

Pawling Central School District

Student Learning and Engagement During Closure

Contacts & Communication

District Communication

The district will continue to update the community through our notifications systems of emails, robo-calls, and posting to the district website: <https://www.pawlingschools.org/>. Principals will communicate building-specific information, and teachers will update families with class-specific information as they do when classes are in session.

General Questions about Continuity of Learning Plan

For general questions about this learning plan, please contact Dr. Debra Kirkhus - Assistant Superintendent for Instruction at kirkhusd@pcsdny.org

Special Education and Pupil Personnel Services

Questions about Special Education and other PPS, including but not limited to counseling, nursing, and clinical support, should be directed to Mr. Scott Rice - Director of Pupil Personnel Services at rices@pcsdny.org

Technology Support

If parents/students have trouble connecting, logging-in or accessing a required program, please contact the classroom teacher. If you are unable to resolve, please contact our tech department at techsupport@pcsdny.org

Other Questions

Additional information can be provided by your child's principal:

Pawling Elementary School: Ms. Jennifer Jacobs jacobsj@pcsdny.org

Pawling Middle School: Ms. Megan Gleason gleasonm@pcsdny.org

Pawling High School: Ms. Helen Callan callanh@pcsdny.org

Teacher & Administrator Communication

The best way to reach teachers and administrators during an extended closure is by e-mail:

- Pawling Elementary School [Staff Directory](#)
- Pawling Middle School [Staff Directory](#)
- Pawling High School [Staff Directory](#)

Online Learning Guidance

Online Learning is not intended to replicate the magic of our classrooms in a digital environment. Nevertheless, with our significant investment in technology, and our willingness to integrate this technology into our instructional program, we are well positioned to create powerful learning experiences for our students from afar. We ask for your flexibility as we refine and adjust our systems for continuous improvement.

What to expect in the weeks ahead: To the extent possible, we will emphasize technology platforms that are familiar to students. Learning objectives for lessons or projects will be communicated to students. Content and skills will be introduced in a variety of ways. Teachers will track student progress to ensure participation and check-in with students and parents. We will provide age-appropriate ways for students to interact with their teacher and with other students via video, audio, chat, or discussion boards. Teachers will continue to assess student progress and provide timely feedback. Administrators, counselors and other support personnel will continue to support our families. Although we have transitioned to a virtual world, we will continue to provide the layers of support and connectivity to which you have become accustomed. Teachers are committed to the following:

1. **Clearly communicating lesson and project objectives to students**
2. **Teaching and reinforcing content and skills in a variety of ways.**
3. **Providing opportunities to interact with the teacher or with other students.**
4. **Providing timely feedback to students.**

PAWLING ELEMENTARY SCHOOL (GRADES K-4) FRAMEWORK:

Instructional Support:

- Asynchronous daily lessons/activities (NOT real time, through online channels) will be posted on the day that the class meets by 9am. Some teachers may also try to implement synchronous activities (real time via google meets, phone calls, etc.).
- Teachers will provide an activity within each of the subject areas. (ELA lessons will include reading and writing).
- Instructional days will follow the instructional days of the school calendar. Adjustments to the school calendar will be made at the discretion of the Superintendent to ensure minute and daily requirements are met.
- Teachers will track student progress to ensure participation and check-in with students if students are struggling or non-participatory. Compassion and understanding will always govern decisions.
- Teachers will communicate with parents clear expectations with regard to how they can best support their children during the school closure.
- Students are expected to participate and submit assignments as outlined by the teacher.

Communication

Parents should email their child's teacher if they have questions or if they would like to discuss their child's progress. Administrators, clinicians, counselors, our librarians, and other school personnel are also available by email should you need their support.

- Pawling Elementary School [Staff Directory](#)
- Pawling Elementary School Principal: Ms. Jennifer Jacobs jacobsj@pcsdny.org

Approximate Activity/Lesson Duration Times

It is important to us that students do not sit in front of a screen for as long as they typically would be in school. We also understand that in some cases, online instruction takes significantly longer than anticipated. Therefore, we have developed guidelines for remote

learning. If you find that your child is taking significantly longer or shorter than these times, please share your observations with your child's teacher so adjustments can be made.

GRADE	K/1	2	3/4
Time spent by student on each class/subject	15 minutes per lesson 4 Lessons per day (60 minutes total per day)	20 minutes per lesson 4 Lessons per day (80 minutes total per day)	25 minutes per lesson 4 Lessons per day 100 minutes (OR , a total of approx. 8.5 hours per week on various assigned projects/assignments)

Attendance

Please report children that will be absent by 9am on the day of the absence, by sending an email to the designated attendance person in each building. Teachers will assume that students are "Present" unless their absence is reported and listed as "Absent" in our SchoolTool System. It is important that parents notify the school of any absences using the same process as when schools are open.

