

BYRAM HILLS CENTRAL SCHOOL DISTRICT

The e-Learning Guide for Parents **Phase 3**

Communication Methods: The District will communicate with the school community through our blast system, the [District website](#) and the [e-Learning Parent Resource Page](#). Principals will communicate building-specific information, and teachers will correspond with families through email and their Google Classrooms.

General Questions about e-Learning: Deputy Superintendent Tim Kaltenecker at tkaltenecker@byramhills.org

Teacher Communication: Contact teachers or administrators using our usual communication methods: [District staff directory](#)

Technology Support: 914-273-7299 or byramtechsupport@byramhills.net. Please leave your name, phone number, email address, and a detailed message describing the technology issue.

Other Questions: Contact the [school or district administration](#)

Last update: ~~April 29~~ **May 10**

This document will be updated regularly in different colors as we learn new information.

INTRODUCTION

Dear Families:

The e-learning plan has been updated to describe our current approach to remote instruction and to provide details from/for each of our schools.

We know that e-learning does not replicate the classroom environment our teachers create for your children each day. Nonetheless, we maintain focus on the priority content for continuity of learning, and provide interactions between teachers and students and amongst one another for continued social and emotional support. We developed new instructional platforms and learned new technologies to deliver the curriculum. While we may refine and adapt these systems to be responsive to your child's needs, we understand that consistency and routines are important for learning and we strive to maintain this continuity in the weeks to come. We appreciate your patience and understanding.

While we maintain focus on our current remote learning during this phase, we are beginning to plan for the summer and our return in September. These curricular activities include identifying content priorities for the fall, providing diagnostic assessments, and adjusting our curriculum maps in order to maintain our strong instructional program for students in the new school year.

Our priority is that every student continues to grow academically and emotionally. Thank you for continuing to support one another and our schools during this time.

Jen Lamia, Superintendent

Tim Kaltenecker, Deputy Superintendent

Gina Cunningham, Assistant Superintendent for Human Resources

Kelly Seibert, Assistant Superintendent for Business and Management Services

Andrew Taylor, Director of Technology and Professional Development

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DESCRIPTION OF CURRICULUM PHASES

The chart below summarizes our progression from the time our schools were closed on March 12 to now. Phase 3 continues to deepen the learning experience for our students and will begin to plan for how we start the school year in the fall of 2020.

RESPONSE PHASES FOR CURRICULUM / INSTRUCTION / ASSESSMENT			
Phase 1 Set-up & Access	Phase 2 Subsistence Learning	Phase 3 Subsistence Learning	Phase 4 Looking Ahead
<ul style="list-style-type: none"> ● Needs and expectations ● Access to technology ● Structures for learning ● System for professional learning delivery 	<ul style="list-style-type: none"> ● Past curriculum ● Review and practice ● New instructional delivery tools ● New structures for learning ● Emotional needs ● Professional learning 	<ul style="list-style-type: none"> ● Current and future content / core content ● Deeper learning of content ● Feedback ● Assessment of learning ● Student agency & executive function ● New instructional delivery tools 	<ul style="list-style-type: none"> ● Mapping taught curriculum ● Identify gaps in standards ● Map revised curriculum 2020-21 ● Diagnostic assessment in Sept ● Differentiated curriculum 2020-21

OVERVIEW OF BLENDED LEARNING

The best practices in blended learning recognize three components: synchronous instruction, asynchronous instruction, and independent learning. Each component serves a particular purpose based on the grade level, the content discipline, and the learning goals. For example, teaching a specific math procedure and discussing a historical concept's connection to a current event may necessitate different instructional methods. Furthermore, introducing a new concept versus reviewing content or practicing a procedure might require different approaches. Many considerations are given when determining the best mode of instruction in a blended learning environment.

Additional best practices in blended learning include two more considerations. First, the interaction framework is an instructional design model to maximize student learning. Second, blended learning must consider the students ability to be independent in their learning; this is referred to as the interdependence gap.

Each of these items in blended learning is described below.

