



Baldwinsville Central School District

Distance Learning Guide

Grades K-12

Where learning remains constant and time becomes the variable.



2020-2021 School Year

The **Baldwinsville Distance Learning Guide** is the result of a collaborative effort between the District and the Baldwinsville Teachers Association. This guide contains information specific to distance learning to support a productive start and continuation of learning during the 2020-21 school year.

DISTANCE LEARNING GUIDE GRADES K-12

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Learning to Learn Online

Distance Learning Guide



A MESSAGE TO OUR COMMUNITY

The Baldwinsville CSD commends our entire community for coming together over the past few months of the pandemic as we have had to “learn to learn online.” We understand this is a time of uncertainty for everyone, but we must move forward with providing the best education possible in spite of these challenges. The Bville staff have worked incredibly hard to this end and are committed to making this year a great experience for all students.

Distance learning is, for better or worse, a reality for our learning community in the 2020-21 school year. We’ve all learned a few things since the spring and we’ve had some time to wrap our heads around the changes we are facing. For the foreseeable future, a meld of in-person and/or remote instruction will be how teachers teach and students learn.

To be clear, learning from home is not optimum, but a necessity in these times. Expectations are that students will engage with school activities both in-person and while at home. This will require all of us - teachers, students, parents, administrators, and support staff - to work together more closely and more creatively for the sake of learning. **GO BEES!**

Synchronous VS Asynchronous

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In a virtual world, we recognize nothing can adequately substitute the human connections we make with students in-person. Our connections with students may look differently in a virtual setting, but the intent is still the same: to show our students we care about them as individuals.

In this section, **synchronous** and **asynchronous** learning are defined. Examples, while not inclusive, are provided to demonstrate a broad spectrum of what the learning can look like for both.

IN “REAL TIME” LEARNING

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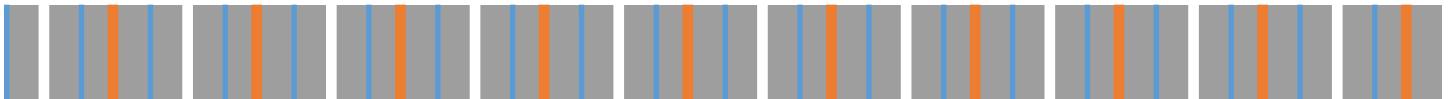
SYNCHRONOUS

Synchronous Learning Defined...

- Characterized by **two-way communication** and **interaction**.
- Occurs “live” and in “real-time” between two or more students or with a teacher.

Good To Know!

The District uses **Google Meet** as the preferred platform to connect teachers and students for synchronous interactions.



Benefits of Synchronous Learning...

- Allows for interactions most familiar to students
- Interactions and feedback are immediate
- Live sessions can be recorded by the teacher for later use
- Scheduled times offer predictability
- Provides socialization for students



Examples of Synchronous Learning

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Synchronous Learning Examples

- Conducting a lesson or class meeting
- Establishing break-out groups for discussions
- Teacher conferencing with small groups or individuals
- Polling students in real-time
- Students presenting their learning to peers

My Notes

Smart Tip

Use synchronous learning opportunities to engage students in applying what they've learned or participating in discussions about the learning. Minimize lecture formats and shift to mini-lessons to keep students' attention.

ASYNCHRONOUS

Asynchronous Learning Defined...

- Teacher-provided learning experiences which take place **according to the learner's schedule and location** i.e. **time and place are not the same for everyone.**
- No face-to-face interactions i.e., no Google Meet sessions between teachers and students.
- Feedback is provided at a later time (after the student has completed the learning).



Benefits of Asynchronous Learning...

- Students can access content at any time and from anywhere.
- Provides families with flexibility to give support to their child.
- Materials/recordings can be created in advance & used with multiple groups or used multiple times.
- Eliminates privacy issues.
- Requires students to own their learning.



Examples of Asynchronous Learning

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Asynchronous Learning Examples

- Viewing recorded instructional videos of a lesson in a content area
- Listening to read-alouds and answering questions in Google Classroom
- Engaging in online discussions by reading & posting responses
- Completing independent learning tasks and assignments

My Notes

Smart Tip

Developing content for asynchronous learning opportunities can be time-consuming. Instead, use resources that are already available that support your learning goals. Careful curation of media & print materials can be equally effective when given with context and opportunity for students to interact meaningfully.

