



REOPENING PLAN

REMOTE & BLENDED LEARNING

2020 - 2021

*Proposal in accordance with the Department of Education guidelines
Revised by School Planning Committee on August 14, 2020*

TABLE OF CONTENTS

| | |
|--|-----------|
| INTRODUCTION AND PURPOSE | 3 |
| Vision Statement | |
| Mission Statement | |
| Learning Preference Survey Results | |
| School Planning Committee | |
| COMMUNICATION | 4 |
| Guardians | |
| Students | |
| Teachers | |
| HEALTH AND SAFETY | 5 |
| COVID-19 Health Policy | |
| Daily Screening | |
| Random Temperature Screening | |
| Isolation Room | |
| Symptoms with COVID-19 While at School | |
| Students Shows Symptoms of COVID-19 While at School | |
| School-based Staff Members Show Symptoms of COVID-19 While at School | |
| Positive COVID-19 Case in School | |
| Unconfirmed Case in School | |
| One Confirmed Case in School | |
| Two or More Confirmed Cases in School | |
| Guidance for Entry, Dismissal, Circulation, and Use of Public Assembly Spaces in School Building | |
| General Health Protocols | |
| General Student Entry Procedures | |
| Student Circulation | |
| Bathroom Usage for Students and Staff | |
| Public Assembly Places | |
| Exterior Places/Play Yards | |
| Student Dismissal | |
| Visitors | |
| SOCIAL-EMOTIONAL LEARNING | 11 |
| SCHEDULING | 13 |
| Tentative M.S. 390 In-Person Daily Schedule | |
| Tentative M.S. 390 Fully Remote Daily Schedule | |
| ATTENDANCE | 15 |
| Students | |
| Teachers | |
| TEACHING AND LEARNING | 16 |
| Supporting ELLs/MLLs with Blended Learning | |
| Technology | |
| PHYSICAL EDUCATION | 25 |
| SPECIAL EDUCATION | 25 |
| Instruction | |
| Academic Intervention | |
| Adaptive Tools | |
| Platforms | |
| SEL interventions | |

INTRODUCTION AND PURPOSE:

M.S. 390's plan to reopen in September 2020 takes into consideration the needs of our school community. This plan is developed by our school Planning committee and in accordance with DOE guidelines for a safe return to school that focuses on the following key factors: Communication, Health and Safety, Social Emotional Learning, Scheduling, Attendance, Teaching and Learning, Physical Education and Special Education.

VISION STATEMENT

Our vision as a middle school during *Blended and Remote* Learning is to guarantee the well-being of students and families while providing social emotional and academic support. The goal is to empower parents to ensure students' overall success in Blended and Remote Learning through various online platforms for each student to achieve his/her maximum potential as a productive citizen of the world.

MISSION STATEMENT

The mission of Middle School 390 is to provide a safe, structured, and supportive environment where students, parents, and staff focus on **"Inspiring Greatness"** through:

| Safe Environment | Structured Environment | Supportive Environment |
|---|---|---|
| <ul style="list-style-type: none"> ● Social Distancing: Maintain physical distance of at least 6 feet apart from each other... ● All stakeholders are required to wear a mask at all times. ● | <ul style="list-style-type: none"> ● Academic achievement: A rigorous <i>Blended/Remote</i> learning experience empowers students to succeed. | <ul style="list-style-type: none"> ● Diversity: Respect each person's unique background and beliefs; embrace the rich perspectives that different backgrounds bring and use their collective power to make a difference in the classroom and beyond. ● Discovery/Inquiry: Recognize that students' talents, interests and passions outside the classroom complement the overall learning experience. ● Integrity: Operate with honesty, fairness, and dignity |

Learning Preference Survey Results

Department of Education Learning Preference Survey Results:

299 (53.4%) families completed Learning Preference survey by DOE

64 families selected blended learning (21.4%)

235 families selected remote learning (78.6%)

School Planning Committee

M.S. 390's reopening school committee is composed of various stakeholders including teachers, counselors, administrators and parent coordinator.

COMMUNICATION

MS. 390 is committed to working closely with its school community to collaboratively develop protocols that ensure the school can reopen safely. M.S. 390 will continue to maintain transparent and up-to-date communication regarding health and safety issues while protecting the privacy of its students, staff and families. In order to continue providing an open communication channel with all stakeholders, we will continue hosting weekly hour-long zoom meetings on Wednesdays/Thursdays from 6:00 pm - 7:00 pm in addition to the school's website, social media, virtual meeting, video, phone/text messaging, and email/mail. The channels listed below will provide any updated guidance we have as well as delineate how M.S. 390 will communicate with its stakeholders:

- Staff- school phone number to ensure that parents have a direct line
- Weekly newsletter- sent on one specific day; Weekly newsletter to parents (every friday?) including live instruction times
- Continued use of the Talkatone phone app installed in teacher's ipad
- Google classroom/email to parents
- Create a digital document with parent's emails as a means of communication
- DOE translators services, MS390 bilingual staff can support monolingual teachers
- Workshops: Support groups, use of online learning tools, accessing technology, procedures for in-person and remote learning protocols/procedures
- Weekly Academic and Behavioral student progress calls/video conferences

Students

- Ongoing notifications and updates are sent via their M.S. 390 designated student emails, Google Classroom accounts, virtual meeting using Google Meet, and call/text using Talkatone (phone app)
- Posting of schedules on the school website prior to the start of school year.
- Video recordings showing procedures for in-person instruction posted on the school website prior to the start of the school year
- Hard copy of newsletter disseminated for students to bring home/remote students send digital copies

Teachers

- Monthly faculty meeting and monthly grade-level meetings
- Daily 30-minute Instructional Coordination planning period between in-person and remote educators teaching the same students as well as ICT teachers
- Find a place to publish timelines so we all have the opportunity to join and listen to what needs to be listened to
- Receive updated information via NYCDOE staff email and MS390 staff designated email

- Build Redundancy when notifying staff and teams: (email, text, calendar) by 5:00pm the previous day if there will be a meeting must be in print/must be an expectation “check your email at 5 to be sure you know what meetings are for the next day”
- Notifications and updates via M.S. 390’s weekly e-newsletter, *Buzzer*
- Daily 20-minute Office Hours scheduled during the workday to communicate/engage via video conference or telephone with students and families to offer support, guidance, and provide updates regarding student progress and learning.

HEALTH AND SAFETY

The health and safety of our students and staff are of the utmost priority when considering reopening M.S. 390 in September. M.S. 390 adheres to the policies and guidelines set forth by the Department of Education.

