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Clayton School District
Online Learning “Clayton Cyber School” Guidelines

A. Platforms for Daily Use:

1. Grades PreK-5 will use Remind or Class DoJo for their daily learning engagements. Families requesting an iPad will be provided with one in the Elementary School.
2. Students in grades 6-12 all have iPads (1:1). HS/MS students will use Google Classroom for their daily learning engagements.
3. Email will be used for communications between staff and will be used to communicate formally with parents.
4. These platforms are already be familiar to students. Students will continue to use these platforms for all daily lessons. Consider these platforms to be the home base for students.
5. Teachers will initially develop 3 days of virtual learning lesson plans that they can have ready to go. If a district closure is called you will be required to develop plans during your prep time for any additional days that we may be out. Students who do not have internet will be given grade level and/or subject matter materials to complete.
6. Assignments must be posted by the start of the regular cyber school day (8:30 am). Staff must be available during online teaching hours to check email and respond to questions. A google form will be emailed out daily. Staff must sign in by 8:30 am.

Online Office Hours: 8:30 AM -12:00 PM; 1:00 PM-3:00 PM

Lunch Break: 12:00 PM-1:00 PM

Lesson Prep Time: 7:50 AM -8:30 AM or 3:00-3:40 PM

B. Expectations for Teaching and Learning:

1. **Elementary School:** Mini-lessons will not exceed three per day for students (1 ELA, 1 Math, and 1 Science/Social Studies). Each mini-lesson may be expected to take up to 10 minutes for PreK, 15 minutes for students in K-3 and up to 30 minutes for students in grades 4-5. **HS/MS:** Lessons for Grades 6-12 should not exceed 30 minutes. Quality is more important than quantity. Please follow all IEP/504 accommodations when developing lessons. Special Education ICS teachers must collaborate with the Regular Education teacher and post additional online resources for their students.
2. Mini-lessons must be tied to the existing curriculum and be purposeful and supportive. Tasks should be marked as a level 1 assignment for PowerGrade (level 2 for HS AP/Honors). After the first week of Cyber School is completed, teachers may begin to assign Level 2 and/or Level 3 assignments.

3. Elementary School specialists, librarians, and other teachers will work out a schedule for each grade level. They may offer no more than one lesson each day from one teacher from this team. Example: if P.E. is on Monday, Music is on Tuesday, Library is on Wednesday, etc.
4. Any related service personnel (ie. Speech, OT, PT) please develop one lesson that can be completed throughout the week.
5. Grade level teachers of the same subject will offer consistency within reason. Teachers are encouraged lesson share to assist in workload.
6. Lessons should capitalize on the home environment and include physical activity as much as possible.
7. Teachers will track student progress to ensure participation and check-in with students if students are struggling or non-participatory. Grace and understanding should always govern decisions.
8. Feedback to students will be given on every assignment, even if it is just a “thumbs up.” Voice and video feedback is extremely valuable to your students when possible.
9. Teachers will update grades, attendance and provide feedback to parents once a week (PowerSchool).
10. When appropriate teachers should include one video per day that students can look forward to. This may be a “good morning!” video or an instructional video. Video is encouraged as much as possible! Please do not make video lectures that exceed the length of a mini lesson.
11. Additional information online resources available will be provided through the curriculum department. Teachers are encouraged to share resources with each other. Supervisors will be developing a central area on our website under teacher resources for staff to access for ideas.
12. Teachers will monitor the morale and the workload of the students carefully. Teachers have the latitude to make common sense decisions in order to better support your students academically. All student concerns to their counselors and administrators. Remember this is uncharted territory for all of us (staff, administrators, parents, students) so we must make practical decisions that allow for maximum flexibility for our families. No student should suffer academically.

C. Guidelines for Special Education Students:

1. Teachers will address special education accommodations to the best of their ability, with extra time, modified work, shortened assignments, extra notes, scaffolding, text-to-speech, etc.
2. Teachers will leverage software that adapts to student needs – IXL, NewsELA, etc.
3. Teachers will differentiate assignments and objectives through online platforms to targeted groups of students as appropriate.
4. The Child Study Team supervisor will communicate with OOD service providers, parents, and transportation.
5. Related services providers (ESL, Speech, Occupational Therapy, Physical Therapy, Counseling) will be reaching out to provide instruction through Remind and email.
6. Teachers will sign up for the provider’s Remind classroom as they are shared with you.
7. Child Study Team meetings will continue as scheduled. Meetings will be conducted as phone conferences, and paperwork will be sent electronically or mailed, whichever is the preferred method of communication of the parent/family.

D. ELL and Bilingual Students:

1. ELL and general education teachers coordinate lesson plans and instruction to support the needs of ELL learners. ELL teachers interface regularly with ELL students to support completion of instructional activities and ensure that students are participating in all remote learning activities. Virtual sessions are scheduled with groups and individual students. ELL teachers also assign tasks for students to continue attainment of ELL goals addressed in the program. ELL and general education teachers communicate with parents via telephone and email. Teachers needing support in working with ELL students enlist the aid of ELL teachers and school guidance counselors.