Roles & Responsibilities

Distance Learning Guide

Distance learning is something new to all of us as we well know from our experiences in the spring. Now, however, we are entering the 20-21 school year a little wiser and with our eyes wide open. Our purpose as educators, students, and parents remains the same: We must be committed to overcoming the challenges associated with distance learning for the benefit of our students. With every challenge comes opportunity and working together will only make us #Bvillestronger.

In this section, **the roles and responsibilities of key stakeholders** are outlined. While not inclusive, this list provides important expectations of interested parties in support of student learning.



RESPONSIBILITIES

Distance Learning Guide

TEACHERS

INSTRUCTION

- * Create or curate self-directed online learning opportunities that are accessible and will continue to help students learn.
- * Share expectations with students and families about the instructional plan for the week, including learning objectives, required activities, assignments, links to resources, and assessments, along with any associated due dates.
- * During designated time(s), to the extent possible, interact with students in real-time to deliver lessons, facilitate discussions, and lead other instructional activities.
- * Provide students with timely feedback and support. For students needing additional support or enrichment, identify appropriate activities and assignments to the greatest extent possible.
- * Monitor student participation in activities. Work closely with students and families regarding completion and submission of assignments. Remain flexible with the expectation that evidence of learning is expected.
- * For any student who is not engaging, follow up with your school protocol to pursue additional supports that may be required.

COMMUNITY

- * Strive to build a sense of community and connectedness with and among your students.
- * Address students' social-emotional needs within the structures and activities of your lessons.
- * Remember to be kind with yourself and with others during distance learning time. Mistakes will be made. We are all in this together!

COMMUNICATION

- * Use the communication plan determined by your school to interact with students and families, account for attendance, and respond to messages in a timely fashion.
- * Create and communicate office hours to students and families.
- * Update Schooltool frequently to keep students and families informed about progress.

RESPONSIBILITIES

Distance Learning Guide

STUDENTS

CLASSWORK

- * Daily engagement is expected even when you are learning from home. Follow the schedule provided by your teachers, but also take advantage of the freedom to use your time differently while distance learning.
- * Review the weekly overviews and assignments provided by your teachers. Check daily for which assignments are due to help keep you on track with completion and submission.
- * Submit completed assignments by their due dates. If you are having difficulty in keeping up with the workload, let your teachers know immediately to work out a plan.
- * Take ownership of your learning! Complete assignments with academic honesty and integrity.
- * Look for assignments that your teachers have reviewed and/or commented on and use that feedback to improve moving forward.
- * Engage with your teachers and peers during scheduled face-to-face meeting times. Share your work, ask questions, participate in discussions, and be active in the learning.
- * Be respectful of others during face-to-face time. Be on time, listen to what others have to say—just be a good human!

COMMUNITY

- * Strive to build a sense of community and connectedness with your teachers and your peers.
- * Pay attention to your social-emotional needs and that of your classmates. Distance learning can be isolating so reach out and get your needs met.
- * Remember to be kind with yourself and with others during distance learning time. Mistakes will be made. We are all in this together!

COMMUNICATION

- * Know when your teachers will be online and ask for help and explanations if needed.
- * Check your email, Seesaw Announcements, or Google Classroom daily to help keep you on track with your work.
- * Remember there are MANY staff who care about your success! Outside of your teachers, you can connect with others you trust i.e. administrators, guidance counselors, social workers, nurses, and support staff. A friendly voice is waiting to talk with you!

RESPONSIBILITIES

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CAREGIVERS

IN SUPPORT OF LEARNING AT HOME

- * Help your child find the best place for learning while at home. Try to have basic supplies nearby such as pens, pencils, and paper.
- * Daily engagement is expected whenever your child is learning from home. Become familiar with your child's daily schedule so you can develop a routine to support both synchronous & asynchronous learning opportunities.
- * Conduct daily check-ins with your child regarding what they are learning or to review assignment due dates. Ask to see any weekly overviews or planning guides provided by the teacher.
- * Check Schooltool or Google Classroom to see what assignments your child has or hasn't completed. If your child is overwhelmed or falling behind, contact the teacher(s) involved so a plan can be worked out.
- * Allow your child to take ownership of their learning. Your child will have flexibility with time and space during distance learning so help them navigate what works for them. Don't expect them to be online all day. Build in breaks for physical activity, eating, or quiet time.
- * You are not expected to be a classroom teacher. Support your child, but don't do the work for them.