COVID-19 Health Policy

Daily Screening

- M.S. 390 recommends families to complete daily temperature checks at home (can the school facilitate thermometers to families who don’t have?)
- M.S. 390 designated staff conduct daily temperature checks upon arrival

| Random Temperature Screening | Isolation Room |
|---|--|
| <ul style="list-style-type: none"> ● M.S. 390 designated staff will conduct daily random samplings of temperatures for both students and staff using non-touch thermometers ● M.S. 390 staff designated taking temperatures will wear face coverings and gloves provided by ● If any student exhibits a fever from a random temperature check, he/she must be evaluated by the school-based clinic nurse in the Isolation Room. The student must stay in the ● Isolation Room until picked up by a guardian | <ul style="list-style-type: none"> ● A student who shows symptoms of COVID-19 will be escorted to the Isolation Room by a staff member wearing appropriate personal protective equipment (PPE) ● The area where the student was showing symptoms will be immediately cleaned and disinfected ● The student will be evaluated by the school-based clinic nurse/health professional in the Isolation Room ● Should the nurse/health professional be unavailable to examine the student OR the school does not have a nurse or access to a health professional at that time, the student must wait in the Isolation Room ● M.S. 390 principal designates a staff member to supervise a student in the Isolation Room ● The nurse/health professional and any additional staff supervising the Isolation Room must be given the appropriate PPE, including, but not limited to N95 |

| | |
|--|---|
| | <p>respirators, gloves, gowns, and face shields or goggles</p> <ul style="list-style-type: none"> When an ill student has been picked up by a guardian, the Isolation Room must be closed and a deep cleaning must be performed before it can be used again |
| Symptoms with COVID-19 While at School | Students Shows Symptoms of COVID-19 While at School |
| <ul style="list-style-type: none"> Symptoms of COVID-19 are fever of 100.0°F or higher or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea. | <ul style="list-style-type: none"> Students showing symptoms of COVID-19 will be escorted to the Isolation Room by a designated staff member wearing appropriate PPE A family member or guardian will be contacted by a staff member and asked to pick up the student Upon pick up, the nurse/health professional and school staff will strongly advise the family to visit a doctor and get the student tested for COVID-19, and provide the information of the closest testing site, if asked |
| School-based Staff Members Show Symptoms of COVID-19 While at School | Positive COVID-19 Case in School |
| <ul style="list-style-type: none"> School-based staff members who show symptoms of COVID-19 will be directed to leave the building M.S. 390 school will strongly advise the staff member to visit a doctor and get tested for COVID-19 The area where the staff member was showing symptoms must be immediately cleaned and disinfected | <p>It is important to review the terms and definitions regarding cases of COVID-19 to be able to take the necessary steps.</p> <ul style="list-style-type: none"> Case: A person (student or staff member) with infection caused by the virus that causes COVID19 Contact: A person (student or staff member) who has close contact (exposure) to a case. Infectious Period: The period of contagiousness when COVID-19 can be transmitted to another Person <ul style="list-style-type: none"> For COVID-19 the infectious period is two days before symptom onset until ten days after illness onset, as long as the case has been at least three days |

| | |
|--|---|
| | <p>fever-free without the use of medication</p> <ul style="list-style-type: none"> ○ For people with no symptoms (asymptomatic), the period is two days before through ten days after specimen collection ● Incubation Period: The period after exposure during which a person is at risk for becoming sick. <ul style="list-style-type: none"> ○ For COVID-19 the incubation period is two to 12 days ● Exposure: Defined as close contact less than six feet for more than ten minutes with a probable <ul style="list-style-type: none"> ○ or confirmed case of COVID-19 during the case’s infectious period, regardless of the use of a face covering or barrier ○ In the school setting, people who use a classroom at a different time from a case are not considered exposed |
|--|---|

Important to Note:

| |
|--|
| <p>Unconfirmed Case in School</p> |
| <ul style="list-style-type: none"> ● Any student or staff member who self-reports an unconfirmed positive case of COVID-19 or is exhibiting COVID-like symptoms will be immediately removed from the classroom or school building, recommend to stay home, and encouraged to get tested ● The classroom and school building will remain open at this time ● Contact tracing will only occur if there is a laboratory confirmed case or if the person is a close contact of a presumed positive ● If a positive case is confirmed, the school must follow the protocols listed below if a negative test result is received, the individual may return to school after presenting clearance from a health care provider evaluation AND after being symptom free for 24 hours without the use of medication ● If the individual does not get tested or seek clearance from a health care provider, the individual cannot return to school until: <ul style="list-style-type: none"> ○ 10 days have passed since the first symptom AND ○ The individual has been symptom free for 24 hours without the use of medication |
| <p>Two or More Confirmed Cases in School</p> |

- If two or more confirmed cases present within seven days of each other, NYC Test & Trace Corps and DOHMH begins investigation immediately and makes every attempt to conclude the investigation within 24 hours
- DOHMH will notify the principal and Central DOE of confirmed case
- Principal notifies Building Response Team, superintendent, and informs affected teacher(s)
 - Please see additional guidance regarding the Building Response Team during COVID-19
 - Building Response Team notifies Borough Safety Director
 - Additional guidance on notifying other Borough Citywide Office points is forthcoming
- During the NYC Test & Trace Corps and DOHMH investigation:
 - Two or more confirmed cases within the same class triggers a classroom quarantine but the schools stay open
 - Two or more confirmed cases within the same school triggers classroom quarantines and school is closed for a minimum of 24 hours while the NYC Test & Trace Corps and DOHMH investigation is underway
 - NYC Test & Trace Corps and DOHMH must determine by 6:00 pm whether the school needs to remain closed beyond the minimum 24 hours in order to reach the conclusion of the investigation
- Once the NYC Test & Trace Corps and DOHMH investigation is complete:
 - NYC Test & Trace Corps and DOHMH investigations will results in one of the below conclusions (see table)
 - NYC Test & Trace Corps makes recommendation to NYC Department of Buildings and Central DOE on the closure of classroom(s) and/or school as well as the duration of closure
 - Central DOE informs principal and superintendent and communicates closure decision to school community
 - School moves immediately to remote learning mode during temporary closure
 - Students on split schedules return for in-person learning on the next assigned day following reopening
 - Any exposed contacts will be directed to see a health care provider and to COVID-19 testing resources

Guidance for Entry, Dismissal, Circulation, and Use of Public Assembly Spaces in School Building

As staff and students re-enter the M.S. 390 building in September, we commit to comply with guidelines from the State Department of Health (SDOH) and the Department of Health and Mental Hygiene (DOHMH) which are in place to prevent the spread of COVID-19.

General Health Protocols

- Physical distancing guidelines and mandatory use of face coverings must be enforced for all individuals while in the building
- Appropriate signage (e.g., six-foot space markings and directional signs) will be used outdoors as needed and must be visible upon entry and throughout school buildings, including entrances, exits, classrooms, offices, public assembly spaces and corridors
- Signage, face coverings, and other forms of personal protective equipment (PPE) such as hand sanitizer, gloves, and thermometers, will be provided by Central.
- Hand sanitizing dispensers will be installed throughout co-located spaces and high traffic areas
- Wellness barriers will be provided by Central, to be placed in the general office, and at the main school safety desk

- Custodians will sanitize the school building on a regular basis. Cleaning and disinfection will include all high touch surfaces: classrooms, desks & chairs, conference tables, drinking fountains, door handles and push plates, conference tables, light switches, restroom fixtures, partitions and hardware, buttons on hardware, buttons on vending machines, elevator buttons, gym padding, and physical therapy equipment