2. All school documents and communications are available in the languages of students that attend district schools. Global calling systems allow families to select the language of choice as does communication platforms such as DoJo and Remind. Selected online instructional programs allow students to select the language of choice for participation. Prior to the closure of schools, the district instructional program included online programs with features to support ELL families and students. Continuation of use of these programs is beneficial to the transition to a remote program, since parents, students, and teachers have been trained and acclimated to using the programs regularly and successfully. In the event an ELL student request paper versions of instructions, those are provided to students in the language of their choice.

E. Nutrition Services - Breakfast/Lunch Distribution:

1. During the period of the implementation of Clayton Cyber School, we will be providing breakfast and lunch for all students. Breakfast/lunch will be “grab and go” meals and are available free for all students.
2. We will have two central locations for pick up/distribution. Both school buildings will be open on Mondays and Wednesdays from 9:00 a.m. to 11:00 a.m. Students may go to the location closest to their home to pick up their “grab and go” bag. With the support of the Borough of Clayton, crossing guards will be in place.

F. Technical Support:

1. Technical support can be accessed through our website. Parents/Students should fill out a technical support form. If needed, parents or students can also email issues to cyberschooltechsupport@claytonps.org.
2. Internet connectivity surveys conducted by the district indicate that less than 6% of students did not have internet service. As a result of a one-to-one iPad distribution for grades 6-12, students have access to technology to participate in the remote learning program. We have shared information with families about companies such as Verizon and Comcast that have promotions which allow access internet services at reduced costs. The district employs several IT personnel to provide support for families who are having issues with the connectivity and the use of the iPads. Finally, due to a grant acquired by the district, distribution of iPads to elementary students is currently in progress.

G. Essential Personal:

1. Superintendent, Business Administrator, Principals, Supervisors, Teachers, Maintenance, Custodial, Cafeteria workers designated as essential personal.
2. A COVID-19 Task Force has been created involving all stakeholders. Roles have been identified. Three Task Force teams have been formed: Curriculum and Instruction, Health and Wellness, and Food Service. The teams will meet to update protocols and plans when necessary.
3. All district buildings will have limited staff on premises. Staff will work on a rotating schedule. All staff will be required to work a minimum of 2 days on site and 3 days from home between the hours of 8 a.m. to 3 p.m.
4. A Google form will be shared out for everyone working from home. All administrative staff must sign in by 8:00 am.
5. Buildings are only open for essential personnel. No more than 10 people in an office area. Masks will be worn at all times and staff must adhere to social distancing recommendations.
6. Maintenance and custodial staff will continue with deep cleaning. They will also work on a rotating schedule until further notice.
7. Any employee who is unavailable during the “on call” work at home times must submit their time off through AESOP.

List of Essential Employees by Category	Role of Employee	Duties/ Work Stream	How Many Essential Employees Per Category
Administration	Supervisory role	Supervise breakfast/lunch distribution	10
Maintenance	Deep Cleaning	Changing air filters and making repairs	4
Custodial	Deep Cleaning	Cleaning classrooms, bathrooms and other areas	10
Technology	Technical support	Provide technical support for staff and students.	3
Food Service Personnel	Food Service	Preparing and distributing breakfast and lunch to students	8
Teachers	Hours per day	Remote	Onsite
	7	7	Less than 10

H. Demographic Profile:

CLAYTON PUBLIC SCHOOL DISTRICT - Demographic Profile 2019-2020																
	State Funded															
	<u>PK3</u>	<u>PK4</u>	<u>KDG</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	<u>Total</u>
Student Enrollment	37	78	110	78	98	117	100	113	118	112	141	114	115	90	107	1528
Gender																
Male	20	41	47	43	58	62	51	63	60	63	82	50	55	56	64	815
Female	17	37	63	35	40	55	49	50	58	49	59	64	60	34	43	713
Ethnicity																
Asian	1	0	0	1	3	2	4	6	1	2	4	4	3	2	4	37
African American	16	28	34	32	29	43	40	39	45	45	44	43	33	33	38	542
Hispanic	3	10	16	10	13	18	11	19	12	11	20	15	10	13	12	193
Alaskan/American Indian	0	0	2	2	0	1	2	1	1	0	2	0	1	1	1	14
Native Hawaiian/ Other Pacific Islander	0	0	1	0	1	1	1	0	0	0	2	0	0	1	0	7
Caucasian	17	40	57	33	52	52	42	48	59	54	69	52	68	40	52	735
Students with Disabilities	12	10	18	11	25	32	31	39	29	27	27	27	23	18	21	350
Low Socioeconomic (LSE)	14	34	44	41	40	59	52	58	59	56	66	54	54	40	46	717
Homeless	0	2	0	3	1	3	1	5	2	1	3	4	3	1	1	30
English Language Learners (ELL)	0	0	6	3	5	3	4	4	2	2	0	1	0	1	0	31