The Components of Blended Learning

1. Synchronous Instruction

Synchronous instruction takes place in real time with the teacher. The best use of synchronous learning is to discuss information that was presented previously, provide feedback to students, make connections to ideas and/or concepts, solve problems with classmates, and discuss themes. Synchronous learning can allow for small group discussions with students to discuss content or engage in a task. Synchronous sessions can include large groups, small groups or individual students.

Examples of synchronous instruction include video conference sessions, video streaming a lecture or story, real-time discussions, shared presentation boards, and real-time feedback on a shared document.

The advantage of synchronous learning is to provide for interaction between the teachers and student and amongst students. It can be used to clarify information, respond to students' questions, and adjust for students' immediate needs. Furthermore, synchronous sessions maintain the connection to one another and the classroom environment. On the downside, students may miss information presented in a real-time session. Also, students may encounter conflicts in attending scheduled sessions due to technology issues or scheduling conflicts.

2. Asynchronous Instruction

Asynchronous learning includes information presented in ways other than real time. The best use of asynchronous learning is to introduce new content or information, present big ideas and concepts, provide an overview of a schedule, demonstrate a procedure, and provide instructions for an assignment.

Examples of asynchronous instruction include a lecture on a particular new topic; demonstrating a procedure; showing a solution to a task; reviewing an activity list for the day or week; responding to a prompt and exchanging ideas on a discussion board; reading lecture notes; or completing an assessment.

The advantage of asynchronous instruction is that students can interact with the content at their own pace. For example, a student may pause a recorded video to take notes, rewind a video to hear it again, or rewatch the video after completing an assignment. Some students may need more time to think about the content while other students may finish more quickly and can move onto other tasks. Furthermore, asynchronous instruction allows flexibility in a student's or family's schedule. The disadvantage to asynchronous instruction is the opportunity to collaborate with others, get immediate feedback, or address an immediate question.

3. Independent Learning

Whether information is presented in real-time or in other ways, students need to complete assignments independently. Independent learning is best used to practice a skill, review information, complete a task or assignment, solve a problem, reflect on one's learning, respond to teacher's feedback, or generate questions on a topic.

The Interaction Framework

Blended learning includes a combination of the three components mentioned above. Additionally, teachers consider how students learn in each of these components. When teachers are designing their lessons, in a blended environment, they create opportunities for various types of interactions that address both the academic and the social-emotional needs of students. The questions considered include:

- *How do students interact with the content?*

This question can be addressed through any of the three components of blended learning. Students might participate in a synchronous discussion with their teacher on a new topic; they may watch a prerecorded video describing a historical event; or they might read a historical document in preparation for a discussion.