General Student Entry Procedures

- M.S 390 will utilize three points of entry supervised by staff to ensure that students are supported in maintaining physical distance and using PPE
 - 6th grade students will enter the building through driveway entrance
 - 7th grade students will enter through the main entrance
 - 8th grade students will enter through the cafeteria entrance
- Two staff members will be directing students to their area and teachers will be positioned on the hallway to guide students to their classroom and ensure social distancing (Markings on the hallway floor will be placed to indicate 6 ft. distance)
- Designated staff will be present outside the building to support students and families lining up for entry
- M.S. 390 students are recommended to arrive at school with their own face coverings, and if they do not have a face covering, one will be provided before entering the school building
- M.S. 390 will implement single file line up with six feet markers and identified traffic patterns with directional markings
- Signage, available in multiple languages, identifying the morning entry protocols and outlining the four DOHMH core actions will be posted at points of entry and within the lobby.
- Upon entry to the building, students will be directed by designated staff to their assigned classrooms, maintaining a six feet distance from one another
- Students must clean hands with sanitizer or with soap and water after entry and before entering the classroom

Student Circulation

Bathroom Usage for Students and Staff

- Bathroom use must not exceed established cap (based on physical distancing guidelines) at any given time (school aides will monitor entry to ensure cap is maintained at all times)
- Schools may adjust how bathrooms are used to accommodate for physical distancing requirements, e.g., use of alternate stalls and/or sinks.
- Appropriate signage regarding hand washing and physical distancing will be displayed
- Bathroom will be equipped with Automatic Disinfecting Sprays (sensor), Touchless soap dispensers, Touchless Paper towel dispensers
- Share Sink Locations (signage) and partition installed

Public Assembly Places

Narrative: Students and parents assembly will be limited to fire drills. All schoolwide scheduled assemblies will be at 30 % capacity to enforce social distancing.

- Use of large assembly spaces (e.g. cafeterias, auditoriums, libraries, and gymnasiums) must comply with physical distancing guidelines.

- These areas may be used as additional classroom spaces in lieu of their traditional use.
- Cafeterias may be used for instructional spaces depending on school need. Cafeterias may only be used for food service for students who are receiving their instruction there. Cafeterias must adhere to the same health and safety protocols in classroom settings. School leaders should refer to Physical Education Expectations for In-Person and Remote Instruction Policy making decisions regarding the use of gymnasiums.
- Spaces accommodate different sections of students on any given day. As always, Building Councils in co-located campuses must agree on how spaces will be shared and used.
- Building Council decisions around the allocation of shared space should be driven by several factors, including number of shared spaces, number of schools, number of students in each school, as well as selected instruction models will require cleaning between uses.
- Some approaches which may be applied to the decision-making process, using the cafeteria and auditorium spaces as examples, include:
 - Space Designation - In this scenario school A utilizes the cafeteria exclusively as classroom space while School B utilizes the auditorium exclusively
 - Alternating Days - In this scenario school A utilizes the cafeteria on Mondays and Wednesdays while School B uses it on Tuesdays and Fridays
 - Rotation Schedule - In this scenario Schools A and B utilize the cafeteria and auditorium respectively one week and schools C and D utilize it the following week. This rotation would repeat in subsequent weeks

Exterior Places/Play Yards

- Multiple cohorts of students may use larger exterior spaces concurrently, provided that physical distancing is practiced between and within cohorts and students are well supervised
- Blending of different cohorts or school organizations should not be permitted as it could complicate contact tracing efforts and increase risk of transmission
- Co-located schools should ensure that spaces are shared equitably and safely
- Ground markings may be used to encourage physical distancing
- Schools should endeavor to maximize the use of outdoor space for multiple uses, including instruction where feasible and appropriate

Student Dismissal

- Adopt procedures that allow students to engage in physical distancing while exiting the building
- Additional school personnel should be deployed strategically to assist students with transitions
- Identify designated points of egress
- Consider the use of staggered dismissal times and multiple exits
- Co-located schools should use separate exits to the extent possible
- For students being dismissed, e.g., play yards, physical distancing markers and directional signs must be in use
- Families will be aware of exit procedures and encouraged to arrive at designated times to avoid congestion
- Assign staff to the school yard or exterior of the school to encourage students and parents to not congregate outside

- Post signage at points of egress identifying the dismissal protocols and outlining the four DOHMH four core actions for prevention. Signage will be available in multiple languages, etc.
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- Additional school personnel should be deployed strategically to assist students with transitions
- Identify designated points of egress
- Consider the use of staggered dismissal times and multiple exits
- Co-located schools should use separate exits to the extent possible
- For students being dismissed, e.g., play yards, physical distancing markers and directional signs must be in use
- Families will be aware of exit procedures and encouraged to arrive at designated times to avoid congestion
- Assign staff to the school yard or exterior of the school to encourage students and parents to not congregate outside
- Post signage at points of egress identifying the dismissal protocols and outlining the four DOHMH four core actions for prevention. Signage will be available in multiple languages, etc.

Visitors

- In an effort to limit the number of visitors in a school at any given time, schools are encouraged, where possible, to address all visitor and parent concerns by phone or computer
- Principals and designated staff should conduct meetings remotely where possible (e.g. Zoom, MS Teams, Google Meets)
- When it is necessary to hold a meeting in person, all visitors are required to follow the visitor control protocols, including complying with physical distancing requirements and wearing a face covering
- In order to avoid hand-to-hand contact, it is highly recommended that schools provide multiple writing tools for visitors to sign in

SOCIAL-EMOTIONAL LEARNING

Social-emotional learning is critical to the overall health of students and their ability to learn. In light of this, M.S. 390 will need to continue to prioritize the following in the upcoming school year:

- Allow time for teachers, staff and students to readjust to being in school buildings and to adapt to changes
- Dedicate the first few weeks of school to providing social and emotional support as part of the school reopening plans
- Integrate social-emotional learning and trauma-informed care into core academic instruction
- Prioritize mental health supports throughout the 2020-2021 school year
- Develop a platform for parents, students, and teachers that will continue during the school year as we address the changing needs of our entire school community with a series of protocols: practice mindfulness, restorative circles, LIM question of the day

Resources: How to implement the Leader in Me virtually

https://www.leaderinme.com/resources/how-to-implement-leader-in-me-virtually?utm_campaign=EDUTLIM_NWS_EM_07292020_LIMWKLY_Dark&utm_medium=email&utm_source=Eloqua

SEL Wellness During COVID-19 for Parent and Family

Social-Emotional Wellness During COVID-19: Caring for Ourselves and One Another Parent & Family Resource The New York City Department of Education cares deeply about the social-emotional health and wellbeing of NYCDOE’s children and families. We recognize that the sharing of information about COVID-19, and the resulting school closures, will have a significant impact on each of us. Increased stress and anxiety are common responses to the coronavirus outbreak. The resources below can support you and your family through this challenging time. In addition to resources for stress management, there are helpful strategies and resources for proactively developing your child’s social and emotional skills.

