



**PORT WASHINGTON SCHOOL DISTRICT  
CONTINUITY OF LEARNING—Phases I & II**

**(Phase I began with school closures while Phase II began on April 1<sup>st</sup>  
in conjunction with Phase I)**

**Guidance Document**

<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
<p><b>Goals:</b> -To prevent the regression of previously acquired skills and knowledge of grade level curriculum. -To introduce and have students practice new grade level skills that will be reviewed/discussed with the students upon their return to school. -To the extent possible, continue to prepare students for the next grade level.</p>	<p><b>Goals:</b> -To prevent regression of previously acquired skills and knowledge of course content. -To introduce and familiarize students with new course content that will be reviewed/discussed with the students upon their return to school. -To the extent possible, continue to prepare students for the next grade level.</p>	<p><b>Goals:</b> -To prevent regression of previously acquired skills and knowledge of course content. -To introduce and familiarize students with new course content that will be reviewed/discussed with the students upon their return to school. -To the extent possible, continue to prepare students for the next grade level.</p>

Elementary	Middle School	High School
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>-District established grade level curriculum that reflects the New York State Next Generation Learning Standards.</li> <li>-District instructional technology programs.</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>-District established course curriculum that reflects the New York State Next Generation Learning Standards.</li> <li>-District instructional technology programs.</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>-District established course curriculum that reflects the New York State Next Generation Learning Standards.</li> <li>-District instructional technology programs</li> </ul>
<p><b>Interactive platforms/mechanisms that may be utilized to provide distance learning:</b></p> <ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Google Meet/Google Hangout</li> <li>• FlipGrid</li> <li>• Other district approved platforms</li> </ul>	<p><b>Interactive platforms/mechanisms that may be utilized to provide distance learning:</b></p> <ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Google Meet/Google Hangout</li> <li>• FlipGrid</li> <li>• Castle Learning</li> <li>• Other district approved platforms</li> </ul>	<p><b>Interactive platforms/mechanisms that may be utilized to provide distance learning:</b></p> <ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Google Meet/Google Hangout</li> <li>• FlipGrid</li> <li>• Castle Learning</li> <li>• Naviance</li> <li>• Other district approved platforms</li> </ul>
<p>For a complete list of supported software, please go to:</p> <p><a href="https://docs.google.com/spreadsheets/d/1DhO7K8i7FxCzP36wxSs5tYHZ3kQb7AQ9Yc3h2bEWMiw/edit#gid=58633828">https://docs.google.com/spreadsheets/d/1DhO7K8i7FxCzP36wxSs5tYHZ3kQb7AQ9Yc3h2bEWMiw/edit#gid=58633828</a></p>		
<p><b>Expectations Re: Use of Technology</b></p> <ul style="list-style-type: none"> <li>-Students are responsible for their behavior/actions during all distance learning activities. Parents are strongly encouraged to provide students with periodic reminders related to the appropriate use of technology.</li> <li>-The taping of, recording of, manipulation of and/or posting to social media of</li> </ul>	<p><b>Expectations Re: Use of Technology</b></p> <ul style="list-style-type: none"> <li>-Students are responsible for their behavior/actions during all distance learning activities. Parents are strongly encouraged to provide students with periodic reminders related to the appropriate use of technology.</li> <li>-The taping of, recording of, manipulation of and/or posting to social media of</li> </ul>	<p><b>Expectations Re: Use of Technology</b></p> <ul style="list-style-type: none"> <li>-Students are responsible for their behavior/actions during all distance learning activities. Parents are strongly encouraged to provide students with periodic reminders related to the appropriate use of technology.</li> <li>-The taping of, recording of, manipulation of and/or posting to social media of</li> </ul>