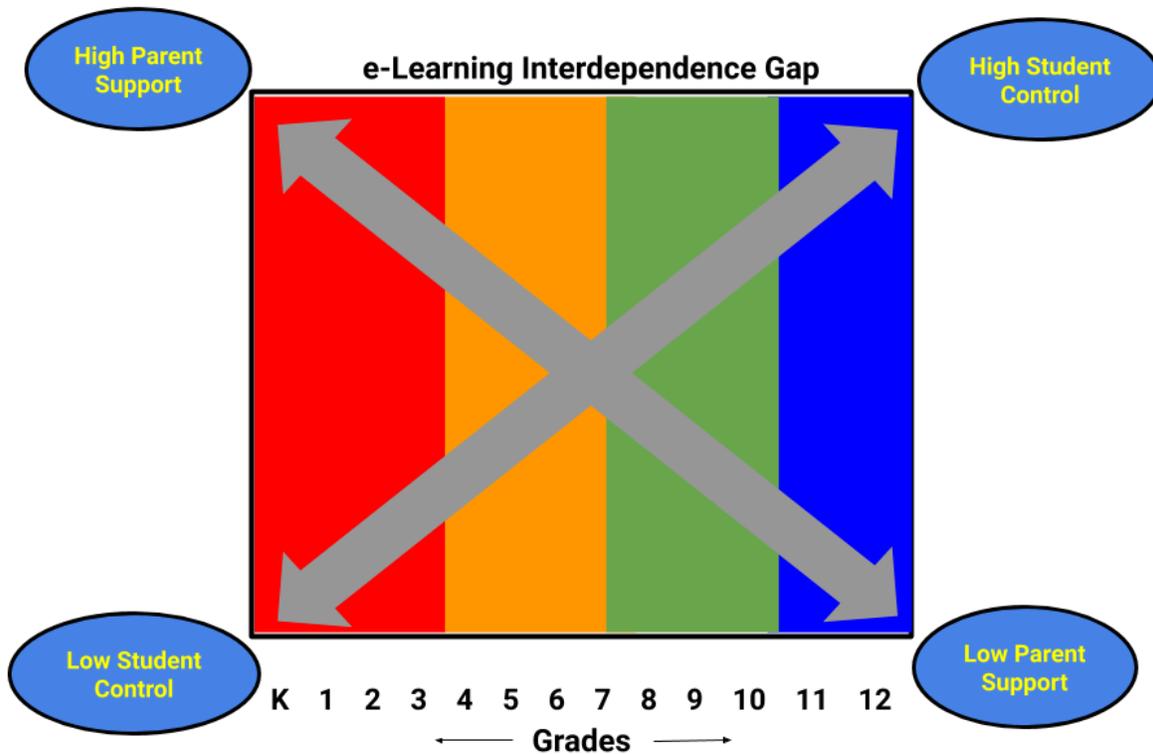
- *How do students interact with the teacher?*
Teacher interaction occurs through the various modes of synchronous instruction. This might take place with the entire class, in small groups, or one-on-one. Teacher interaction can occur asynchronously as well through feedback on a shared Google document, for example or use of a shared bulletin board.
- *How do students interact with one another?*
Student-to-student interaction can occur in synchronous sessions during small group tasks. For example, a teacher may assign students to breakout groups during a video conference. Also, teachers can assign asynchronous tasks where students interact with one another virtually, such as, through a discussion board. Also, students may engage in small group projects with classmates.

The Interdependence Gap

A student's developmental stage is critical when designing curriculum and instructional materials. Teachers carefully design instruction based on developmental learning theory and research-based practices. One consideration for teachers is the interdependence of students. That is, how much support do students need from adults? How much control do students need or desire? Interdependence can be viewed on a continuum across the grades compared to the need for parent support and student control.

The chart below describes the interdependence of children from kindergarten to twelfth grade while considering the support they need from parents to the control students desire or can manage.

In kindergarten through grade 3, students are in the red zone. During this time, students need high parent support. Students can be independent for short periods of time and require more parental guidance. During remote learning, this includes the need for parents or caregivers to create routines and assist students during the learning process. In grades 4 through 7, in the yellow zone, students are learning to become more independent but still need the support of the adults. Parents and caregivers can assist by explicitly speaking to students about the routines and structures they put into place, helping students become more aware of what is needed. Grades 7 through 10, the green zone, sees students wanting more independence and control but not always knowing how to achieve it or understanding the responsibility that comes with more independence. And in the blue zone, grades 10 through 12, students seek control as parent support lessens.



The interdependence gap generates many implications for blended learning. As we design our remote learning experiences, we consider instructional routines and support for families to recognize the challenges that exist.

You can hear a description of the interdependence gap and its impact K-5 in [this video](#) from Ms. McInerney. Additional strategies for supporting students are provided by expert Nancy Sulla in the [8 elements of home-based learning](#).

Coman Hill & Wampus Elementary Schools

How: Teachers will communicate with their students in Google Classroom. Students will receive a weekly schedule and daily assignments, including times when teachers will conduct synchronous sessions. Students can access school web-based resources through ClassLink.

When: The assignments are updated regularly based upon prior learning. There are several components for successful remote learning for elementary students:

- **Teacher Time.** Students should talk to their teachers and engage with them, whether during synchronous sessions or recorded videos.
- **Learning Time.** Students will sit down and learn something they didn't know before. Learning is hard, but they will feel good about it when tackling the new learning.