I. Summer Programming:

1. Special Education ESY Programs:

Traditional

MD ESY: Students will participate in-person from 8:30 to 12:30 Monday through Thursday from 7/6/20 to 8/6/20. Students will be monitored by the teacher and aide(s) for symptoms including cough, chest pain, shortness of breath, and blue lips. If any of these symptoms are present, the student will be brought to a separate room with an administrator and remain there until picked up by a parent/guardian. The student will

be required to see a doctor and will not be able to return to the ESY program unless cleared by a doctor. The ESY program will provide continuing skill building in English/Language Arts and Math with ancillary activities in Science and Social Studies.

Wilson Tutoring: Students will be provided with tutoring in the Wilson Reading Program for two hours per week by a single teacher. Students will receive 1:1 services so as to avoid unnecessary grouping of students. Students will be monitored by the teacher for symptoms including cough, chest pain, shortness of breath, and blue lips. If any of these symptoms are present, the student will be brought to a separate room with an administrator and remain there until picked up by a parent/guardian. The student will be required to see a doctor and will not be able to return to the tutoring program unless cleared by a doctor.

Speech/Language Services: Students will be provided with speech/language services by a single speech/language professional. Students will receive 1:1 services so as to avoid unnecessary grouping of students. Students will be monitored by the professional for symptoms including cough, chest pain, shortness of breath, and blue lips. If any of these symptoms are present, the student will be brought to a separate room with an administrator and remain there until picked up by a parent/guardian. The student will be required to see a doctor and will not be able to return to the tutoring program unless cleared by a doctor.

Virtual

MD ESY: Students will participate in a live virtual meeting with the teacher. The teacher will discuss the activity(ies) and assignment(s) from the previous day, introduce the activity(ies) and assignment(s) for the current day, and provide a general check-in with students. The check-in will focus on how students are coping with the continued virtual learning, how the students are progressing with the academic work, and if the students are finding success working from home, among other topics. Students will receive instruction primarily in ELA and Math with ancillary activities in science and social studies. Assignments will be focused on incorporating the student's home environment to increase participation and student engagement.

Wilson Tutoring: Students will receive one hour of virtual tutoring using the Wilson Reading Program. Students will be grouped according to need and will receive services via online video platform. Modifications to the program may be necessary in order to effectively provide the tutoring via the video platform.

Speech/Language Services: Students will receive speech/language services as dependent on their goals and objectives related to minimizing summer regression. Speech services will be delivered via video conferencing platform.

2. Regular Education Summer Programs:

21st Century programs will be available to Middle School Students. These programs must take place virtually as required from state officials. Materials are provided to students as needed. 21st Century programs focus on STEAM activities, environmental, etc., including activities that can support students in mathematics and English Language Arts.

Students in grades 1-8, who are working below grade level requirements, will participate in small group remediation sessions to support progress in the attainment of selected priority standards in mathematics and English Language Arts. Plans include delivery of these services whether virtually or in-person. The duration

of these programs will be four (4) weeks, 4 days per weeks, alternating between both content areas, respectively. These programs are funded by Title I.

All students will be provided with summer enrichment activities. Grades K-8: iXL Math and ELA will be available to students to engage in standard based practice activities.

- i. Summer reading lists will be available for each grade level.
- ii. Apps and websites for summer practice are provided to families.
- iii. Parents will be provided with reading comprehension questioning strategies.
- iv. Parents will be provided with a checklist of skills that should be mastered prior to students entering the next grade.

The district is making plans to provide sessions with teachers to plan for the assessment of all students as a result of the Covid 19 closure. Summer sessions will include professional development and collaboration to determine the actions and resources required to assess students at the opening of school. Furthermore, these sessions will also include discussions on how to utilize the data collected to support students as they re-enter the school environment, and plan instructional and co-curricular activities to support student learning and social emotional status.

J. Plan for HS Graduation Ceremony:

We currently have two ceremonies planned for High School graduation (104 students). The first ceremony is a virtual graduation that we will broadcast on June 18th. We will be filming students on Tuesday June 2nd. The filming will take place outdoors on Haupt Field. Students will be given an arrival time throughout the day. We are limiting it to 3 students every 15 minutes. Students will be permitted to bring 4 guests. We also will have no more than 5 staff members on the field to help coordinate. The total number of people gathered on the field will be under the 25 mandated by current social distancing guidelines.

The second ceremony is scheduled for July 29th. We are planning an outdoor, in-person graduation at Haupt Field. As long as the relative capacity guidelines at the time allow us, we plan on graduating all 104 students in one ceremony. We will only be conducting an outside ceremony if we can graduate all our students together.

Both the virtual and in-person graduation ceremonies have been shared with the local authorities.

Contact information:

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- Fran Adler Business Administrator, 856-881-8700 x3056