Remote Learning: Instruction and Grading

Greenwich Elementary School
The COVID-19 public health crisis has caused our school to change many of the operating procedures that we have traditionally used to deliver instruction and assess learning. These are unprecedented and uncertain times for our school, community, and country.

During this time we remain committed to maintaining a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students’ contexts. We will strive for a balance between learning, grace, & understanding.
Remote Learning

Remote learning is learning that happens outside of the traditional classroom because the student and teacher are separated by distance and/or time. Remote learning can be real-time or flexibility timed, and it may or may not involve technology.
Instruction

Instruction of new material will be...

- Provided with direct support from the teacher.
- Able to be completed independently at home by students (this is not homeschooling).
- Completed with resources available to all students (Chromebooks, calculators, smart phones, home computing devices)
- Meaningful...not work just to keep students busy.
In addition to continuous review of foundational standards previously taught, our teachers are now exposing students to new curriculum.

- Teachers have prioritized NYS learning standards that are foundational for future learning (compress the curriculum that they cover to the most important items)
Remote Instruction

- The primary platform used by teachers to deliver remote instruction and communicate with students is Google (Google Classroom, Google Meet, Gmail)
  - These tools are relatively easy for students and teachers to access and use. Students that experience difficulty accessing and/or using these tools need to let their teachers or administration know.

- Monitoring student use of computer technology is important.

- Other available resources are listed on the Greenwich Elementary website.
Special Education and English Language Learners

- Multiple supports are provided through virtual/remote communication tools
- Providers are in contact with students via phone, through Gmail, Google Classroom, and Google Meet
- Case Managers are in regular communication with students, often providing help and/or guidance

*Please contact Mrs. Tammy Rescott with questions related to Special Education or English Language Learners at trescott@greenwichcsd.org*
Suggested Time for School Work

**K-2:** 2.5 hours each week for ELA & Math, with an additional hour each week for PE, art, and music (total of 3.5 hours each week)

**3-5:** 4 hours each week for ELA & Math, with an additional hour each week for PE, art, and music (total of 5 hours each week)

**Grade 6:** 2 hours each week for ELA & Math, Science, and SS, with an additional hour each week for PE, art, and music (total of 9 hours per week)

*These guidelines were structured with the intent of creating (or continuing) schedules that work best for families and teachers.*
The following comments will be used to provide feedback for student learning:

**Meets Expectations (ME)** = Student work has met or exceeded the expectation of the teacher.

**Incomplete Evidence (IE)** = Students completed work does not yet demonstrate adequate understanding of the curriculum. Student will be given the opportunity to redo work to demonstrate learning.

**No Evidence (NE)** = Student has not completed the assignment. Students will be given the opportunity to submit work to demonstrate learning.
Parents and/or students that have questions about the information described in this presentation should contact Principal Jennie Mueller @ jmueller@greenwichcsd.org
Educational Guidelines During Suspension of Onsite Classes

April 6, 2020
Shift to Virtual Teaching and Learning

The COVID-19 public health crisis has caused our school to change many of the operating procedures that we have traditionally used to deliver instruction and assess learning. When we first learned that our school would be closed on March 13, we made a series of decisions about instruction, assessment, and the delivery of support services based on the assumption that we might be able to resume the normal operation of our school in a few weeks. Now that we have more experience with virtual/remote teaching and learning and believe that our school will be closed for a substantial period of time, we have more fully developed instructional and assessment procedures that are designed to meet the needs of our students while they are experiencing virtual/remote learning. This presentation outlines our new instructional practices and assessment procedures and provides information about how we will continue to provide mandated student support services.

These are unprecedented and uncertain times for our school, community and country. One thing that has not changed is our steadfast commitment to providing our students that absolute best educational experience possible, no matter the format or constraints that we face.

Parents and/or students that have questions about the information described in this presentation should contact Principal George Niesz at gniesz@greenwichcsd.org.
Instruction of new material should be:

★ Provided with direct support from the teacher.
★ Able to be completed independently at home by students (this is not homeschooling).
★ Completed with resources available to all students (Chromebooks, calculators, smart phones, home computing devices)
★ Meaningful…not work just to keep students busy.
Teachers are now exposing students to *new curriculum*.

★ Teachers of most courses have been told to prioritize NYS learning standards that are foundational for future learning (compress the curriculum that they cover to the most important items)

★ Now that New York State Regents exams have been cancelled, teachers of these courses have been told to prioritize NYS learning standards that are foundational to the course (compress the curriculum that they cover to the most important items)

★ Teachers of Advanced Placement courses have been told to continue to prepare students for modified AP exams

★ Teachers of College courses - have been told to continue to follow instructions from the college/university.
The primary platform (computing tool) being used by teachers to deliver virtual instruction and communicate with students is Google (Google Classroom, Google Meet, Gmail)

- These tools are relatively easy for students and teachers to access and use (especially when using school Chromebooks). **Students that experience difficulty accessing and/or using these tools need to let their teachers or school counselor know so that some instruction/training can be provided.**

Parents still need to monitor student use of computing technology!