- **Practice Time**. Students need time in the day to practice what they are learning.
- **Create Time**: Students need to engage in activities that are creative, where they are building or creating something. Use this time to explore a passion project.
- **Break Time**: Students need time to rest. They need to take breaks so their brain can rest and grow!

Expectations: Students are expected to follow the daily schedule, which provides up to two hours of work per day. As the students advance through the grades, the time expectation increases with each grade level starting in the third grade. Students in the upper elementary grades can expect about three hours of work daily. Parents or caregivers should only monitor the student schedule; they are not expected to provide instruction.

Communication: Teachers monitor e-learning and provide feedback to students. Parents can contact their teacher if they have questions or want to discuss their child's progress.

Attendance: During this school closure and period of time in which our students will be "attending" school via e-learning, we will continue taking attendance for New York State reporting purposes. Please email your child's school to report his/her absence from e-learning on any school day. This is important.

- *Coman Hill*: comanhillattendance@byramhills.net
- *Wampus*: wampusattendance@byramhills.net

H. C. Crittenden Middle School

How: Teachers communicate with students via their team, course, and individual Google Classrooms where they will provide a schedule of learning activities, resources, and assignments. Students will use familiar resources through ClassLink and other content area websites. Parents can access the [HCC e-learning portal](#) (passkey was sent in an email blast from Ms. Lapple.)

Schedule: You can view the new [weekly schedules here](#) or see below. During our school closure, students are expected to follow their schedule and assignments from their teachers. The schedule designates Team Time and Work Time, and may include the following activities:

Team Time - Check in Time:

"Check in Time" is scheduled as team time for ELA, math, science, and social studies. Some examples of possible activities include:

- Asynchronous learning such as recorded teacher led instruction or videos
- Synchronous learning such as live teacher led instruction
- Check in sessions using video conference tools
- Collaborative student time to work on group projects or assignments
- Teacher feedback to students
- Student reflection and self-assessment time
- Sharing and responding to other students' presentations

Check In activities will be scheduled by the subject area teacher and communicated with the students through email or Google Classroom.

Work Time:

Students can use this time to complete the tasks assigned by their teachers. Teachers may schedule office hours during this time. Resource Room will also be scheduled during this time.

Video Conference Guidelines

We remind students that video conferencing is an extension of our classrooms, and we offer these video conferencing [guidelines](#) to encourage positive interactions during synchronous classroom sessions.

HCC Schedules beginning April 13:

GRADE 6

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:50	Social Studies Check In Time	Science Check In Time	Literature Check In Time	Math Check In Time	LA Check In Time
10:00 - 10:50	Tech 6	Art 6	Tech 6	Art 6	Guidance 6
11:00 - 11:50	Math Check In Time	LA Check In Time	Social Studies Check In Time	Science Check In Time	Literature Check In Time
12:00 - 12:30	Lunch				
12:30- 1:20	Phys Ed 6	Ensemble 6 C-O-B	Phys Ed 6	Ensemble 6 C-O-B	Enrichment 6 Mrs. Barthlemes will post optional activities
1:30 - 2:30	Work Time/Resource Room (Team A- Addonizio Team B- Sendlenski)	Work Time/Resource Room (Team A- Sendlenski Team B- Addonizio)	Work Time/Resource Room (Team A- Addonizio Team B- Sendlenski)	Work Time/Resource Room (Team A- Sendlenski Team B- Addonizio)	Work Time/Resource Room (Whole group)

GRADE 7

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
9:00 - 9:50	Check in Time Period 1 (9:00-9:25) Period 2 (9:25 -10:50)	Check in Time Period 1	Check in Time Period 2	Check in Time Period 1	Check in Time Period 2
10:00 - 10:50	Period 3 (10:00-10:25) Period 4 (10:25 - 10:50)	Check in Time Period 3	Check in Time Period 4	Check in Time Period 3	Check in Time Period 4
11:00 - 11:50	Phys Ed	Ensemble	Phys Ed	Ensemble	Enrichment
12:00 - 12:30	Lunch				
12:30 - 1:20	Tech	World Language Learning Center	Art/Health	World Language Learning Center	Art/Health
1:30 - 2:30	Work Time	Work Time	Work Time	Work Time	Work Time

