



Teacher Guidelines for Remote Instruction

Our latest target return date is **May 15, 2020**. We will continue to monitor this date closely, but we must prepare ourselves for the possibility that this timeframe will too change, based entirely on the trajectory of the CoVid-19 virus and its impact on our state.

Staff	Expectation	Timeline
UPK - Grade 5 Elementary Teachers, Elementary Special Area Teachers Reading Teachers, Academic Intervention Support Teachers (AIS)	Provide project/lessons/activities for students	To be completed by students Monday - Friday New work as defined by grade level
	Daily Electronic Connection with Students (office hours, virtual meetings...) Contact students/family at least once a week (Call, email, text...)	Monday - Friday Monday and Wednesdays
	Planning and additional follow-up with students	Tuesday, Thursday and Friday
Grades 6-12 Secondary English, Social Studies, World Language ENL Teachers	Provide project/lessons/activities for students List of competencies (per course)	To be completed by students Monday - Friday
	Daily Electronic Connection with Students (office hours, virtual meetings...) Contact students/family at least once a week (Call, email, text...)	Monday - Friday Monday and Wednesday
	Planning and additional follow-up with students	Tuesday, Thursday and Friday
Grades 6 -12 Secondary Math, Science Special Areas Teachers or Electives Teachers	Provide project/lessons/activities for students List of competencies (per course)	To be completed by students Monday - Friday
	Daily Electronic Connection with Students (office hours, virtual meetings...) Contact students/family at least once a week (Call, email, text...)	Monday - Friday Tuesday and Thursday
	Planning and additional follow-up with students	Monday, Wednesday and Friday



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Elementary and Secondary Special Education Consultant and Resource Room Teachers	Follow content area schedules based on grade level (elementary and secondary) Collaborate and consult with general education teachers and related services providers Differentiate and scaffold instructional activities as per IEP accommodations to ensure continuity of learning and to provide data for monitoring progress of IEP goals	
Elementary and Secondary (5-8) Special Education Self-Contained Teachers	Follow elementary or secondary schedules Collaborate with general education teachers to ensure alignment with curriculum Consult with related services providers Differentiate & scaffold instructional activities as per IEP accommodations to ensure continuity of learning and to provide data for monitoring progress of IEP goals	
Social Worker, Counselors, Psychologists	Identify and check in with students of high concern and stay in contact with administration	Throughout the week: Monday – Friday
Occupational Therapists/Physical Therapists Speech Pathologists	Provide supplemental/extended activity packets at least bi-weekly to support IEP goals Collaborate & consult with special education teachers & other providers Coordinate with other providers to conduct weekly phone calls to parents and students (depending on individual needs and challenges)	Throughout the week: Monday - Friday



Teacher Expectations

Our goal is to engage students to the best of their ability so that they can complete reasonable amounts of work in a manageable way.

We ask that you:

- Please ensure you are providing regular feedback to your students based on what they are submitting back to you.
 - Feedback may include specific comments regarding:
 - Completion
 - Quality
 - Originality
 - Effort
- Continue to communicate clearly with students and parents regarding when and how best to reach you.
- Be available by email/phone during what would have been a normal school day's hours. Generally, respond to parents and/or students within 24 hours during the normal workday hours using whatever platform with which you are most comfortable and supported by the district.
- Allow opportunities for resubmission and/or multiple opportunities to complete assignments. Contact Dr. Corey for curriculum questions.
- Whenever possible, collaborate with your colleagues, teammates, departments, etc to avoid overlap.

At this time, all work completed during the closure period will be following a **pass/fail/incomplete** grading system. We will revisit this system in the event that we reopen and feel that a different system is warranted.

Students with IEPs, 504s, and ENL supports will be given the appropriate support per their approved plans to the greatest extent possible. It is the expectation of the district that administrators will establish systems and teachers will provide instruction that set students up for success with their learning. The intent of this learning plan is to ensure that students are not negatively impacted in light of these unforeseen circumstances for the duration of the 2019-2020 school year.



This is a **suggested** time frame for learning will vary based on grade level. The grid below should serve as a guideline for you for the amount of time it should take to complete assignments that teachers are providing to students. This information will be communicated to our families.

Guidelines for Out of School Instruction

Grade Level	Amount of Time per Content Area (Student time on task: watching video, worksheet...)	Total Time per Day	Recommended Length of Sustained Attention
Jackson			
UPK	10-15 minutes per day per content area (Reading, writing, math, science or social studies)	60 minutes	3-5 minutes
K	15-20 minutes per day per content area (Reading, writing, math, science or social studies)	60 - 80 minutes	5-7 minutes
Grade 1	15-20 minutes per day per content area (Reading, writing, math, science or social studies)	60 - 80 minutes	5-10 minutes
Special Area AIS	10-15 minutes 1-2 times per week	10-15 minutes	10-15 minutes
John Kennedy			
Grade 2	15-20 minutes per day per content area (Reading, writing, math, science or social studies)	60 - 80 minutes	5-10 minutes
Grades 3-4	15-20 minutes per day per content area (Reading, writing, math, science or social studies)	60 - 80 minutes	10-15 minutes
Special Area AIS	10-15 minutes 1-2 time per week	10-15 minutes	10-15 minutes
BMS			
Grades 5-8	20 - 30 minutes per day per content area/class	80 - 100 minutes per day	20-30 minutes
BHS			
Grades 9 - 12	30 minutes per day per content area/class	100 -120 minutes per day	30 minutes



Student Expectations Grades 2 - 12

Student Expectations: Students are expected to participate, to the best of their abilities and circumstances, in distance learning. The following can be considered participation:

- Log into each Google Classroom. If you do not have access, please request a paper packet from your teacher. Paper packets should be returned to school (food distribution sites) in a timely manner.
- Engage in learning tasks by responding to teacher feedback, interacting in video chats, digitally collaborating with peers, and/or submitting written reflections.
- Complete required assignments associated with earning course credit (secondary students only).
- Utilize the Home Learning Resources Site shared by the district (<https://www.bataviacsd.org/domain/625>) to engage in independent extension activities to enhance their learning.
- Obtain technical assistance via email with your teacher, if needed.

Teachers will be looking at student work and will provide feedback. It is important that students remain engaged in learning. Teachers, counselors, and other staff members will continue to reach out to families and students to see how we can better support individuals. Students need to stay connected to school. Students should not hesitate to reach out to their teachers and counselors if they have any questions or concerns.

Students enrolled in high school credit courses will need to be extra vigilant and stay as current as possible so that we can confidently give course credit that will go towards high school graduation.