School	Attendance contact person	Email address
Pawling Elementary School	Nurse Lisa Rywalt	rywaltl@pcsdny.org
Pawling Middle School	Nurse Gemma Sutton	suttong@pcsdny.org
Pawling High School	Nurse Beth Koerner	PHSattendanceoffice@pcsdny.org

Elementary School Grading (Grades K-4)

Teachers will continue to track student progress and check-in with students who are struggling or non-participatory. After an extended period of non-participation, a building administrator will

reach out to families to determine if additional support is needed. 4th marking period report cards will include comments and narratives.

PAWLING MIDDLE SCHOOL AND PAWLING HIGH SCHOOL (GRADES 5-12)

Instructional Support:

- Asynchronous daily lessons/activities (NOT real time, through online channels) will be posted on the day that the class meets by 9am. Most communication regarding assignments will be posted on Google Classroom. Many teachers may also implement synchronous activities (real time via google meets, phone calls, etc.)
- Teachers will provide an activity for each class that they teach.
- Instructional days will follow the instructional days of the school calendar. Adjustments to the school calendar will be made at the discretion of the Superintendent to ensure minute and daily requirements are met.
- Teachers will track student progress to ensure participation and check-in with students if students are struggling or non-participatory. School Counselors will partner with teachers in order to ensure student success. Compassion and understanding will always govern decisions.
- Teachers will communicate with parents clear expectations with regard to how they can best support their students during the school closure.
- Students are expected to participate and submit assignments as outlined by the teacher.

Communication

Parents should email their child's teacher if they have questions or should they want to discuss their child's progress. Administrators, clinicians, counselors, our librarians, and other school personnel are also available by email should you need their support.

- Pawling Middle School [Staff Directory](#)
- Pawling Middle School Principal: Ms. Megan Gleason gleasonm@pcsdny.org
- Pawling High School [Staff Directory](#)
- Pawling High School Principal: Ms. Helen Callan callanh@pcsdny.org

Approximate Activity/Lesson Duration Times

It is important to us that students do not sit in front of a screen for as long as they typically would be in school. We also understand that in some cases, online instruction takes significantly longer than anticipated. Therefore, we have developed guidelines for remote learning. If you find that your child is taking significantly longer or shorter than these times, please share your observations with your child's teacher so adjustments can be made.

GRADE	5	6-8	9-12
Time spent by student on each class/subject	25 minutes per lesson Up to 6 Classes 150 minutes (OR , a total of 12.5 hours per week on various assigned projects/assignments)	30 minutes per lesson Up to 6 Classes 180 minutes (OR , a total of 15 hours per week on various assigned projects/assignments)	30 minutes per lesson Up to 6 Classes 180 minutes (OR , a total of 15 hours per week on various assigned projects/assignments)

Attendance

Please report children that will be absent by 9am on the day of the absence, by sending an email to the designated attendance person in each building. Teachers will assume that students are "Present" unless their absence is reported and listed as "Absent" in our SchoolTool System. It is important that parents notify the school of any absences using the same process as when schools are open.

School	Attendance contact person	Email address
Pawling Elementary School	Nurse Lisa Rywalt	rywaltl@pcsdny.org
Pawling Middle School	Nurse Gemma Sutton	suttong@pcsdny.org
Pawling High School	Nurse Beth Koerner	PHSattendanceoffice@pcsdny.org

Middle School Grading and High School Grading (Grades 5-12)

Teachers will continue to provide targeted and informative feedback to students. For the 4th Marking Period, grades on report cards will be recorded as Pass/Fail, which is consistent with other MS/HS in our area, as well as many universities.

Final decisions on grading for students who are dually enrolled in HS/college courses will be made as specific information becomes available from those colleges.

Standardized Assessments

Details regarding the administration of assessments is changing frequently. Please consult the official webpages of each organization for the most up-to-date information. For questions about the assessments list below, please reach out to your child's counselor (Grades 5-12) or your child's principal (Grades 3-4).

Grade 3-8 State Assessments: The administration of the 3-8 State Assessments has been suspended by the New York State Education Department and will not be rescheduled.

Regents Exams: At this time, NYS has not indicated a change in the status of Regents exams. Of course, that is subject to change and we will keep you posted. Teachers of the middle and high school courses that culminate in Regents Exams will be mindful of the need to continue preparing their students for those exams. We will continue to keep you updated as we learn more.