<https://cdn-blob-prd.azureedge.net/prd-pws/docs/default-source/default-document-library/parent-and-family-covid-sel-resource-doe.pdf>

Global Pandemic and Social Unrest .pdf

This paper is a commissioned contribution to the Module 2&4 of the proposed work plan for the OECD Future Global Shocks (FGS) Project (Schieb, Radisch, Sawaya, 2010). The modules and the part on Social Unrest will provide useful inputs for Module 3 ("Tools") and Modules 6 & 7, in particular for the conclusions related to Socioeconomic resilience and Governance issues. The considerations in this paper are compatible with the development of application-oriented tools and, in particular "Risk management toolbox"

Facing History & Ourselves: Working For Justice, Equity, Civic

This paper is a commissioned contribution to the Module 2&4 of the proposed work plan for the OECD Future Global Shocks (FGS) Project (Schieb, Radisch, Sawaya, 2010). The modules and the part on Social Unrest will provide useful inputs for Module 3 ("Tools") and Modules 6 & 7, in particular for the conclusions related to Socioeconomic resilience and Governance issues. The considerations in this paper are compatible with the development of application-oriented tools and, in particular "Risk management toolbox"

Classcraft: From Panic to Planning: Back to School Starts How webinar [Webinar- Continuity](#)

NaliniKids: Community (staff, students and parents) engage in mindfulness activities (yoga and or meditation) to work through the emotional blockages that prevent them from excelling academically & personally. “Through dynamic physical workouts and interactive emotional workouts, students learn how to address and overcome their barriers to connectivity. Once they have nurtured a connection to themselves, students are more receptive to learning, and better equipped to connect to others in their community.”

SAMPLE ACTIVITY 1:

1. Ask students to respond to the following prompt: “What does the word ‘connection’ mean to you?”
2. Define **CONNECTIVITY** to the class:
 - a. Connectivity within the program is defined as a process where the physical self and the emotional self gives rise to the highest vision. As the program states, “when we have a healthy physical and emotional connection to ourselves, we are able to fully engage in learning and positively impact our community.”

3. Have students complete the following pages independently followed by a share out:

Connectivity Worksheet
Complete each question in the assigned circle.

Who do you connect with?
What things do you connect with?
What ideas/values do you connect with?
Where do you connect?
When do you connect?

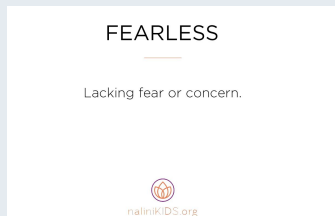
Draw a picture of how you connect to your body.

Draw a picture of how you connect to your emotions.

- 1) What's your personal definition of connection?
- 2) Why do you think it is important to connect to yourself?
- 3) If you physically and emotionally connected to yourself, how might your connection to other people change?
- 4) What is a physical barrier that you have to connecting?
- 5) What is an emotional barrier that you have to connecting?

SAMPLE ACTIVITY 2

1. Introduce students to the word of the day: FEARLESS
2. Provide worksheet for silent reflection of the following prompts:
 - a. Is anyone truly fearless?
 - b. What does it look like to be brave during a crisis?
 - c. Is it possible to be brave and still have fear?
3. Have students engage in physical activity/meditation where they think about the word of the day and how it has manifested in their own lives. FEARLESS = Warrior Pose
4. Students share out as a class or in small groups (connectivity portion & realize they are not alone)



SCHEDULING

M.S. 390 will follow program Model 1A, which assumes that a school can serve at any given time at least half of students who choose in-person learning. There are two in-person student groups and one fully remote student group. Students will receive in-person learning for the same two days every week, as well as alternating Mondays. This amounts to a total of five days of in-person instruction every two weeks. Students will participate in remote learning for non-in person days. Students receive in-person learning on every other day Tuesday through Friday, with groups alternating on Mondays. For schools able to accommodate at least 50% of their student population, this alternating day model is "Chancellor Recommended."

Model 1A

| | Mon. | Tues. | Wed. | Thurs. | Fri. |
|------|------|-------|------|--------|------|
| Week | | | | | |

| | Group C (Remote) | | | | |
|---|------------------|---------|---------|---------|---------|
| 1 | Group A | Group A | Group B | Group A | Group B |
| 2 | Group B | Group B | Group A | Group B | Group A |

Tentative M.S. 390 In-Person Daily Schedule

| PERIOD | TIME | 6th Grade | 7th Grade | 8th Grade | |
|--------|-------------|---|-----------------------|-----------------------|--|
| 0 | 8:00-8:30 | TEACHER PLANNING & COLLABORATION <i>Instructional Coordination between in-person and remote educators teaching the same students & ICT teachers</i> | | | ADMIN |
| 1 | 8:32-9:17 | Teaching/Learning & SEL | | | |
| 2 | 9:19-10:04 | Teaching/Learning | Teaching/Learning | Teaching/Learning | |
| 3 | 10:06-10:51 | Teaching/Learning | Teaching/Learning | Teaching/Learning | |
| 4 | 10:53-11:38 | INSTRUCTIONAL LUNCH 1 | Teaching/Learning | Teaching/Learning | LUNCH COVERED BY ASSIGNED CLUSTER (within classroom) |
| 5 | 11:40-12:25 | Teaching/Learning | INSTRUCTIONAL LUNCH 2 | Teaching/Learning | |
| 6 | 12:27-1:12 | Teaching/Learning | Teaching/Learning | INSTRUCTIONAL LUNCH 3 | |
| 7 | 1:14-1:59 | Teaching/Learning | Teaching/Learning | Teaching/Learning | |
| 8 | 2:01-2:19 | OFFICE HOURS | | | ADMIN |
| 9 | 2:20-2:50 | TEACHER PLANNING & PREPARATION <i>Check in with your students and their families</i> | | | PREP |

M.S. 390 has selected this schedule in accordance with the DOE and UFT guidelines:

- All teachers will have 30 minutes daily for instructional coordination
- Final 30 minutes of your day will be a prep period (options: remotely/in-school prep)
- All teachers will have 20 minutes per day for office hours: Parent Engagement period - 20 minutes will be built into the daily schedule for teachers to check in with students and their families.
- Synchronous “live” instruction is part of remote learning.
- Remote teachers will participate in synchronous “live” instruction for some portion of each day
- Instructional lunch for students: Teachers will have a duty-free lunch; different teachers will teach the students during the instructional lunch period.

- Contingency Plan for students that do not conform to Model 1A Schedule:
<https://infohub.nyced.org/school-year-2020-21/return-to-school-2020/student-schedules-building-programming/students-arriving-on-incorrect-day-at-school>

Tentative M.S. 390 Fully Remote Daily Schedule

| PERIOD | TIME | 6th Grade | 7th Grade | 8th Grade |
|--------|-------------|--|-----------|-----------|
| 1 | 8:30-9:17 | Teaching/Learning & SEL | | |
| 2 | 9:19-10:04 | Teaching/Learning | | |
| 3 | 10:06-10:51 | Teaching/Learning | | |
| 4 | 10:53-11:38 | Teaching/Learning | | |
| 5 | 11:40-12:25 | LUNCH | | |
| 6 | 12:27-1:12 | Teaching/Learning | | |
| 7 | 1:14-1:59 | Teaching/Learning | | |
| 8 | 2:01-2:19 | Teaching/Learning | | |
| 9 | 2:19-2:50? | HOMEROOM & SEL CLOSE THE DAY: MINDFULNESS | | |