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<p>interactive learning opportunities is <b>prohibited by students and parents/guardians</b>; as are any other actions or behaviors that infringe on the safety, security and privacy of students and staff. <b>Failure to comply with this expectation may result in disciplinary action and/or removal from future interactive learning experiences.</b></p> <p>-Parents and guardians are urged to monitor online instruction to ensure that students are engaged in appropriate behaviors that support their learning experience.</p> <p><b>-Parents and students should review the District’s Code of Conduct &amp; Acceptable Use Policy for additional clarification regarding the use of technology.</b></p>	<p>interactive learning opportunities is <b>prohibited by students and parents/guardians</b>; as are any other actions or behaviors that infringe on the safety, security and privacy of students and staff. <b>Failure to comply with this expectation may result in disciplinary action and/or removal from future interactive learning experiences.</b></p> <p>-Parents and guardians are urged to monitor online instruction to ensure that students are engaged in appropriate behaviors that support their learning experience.</p> <p><b>- Parents and students should review the District’s Code of Conduct &amp; Acceptable Use Policy for additional clarification regarding the use of technology.</b></p>	<p>interactive learning opportunities is <b>prohibited by students and parents/guardians</b>; as are any other actions or behaviors that infringe on the safety, security and privacy of students and staff. <b>Failure to comply with this expectation may result in disciplinary action and/or removal from future interactive learning experiences.</b></p> <p>-Parents and guardians are urged to monitor online instruction to ensure that students are engaged in appropriate behaviors that support their learning experience.</p> <p><b>- Parents and students should review the District’s Code of Conduct &amp; Acceptable Use Policy for additional clarification regarding the use of technology.</b></p>
<p><b>A student’s virtual school day:</b></p> <p>- Teachers will provide direct virtual instruction or check-ins with their students using a combination of synchronous (live/real time) and/or asynchronous (not-live/recorded) teaching. Direct virtual instruction enables teachers and students to remain connected. Teachers may opt to</p>	<p><b>A student’s virtual school day:</b></p> <p>- Teachers will provide direct virtual instruction or check-ins with their students using a combination of synchronous (live/real time) and/or asynchronous (not-live/recorded) teaching. Direct virtual instruction enables teachers and students to remain connected. Teachers may opt to post</p>	<p><b>A student’s virtual school day:</b></p> <p>- Teachers will provide direct virtual instruction or check-ins with their students using a combination of synchronous (live/real time) and/or asynchronous (not-live/recorded) teaching. Direct virtual instruction enables teachers and students to remain connected. Teachers may opt to post</p>

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<p>post more than one day of assignments at a time.</p> <p>-Teachers will be available Mondays through Fridays (school days) for instructional guidance and support. E-mails will be responded to in a timely manner, Mondays through Fridays. More detailed information will be provided by the classroom teacher.</p> <p>-Teacher and support staff will maintain regular contact with students via their Google Site, telephone, e-mail and/or a virtual learning platform.</p> <p>-Teachers will provide students with a reasonable amount of time to complete all assigned work.</p> <p>-Parents should reach out to the appropriate teacher with any questions or concerns related to assigned work.</p> <p>-Teachers will utilize the instructional time chart noted below as a guide regarding the amount of time that students at the elementary grade levels should be engaged in learning each day.</p>	<p>more than one day of assignments at a time.</p> <p>-Teachers will be available Mondays through Fridays (school days) for instructional guidance and support. E-mails will be responded to in a timely manner, Mondays through Fridays. More detailed information will be provided by the classroom teacher.</p> <p>-Teacher and support staff will maintain regular contact with students via their Google Site, telephone, e-mail and/or a virtual learning platform.</p> <p>-Teachers will consider that students have coursework to complete for several classes and provide students with only the essential course content/assignments.</p> <p>-Teachers will provide students with a reasonable amount of time to complete all assigned work.</p> <p>-Parents should reach out to the appropriate teacher with any questions or concerns related to assigned work.</p> <p>-Teachers will utilize the instructional time chart noted below as a guide</p>	<p>more than one day of assignments at a time.</p> <p>-Teachers will be available Mondays through Fridays (school days) for instructional guidance and support. E-mails will be responded to in a timely manner, Mondays through Fridays. More detailed information will be provided by the classroom teacher.</p> <p>-Teacher and support staff will maintain regular contact with students via their Google Site, telephone, e-mail and/or a virtual learning platform.</p> <p>-Teachers will consider that students have coursework to complete for several classes and provide students with only the essential course content/assignments.</p> <p>-Teachers will provide students with a reasonable amount of time to complete all assigned work.</p> <p>-Parents should reach out to the appropriate teacher with any questions or concerns related to assigned work.</p> <p>-Teachers will utilize the instructional time chart noted below as a guide</p>