COMMUNITY

- * Strive to build a sense of community and connectedness with your child's teachers.
- * You know your child's social-emotional needs best. Distance learning can be isolating so don't hesitate to reach out to your child's school if something is amiss.
- * Remember to be kind with yourself and with others during distance learning time. Mistakes will be made. We are all in this together!

COMMUNICATION

- * Reach out early to your child's teachers if you have questions or concerns about their distance learning experience. We want to help!
- * Check Schooltool (or other avenues communicated by the teacher such as Google Classroom) for updates on your student's progress.
- * Remember there are MANY staff who care about your child's success! If something isn't working, let us know. A friendly voice is waiting to speak with you!

Accountability

Grades K-5

Assessment/Feedback

A critical component of a student's education is the feedback received from teachers. This feedback comes in many forms both written and verbal, but is most commonly associated with a rubric score. The following outlines the expectations for teacher and student accountability in regards to communicating progress and completion of grade level expectations.

Teachers

Feedback to students and caregivers

- Use a variety of communication tools such as Schooltool, email, Google Classroom, text reminders, phone, etc. to update students and caregivers on progress towards learning outcomes and grade level standards.
- Communication on progress should take place when meeting with students and/or caregivers.
- Report cards are published on Schooltool quarterly.
- Any concerns regarding student progress should be communicated directly to the student and caregivers immediately.

Students

Completion of Grade Level Requirements

- A traditional grading system (i.e. rubrics, points, etc.) is in place whether you are learning in the Hybrid or 100% Remote instructional models. It is expected you will, to the best of your ability, complete your work as outlined by your teacher(s).
- Show responsibility for your learning by asking your teacher questions or for help with learning that is unclear. Teachers welcome student questions and requests for additional help. For Hybrid students, ask questions via your platform and your teacher will address these during in-person instruction. You can also ask these questions when you return to class.

Accountability

Grades 6-12

Assessment/Feedback

A critical component of a student's education is the feedback received from teachers. This feedback comes in many forms both written and verbal, but is most commonly associated with a numerical grade or rubric score. The following outlines the expectations for teacher and student accountability in regards to communicating progress and completion of course expectations.

Teachers

Feedback to students and caregivers

- Use a variety of communication tools such as Schooltool, email, Google Classroom, text reminders, phone, etc. to update students and caregivers on progress towards learning outcomes and/or course requirements.
- Communication on progress should take place within designated timeframes such as weekly reporting of grades and 5 –10 week marking periods.
- Any concerns regarding student progress should be communicated directly to the student and caregivers immediately.

Students

Completion of Course Requirements

- A traditional grading system (0-100) is in place whether you are learning in the Hybrid or 100% Remote instructional models. It is expected you will, to the best of your ability, complete assignments for all courses by their deadline. Failure to do so may result in an Incomplete or failing grade for the course(s). Teachers will work, as always, with students to achieve success, but ultimately, a student will receive an earned grade. Specific grading procedures will be articulated by each classroom teacher.
- If you are struggling to complete the requirements of any of your courses, it is imperative you work closely with your teacher(s) to resolve the issues impeding your progress.

Technology

Grades K-12

Our goal is to streamline the primary learning platforms that students will use during distance learning. Below is what can be expected per grade band. Depending on your child's grade level, there may be other technology tools teachers will employ to engage students within the primary learning platforms (ex. Castle Learning, iRead, Zearn).