ATTENDANCE

M.S. 390 understands teacher-student engagement and student attendance are crucial to the educational success of its students. As NYCDOE continues to work to update their systems for collecting and reporting daily teacher/student engagement, M.S. 390 will continue to implement the following systems for capturing and monitoring daily teacher/student engagement:

| Students | Teachers |
|---|------------------------------------|
| <ul style="list-style-type: none"> Tracking/monitoring daily attendance for in-person students will be collected by an assigned Homeroom teacher and captured by ATS In-person student attendance will be processed by 11:00am Tracking/monitoring daily engagement and interaction for remote learning students will be collected by an assigned Homeroom teacher and captured by STARS | EVELYN V - PROCEDURES/MASON |

| | |
|---|--|
| <ul style="list-style-type: none"> ● Tracking/monitoring daily interaction and engagement of remote learning students during streaming of live instruction ● Tracking and monitoring interaction and engagement via student daily work submission, log-in, or check-in ● Collaborative master attendance sheet (google sheets) to record/monitor student engagement and interaction by 3:00 pm ● Attendance team contacts families via telephone of students who are not in attendance and/or interacting or engaging on a given day ● After two consecutive days of non-interaction or engagement, the attendance team will reach out to guardians for a video conference or robocall ● Chronic absenteeism protocol requires direct intervention by district attendance teacher ● Evidence-based strategies employed by the attendance team and teachers include: <ul style="list-style-type: none"> ○ Every Student Every Day, Success Mentoring, Connecting Attendance to Future Outcome, Addressing Barriers to School Attendance, and Tiered Interventions for At-Risk Students ● Students with disabilities will engage in video conferencing in addition to evidenced-based strategies outlined above. ● Students in Temporary Housing will also benefit from the strategies outlined above. | |
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TEACHING AND LEARNING

M.S. 390 is committed to providing high quality, rigorous and culturally responsive instruction that accelerates learning for every student while supporting their individual needs. The school is grounded on The Instructional Leadership Framework that establishes three instructional priorities: Strengthen Core Instruction, Know Every Student Well, and Use Shared and Inclusive Curriculum.

During these unprecedented times, M.S. 390 understands the challenges blended learning can pose to some families. The school will continue to provide opportunities to all its students where they can use prior knowledge, make connections and build on existing knowledge to learn new concepts. M.S. 390 will continue to ensure remote learning is a continuation of their in-person learning through:

- Standard-based and culturally relevant curricula supporting in-person and remote instruction: Expeditionary Learning for language arts, Engage NY for mathematics, Amplified Science, and Scope and Sequence for social studies
- ELA curriculum: Focusing on three modules to allow students for deeper understanding
- SEL: Daily activities at the start and close of the day to build community by engaging kids physically and emotionally through NaliniKids that supplement Leader in Me skills
- Trauma-informed targeted interventions, Mindfulness and Restorative Practices
- Daily teacher instructional planning embedded in teacher schedule for seamless transition from in-person to remote (vise versa)
- Small Grouping (embedded in schedule daily for 20 minutes): teachers can support groups or individual students
- Live video instruction: for both in-person and remote learning students, whenever possible (length???)
- Pre-recorded material and resources readily available for students when transitioning to remote to learning work independently, throughout the course of the school day and week.
- Content area instruction will continue during student lunch, known as Lunch in the Classroom
- Strategic Reading
- Priority standards
- Assessments: May include projects, exams administered within or outside the online platform, portfolios, and other measures of student mastery
- Grades must be based on student demonstration of the learning standards and competencies addressed in the remote and blended course

Grades 6–8 Remote Schedule - Expeditionary Learning

| Time | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|--|--|--|--|--|
| 8:00–8:25 |  Overview of the day and synchronous module instruction |  Overview of the day and synchronous module instruction |  Overview of the day and synchronous module instruction |  Overview of the day and synchronous module instruction |  Overview of the day and synchronous module instruction |
| 8:30–9:05 (or at a time chosen by student) |  Independent Work (from Instructional Materials) |  Independent Work (from Instructional Materials) |  Independent Work (from Instructional Materials) |  Independent Work (from Instructional Materials) |  Independent Work (from Instructional Materials) |

Grades 3–8 Hybrid Scheduling Guidance - Expeditionary Learning

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| Time Frame | <p>Students are in a physical classroom for part of their learning and at home participating in virtual instruction for the remainder.</p> <p>Instructional time may vary. Examples could include:</p> <ul style="list-style-type: none"> ● Half-Day Instruction: Half of the students attend physical school in the morning while the other half complete virtual learning at home. Groups switch at midday. ● A/B Day instruction: Half of the students attend physical school for a full instructional day while the other half complete virtual learning at home. Groups switch each school day. |
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| Environment | Teacher uses the curriculum module lessons. |
| Class Size | Regardless of the size of the group in the classroom (i.e. half the class, a quarter of the class), students should be grouped homogeneously , so the students in the classroom at the same time are of a similar overall literacy level . |

General Notes:

- Use the curriculum materials as written.
- While the recommendation is that students are grouped homogeneously, in the ALL Block, students will be further differentiated by need (Grades 3–5).
- The number of rotations in small groups may change depending on how many students are in the room. For example, if only eight students are in the room, there will be two rotations of four students of approximately 20 minutes each.

ELA - Implement Three Modules of Instruction (2020-2021 School Year Only)

Expanding three modules will ensure adequate time for students to both adapt to the new school community and environment, and to build the necessary skills to be able to demonstrate mastery in the current grade-level skills.

| GRADE | MODULES SELECTED | MODULES OMITTED WITH RATIONALE |
|--------------------------------|---|---|
| Grade 6: Second Edition | <ul style="list-style-type: none"> ● 6M1: Greek Mythology ● 6M3: American Indian Boarding Schools ● 6M4: Remarkable Accomplishments in Space Science | 6M2: Critical Problems and Design Solutions has minimal impact in terms of new standards. Also, when looking across the Grade 6 modules in the context of current world events, the stories of historically marginalized communities were prioritized if the central text is appropriate for students in the fully remote learning environment. |
| Grade 7: Second Edition | <ul style="list-style-type: none"> ● 7M1: The Lost Children of Sudan ● 7M3: The Harlem Renaissance ● 7M4: Plastic Pollution | 7M2: Epidemics addresses content which may be triggering given what is happening in the world related to COVID-19. If fully remote these issues may be challenging for a teacher to provide support and sufficient guidance around. |

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| Grade 8: Second Edition | <ul style="list-style-type: none"> ● 8M1: Folklore of Latin America ● 8M2: Food Choices ● 8M4: Lessons from Japanese American Internment | 8M3: Voices of the Holocaust* has minimal impact in terms of new standards. Also, when looking across the Grade 8 modules in the context of current world events, it was determined that two modules back-to-back both focused on concentration/internment camps (8M3 and Japanese American Internment in 8M4) might add additional emotional strain to students at an already stressful time. Given the racist and xenophobic violence and discrimination against Asians and people of Asian descent linked to the Covid-19 pandemic, 8M4 was prioritized to ensure students who have personal connections to this topic are represented across the 6-8 grade band. |
|--------------------------------|---|--|

If fully remote: 3-8:

- Multiple question assessments (usually reading assessments with selected response, short-answer questions, etc.): Facilitate during synchronous (live) instructional time either the whole group or small group in the Grades 3-5 ALL Block over two days. Read the questions and directions aloud during that time, should students need it. Facilitating over multiple days will provide students with more space to answer questions.
- Extended writing assessments (narratives and essays): Facilitate with a synchronous (live) kickoff in order for students to hear the prompt and directions read aloud. Students then complete the task independently; however, it is recommended holding a synchronous space for students to check-in with questions and/or requests for help. If completed in Google classroom, it is recommended to check student work and provide guidance and feedback where necessary throughout the writing process as well as afterward.