Elementary	Middle School	High School														
<p data-bbox="241 524 625 984"> <table border="1"> <thead> <tr> <th data-bbox="241 524 401 602">Grades</th> <th data-bbox="401 524 625 602">Direct Virtual Sessions</th> </tr> </thead> <tbody> <tr> <td data-bbox="241 602 401 792">K-2</td> <td data-bbox="401 602 625 792">Minimum of 2 sessions weekly for 15-20 minutes each</td> </tr> <tr> <td data-bbox="241 792 401 984">3-5</td> <td data-bbox="401 792 625 984">Minimum of 2 sessions weekly for 20-25 minutes each</td> </tr> </tbody> </table> </p> <p data-bbox="201 1024 747 1166">The above chart depicts times only for Phase II direct virtual sessions. These are in addition to Phase I that includes teacher assignments for students to complete.</p> <p data-bbox="201 1206 711 1385">Please refer to the attached parent letter regarding instruction by support area (Resource Room, English as a New Language, speech, reading specialists, math interventionists, etc.) and special</p>	Grades	Direct Virtual Sessions	K-2	Minimum of 2 sessions weekly for 15-20 minutes each	3-5	Minimum of 2 sessions weekly for 20-25 minutes each	<p data-bbox="772 272 1318 378">regarding the amount of time that students at the middle school level should be engaged in learning each day.</p> <p data-bbox="779 561 1318 735"> <table border="1"> <thead> <tr> <th data-bbox="779 561 930 602">Grades</th> <th data-bbox="930 561 1318 602">Direct Virtual Sessions</th> </tr> </thead> <tbody> <tr> <td data-bbox="779 602 930 735">6-8</td> <td data-bbox="930 602 1318 735">Minimum of 25-30 minutes per class per week, as per Appendix A.</td> </tr> </tbody> </table> </p> <p data-bbox="772 1068 1318 1209">The above chart depicts times only for Phase II direct virtual sessions. These are in addition to Phase I that includes teacher assignments for students to complete.</p>	Grades	Direct Virtual Sessions	6-8	Minimum of 25-30 minutes per class per week, as per Appendix A.	<p data-bbox="1344 272 1890 378">regarding the amount of time that students at the high school level should be engaged in learning each day.</p> <p data-bbox="1350 561 1890 735"> <table border="1"> <thead> <tr> <th data-bbox="1350 561 1501 602">Grades</th> <th data-bbox="1501 561 1890 602">Direct Virtual Sessions</th> </tr> </thead> <tbody> <tr> <td data-bbox="1350 602 1501 735">9-12</td> <td data-bbox="1501 602 1890 735">Minimum of 25-30 minutes per class per week, as per Appendix B.</td> </tr> </tbody> </table> </p> <p data-bbox="1344 1068 1890 1209">The above chart depicts times only for Phase II direct virtual sessions. These are in addition to Phase I that includes teacher assignments for students to complete.</p>	Grades	Direct Virtual Sessions	9-12	Minimum of 25-30 minutes per class per week, as per Appendix B.
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Elementary	Middle School	High School
<p>area (music, art, library, physical education) teachers.</p> <p>Please note that the referenced letter was sent to parents on March 30<sup>th</sup> and before Phase II instruction officially began. Therefore, some of the information contained in the section, “When do we begin” has changed due to the Governor’s order that spring recess be suspended for this school year.</p>		
<p><b>Grading</b> Grading: Elementary student Performance Summaries will continue to be used for grading purposes.</p>	<p><b>Grading</b> Third-quarter grades will be calculated using two measures. The first measure will be based on student performance prior to school closure on March 13, 2020. A second measure will be determined based on work students completed remotely between March 13<sup>th</sup> - April 2<sup>nd</sup> (the end of Quarter 3). Any work completed remotely will be considered in deciding a student’s third-quarter grade only if that performance benefits the final grade for that student. In other words, if a student’s performance prior to school closure was of a higher quality than that during the March 13<sup>th</sup> - April 2<sup>nd</sup> period, the prior grade will be used for that student’s final third-quarter grade.</p>	<p><b>Grading</b> Third-quarter grades will be calculated using two measures. The first measure will be based on student performance prior to school closure on March 13, 2020. A second measure will be determined based on work students completed remotely between March 13<sup>th</sup> - April 2<sup>nd</sup> (the end of Quarter 3). Any work completed remotely will be considered in deciding a student’s third-quarter grade only if that performance benefits the final grade for that student. In other words, if a student’s performance prior to school closure was of a higher quality than that during the March 13<sup>th</sup> - April 2<sup>nd</sup> period, the prior grade will be used for that student’s final third-quarter grade.</p>