AP Exams: Our teachers and administrators will continue to monitor updates from the College Board and communicate with our students and families as appropriate. The framework for the AP exams has changed. The College Board is posting updates here: <https://apcentral.collegeboard.org/about-ap/news-changes/coronavirus-update>. If you have any questions about AP, please reach out to PCSD Testing Coordinator, Ms. Helen Callan at callanh@pcsdny.org

SAT Exams: The College Board is posting updates here: <https://pages.collegeboard.org/natural-disasters>

ACT Exams: ACT.ORG is posting updates here: <https://www.act.org/content/act/en/covid-19.html>

Special Education Services

During a school closure, we are committed to supporting our students who receive additional services. We will make every effort to ensure that students with disabilities have equal access to the same opportunities as students without disabilities, including the provision of a free appropriate public education. To the greatest extent possible, students with IEPs will receive supports and services that will address their individual identified needs and track their progress toward achieving their IEP goals. Please understand that our exceptional circumstances may affect how a particular service is provided. More information can be found here: Department of Education - [Questions and Answers on Providing Services to Children with Disabilities During the COVID-19 Outbreak](#). Additional guidance from the Federal Department of Education and Special Education Office of the New York State Education Department is expected in the near future.

Collaboration will continue between the classroom teacher and the special education teacher to support the needs of students with Individualized Education Programs (IEPs). Students who have IEPs will have access to all instruction with supports based on their IEP. Your child's special education teacher (case manager) will be providing these additional supports to your child through the provision of online or virtual instruction, instructional telephone calls, and/or other curriculum-based instructional activities. These services will closely track your child's progress toward their IEP goals.

Related Service Providers

Related Services providers will develop a distance learning instructional plan and supports to meet the needs of each individual student on their caseloads to deliver Speech and Language, Occupational Therapy, Counseling and Physical Therapy. To the best of their ability, related service providers who are providing IEP mandated services will continue to support all students in their progress toward goals. The method of service provision will be tailored to the family and student's needs and may include email/phone consultation, video sessions, instructional videos, etc. These services will closely monitor your child's progress. Related service providers will structure communication plans to work with students and parents. Please do not hesitate to reach out to your child's case manager and/or related service provider, if you have questions.

*The plan for instructional services for students with disabilities will continue to be monitored and revised based on any updated guidance we receive from the Federal Department of Education and the Office of Special Education of the New York State Education Department.

CSE/CPSE & Section 504 meetings

During this time of school closing, we will hold CSE/CPSE & 504 meetings using an online platform. The platform will provide the opportunity for you to connect via video, voice or both. You will be receiving an email from the special education office that will include a link with which you can connect to the meeting on the scheduled date and time. You can connect for video and/or voice, or use the call in number to conference call. All of the information you need to know to connect in the manner you prefer will be included in the link provided in the email. Just click on the link and join. You will have already received the meeting packet via email, ensuring your ability to meaningfully participate in the meeting. Section 504 accommodations will continue to be provided, as applicable, to students' distance learning plans.

Support Services

School Counselors will maintain a schedule with their students during this time. They will attend to course planning, transitional planning, post secondary admissions processes and support students and families remotely as needed. Please do not hesitate to reach out to your child's school counselor if you have questions or if your child needs additional support.

English as a New Language (ENL) teachers will work with the classroom teachers to develop an instructional plan to meet the needs of each individual student on their caseload. To the best of their ability, ENL teachers will continue to support all students per the required frequency. The method of delivery will be tailored to the family and student's needs and may include email/phone consultation, video sessions, instructional videos, etc. These services will closely monitor your child's progress toward their goal of English proficiency. To ensure regular communication about progress, ENL Teachers will work with parents to develop a plan for regular check-ins in the parent/guardian's primary language. Please do not hesitate to reach out to your child's ENL teacher if you have questions.

Nurses

Our school nurses will remain in contact with families regarding your child's specific needs. Please email your school nurse if you need to pick up medication or have a particular question

or need. Our nursing staff will continue to stay informed and participate in updates on the emerging developments which may impact our school community.

School	School Nurse	Email address
Pawling Elementary School	Nurse Lisa Rywalt	rywaltl@pcsdny.org
Pawling Middle School	Nurse Gemma Sutton	suttong@pcsdny.org
Pawling High School	Nurse Beth Koerner	koernerb@pcsdny.org

District Social Worker

Our district-wide social worker, Ms. Sharnee Morales-Kelly, is available to you should you and your child need any assistance. Visit Ms. Kelly's [webpage](#) for a listing of the many resources that are available in the community and county to help your family during this difficult time, or email her at kellys@pcsdny.org with any questions.