GRADE 8

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:50	World Language 8 Learning Center 8	Art8/Health8	World Language 8 Learning Center 8	Art/Health 8	Tech 8
10:00 - 10:50	Grade 8 Team Check In Times	Grade 8 Team Check In Times	Grade 8 Team Check In Times	Grade 8 Team Check In Times	Grade 8 Team Check In Times
11:00 - 11:50	Grade 8 Team Check In Times	Grade 8 Team Check In Times	Grade 8 Team Check In Times	Grade 8 Team Check In Times	Grade 8 Team Check In Times
12:00 - 12:30	Lunch				
12:30 - 1:20	Ensemble 8	Phys Ed 8	Ensemble 8	Phys Ed 8	Enrichment 8
1:30 - 2:30	Work Time	Work Time	Work Time	Work Time	Work Time

Communication: Teachers will be monitoring e-learning, providing feedback to students, and noting assignment completion and quality on the parent portal. Teachers will use the following system for noting assignment completion and quality.

Codes	Definition	Description
NS	Not Submitted	Work/Assignment was not handed in
Below	Below Standard	Incomplete/not meeting standard
Meets	Meets Standard	Complete and meeting standard
Exceeds	Exceed Standard	Work is above standard

We encourage parents to check the portal for progress on assignments. Parents can contact the teacher if they have questions or want to discuss their child's progress. Instructions for accessing the portal can be found here: [Written Instructions](#); [How-To Video](#)

Grades: Schools were closed before the end of the third marking period, and therefore, the third quarter grades are noted as Pass/Fail. You can access grades on the parent portal. Information for the fourth quarter grades and final grades will be sent out at a later date. Sensitivity will be given to the impact this decision has on students' final averages and we will be certain no student is disadvantaged as a result of the sudden shift to remote learning and the crisis at hand..

NYS Assessments: The State Education Department canceled all state tests for this year, including the 6-8 ELA, math, and science assessments, and the Regents exams for both June and August. Students enrolled in a Regents course (Algebra 1 or Earth Science in grade 8) will be exempt from taking the Regents exam for diploma credit.

Attendance: During this school closure and period of time in which our students will be "attending" school via e-learning, we will continue taking attendance for New York State reporting purposes. Please email your child's school to report his/her absence on any school day: hccattendance@byramhills.net

Byram Hills High School

How: Teachers will communicate with students via the Google Classroom to provide a schedule of learning activities, resources, and assignments. Students will use familiar resources through ClassLink and other content area websites.

Schedule: Teachers will follow the schedule below for launching their weekly assignments. Throughout the week, teachers will provide classes, office hours, help sessions, and/or other meetings for students to interact directly with teachers. The schedule below provides the launch date and due dates for assignments, and the assigned time when teachers meet with students for synchronous sessions.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Launch	English/Art/Music	Social Studies	Math/PE/Health	Science	World Lang/Elec.
Due date	Social Studies	Math/PE/Health	Science	World Lang/Elec.	English/Art/Music
eSD Feedback	Math/PE/Health	Science	World Lang/Elec.	English/Art/Music	Social Studies
7:45-8:00	Conferences scheduled as needed				
8:00-8:30					
8:30-9:00					
9:00-9:30	Special Education	Special Education	Special Education	Special Education	Special Education
9:30-10:00	Math	Art/Music	World Lang.	English	PE/Health
10:00-10:30	Math	Art/Music	World Lang.	English	PE/Health
10:30-11:00	Math	Art/Music	World Lang.	English	PE/Health
11:00-11:30	PE/Health	English	Electives	Art/Music	Science
11:30-12:00	PE/Health	English	Electives	Art/Music	Science
12:00-12:30	PE/Health	English	Electives	Art/Music	Science
12:30-1:00	World Language	Science	Social Studies	Math	Social Studies
1:00-1:30	World Language	Science	Social Studies	Math	Social Studies
1:30-2:00	World Language	Science	Social Studies	Math	Social Studies

Communication: Students are expected to complete assignments outlined in their unit plan, which may include, reading assignments, online resources, short assessments, long term projects, and conferencing with teachers. Teachers will provide feedback to students and record assignments for completion and quality, using the system below:

Codes	Description
Inc	Has not completed assigned work
Below	Work is not meeting standards
Meets	Work is meeting standards
Exceeds	Work is exceeding standards

Parents can access the portal to review assignments and should contact the teacher if they have questions or want to discuss their child's progress.