Elementary	Middle School	High School
<p><b>Stakeholder Responsibilities:</b></p> <p><b>Students, with parental support, will:</b></p> <ul style="list-style-type: none"> <li>-Follow a self-directed schedule to complete daily learning experiences (including all special area classes).</li> <li>-Be respectful of and in the interactive learning opportunities provided by teachers. The taping of, recording of, manipulation of and/or posting to social media of interactive learning opportunities is prohibited. Failure to comply with this expectation may result in disciplinary action and/or removal from future interactive learning experiences.</li> <li>- Communicate/collaborate with teachers via email and on-line platforms.</li> <li>- Complete and submit work in a timely manner.</li> <li>-Understand the importance of work completion in order to secure grade level credit for the school year. This includes all special area classes.</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>-Provide students with standards-based learning experiences.</li> <li>-Communicate with students, parents and administrators on a regular basis.</li> </ul>	<p><b>Stakeholder Responsibilities:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>-Follow a self-directed schedule to complete daily learning experiences (including all special area classes).</li> <li>-Be respectful of and in the interactive learning opportunities provided by teachers. The taping of, recording of, manipulation of and/or posting to social media of interactive learning opportunities is prohibited. Failure to comply with this expectation may result in disciplinary action and/or removal from future interactive learning experiences.</li> <li>-Communicate/collaborate with teachers via email and on-line platforms.</li> <li>-Complete and submit work by the due dates set by teachers; or reach out to teachers where this is not feasible.</li> <li>-Understand the importance of work completion in order to secure grade level/course credit for the school year. This includes all special area classes.</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>-Provide students with standards-based learning experiences.</li> <li>- Communicate with students, parents and administrators on a regular basis.</li> </ul>	<p><b>Stakeholder Responsibilities:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>-Follow a self-directed schedule to complete daily learning experiences (including all special area classes).</li> <li>-Be respectful of and in the interactive learning opportunities provided by teachers. The taping of, recording of, manipulation of and/or posting to social media of interactive learning opportunities is prohibited. Failure to comply with this expectation may result in disciplinary action and/or removal from future interactive learning experiences.</li> <li>-Communicate/collaborate with teachers via email and on-line platforms.</li> <li>-Complete and submit work by the due dates set by teachers; or reach out to teachers where this is not feasible.</li> <li>-Understand the importance of work completion in order to secure grade level/course credit for the school year. This includes all special area classes.</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>-Provide students with standards-based learning experiences.</li> <li>- Communicate with students, parents and administrators on a regular basis.</li> </ul>

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<p>-Ensure and maintain student engagement/ understanding of the learning experiences.</p> <p>- Collaborate with parents and students to resolve challenges.</p> <p><b>Administrators will:</b></p> <p>-Maintain oversight of the continuity of instruction for all students.</p> <p>-Collaborate with parents, teachers and students to resolve challenges.</p> <p>-Provide ongoing guidance and support to teachers.</p> <p><b>Psychologists/School Counselors will:</b></p> <p>-Maintain communication with administration, students and families.</p> <p>-Offer mandated IEP sessions to students individually via a virtual platform.</p> <p>-provide resources to parents that support the social/emotional needs of students if/when they arise.</p> <p><i>Please refer to Appendix C for a list of social emotional resources.</i></p>	<p>-Ensure and maintain student engagement/ understanding of course content.</p> <p>-Collaborate with parents and students to resolve challenges.</p> <p><b>Administrators will:</b></p> <p>-Maintain oversight of the continuity of instruction for all students.</p> <p>-Collaborate with parents, teachers and students to resolve challenges.</p> <p>-Provide ongoing guidance and support to teachers.</p> <p><b>Psychologists/Social Workers/School Counselors will:</b></p> <p>-Maintain communication with administration, students and families.</p> <p>-Offer mandated IEP sessions to students individually via a virtual platform.</p> <p>-provide resources to parents that support the social/emotional needs of students if/when they arise.</p> <p><i>Please refer to Appendix C for a list of social emotional resources</i></p>	<p>-Ensure and maintain student engagement/ understanding of course content.</p> <p>- Collaborate with parents and students to resolve challenges.</p> <p><b>Administrators will:</b></p> <p>-Maintain oversight of the continuity of instruction for all students.</p> <p>-Collaborate with parents, teachers and students to resolve challenges.</p> <p>-Provide ongoing guidance and support to teachers.</p> <p><b>Psychologists/Social Workers/School Counselors will:</b></p> <p>-Maintain communication with administration, students and families.</p> <p>-Offer mandated IEP sessions to students individually via a virtual platform.</p> <p>-provide resources to parents that support the social/emotional needs of students if/when they arise.</p> <p><i>Please refer to Appendix C for a list of social emotional resources</i></p>



