

The Student Remote High School Experience

This document represents planning that is fluid and flexible. Plans may change to better accommodate student needs and promote safety for everyone. Thank you for your understanding.

In K-12 education we aspire to provide students with the knowledge and skills to be Life Ready. Being Life Ready means students can successfully pursue life beyond high school which may include national service, attaining a livable wage job, college, or technical school, and/or raising a family. This requires the development of skills that allow students to transition from dependence on others to independence and interdependence. Remote/online learning is not meant to replace the inherent benefits of in-person learning but may help develop a high school student's personal development of independence and interdependence on their path towards becoming Life Ready.

*As we prepare for the 2020-2021 school year it is important for us to understand that the experience that most students will have, **even with the choice of the Hybrid Model**, is with remote learning.*

The Governor could mandate remote learning for all schools, we may need to close our buildings due to circumstances related to the pandemic, students and parents/guardians may choose fully remote learning, and students and parents/guardians who choose a hybrid model (with the exception of "Cohort C") will be learning remotely 3 out of 5 days (60% remote).

Shift to Virtual Learning in the Event of School Building Closure Due to COVID-19

COVID-19 rates are being closely monitored, and there may come a time when school buildings must be closed. Instruction will continue during any building closure to ensure continuity of students' education.

- In the event school buildings are compelled to close, school will resume virtually.
- The school day, and corresponding times of classes, will be adjusted to a later start and end time to the school day. This will be communicated ahead of time and posted on our website.
- Students will follow the in-school schedule when at home with live, virtual instruction, blended with recorded teacher lessons, online group work, and small group instruction. Students will be engaged in learning activities when classes would have been in session.
- Student and staff attendance will be taken daily.

Access to Technology

Access to a computer is necessary for remote learning. Students will be using Microsoft Teams as their learning management system and accessing their coursework.

At the beginning of the school year students who have their own device will be asked to use theirs until a district device is ready for them. If students prefer to use their personal device for the duration of the remote learning experience, they may opt out of receiving a school device. Students without a personal device will receive priority for a MCSD device during distribution. We anticipate all students receiving a MCSD device by the second week in October.

If your student needs assistance with technology they may call our Help Desk at 845-794-8840, extension 77777. In addition, "How-To" videos are available on our website. You can navigate to these resources at: <https://www.monticelloschools.net/techsupport/>

Daily & Course Attendance

School period schedules have been developed to provide daily structure for students. Following a schedule more often results in improved performance, time management, reduced stress, improved emotional and mental health, and the development of productive organizational habits.

- Daily Attendance: Student daily attendance will be determined in alignment with successful course attendance during the day.
- Course Attendance: When students are working remotely, whether they attend synchronous (live online video with teacher) or asynchronous (assigned coursework without live online video with teacher) instruction, teachers will utilize the Microsoft Insights application within Microsoft Teams to monitor daily student participation/attendance in their course. Daily participation will be monitored by a combination of time in the course as monitored through the Microsoft Insights application and the engaged in or completion of the assigned coursework, each day the course is offered.

Instructional Models for Teaching and Learning

Students will be completing their coursework using blended learning approaches. Those approaches include station rotation and flipped classroom. The teacher will explain which approach is being used. Within all the instructional approaches, our teachers are committed to providing relevant, meaningful, and challenging learning experience that reflect and respect our student's diverse experiences through a culturally-responsive lens.

- When students are working remotely, synchronous (live online video with teacher) instruction may be scheduled. Attendance during synchronous instruction is expected because the quality of this instruction, and connection with the teacher and peers, cannot be replicated at other times of the day.
- Students are expected to participate in asynchronous (assigned coursework without live online video with teacher) instruction **daily**. *The time of day for completing their asynchronous instruction is flexible to accommodate barriers that may exist for student learning.*
- Students who choose to complete their asynchronous (assigned coursework without live online video with teacher) learning at a time outside of the assigned course period may not have access to teacher feedback until the next assigned course period.
- Students may expect to have synchronous instruction (live online video with teacher) for at least two sessions per 5-day school week, inclusive of the in-person session for students in the hybrid model.

Fully Remote	Hybrid Model (2 days per week)
At least two synchronous (live video) instructional sessions per week.	One in-person session with the teacher and at least one synchronous (live video) instructional session per week.

Station Rotation

The Station Rotation model allows students to rotate through stations “virtually” on a fixed schedule to accomplish the lesson’s learning requirements. The stations may be used as a means for determining

student readiness in the unit or by collecting information in different ways towards the completion of a performance task.

- *Advancement Strategy*: Students progress to the next station when they show they have adequately learned or demonstrated the requirements in their current station towards the completion of the assigned performance task.
- *Collection of Information Strategy*: Students rotate through stations, either by being assigned and moderated by the teacher or with student freedom of choice, to accomplish the assigned performance task.