**Mathematics - Implement (2020-2021 School Year Only)
Remote & Blended Learning**

Some modules/topics are either totally eliminated or merged. Modules/topics that are merged will allow students to increase their understanding by building on prior knowledge. Modules/topics that are eliminated will allow for focus on concepts that are prioritized in the standards. Please see details of mergers and eliminations below.

| GRADE | MODULES SELECTED | MODULES MERGED/ELIMINATED WITH RATIONALE |
|----------------|---|---|
| Grade 6 | <ul style="list-style-type: none"> ● 6.M.2 - Division of Fractions <ul style="list-style-type: none"> ○ Topic A & D only ● 6.M.3 - Rational Numbers ● 6.M.5 - Area & surface Area ● 6.M.1 - Ratios and Unit Rates ● 6.M.4 - Expressions and | <p><i>The skipped lessons are either redundant, extra practice, extended projects or classes that have been modified in accordance to NGMS.</i></p> <p><u>Supplemental Video Math Support for Module 2 lesson:</u></p> <p>Module 2- Eliminate lessons on arithmetic operation.</p> |

| | | |
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| | Equations | <p>(6.NS.B.2 and 3). To keep students on track to algebra and avoid inequitable remediation structures, time in grade 6 should not be spent remediating multi-digit calculation algorithms.</p> <p>Grade 6 Math Module 2 Visualizer</p> <p>6.M.3 - Incorporate foundational work on the coordinate plane (5.G.A.1) to support students' entry into this cluster.</p> <p>6. M.5 - Emphasize understanding of the reasoning leading to the triangle area formula; instead of teaching additional area formulas as separate topics, emphasize problems that focus on finding areas in real-world problems by decomposing figures into triangles and rectangles.</p> <p>6.M.6 - Eliminate as the concepts seldom appear on state assessments. Focus on including probability instead.</p> |
| Grade 7 | <ul style="list-style-type: none"> ● 7.M.1 - Ratios & Proportional Relationships ● 7.M.2 - Rational Numbers ● 7.M.3 - Expressions & Equations ● 7.M.4 - Percents & Proportional Relationships (Topics A -C) ● 7.M.5 - Statistics & Probability (Topics A, B & D only) ● 7.M.6 - Geometry | <p>7.M.4.D - This topic can be merged with 7.M.1</p> <p>7.M.5. C - (Standard was removed by <i>NGMS</i>)</p> |
| Grade 8 | <ul style="list-style-type: none"> ● 8.M.1 - Integer Exponents & Scientific Notation ● 8.M.2 - The Concept of Congruence ● 8.M.3- Similarity ● 8.M.4 (Topics A-D only) - Linear Equations ● 8.M.5 - Functions & Volumes ● 8.M.6 - (Topics A & C only) - Linear Functions | <p>8M4.E - The Pythagorean Theorem is merged with 8M2.D. This theorem will be explored by proofs and captured adequately in 8M2.D, which will allow proficient exposure to the concepts involved.</p> <p>8M4.B & C - Will be eliminated, as the concepts involved seldomly appear on state assessments and they can also be captured abstractly within the scope of linear functions.</p> <p>8M7. This module can be eliminated, as the concepts highlighted are somewhat redundant and will be covered under Laws of exponents, the The Pythagorean Theorem and linear equations.</p> |

Closing the learning gap due to previous remote learning for All Student:

- Assess students' level of mastery using grade-level, standard-based assessments

- Align previous and current academic year standards to ensure students are ready to meet the grade level expectations.
- Address and reteach unlearned standards using the progressions:
[6th Grade Focus & Progressions](#)
[7th Grade Focus & Progressions](#)
[8th Grade Focus & Progressions](#)

ELLs/ MLLs/ SLIFEs:

- Assess their basic math skill using standard based assessment
- Provide appropriate instruction to meet grade level expectations
- Provided students with visuals; videos, anchor charts, models
- Provide translation with visuals whenever possible. Use cognates
- Use their home language to support students
- Allow students to solve math problems using a method they are familiar with such as dividing a different way

AMPLIFY SCIENCE
(units have been moved equitably)

| UNIT NUMBER | 6TH GRADE | 7TH GRADE | 8TH GRADE (non-REGENTS) |
|---------------------------|---|----------------------------------|---------------------------------------|
| I (LAUNCH UNIT) | Harnessing Human Energy | Microbiome | Geology on Mars |
| II | Thermal Energy | Metabolism | Earth, Moon & Sun |
| III | Population & Resources | Phase Change | Force & Motion |
| IV | Matter & Energy in Ecosystems | Chemical Reactions | INTERNSHIP: Force & Motion |
| V | Weather Patterns | Light Waves | Magnetic Fields/Light |
| VI | Oceans, Atmosphere & Climate | Plate Motions | Traits & Reproduction |
| VII | Earth's Changing Climate | INTERNSHIP: Plate Motions | Natural Selection |
| VIII | INTERNSHIP: Earth's Changing Climate | Rock Transformations | Evolutionary History |
| IX | FINAL YEARLY REVIEW & SCIENCE TOOLS | | |
| SUPPLEMENTAL TOOLS | MOSA MACK, PHET SIMULATIONS, LEGENDS OF LEARNING, KHAN ACADEMY, PEARDECK, SOLAR SYSTEM SCOPE, NEARPOD/JAMBOARD | | |

NEW VISIONS FOR PUBLIC SCHOOLS ** (Living Environment)

| UNIT NUMBER | UNIT THEME | LAB ACTIVITIES | MINUTES |
|-------------|------------|----------------|---------|
|-------------|------------|----------------|---------|

| FALL 2020 | | | |
|--------------------|--|---|----------------------------|
| I | Characteristics of Life | 1 Lab Safety & Contract* 2 Microscope Basics 3 Cell Comparison | 60 60 60 |
| II | Nutrients, Energy & Biochemical Processes | 4 Photosynthesis 5 Enzymes 6 Diffusion* 7 Cellular Respiration | 60 60 120 60 |
| III | Homeostasis in the Human Body Systems | 8 Thermoregulation 9 Making Connections* | 60 120 |
| IV | Disease & Disruption of Homeostasis | 10 Antibiotic Resistance 11 Urinalysis | 60 60 |
| SPRING 2021 | | | |
| V | Comparative Reproduction | 12 Brine Shrimp Hatching 13 Flower Dissection 14 Mitosis | 60 60 60 |
| VI | Genetics, Biotechnology & Decision Making | 15 Relationship & Biodiversity* 16 Gel Electrophoresis 17 DNA Structure | 120 60 |
| VII | Ecosystems, Invasive Species & Pests in the City | 18 Water Testing 19 Bottle Biology 20 Deer: Predation/Starvation 21 River Ecology 22 Toxin Testing in Daphnia | 60 60 60 60 60 |
| VIII | Climate Change & Human Impact: Extinction vs, Evolution | 22 Beaks of Finches * 23 Greenhouse Effect 24 Acid Precipitation 25 Human Population Growth | 120 60 60 60 |
| IX | FINAL YEARLY REVIEW & SCIENCE TOOLS | | |
| EXAM | | | 1800 |
| PLATFORMS | MOSA MACK, PHET SIMULATIONS, LEGENDS OF LEARNING, KHAN ACADEMY, PEARDECK, NEARPOD/JAMBOARD & "Kitchen Science" Lab Activities (modifications) | | |