Primary Learning Platforms

Teachers and Students

GRADES K-2

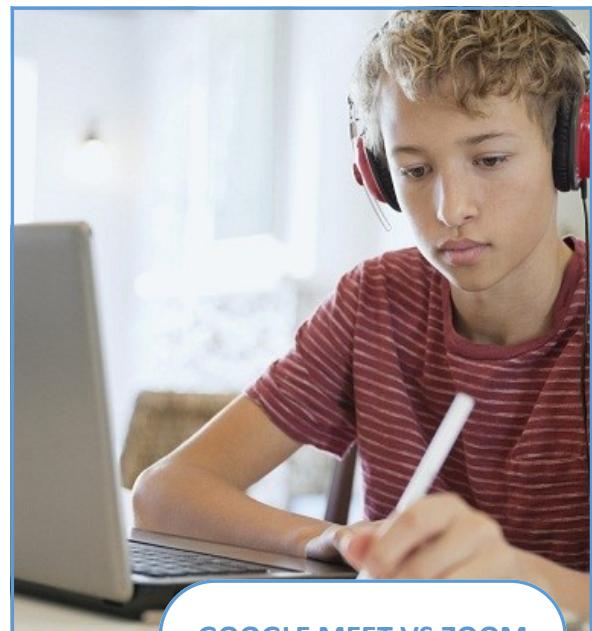
Seesaw

Google Classroom

GRADES 3-12

Google

Classroom



GOOGLE MEET VS ZOOM

BSCD purchases access to G Suite for Education. Teachers are encouraged to use **Google Meet** to connect with students. Students should always use their Bville email accounts when accessing Google Classroom or Google Meet.

Want to learn more about these platforms? Visit your school's homepage and look for Parent Technology Tutorials on the left side of the homepage.

Overview

Instructional Models

There are two instructional models offered at Baldwinsville CSD for the 2020-21 school year: **Hybrid** and **100% Remote**. Both of these models involve some aspect of remote learning in which students will be accessing information from their teachers while learning at home. A third model, the **Shutdown Remote**, is included in the event a school or the district must close due to a confirmed case of COVID-19. In the following sections, each model is explained in further detail.

FOR YOUR INFORMATION

Things to know about the instructional models



Snow Days

If a snow day is called, all instruction for that day will take place remotely. Teachers will communicate with students their expectations for any synchronous or asynchronous activities to be completed.



Creation VS Curation

While learning from home, students will be engaged in various forms of synchronous and asynchronous activities. Teachers may CREATE their own content to share with students as well as CURATE existing content (created by another) that meets the learning goals of the lesson.



Group Work

Students may be asked to collaborate with their peers while learning from home, requiring them to meet virtually without the supervision of their teachers. Students will be expected to conduct themselves in a manner appropriate and in accordance with the Student Code of Conduct.

HYBRID

Hybrid

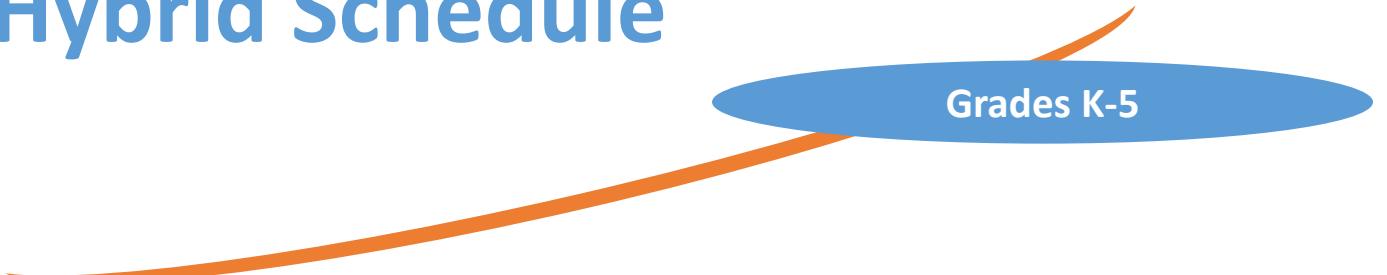


Grades K-5

The **HYBRID** model consists of 3 consecutive days of in-person instruction followed by 3 consecutive days of remote learning. Contact time with teachers and schedule expectations are outlined below.