Flipped Classroom

The Flipped Classroom model provides opportunities for students to focus their effort on learning the course material through self-guided readings, video, and other resources. Teachers use synchronous time to focus on direct coaching, answering questions, and providing feedback.

Participation in Synchronous Video Instruction

When students are participating in synchronous video instruction, they are expected to have their video on, and microphone muted. Teachers receive information from students' non-verbal cues related to their perceived understanding of instruction, responses to instructional strategies and discussions, and identification of social-emotional or mental health concerns for follow up. Seeing students while performing tasks helps teachers identify strengths and deficiencies in student understanding and ability. Visually seeing students also helps build relationships and classroom communities that promote positive student-school connections. This also helps to normalize the learning and schooling experience.

In alignment with procedures that existed during traditional schooling, students who miss synchronous instruction will be provided resources and missed work to successfully complete their work through Microsoft Teams. Students will communicate with their teacher to coordinate, receive direction, and have any questions answered.

Student Grading and Reporting Practices

Grades are used as a tool to monitor learning. Reporting of grades to home strengthens the home-school connection. As such, grades are continuously available through the parent portal in SchoolTool.

The sudden closing of school due to the COVID-19 pandemic in March, along with the uncertainty regarding everyone's transition and experience to remote/online learning, led to a decision to ensure our grading practices "did no harm" to students following the closure. However, as we begin the new school year in September, **students must meet all expectations for the quality and quantity of student work per course requirements. This includes class participation in assigned classes each day, turning in required coursework, and demonstrating academic honesty and integrity in the completion of assignments and assessments.**

- Our current Board of Education Policy on Grading will be utilized during the 2020-2021 school year.
- The MCSD Policy 4710 "Grading Systems" is available for reference on our website by clicking on the "Board of Education" link in the top center of the page, then clicking on "Board of Education

Policies” on the right side of the page, and then using the “Table of Contents” on the left side of the page to select “Section 4000 - INSTRUCTION” and policy “4710.”

- The District will issue report cards based on the scheduled cycle (see MCSD Calendar for specific dates). Courses will be graded using a numerical grading system. Weighted numerical grades will factor into student GPAs. **Selecting courses as Pass/Fail will not be an option.**
- College in the Classroom (CIC) course grading and reporting requirements will be as per either SUNY Sullivan or Syracuse University (SUPA) direction.
- Teachers will provide specific, timely, and useful feedback to students on all coursework submitted.
- It is the responsibility of every student to be aware of the standards of academic integrity. Cheating is prohibited, regardless of how a course is taught, and violations of academic integrity will be reported to building administration with consequences in alignment with our Code of Conduct.
- If you need assistance with setting up and logging into SchoolTool, please contact your student’s guidance counselor or our secretaries in the main office.
- If your student needs assistance with technology they may call our Help Desk at 845-794-8840, extension 77777. In addition, “How-To” videos are available on our website. You can navigate to these resources at: <https://www.monticelloschools.net/techsupport/>

Student Attendance and Course Credit (Per MCSD BOE Policy 5100: Student Attendance)

The District believes that classroom participation is related to and affects a student’s performance and grasp of subject matter influencing the final course grade. For purposes of this policy, classroom participation means a student is in class and prepared to work. Tardiness consists of not being present in class when the class begins¹.

For students enrolled in high school credit bearing courses, if a student is absent 26 days for a full-year course or 13 days for a half-year course, he or she may be denied credit in that course. In general, physical education classes meet on alternating days thus considered a half-year course for this attendance policy. Block classes are considered a full-year course as they meet for two consecutive periods every other day and will count as two absences for the attendance policy.

A student will be considered in attendance if the student is:

1. Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time²; or
2. Working in accordance with an approved independent study program; or
3. Receiving approved alternative instruction.

A student who is absent from class due to his or her participation in a school-sponsored activity is to arrange with their teacher a plan to make up work in a timely manner, for missed assignments³.

Attendance at school-sponsored events will be counted as the equivalent of regular attendance in class⁴.

Upon returning to school following a properly excused absence, tardiness or early departure it will be the responsibility of the student to make arrangements to make up missed work, assignments or

assessments with his or her teachers in accordance with a specified timeline outlined by the teacher in the course syllabus.