Athletics

As of March 16, 2020, all athletic competitions and practices have been cancelled on the guidance of the New York State Public School Athletic Association.

For questions about athletics, please reach out to: Director of Athletics, Tamara Barbour at barbourt@pcsdny.org

Supporting a Learning Environment at Home

Parents can support their child's instruction in the following ways:

- Set up a daily family routine, including healthy eating and sleeping habits; create a daily schedule that includes quiet work time, physical activity and family time.
- Talk each day with your child about his/her work and promote literacy by reading to your child and encouraging him/her to read independently.
- Limit and monitor TV watching, gaming, social media and unproductive computer time outside of remote learning.

Access to Technology and WIFI

Students in grades 6 - 12 should have their district supplied chromebook. Families of students in grades K-5 were previously contacted about the accessibility of devices and the internet. Chromebooks or iPads were deployed to families who needed a device for their child.

We understand that not all students have the same level of access to technology at home. If you do not have internet connectivity (WiFi), or you feel that your child does not have a suitable device, please contact your child's principal immediately by email.

Supported Technology Platforms

Teachers are encouraged to use a variety of found, and created, content to review and deliver new instructional material. The list below, although not exhaustive, contains district approved technology tools.

Resource	Description	Tutorial
Google Classroom	An online platform that aims to simplify creating, distributing, and grading assignments in a paperless way.	Student Teacher Parent
District Teacher Website	Provide necessary information to homes on a school level	Tutorial
Kami	Online document annotation tool. Highlight, underline, and strikethrough text in PDF and other document formats	Student Teacher
Screencastify	Simple screen recorder that will record, edit and share HD videos in seconds.	Student Teacher 2nd Teacher Tutorial
Google Hangouts/Meet	Video-conference-calling platform designed primarily for professional use, which links remote colleagues together for real-time interaction.	Tutorial
Gmail	Email service developed by Google. Users can access Gmail on the web	Tutorial
NewsELA	Database of current events stories tailor-made	Teacher

	for classroom use.	Student
WeVideo	Web-based video editing platform which works in any browser	Tutorial
Nearpod	ready-to-run interactive lessons for K-12 teachers. Explore interactive lessons	Tutorial

Platform Considerations

- In most cases, these platforms are familiar to students. By emphasizing these familiar platforms, students will have a more seamless engaging experience.
- If a new platform is remotely introduced, allow time for introduction and exploration so as not to take away from learning.
- Many web-based platforms are not compliant with educational privacy requirements. If a student must sign-in and provide any identifying information (birthday), secure prior approval from an administrator.
- It's important to remember that students may be having a difficult time, depending on the reason for the closure, so keeping the assignment fun, light, and engaging is key.

Student Expectations for Distance Learning

Teachers and students should follow these guidelines to ensure productive, respectful class time through all of our Distance Learning platforms.

- **Practice Social Distancing.** The reason we have turned to Distance Learning is to practice social distance in order to prevent the spread of the virus. Please do not congregate at each other's homes to do work, socialize, etc. – we want you to stay safe and healthy.
- **Everyone is visible in a synchronous (live) videoconference.** Students should dress appropriately and should be in a comfortable work space with their device. It should be a quiet place with minimal distraction. The background should be appropriate for a child's learning environment.
- **Respect.** Respect the privacy of other participants. Do not take screenshots or pictures of your teacher. Do not make any audio or video recordings. These behaviors violate our policies and could result in disciplinary action. Also, the use of headphones when engaging in a voice/video chat will help to ensure the privacy of others.

Teachers will communicate to the administration inappropriate behavior that violates our Technology Acceptable Use Policy and Student Code of Conduct. Appropriate action will be enforced if necessary.

REMINDER: *Audio or video recording of a PCSD staff member without his/her permission is a violation of the District Code of Conduct.*

Staff Availability

We recognize that synchronous opportunities for student-teacher interaction are an important part of the teaching and learning process. We also realize the complexity of this in the virtual environment. All educators will identify how they will engage with students on a regular basis, and the ways in which they will provide feedback throughout the school closure. Acceptable platforms may include video-conferencing, conference calling, telephone call, a discussion board, etc. This time may be structured by appointments or drop-in interactions as appropriate. Each teacher will communicate his/her specific availability for students who need individualized support, or additional direct instruction.

A special thank you for the collaboration of surrounding Dutchess, Westchester and Putnam County School Districts in sharing ideas, information and plans, etc., especially the Chappaqua CSD, Rye City School District, and Dover CSD for generously sharing their frameworks and templates.