Grades K-5	In-Person (K-5)	Remote (3-5) *No Remote Hybrid K-2 due to 5 days in-person instruction
Teacher Contact	Students will participate in a traditional classroom experience. K-5 students will receive core instruction from their classroom teacher with special area teachers traveling to each room on a rotation.	<ul style="list-style-type: none"> While students are engaged in remote learning, their teacher will be instructing other students in-person. Teachers will post on their Learning Platforms various engagement activities related to students' in-person learning (i.e., videos; lesson practice items , etc.). Students should return to in-person instruction with remote assignments completed to the best of their ability. Challenging items, misconceptions or re-teaching will occur in-person upon their return. As always, families/students may contact teachers via email.
Schedule Expectations	Students will follow a traditional* school day schedule. *with COVID-19 modifications per building	Students will have the flexibility to create their own schedule based on asynchronous learning opportunities offered by teachers and/or by engaging in the completion of assignments.

Hybrid Schedule



Grades K-5

The **HYBRID** model consists of 3 consecutive days of in-person instruction followed by 3 consecutive days of remote learning. An *example* schedule for K-5 is below.

Grades K-5

Hybrid Schedule (EXAMPLE)

In-Person	Remote
K-5 Hybrid In-Person Example	
8:35-9:00	Student Arrival/Breakfast/Attendance
9:00-9:30	Instructional Time/Class Meeting
9:30-10:30	Math Instruction
10:30-11:10	Specials/Teacher Planning Time
11:10-11:50	ELA Instruction
11:50-12:20	Lunch
12:20-1:00	Flexible Small Group Instruction
1:00-1:30	Writing Instruction
1:30-2:30	Science/Social Studies/Fundations (K-3) Instruction
2:30-3:10	Activity Time/Flexible Small Groups/Prepare for Dismissal

Hybrid

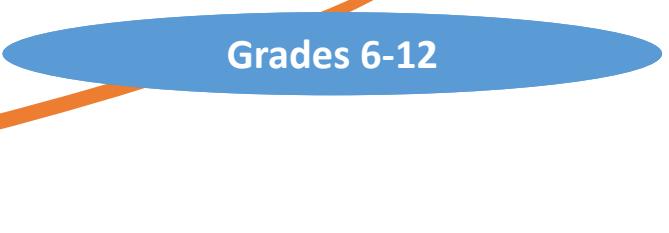


Grades 6-12

The **HYBRID** model consists of 3 consecutive days of in-person instruction followed by 3 consecutive days of remote learning. Contact time with teachers and schedule expectations are outlined below.

Grades 6-12	In-Person	Remote
Teacher Contact	Students will participate in a traditional classroom experience. Students will receive instruction in the core areas with the opportunities to participate in electives.	Depending on the area of study, students may experience synchronous time with a teacher or staff member over the course of the 3 days. Students will also participate in asynchronous activities as well as engage in learning which will be reviewed or referenced during in-person instruction.
Schedule Expectations	Students will follow a traditional* school day or period schedule. <small>*with COVID-19 modifications per building</small>	Students will have the flexibility to create their own schedule based on synchronous learning opportunities offered by teachers and/or by engaging in the completion of asynchronous assignments.

Hybrid Schedule



Grades 6-12

The **HYBRID** model consists of 3 consecutive days of in-person instruction followed by 3 consecutive days of remote learning. An *example* schedule for 6-12 is below.

Grades 6-12

Hybrid Schedule (EXAMPLE)

In-Person

Time	Period	Course
Arrival will vary by building		
Period time will vary by building	1	ELA
	2	SS
	3	Elective
	4	World Language/ Lunch
	5	Science
	6	Math
Dismissal will vary by building		

Remote

- Traditional timeframes and periods are no longer obstacles in a student's day while learning from home.
- Time and schedule become flexible depending on the student's home situation and the amount of work assigned by teachers during the in-person instruction time.
- Students decide when and where to complete their work, paying attention to due dates and other expectations communicated by their teachers.
- Students may be expected to attend synchronous opportunities like office hours according to teacher expectations.

*Physical Education, Music courses, and 10-12 Health will be conducted entirely online.

100%

Remote

100% Remote



Grades K-12

The **100% REMOTE** model consists of 5 consecutive days (M-F) of remote instruction i.e., all teaching and learning is conducted online. Teachers may design instruction for various groups/cohorts throughout the day. Contact time with teachers and schedule expectations are outlined below.