Ref	BOE Policy Statement	Remote Learning Procedure
1	Tardiness consists of not being present in class when the class begins.	<u>Synchronous</u> : Students will be marked tardy if they are more than 3 minutes late to the scheduled synchronous lesson. Students will be marked present if the student attends the synchronous instruction for the planned duration of time and completes the assigned coursework. Time spent (duration of synchronous instruction) + engaged in or completed assigned coursework = course attendance
2	Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time	<p>Students with prior approval from the teacher for not attending the synchronous instructional session will have their course attendance taken per the asynchronous requirements.</p> <p><i>Special populations of students will be eligible for additional accommodations in the remote learning environment.</i> These special populations may include, but not limited to, our students with disabilities whose IEP's reflect the need for accommodations, our English language learners, our students with housing instability (McKinney-Vento), and our students without reliable high-speed internet access.</p> <p><u>Asynchronous</u>: Student participation in the Microsoft Teams course will be determined using Microsoft Insights that will show the teacher the amount of time spent in the course. Time spent (minimum 20 minutes) + engaged in or completed assigned coursework = course attendance</p>
3	A student who is absent from class due to his or her participation in a school-sponsored activity is to arrange with their teacher a plan to make up work in a timely manner, for missed assignments	Students who are absent from class due to participation in a school-sponsored activity will require confirmation with the corresponding school professional and evidence of attendance. Activities may include, but not limited to, attendance at special education related services, counseling services, and music lessons.
4	Attendance at school-sponsored events will be counted as the equivalent of regular attendance in class	Students who are absent from class due to participation in a school-sponsored event will require confirmation with the corresponding school professional and evidence of attendance. Events may include, but not limited to, virtual field trips, college visits, and school-related competitions.

Special Education Services

Students who require specialized services will continue to receive those services to the maximum extent possible. Teachers will receive, read, and implement each 504 plan and IEP for their corresponding

students. Students and/or parents/guardians are asked to communicate any additional needs with our school so appropriate supports may be put in place.

- Students in self-contained special education programs will have the opportunity to be onsite daily when school is in session (Monday, Tuesday, Thursday, and Friday).
- Students receiving special services will continue to receive these services (e.g., ENL, speech).
- Students may have tele-health appointments schedules with our school social worker and/or psychologist.

Guidance Counseling and Support Services

Our Monticello High School Guidance Department is committed to providing individualized support to students so they may achieve their aspirational goals. Students and/or parents/guardians are asked to communicate needs with our school so appropriate supports may be put in place.

- Students will receive support to overcome barriers that may stand in the way of their success, help with scheduling issues, mediate student to student issues, and managing the stress of their current experience.
- Students will receive support from their guidance counselor to provide assistance with high school planning towards their graduation plan.
- Students will receive support with post high school planning (national service, employment, college, and technical school applications).
- Students may have tele-health appointments scheduled with their guidance counselor, a school social worker, and/or school psychologist.

Communication: Home to High School

It is important to maintain open lines of communication between school and home. Parents should communicate with school professionals whenever there is a question or concern. **The High School Directory phone number is 845-794-8840 where you can select the department or office you wish to reach.**

- Students and parents/guardians can use the students' Microsoft Outlook email application to send emails to school professionals. If you start typing the name of the school professional in the "To:" location the system will automatically provide names of school professionals. Please be sure to use the "Subject Line" to put the "Student's Name" followed by the purpose of the email such as, "Student Question" or "Parent Concern." School professionals access and respond to their email regularly and are expected to respond back to students and parents within a reasonable amount of time, usually within two workdays.
- Directions on how to e-mail high school administration, guidance, faculty, and staff can be found on our high school website, under "High School Links", and click on "About Monticello High School."
- Contact information for our guidance department personnel may be found on our high school website, under "High School Links," and click on "Guidance Department."
- If students and/or parents/guardians have questions specific to a course of study the first point of contact is the student's teacher as listed on their schedule.

- If students and/or parents/guardians have a question regarding the academic program or student services, they should contact their assigned guidance counselor.
- If students and/or parents/guardians have a question or concern regarding safety or have not been able to resolve a concern with their teacher or guidance counselor then contact your corresponding cohort AP.
 - Mrs. Rachel Blount: 9th and 11th graders
 - Mrs. Robyn Boardman: 10th and 12th graders
- If students and/or parents/guardians are unable to resolve a question or concern with their teacher, guidance, or assistant principal then they should contact High School Principal Stephen Wilder.

Communication: High School to Home

Strengthening the school-home partnership begins with effective communication. We are committed to open communication to strengthen our partnership to promote student success.

- Our ability to make contact with students and parents/guardians requires accurate information within our SchoolTool student information system. Parents should review their contact information in SchoolTool and advise the school of any changes. Please contact your child's guidance counselor or our main office for assistance.
- Informational announcements will be communicated via our SchoolMessenger application, the Kinvo application, and our high school website.
- Course specific communication will come directly from the teacher to promote the students' successful completion of course requirements.
- Our guidance team will be reaching out to support the students' progress towards graduation, their post-graduation goals, and provide social-emotional and/or mental health supports to promote their success and well-being.
- How parents/guardians can assist us in keeping lines of communication open:
 - Have your voice mailbox set up to receive messages.
 - When voice mailbox is set up, have your voice mailbox below the limit to allow for additional messages.
 - Keep your contact information within SchoolTool up to date.
 - Allow your email settings to accept emails from MCSD emails.
 - Allow your phone settings to accept phone calls from MCSD phone numbers.
 - Approve the request to accept information from MCSD through the Kinvo application.