* MANDATED State Laboratory

** Unit Updates August 15th, 2020

Supporting ELLs/MLLs with Blended Learning

| Brick & Mortar | At Home |
|---|---|
| <ul style="list-style-type: none"> ● Use read alouds to model a think aloud strategy so that students can view and ask questions in the chosen language of instruction. Provide scaffolds (for example, visualization and paraphrasing) to allow students to express their knowledge of the content in the language of instruction ● Employ protocols while talking about text to facilitate collaborative discussions in the language of instruction ● Model, using a fishbowl technique, the expectations for collaborative conversations with a student. Use an anchor chart (with side by side language conversation frames) so students can increase the number of interactions with their partner or small group ● Create opportunities for students to engage with academic words, in both languages, in order to build their content knowledge and language proficiency (for example, collaborative conversation frames, use of rubrics to provide peer feedback, etc.) ● Provide opportunities to launch an extended writing task, for example, how to write an expository text so students can synthesize information from two or more informational texts, in the language of instruction ● Allow for independent practice and provide additional guidance using home language as support relevant to either skills and/or content to be learned ● Invite students to use their home language as a support. If available in the classroom, use translations in Google Classroom and explore content learning in their home language, when applicable ● Introduce writing tasks that are designed to generativity build and show students' understanding of content. Ensure that students have the language to express their ideas in writing. Use templates and sentence starters for students newer to English ● Teach vocabulary that has utility across disciplines; create multiple opportunities for | <ul style="list-style-type: none"> ● Create tasks that allow for students to build background knowledge or activate schema. Be strategic as to whether students will employ the home or target language. Tasks can include, viewing a video and responding to questions in writing ● Create follow up tasks using the same set of protocols where students can use the same language of instruction. Students can join a group chat/ meeting through zoom, and in small groups, where they share their annotations and clarify questions together ● Students reread a text that includes opportunities to engage with targeted high utility vocabulary, as well as increase content knowledge. Students respond orally and in written form using the high utility words. Students can use reading tools in Immersive Reader that allow for text, or individual words to be pronounced in English or translation of the language of choice, as well as word definition ● Students use the skills/ strategies modeled to generate their first draft of their expository texts with the aid of graphic organizers, sentence frames, word banks, and exemplar or model text (as needed). ● Students use a rubric to assess their draft and provide peer feedback through the chat function in google docs, in the language of instruction ● Students watch videos that support content development in home language and/or target language of instruction using programs such as edpuzzle.com that support their engagement and learning of content ● Invite students to use their home language as a support. For example, use translations in Google Classroom and explore content learning in their home language, when applicable ● Provide tools for students to access, such as sentence stems and frames, word banks, glossaries so they can use them for discussion |

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| <p>interaction with these words. Provide visuals (when and where possible) and user-friendly definitions for target vocabulary</p> <ul style="list-style-type: none"> ● Focus on oral language development as a way for students to rehearse language and content needed to be successful in discipline-specific classes. ● Use a small set of protocols that promote collaborative discussions amongst peers. Students are supported to engage in discussion that enforces discipline-specific language in order to demonstrate content understanding ● Model strategies that aid comprehension, for example, an annotation strategy that students can apply and practice independently | <p>they will have and writing they will produce while home. Students can use digital tools such as Flipgrid and Padlet for peer-to-peer interaction at home</p> <ul style="list-style-type: none"> ● Assign content or disciplinary appropriate writing tasks that promote engagement with targeted high utility vocabulary from the unit. Have students post their writing for peer and teacher feedback. ● Have students reread a text to ensure multiple exposures to the content. This allows them to increase ownership of new language features and academic words leading to increased comprehension ● Create opportunities that ask students to share knowledge and discuss ideas orally with family members, in English or the home language when relevant and appropriate to the task and student learning ● Extend opportunities for independent reading of text where students note their annotations digitally. Create tasks that allow students to build on their collaborative discussions (for example, dialogue journal, summary) that demonstrate the multiple perspectives shared in class. Set students up to engage in small group discussion via live meetings (for example, Zoom) ● Build background and activate schema with a short video or text that students can comprehend independently on the same topic and demonstrate understanding through questions or summarizing their thinking in writing before reading a challenging text or introducing new content |
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Technology

| SUBJECTS | ENGLISH | SPANISH |
|---|---------|---------|
| Literacy/ELA: Expeditionary Learning, Lightsail, School4One, IXL, Duolingo for Schools | ★ | ★ |

| | | |
|--|---|---|
| Mathematics: IXL, School4One, Coolmath, Prodigy | ☆ | ☆ |
| Science: Amplify, Delta Math, NYC Parks, Seeds to Trees, digital curriculums, Grade 6 | ☆ | ☆ |
| Social Studies - Scope and Sequence, Passport, Teacher Created, IXL | ☆ | |
| Physical Education/Arts/Music: MineCraft | ☆ | |
| Supplemental Materials: DOE Created Curricula, NewsELA.com,ebooks,www.activelylearn.com; Code.org, KhanAcademy,boomlearning.com, Commonlit.org,minecraft ThinkCerca.com, Desmos.com,mathsisfun.com,rewordify.com, scholastic.com/lfo,screencastfy.com,edpuzzle.com, desmos.com, https://docs.google.com/document/d/10vzsWY07kVA1wg7xRAAd4YHSt-XSEWX9t8V_XOx4OOB0/edit | ☆ | ☆ |

PHYSICAL EDUCATION

M.S. 390 will support student academic development and their physical, mental and emotional well-being via NaliniKids on a daily basis for in-person and remote learners. Teachers adhere to physical distancing protocols appropriate to the activity level.

SPECIAL EDUCATION

Delivering high quality Special Education programs and related services, providing accessible curriculum and interventions, student accommodations and specially designed instruction remain at the forefront of the planning to meet the individual needs of students with disabilities in a blended learning environment. Additionally, students receiving teletherapy will have the option to continue receiving services remotely. We are also exploring ways to increase in-person services to students this summer and next school year.

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| <p>Instruction</p> <p>Instruction incorporates variation in delivery, activities, expectations, and assessment to accommodate diverse learning strengths and needs.</p> <ul style="list-style-type: none"> ● Using grouping variations such as cooperative learning groups ● Helping students understand their own learning profiles | <p>Academic Intervention</p> <p>Instruction for mathematics has adapted the engageny curriculum for grades 6-8, via blended learning and remote.</p> <ul style="list-style-type: none"> ● Khan Academy <ul style="list-style-type: none"> ○ Track mastery ○ Tutorial videos ○ Standards based ● IXL |
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- Teaching them to use cognitive and metacognitive strategies.