Elementary	Middle School	High School
<p><b>Parents will:</b></p> <ul style="list-style-type: none"> <li>-Ensure access to technology and notify the district if there is a problem in this regard.</li> <li>-Stress the importance of work completion in order to secure grade level credit for the school year.</li> <li>-Maintain communication with the classroom and/or support teachers as necessary.</li> <li>-Support students in their learning experiences.</li> <li>-Collaborate with teachers and students to resolve challenges</li> </ul>	<p><b>Parents will:</b></p> <ul style="list-style-type: none"> <li>-Ensure access to technology and notify the district if there is a problem in this regard.</li> <li>-Stress the importance of work completion in order to secure course credit for the school year.</li> <li>-Maintain communication with the classroom and/or support teachers as necessary.</li> <li>-Support students in their learning experiences.</li> <li>-Collaborate with teachers and students to resolve challenges.</li> </ul>	<p><b>Parents will:</b></p> <ul style="list-style-type: none"> <li>-Ensure access to technology and notify the district if there is a problem in this regard.</li> <li>-Stress the importance of work completion in order to secure course credit for the school year.</li> <li>-Maintain communication with the classroom and/or support teachers as necessary.</li> <li>-Support students in their learning experiences.</li> <li>-Collaborate with teachers and students to resolve challenges</li> </ul>

## Appendix A

### Weber Middle School Instructional Plan

<b>Weber Middle School</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
-Math -Science -World Languages -Resource Room/Strategies -ELA Workshop	-English -Social Studies -Art/ FACS -Technology -Health -Math Workshop	-Math -Science -PEP -ELA Workshop	-English -Social studies -World Languages -Resource Room//Strategies -Math Workshop	-Art/FACS/ -Technology/Health -Music -Physical Ed. -Core Extension

\*\*Speech and INVEST teachers will be in contact with students weekly\*\*\*

## Appendix B

### Schreiber High School Instructional Plan

<b>Schreiber High School</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
-English -Art -Physical Education	-World Languages -Business -Health	-Math -FACS	-Science -Music	-Social Studies -Technology

## Appendix C

### Social Emotional Resources for Families

Protect Your Child's Mental Wellness During the COVID-19 Pandemic

<https://health.usnews.com/wellness/for-parents/articles/protect-your-family-mental-health-during-the-covid-19-pandemic>

Confident Parents, Confident Kids

<https://confidentparentsconfidentkids.org/>

Tools and Strategies to Support Mental Wellness During this Uncertain Time (Strategies/Mental Moments)

<https://www.effectiveschoolsolutions.com/covid19>

Helping Children Cope with Changes Resulting from COVID-19

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19>

Take a Break, Keep Perspective, Be Kind in Uncertain Times

<https://www.mindfulschools.org/personal-practice/take-a-break-keep-perspective-be-kind-in-uncertain-times/>

Self-Care Starter Kit

<https://socialwork.buffalo.edu/resources/self-care-starter-kit.html>

Care for Caregivers: Tips for Families and Educators

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/mental-health-resources/care-for-caregivers-tips-for-families-and-educators>

How to Get More Sleep Tonight

<https://www.nytimes.com/2020/03/25/style/self-care/sleep-tips-benefits-coronavirus.html>

COVID-19 Well-Being Toolkit and Resources

<https://centerhealthyminds.org/well-being-toolkit-covid19>

Cultivating Purpose in Uncertain Times (Live webinar April 9th)

<https://centerhealthyminds.org/news/events/webinar-cultivating-purpose-in-uncertain-times>

Stress and Coping

[https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprepare%2Fmanaging-stress-anxiety.html](https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprepare%2Fmanaging-stress-anxiety.html)

Talking with Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks

<https://store.samhsa.gov/product/Talking-With-Children-Tips-for-Caregivers-Parents-and-Teachers-During-Infectious-Disease-Outbreaks/PEP20-01-01-006>

Managing Anxiety in an Anxiety Provoking Situation (English)

