students' IEPs for mandated services.

Guidelines for Supporting Elementary Instruction

The recommended number of minutes students should spend on a lesson				
Grade	K-1	2	3-4	5
Time that should be dedicated daily to each content area	15 minutes per lesson	20 minutes per lesson	20-25 minutes per lesson	25 minutes per lesson
***Daily Learning Time	Not to exceed 60 minutes daily	Not to exceed 80 minutes daily	Not to exceed 100 minutes daily	Not to exceed 150 minutes daily

***Families should monitor students' work and screen time and stop and pick up the next day or finish the week's assignments on Fridays if children are exceeding the times above.



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ELEMENTARY GRADING

Based on feedback from the teachers, we learned that assignments in google classrooms require a numeric grade. That means our O, S, N, M system is not going to work! Therefore, we developed a simple rubric to use to accommodate this and to ensure we are all being consistent. Please refer to the chart below that will help you understand the changes:

Old System	Expectations	New System
Outstanding	Meets all aspects of the task	Score= 4
Satisfactory	Meets most aspects of the task	Score= 3
Needs Improvement	Meets some aspects of the task	Score= 2
Missing	Work not attempted	Score= 1

SECONDARY VIRTUAL INSTRUCTION FOR GRADES 6-8

Virtual Learning Schedule Grades 6-8	
A DAY	B DAY
English	Science
Social Studies	Math
Tech	Foreign Language (Gr. 7-8 only)
Music/Chorus/ Band	Art
AIS Reading	Physical Education/Health
Related Services	Family Consumer Science



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SECONDARY VIRTUAL INSTRUCTION FOR GRADES 9-12

Virtual Learning Schedule Grades 9-12	
A DAY	B DAY
English	Science
Social Studies	Math
Physical Education/ Health	Foreign Language
Business	Art
Music/Chorus/ Band	Tech
AIS Reading / Learning Lab/RR	Family Consumer Science

- ❖ No assignments will be due on Fridays. Assignments will be due the next time the class meets.
- ❖ Related Services will follow students' IEPs for mandated services.

Guidelines for Supporting Secondary Instruction

The recommended number of minutes students spend per subject is:

- 40 minutes including independent practice per subject / per day
- AP/ College - expectations/time spent learning may exceed 40 minutes based on teacher judgement, AP expectations & college requirements

Grading for Secondary Students

In an effort to standardize and simplify grading, we will be shifting from the current grading policy that has weighted categories for tests, quizzes, homework, and class participation. Each assignment will be assigned a point value based on the content and amount of work produced, i.e. 10 points, 20 points, and higher amounts for papers, projects and tests. Teachers will post the value when they post the assignment, quiz, test, etc. in google classroom. Assignments and scores will be posted in the parent portal so students and parents can see which assignments have been completed and the score they received or which assignments are incomplete. We are reserving judgement on finals and their values until we see how this system works.

Basic guidance for awarding points will follow the scale that we established for the end of the third quarter:

- Meets all aspects of the task= full points
- Meets some aspects of the task= most points
- Meets few aspects of the task= few points
- No attempt at the task= zero

Around the county and state, some districts are calling this approach “compassionate grading”. This unprecedented pandemic will undoubtedly create some gaps in learning that will have to be recognized and addressed when we return to school. In the meantime, we are mindful that virtual learning is challenging for everyone, as is the stress and anxiety that everyone is dealing with at this time.

Honor Roll, Junior Honor Society and National Honor Society

The PBCSD will continue to recognize Honor Roll and High Honor Roll for the Third and Fourth Quarter. Current JHS and NHS members will be receiving information from advisors about adjustments being made regarding Community Service expectations. Advisors will also be notifying students that become eligible, based on third quarter grades, to apply to join the JHS or NHS in the near future.