Grades K-12	100% Remote
Teacher Contact	<p>Students will have daily contact with teachers as outlined by the student's schedule or a schedule provided by the teacher. For example, if your student is scheduled to take English/ELA every day from 10:00-10:45, they may meet with the teacher every day synchronously during that time OR the teacher may schedule synchronous opportunities M, W, F and assign asynchronous activities on T, TH (or some other combination of synchronous/asynchronous activities).</p>
Schedule Expectations	<p>Students will follow their school/teacher schedule, but may have some flexibility within that schedule based on teacher expectations for the learning i.e. synchronous or asynchronous opportunities.</p>

100% Remote

Schedule



Grades K-5

The **100% REMOTE** model consists of 5 consecutive days (M-F) of remote instruction i.e., all teaching and learning is conducted online. **ALL** students who participate in the 100% remote schedule for grades K-5 will follow a schedule similar to the sample below. A schedule for synchronous and asynchronous lessons/activities will be shared by teachers with students and families.

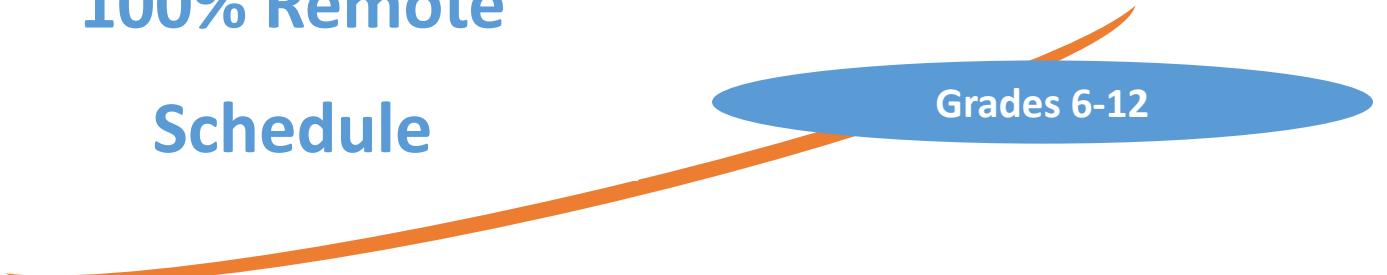
Grades K-5

100% Remote Schedule (EXAMPLE)

Elementary Full Remote Schedule	
*Teacher may instruct various cohorts throughout the day	
8:30-9:00	Morning Meeting Daily Attendance
9:00-10:00	Instructional Block (Synchronous & Asynchronous)
10:00-10:30	Office Hours
10:30-11:30	Instructional Block (Synchronous & Asynchronous)
11:30-12:10	Special Area/Teacher Planning Time
12:10-12:40	Lunch
12:40-2:10	Instructional Block (Synchronous & Asynchronous)
2:10-2:30	Movement Break
2:30-3:30	Office Hours

100% Remote

Schedule



Grades 6-12

The **100% REMOTE** model consists of 5 consecutive days (M-F) of remote instruction i.e., all teaching and learning is conducted online. **ALL** students who participate in the 100% remote schedule for grades 6-12 will follow their school/teacher-provided schedule. An *example* schedule is below.

Grades 6-12

100% Remote Schedule (EXAMPLE)

Time	Period	Course
Will vary by building	1	ELA
	2	SS
	3	Elective
	4	World Language
	5	Science
	6	Math

*Physical Education, Music courses, and 10-12 Health will be conducted entirely online.

Shutdown Remote

Shutdown

Remote

Grades K-12

The **SHUTDOWN REMOTE** model will be enacted only if the District is forced to shutdown a building or the entire district due to a confirmed case of COVID-19. Parents will be notified by School Messenger regarding next steps if there is a closure. Contact time with teachers and schedule expectations are outlined below.

Grades K-12	Shutdown Remote
Teacher Contact	Daily contact with teachers as outlined by the SHUTDOWN schedule provided on the following pages for Grades K-5 and 6-12.
Schedule Expectations	Students will follow the shutdown schedule, but will have some flexibility within that schedule based on teacher expectations for the learning i.e., synchronous or asynchronous opportunities.