<https://omh.ny.gov/omhweb/guidance/covid-19-managing-stress-anxiety.pdf>

Calm and Take a Deep Breath Meditation

[https://www.calm.com/blog/take-a-deep-breath?utm\\_source=lifecycle&utm\\_medium=email&utm\\_campaign=difficult\\_times\\_subs\\_031720](https://www.calm.com/blog/take-a-deep-breath?utm_source=lifecycle&utm_medium=email&utm_campaign=difficult_times_subs_031720)

Resource for Parents During Coronavirus

<https://nyssswa.org/resources-for-parents-during-coronavirus/>

Positive Psychology Grades 9-12

<https://positivepsychology.com/category/resilience/>

Parent Tool Kit Grades K-12

<https://www.parenttoolkit.com/topics/social-and-emotional>

Tips for Talking to Your Child about Coronavirus

<https://childmind.org/article/talking-to-kids-about-the-coronavirus/>

### **Contact Numbers for Support**

Mental Health Association of Nassau County: 516-489-0100 ext. 1

New York State COVID-19 Emotional Support Line: 844-863-9314

Long Island Crisis Center: 516-679-1111

Psychological Services Long Island: 516-818-8383

March 30, 2020

Dear Port Washington Elementary Students and Families:

As adults, we often wrestle with our balance between work and family and between our duties and our mental and physical well being. Certainly, the closing of schools and business due to the dangers of the coronavirus, and the reality of both children and parents doing work from home, has further challenged those balances.

After a week of focusing on connecting both teachers and students in remote ways and of mostly review and practice opportunities for those students, we are ready to begin the next phase of education. Whether you call it distance learning, virtual instruction, e-learning, or some other term, this phase will include the two elements that make teaching the art that it is—the presentation of new material and personal interaction between the teacher and the student.

Working with all of the Port Washington educators, I have prepared a brief outline here, in a Q & A format, of what you can expect in grades K-5 beginning on **Wednesday, April 1**. Your individual classroom teacher will provide more specifics next week through the virtual platform connections they have already created with your home.

- *What will change on April 1?*

You can expect that there will be two lessons weekly that include direct virtual instruction from your classroom teacher: 15-20 minutes each for grades K-2 and 20-25 minutes each for grades 3-5.

- *What will direct virtual instruction look like?*

The instruction will include a combination of synchronous (live/real time) and/or asynchronous (recorded or voice only) teaching. Either way, opportunities for interaction (such as answering student questions, giving feedback on work, or just “checking in”) between teacher and student will be provided by each teacher.

- *What about “special” area instruction?*

Music, art, physical education, and library teachers will also be providing direct virtual instruction at each grade level. Because they serve much larger numbers of students (over 500 in some cases), you can expect direct virtual instruction once every week or two. Again, special area teachers will provide specifics to you next week.



- *How will support staff and mandated services be provided?*

As with special area teachers, speech & language, math resource, resource room, reading, PEP, and ENL teachers will be providing direct virtual teaching lessons on a regular basis, but that will vary by individual student need. These teachers will also be in touch next week in order to set clear expectations for interaction.

- *How will teachers have these lessons ready beginning next week?*

Teachers will be receiving ongoing training in direct virtual instruction. We ask for your patience while some of our teachers learn new technologies and platforms.

- *What will all this look like at home?*

It is important to keep in mind that one hour of instruction a day is the New York State Department of Education's guideline for homebound students at the elementary level. Requiring excessive screen time from students, especially given the sharing of space, hardware, and bandwidth in many households, is not the objective. A balance of direct virtual instruction, independent work, reading, interaction with the teacher, and wellness activities that include plenty of play, is the objective.

- *What about grading?*

Students should do work as required to the best of their abilities and circumstances and make their best effort. As you may know, all New York State 3-8 tests have been canceled for this year. Discussions about performance summaries and end of year student assessments are continuing.

- *When do we begin?*

Wednesday, April 1! Classroom teachers will provide at least one direct virtual lesson on April 1, 2, or 3 and another on either April 6,7, or 8<sup>th</sup>. Twice weekly direct virtual instruction will begin after the spring recess on April 20<sup>th</sup>.

While we look forward to the reopening of our schools, and the marvelous personal chemistry that only face to face teaching can provide, we continue to do our very best to refine and improve our home/school connections and our opportunities for learning from a distance. Please don't hesitate to contact your school principal or me if you have any questions or concerns. Stay healthy and be well.

Very truly yours,

---

Elementary Principal

Michael Hynes, Ed. D.  
Superintendent