- After assessing students formally and informally, through diagnostics, assignments and assessments. Students can be assigned tasks based on their mathematical level to build on necessary skills, bridge learning gaps and introduction to enhancement skill sets.
- Pre-teach Vocabulary
 - Use representations, both pictorial and concrete, to emphasize the meaning of math vocabulary (Sliva, 2004).
- Provide an illustration when defining math vocabulary
- Use virtual manipulatives when introducing a concept
 - [MathPlayground](#)
 - [National Library of Virtual Manipulatives](#)
- Mnemonics (FOIL, Please Excuse My Dear Aunt Sally)
- Draw visual representations of the solution
- Daily review of basic facts

Instruction for English Language Arts has adapted Expeditionary Learning for grades 6-8 via blended learning and remote.

- LightSail
 - After being administered an ELA standards based diagnostic test, a lexile level is assigned. Students can select and/or be assigned a book based on lexile level. While reading there are text-to-speech, highlighting and magnifying features to assist the reader. Student progress is monitored bi-monthly for progress and supports
- REWARDS program
 - short-term, and specialized program to build reading stamina, multisyllabic words and comprehending content-area text.
- Provide different levels of books and materials

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| | <ul style="list-style-type: none"> ○ Since there will be a variety of proficiency levels in the classroom, be sure to have different levels of textbooks and other teaching materials available for each subject. ● Form small groups <ul style="list-style-type: none"> ○ Forming small groups of two or three students within the class grouped according to their level can help with personalizing the teaching while not sacrificing class instruction time. ● Audiobooks for auditory learners ● Powerpoints/google slides for visual learners ● Pre-teach Vocabulary ● Simplifying directions ● Rephrasing directions ● Repetition ● Chunking ● Visual/verbal cues ● Provide a pre-writing graphic organizer ● Use a graphic organizer for each section of the story or writing piece. Ex: 4-Square Organizer ● Verbalize writing ideas to a partner before writing |
| <p>Adaptive Tools</p> <ul style="list-style-type: none"> ● Audio Players and Recorders: Students are able to listen to the words as she reads them on the page. Many e-books have audio files, and smartphones and tablet computers come with text-to-speech software that can read aloud anything on your child’s screen. If she struggles with writing or taking notes, an audio recorder can capture what the teacher says in class so your child can listen to it again at home. ● Timers: From wristwatches to hourglass timers (physical or virtual), these devices help kids who have trouble with pacing. Timers can be used as visual aids to show how much time is left to complete an activity. If your child has difficulty transitioning from task to task, timers can help him mentally prepare to make the switch. | <p>Adaptive Tools</p> <ul style="list-style-type: none"> ● Audio Players and Recorders: Students are able to listen to the words as she reads them on the page. Many e-books have audio files, and smartphones and tablet computers come with text-to-speech software that can read aloud anything on your child’s screen. If she struggles with writing or taking notes, an audio recorder can capture what the teacher says in class so your child can listen to it again at home. ● Timers: From wristwatches to hourglass timers (physical or virtual), these devices help kids who have trouble with pacing. Timers can be used as visual aids to show how much time is left to complete an activity. If your child has difficulty transitioning from task to task, timers can help him mentally prepare to make the switch. |

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| <ul style="list-style-type: none"> ● Reading Guides: Reading guides are good tools for kids who have trouble with visual tracking or who need help staying focused on the page. The plastic strip highlights one line of text while blocking out surrounding words that might be distracting. The strip is also easy to move down the page as your child reads. ● Calculators: Depending on math issues, it might be appropriate for him/her to use a basic calculator in class. There are also large-display calculators and even talking calculators. ● Writing Supports: Using plastic pencil grips or a computer. Basic word processing programs come with features that can help with spelling and grammar issues. ● Graphic Organizers: Can be low-tech or virtual. There are many different designs you can print out that can help your child organize his thoughts for a writing assignment. | <ul style="list-style-type: none"> ● Reading Guides: Reading guides are good tools for kids who have trouble with visual tracking or who need help staying focused on the page. The plastic strip highlights one line of text while blocking out surrounding words that might be distracting. The strip is also easy to move down the page as your child reads. ● Calculators: Depending on math issues, it might be appropriate for him/her to use a basic calculator in class. There are also large-display calculators and even talking calculators. ● Writing Supports: Using plastic pencil grips or a computer. Basic word processing programs come with features that can help with spelling and grammar issues. ● Graphic Organizers: Can be low-tech or virtual. There are many different designs you can print out that can help your child organize his thoughts for a writing assignment. |
| <p>Platforms</p> <p>Blended learning and remote instruction will use various platforms to support students with disabilities access to the general education curriculum. The following platforms provide an opportunity for differentiated materials, Specially Designed Instruction and forms of communication among teacher/student and student/student.</p> <ul style="list-style-type: none"> ● School4one: Designed to make learning visible and easier for both teachers and students. A form of providing resources, assessing and communication. ● Google Suite: Drive, Docs, Slides, and Forms, along with new tools like Google Classroom. Use Google Classroom for Choice and Personalized Learning. Use Tools to Aid Discussion and Collaboration ● Lightsail: LightSail’s adaptive literacy platform provides students with a personalized learning experience. LightSails provides | <p>SEL interventions</p> <p>Students with disabilities may require accommodations during social emotional distress to minimize negative impact and have the ability to resume learning.</p> <ul style="list-style-type: none"> ● Synergizing calming corner (Blended learning) <ul style="list-style-type: none"> ○ When a student requires a moment to distress, a specific area in the classroom will be available and provided with calming sounds via ipads and fidget gadgets. (sanitizing will be required after each use) ● Restorative circles <ul style="list-style-type: none"> ○ Helps students process their thoughts and feelings so they can better handle their situations and be more present in class. Used to replace punitive forms of discipline, build relationships and skills students need to support one another and collectively address the challenges they face. |

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| <p>ongoing, formative assessment to ensure all students are meeting learning goals. LightSail's platform provides universal design features that make reading more accessible for many different types of learners</p> <ul style="list-style-type: none"> ● IXL.com: Full curriculum with diagnostics and personalized learning ● Newsela: Leveled reading resources/free for rest of school year ● Google Chrome Extensions for Students with Special Needs: Help with text-to-speech, readability, comprehension and focus ● Peardeck: pairs well with google. You can add the magic of formative assessments and interactive questions to your presentations right from Google Slides. ● Padlet: Use as an alternative to oral discussion, students can share their thoughts and demonstrate their learning without the pressure of speaking in large groups. | <ul style="list-style-type: none"> ● Teaching students mindfulness strategies via LIM <ul style="list-style-type: none"> ○ Reduce stress and better avoid burnout ○ Help the students set excellent goals ○ Increase effective Communication |
| <p>Communication</p> <ul style="list-style-type: none"> ● Students: Classroom teachers will collaborate with students to work on a vocational assessment that will provide information of how the student feels is their strengths and learning abilities. ● Parents: Teachers and staff will obtain information from parents about their child at the beginning of the year. Contact parents often, informing them of successes as well as problems. Contact parents at early onset of a learning or behavior problem, and ask them for feedback and ideas on how the problem could best be handled. ● Staff: Collaboration is valued. Time is allocated for teachers to collaborate with other teachers and parents regarding students. Ideally, paid days at the end of each school year are provided so that teachers can discuss their students, improving the | |

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| <p>students' chances for smooth transitions to the next grade. The classroom teacher is not only aware of the student's IEP goals, but plays a significant role in determining those goals and providing instruction to help the student reach them. The classroom teacher is concerned with each student's strengths and needs.</p> | |
| | |