Grades: Sensitivity has been given to the impact that our grading decision has on students' final averages. We believe that no student should be disadvantaged as a result. The rationale and process for calculating grades are outlined in the [Grading Procedure and Course Credit for 2019-2020](#) document.

Attendance: During this school closure and period of time in which our students will be "attending" school via e-learning, we will continue taking attendance for New York State reporting purposes. Please email your child's school to report his/her absence on any school day. This is important. bhhsattendance@byramhills.net

NYS Assessments: The State Education Department canceled all state tests for this year, including the Regents exams scheduled for June and August. Students enrolled in a Regents course will be exempt from taking the Regents exam for diploma credit. The NYS Education Department is allowing Districts to grant course and diploma credit for students who achieve the learning outcomes through e-learning.

Guidance Department: Our guidance counselors continue to meet with students and families. Please email your counselor for an appointment. You can reference [College and Standardized Testing Resources](#) for information from the guidance department.

Advanced Placement Exams and SATs: The College Board released updates on the format, content, and timing of the new, online AP exams. Students will take the tests online at home. The tests will begin on May 11th and the last test will be on May 22nd. Late testing, for students who are sick during the initial testing period, will be administered Monday, June 1st through Friday, June 5th. It is critical that students test on the earlier test date so that our staff is able to resolve any technical issues they may have. You can view the new AP schedule on the [College Board website](#).

Students will be able to test on a laptop, tablet, chromebook, or any other device. If your child does not have a device to use or you are concerned about internet access, please reach out to the Assistant Principal.

For students who have accommodations, the College Board will automatically link these accommodations to their account and provide them to students. Please make sure that your child has their Services for Students with Disabilities (SSD) Number on hand when starting the exam in case it is needed.

The College Board emphasizes their strong test security measures, given the online format of the exams. There are no multiple-choice questions on any exams, and all exams are open-book and open-notes. Students cannot work with other individuals during the exams. The College Board is setting in place many protocols to limit opportunities for cheating on the exams. Many of the practices they use are confidential. They are using anti-plagiarism software, and at the end of the exam, our teachers will

receive copies of students' work to ensure it is aligned with the previous work the student has completed. If anyone is caught trying to gain an unfair advantage the College Board will block them from testing and have their scores cancelled. The College Board will also be notifying all of those colleges where students submitted SAT scores of cheating instances, and students could be blocked from future College Board exams. We do not expect this to be a problem with any Byram Hills students.

Students will be contacted via emails directly from the College Board. Please remind your son/daughter to check their emails and the AP Google Classrooms for important updates.

For seniors: Currently, the last day of classes for seniors is May 1 and they will begin the senior internship on May 4.

Senior Internships will no longer take place on sites. From May 11th - June 12th, seniors will be completing an independent project. At the end of the five week session, seniors will present their work to their advisors and other invited guests.

SUPPORT SERVICES

We want to continue to support our students who receive or need additional services while our school buildings are closed. Please review the various support services below and contact your child's principal should you need further support.

School Psychologists & Guidance Counselors

Our school psychologists and guidance counselors will maintain a schedule with their students during this time. They will be in contact with students via email and will conduct meetings via Google Meet or conference calls. Please do not hesitate to reach out to your school psychologist or guidance counselor if you have questions or if your child needs additional support. You can access this [resource page](#) for more information from our school psychologists and [resources](#) from our guidance department.