Shutdown Remote

Schedule



Grades K-5

The **SHUTDOWN REMOTE** model will be enacted only if the District is forced to shutdown a building or the entire district due to a confirmed case of COVID-19. A schedule for synchronous and asynchronous lessons/activities will be shared by teachers with students and families. **ALL K-5 HYBRID** students will follow a schedule similar to the example below. Grades K-5 100% Remote students will maintain their established schedules.

Grades K-5

Shutdown Remote Schedule (EXAMPLE)

Elementary Full Remote Schedule *Teacher may instruct various cohorts throughout the day	
8:30-9:00	Morning Meeting Daily Attendance
9:00-10:00	Instructional Block (Synchronous & Asynchronous)
10:00-10:30	Office Hours
10:30-11:30	Instructional Block (Synchronous & Asynchronous)
11:30-12:10	Special Area/Teacher Planning Time
12:10-12:40	Lunch
12:40-2:10	Instructional Block (Synchronous & Asynchronous)
2:10-2:30	Movement Break
2:30-3:30	Office Hours

Shutdown Remote Schedule



Grades 6-12

The **SHUTDOWN REMOTE** model will be enacted only if the District is forced to shutdown a building or the entire district due to a confirmed case of COVID-19. **ALL 6-12 HYBRID** students will follow the schedule below. Grades 6-12 100% Remote students will maintain their established schedules.

Grades 6-12

Shutdown Remote Schedule

Time/Period	Monday	Tuesday	Wednesday	Thursday	Friday			
7:30 - 8:00	Emails/Meetings	Emails/Meetings	Emails/Meetings	Emails/Meetings	Emails/Meetings			
8:00 - 8:30	Office Hours	Office Hours	Office Hours	Office Hours	Period 1			
8:30 - 9:00					8:45 - 9:00 Break			
9:00 - 9:30	Period 1	Period 4	Period 1	Period 4	Period 2			
9:30 - 10:00		Emails/Meetings	Emails/Meetings	Emails/Meetings	9:45 - 10:00 Break			
10:00 - 10:30	Period 2				Period 3			
10:30 - 11:00	Period 5	Period 2	Period 5	10:45 - 11:00 Break				
11:00 - 11:30	Lunch	Lunch	Lunch	Lunch	Period 4			
11:30 - 12:00					11:45 - 12:00 Break			
12:00 - 12:30	Period 3	Period 6	Period 3	Period 6	Lunch			
12:30 - 1:00		Office Hours	Office Hours	Office Hours	Period 5			
1:00 - 1:30	Office Hours				1:15 - 1:30 Break			
1:30 - 2:00					Period 6			
2:00 - 2:45	Planning	Planning	Planning	Planning	2:15 - 2:45 Planning			

Appendix

A

Distance Learning

Netiquette

Appendix A

Communications	Online Behavior & Dress
<ul style="list-style-type: none">Always be respectful with your online communications (both teachers & classmates).Use appropriate grammar and punctuation when emailing or responding in writing i.e., "you" instead of "u", "I" instead of "i", etc.Avoid slang or jargon to increase the clarity of your message.Be careful using humor or sarcasm in writing. Tone is often difficult to read in these situations and can be offensive or hurtful.Don't post or share (even privately) inappropriate or questionable material. Nothing is private online.	<ul style="list-style-type: none">Sign in to online sessions at least 5 minutes early. Use this time to socialize, discuss work, and make sure your tech is working.Participate! This will make the class more interesting and engaging for everyone.When meeting online, remember other people can see you and your background.Be aware of your surroundings and make sure your family knows you are in class.Keep distractions to a minimum as much as possible.



Distance Learning

Netiquette

Appendix A



Camera On or Camera Off?

Here's the Scoop

This has been a topic of much discussion in education circles since the switch to online learning. Below are arguments for each side. Teachers will develop flexible expectations for their classes depending on the needs of students.

CAMERA ON

- Allows teachers to better track student engagement and understanding of content through body language, visual cues, & general demeanor.
- Mirrors a more traditional classroom atmosphere while helping to build community and relationships.
- It's hard teaching to an empty screen or trying to have a discussion with a "blank box."

CAMERA OFF

- Students may not be comfortable sharing their living space for many reasons.
- Students can concentrate more easily without the distractions of what is happening on the screen.
- Students may be shy or lack confidence in an online setting.
- Students may not be "camera-ready."