Others resources teachers and students can use: Khan Academy, WMHT, College Board, TED Talks
How much time should my child be spending on their school work?

This is one of the most important and difficult questions that we are facing during this virtual teaching/learning experience. To help us gauge how much time our students are spending on their school work (this includes time spent in virtual classes, time spent on assignments, time spent watching assigned videos, and time reading/responding to school related emails), we had every teacher survey their students. The results of the survey confirmed what we already knew, that our students experiences vary widely. Most students reported that they are spending an appropriate amount of time on their school work. A large portion of our students taking upper level or advanced courses, however, reported that they are spending a significant amount of time each day trying to keep up with their work and are experiencing increased levels of anxiety as a result. We also know that a small (but important) percentage of our students are not properly engaged in learning activities. These survey results mirror the experiences of our students during the normal operation of our school. However, now that we believe that virtual teaching/learning will be our mode of operation for a significant amount of the rest of the school year, we have decided it might be helpful to provide our teachers, students and parents with some guidelines regarding our expectations regarding the amount of time the average student should be expected to spend on school work a week. These guidelines aren’t etched in stone, but are parameters to try and create a shared understanding of what is expected.
Recommended time allocations for school work:

*Beginning on Monday, April 13, students in the JSHS should be expected to spend the following amount of time on their school work at home (on average):*

**Gr. 7-8:**
- 2 hrs/wk for each: ELA, math, science, and social studies*
- 2 hrs/wk for all other courses

**Gr. 9-12:**
- 3 hrs/wk for each: ELA, math, science, and social studies*
- 2 hrs/wk for all other courses

★ *Students taking advanced courses will likely be required to spend more time on their school work than these guidelines indicate*
Teachers in the Junior-Senior High School will post new assignments and/or provide virtual instruction for students using the following schedule starting on Monday, April 13:

- **Monday/Wednesday** - Math / Social Studies / LOTE
- **Tuesday / Thursday** - Science / ELA / CTE
- **Friday** - PE / Art / Music / Health

★ This approach provides time for case managers and/or service providers to assist students that receive mandated and non-mandated services

★ Many teachers will also provide virtual “Office Hours” in addition to this instruction
Junior-Senior High School

★ Q3 report card window will be extended by one week, closing on April 17.

★ Grades will be based on content that was delivered in school through March 13 and students will receive a P=Pass or I=Incomplete.

★ Students will have:
  ○ opportunity to submit late/missing work
  ○ their grades can be positively impacted by redos and retakes to ensure report cards serve as a measure of student learning

★ Report cards will be issued on April 27.
Grading During 4th Quarter while school is closed

★ Grading practices will be aligned with guidance from NYSED and district policy.
★ Equitable access to mandated and non-mandated services will be provided to students. This includes IEP, ESL and AIS supports.
★ Students will receive timely feedback on assignments.
★ Grades will be based on content that is delivered after April 17. Students will receive a P=Pass or I=Incomplete for the 4th quarter if school remains closed. If school reopens, we will determine how to assess grades at that time.
Grading During Suspension of Onsite Classes

The following comments will be used to provide feedback (grades) for student learning (these comments will be posted for parents/students to see in SchoolTool)

**Meets Expectations (ME)** = Student work has met or exceeded the expectation of the teacher.

**Incomplete Evidence (IE)** = Students completed work does not yet demonstrate adequate understanding of the curriculum. Student will be given the opportunity to redo work to demonstrate learning.

**No Evidence (NE)** = Student has not completed the assignment. Students will be given the opportunity to submit work to demonstrate learning.
Current Status of Standardized Assessments (exams)

NYS ELA / Math / Science 7-8 Exams - Cancelled by NYS

NYS Regents Exams - Cancelled by NYS

AP Exams - *Have been reduced to 45 minute exams that can be completed at home. Please refer to the College Board website for up to date information.*

[https://apstudents.collegeboard.org/coronavirus-updates](https://apstudents.collegeboard.org/coronavirus-updates)
Special education modifications & accommodations—to the extent possible, these supports are being provided using virtual/remote communication tools (phone calls, email, Google Meet). Case managers are reaching out to students with IEPs regularly to assess how the student is doing and providing help/guidance when needed and/or necessary.

Academic Intervention Services—to the extent possible, this support is being provided using virtual/remote communication tools (phone calls, email, Google Meet). AIS teachers are reaching out to their students regularly to assess how the student is doing and providing help/guidance when needed and/or necessary.

Teacher Supports—teachers are communicating regularly with their students using email and Google Classroom (some are also using Google Meet to provide instruction and/or office hours). Teachers continue to monitor their student’s progress and will reach out to students and parents when needed and/or necessary.
Greenwich Junior-Senior High School

Where Excellence is a Tradition