Special Education

How: Special education teachers continue to collaborate with classroom teachers to support the learning needs of students as they would normally during the regular school year. Students access academic content through the classroom teacher's Google Classroom. Support staff may have their own Google Classroom for students to join in order to continue receiving the related services indicated in a child's IEP.

When: All students follow the schedule provided by their teacher and/or the school's schedule, noted above in this document (i.e. Resource Room).

Communication: Teachers and support staff monitor e-learning and provide feedback to students. Parents can contact their teacher or related service provider if they have questions or want to discuss their child's progress.

504 Meetings

Coman Hill and Wampus are scheduling 504 meetings to take place virtually, and HCC and BHHS meetings will be scheduled once we return to our schools.

CSE Meetings

Annual Review CSE meetings will be conducted via conference call. Parents will be notified by the CSE Chairperson to arrange the date and time to participate in the meeting. The CSE Chairperson and our staff will ensure confidentiality during the CSE meeting.

Nurses

Our school nurses will remain in contact with families regarding specific needs. Our nursing staff will continue to stay informed and participate in updates on the emerging developments which may impact our school community.

Non-English Speaking Families

Non-English speaking families have been contacted by our Director of Special Services and/or the English as a New Language faculty to provide assistance during remote learning. The District will ensure all families have access to all necessary information and communications in their preferred language.

NEW YORK STATE TESTING

The NYS Education Department canceled the June and August 2020 Regents Exams. As a result, any student enrolled in a Regents course will be exempt from taking the exam for diploma requirements. All other NYS assessments were canceled, including the grades 3-8 ELA and math assessments, the grades 4 and 8 science assessments,

and the NYSESLAT and NYSAA. You can review [this summary](#) of the Regents decision with links to additional information regarding state testing this year and for 2020-2021.

Please note that information from the NYS Education Department may change and this document will be updated as we learn new information.

PROFESSIONAL LEARNING

Remote learning requires a new set of skills and knowledge for teachers, students, and families. To support a successful new system of learning, the District created an extraordinary professional learning platform, developed new structures for collaboration and communication, and implemented new technologies. Some highlights include:

- Offered about 200 workshop sessions for teachers in the first two weeks of school closure, scheduled from 8:00 AM to 8:00 PM
- Continue to offer about 50 workshops per week for administrators, faculty, and staff including “on-demand” training availability
- The areas of focus for the workshops include existing technologies, new technologies, remote learning instructional methods, and other topics to support remote learning
- New technology platforms include video conferencing tools, content-specific web-based tools, and content delivery platforms. Each of these tools requires extensive set-up from the technology staff and teacher training.
- Technology teachers and staff created how-to videos for quick learning of technology tools
- Development of an e-learning website
- Offered parent training sessions to support children to remote learning (see the [8 Elements of Remote Learning](#) website or the District’s [e-learning resource page](#) for more information)
- Offered parent training on using Google Classroom and other Google Apps for Education.
- Additional parent training sessions will be sent by principals and posted on the District’s [e-learning resource page](#)

The District acknowledges the extensive time, collaboration, and commitment of our administrators, faculty, and staff to learn and implement the vast number of tools and instructional methods to successfully shift from the traditional classroom to a virtual learning environment. Further acknowledgement is extended to the technology department for their research, technical work, and training required to roll out these new tools and systems.

QUICK LINKS

District Resources:

BYRAM HILLS CENTRAL SCHOOL DISTRICT

- District e-Learning Parent [Resource Page](#)
- Byram Hills School District [website](#)
- [District Response to COVID-19](#)
- [US DOE Supplemental Fact Sheet](#)

School Homepages (click icon for link):



HCC e-learning resource page (passkey sent in previous email blast):



Byram Hills Guidance Department:

- [College and Standardized Testing Resources](#)
- [BHHS Grading Practices and Course Credit](#)

English Department (grades 6-12) Independent Enrichment:

- [Online resources for students and parents](#)

Student access to resources

- [ClassLink](#) login

Department Webpages:

[Special Services Department](#)

[Guidance Department](#)

[Transportation](#)

[Academic Departments](#)

[Athletics](#)

[Administrative Directory](#)