

## PS/MS 95 Expectations for Remote Learning in Response to COVID-19

Effective Monday, March 23, 2020 our school will provide continuity of learning to our students using Google Classroom as the main vehicle to engage students and families alike. Remote learning is to take place Monday through Friday. This is unfamiliar territory for all of us; however, the administration is confident that our collective devotion to transform our students' lives for the better will guide each of us in making day-to-day decisions to benefit the social emotional and academic growth of our students.

In keeping with NYC DOE Guidance for Remote Learning, here are a delineation of roles and responsibilities:

### Supervision and Administration

- School supervisors and administrators will be available Monday through Friday to provide guidance and support via e-mail, Google Meet and/or Microsoft Teams.

### Teacher

- Is expected to fulfill their daily teaching responsibilities within the contractual workday.
- Is responsible to communicate clear learning expectations to students and families about the daily/weekly instructional goals and assessments.
- Is expected to be available to answer students' questions/comments in real time within contractual workday.
- Is expected to collaborate with other colleagues and instructional coaches whenever necessary.
- Is expected to monitor student's work on i-Ready and make sure every student is meeting the 45-minute weekly expectation; and assign appropriate lessons.
- Is expected to grade student assignments and assessments. Maintain OTUS grade book and communicate with families about student progress as necessary via e-mail or phone.
- Is expected to notify parents and administration of students who are not logging on during real time sessions and not completing assigned work.
- Is expected to use club period on Fridays to provide social emotional support for students -- open discussion on social issues or open forum to share-out emotions/feelings.
- (For the Middle School) Is expected to use the Dream Yard periods for open discussion on social issues (grade level and age appropriate).
- Is expected to conduct all IEP related work –e.g. annual reviews as needed and be available to participate in remote IEP meetings via teleconferencing and/or Microsoft Teams as needed.
- Is expected to provide necessary support for our SWD and ESL/ENL students.
- Is expected to work with IEP Team (SBST) to provide information/reports for education plans.
- Is expected to archive lessons and related instructional learning tasks/activities for students to access at a later time.
- Is expected to check DOE emails routinely.

### Co-Teacher

- Must follow all stipulations under "Teacher."
- Must plan appropriately and together to address the needs of all students in their class.
- Must maintain on-going communication with other colleagues who serve the same students – paraprofessionals, related service providers and more.
- Must participate in remote IEP meetings as necessary.

### Paraprofessional

- Is expected to fulfill their daily teaching responsibilities within the contractual workday.
- Is expected to support teacher and students during remote learning.
- Is expected to support students and families as determined by the classroom teacher and/or school leadership.
- Is expected to participate in remote meetings via Google Meet or Microsoft Teams whenever necessary.

### **School Counselor/Social Worker**

- Is expected in conjunction with school leadership to create a protocol on how staff, students, and families can reach you via e-mail, phone and/or google classroom platform.
- Is expected to contact students and families as necessary.
- Is expected to document (i.e., a daily log) to document all outreach to students and families.
- Is expected to post video/audio tips on various social emotional issues on Google classroom for students and families.
- Is expected to work collaboratively with administrators to establish the best way to use Google classroom to provide mandated counseling services to students.

### **Related Service Provider**

- Is expected to provide appropriate tele-therapy services in conjunction with school's instruction plan
- Is expected to review all mandates in your caseload to decide the best appropriate manner to deliver tele-therapy services to your students starting on Monday, March 23, 2020 until further notice. Reference the Special Education Office's general guidance to DOE providers.
- Is expected in cases where opportunity for appropriate tele-therapy is limited, at the minimum must provide a weekly tele-therapy consultation with the student and their caregiver to provide support and guidance related to appropriate therapeutic activities
- Is expected to make initial contact with each student's caregiver (i.e., caseload) using a script provided the Special Education Office to obtain oral consent for tele-therapy using a standard form. Therapists must upload the completed consent form to the student's record in SESIS
- Is expected to use current school schedule as a starting point to schedule tele-therapy. In the absence of tele-therapy sessions, you must ensure that there is at least one touch point per week for each student in your caseload
- Is expected to share individual student's schedule with school leadership, student's family, and related service supervisor and initiate service as per schedule. Related service provider supervisor will check in with therapists periodically, and may participate in and observe tele-therapy sessions
- Is expected to document all tele-therapy sessions in SESIS and code the location of each session accordingly. Reference guidance to code location of sessions.
- Is expected to work with IEP Team (SBST) to provide information/reports for education plans.

### **School Psychologist Responsibilities**

- Is expected to conduct IEP meetings remotely with pertinent documentation. Notice of meeting, evaluations can be provided/submitted to families electronically
- Is expected to review the status of Turning 5 caseload; complete all outstanding reports and IEPs that are pending finalization; schedule all cases ready for an IEP meeting for remote/teleconferencing meetings
- Is expected to review open initial referral and reevaluation caseload; obtain outstanding reports from any external stakeholders via e-mail communication; identify cases for which parents have provided or will provide evaluations; complete all IEPs that have been conferenced and are pending finalization
- Is expected to provide related materials/assessments to be considered to all participants electronically prior to the actual meeting
- Is expected to collaborate with school administration to ensure the participation of all IEP team members. Reference SOPM for guidance
- Is expected to follow school's protocol on referral. Upon receipt of referral is must be reviewed to determine what level/type of assessment is needed and consider remote assessment and non-face to face assessments as per USDOE guidelines through contract agencies if and when necessary
- Is expected to develop a plan to engage in remote intervention and prevention initiatives for students at risk of referral to special education
- Is expected to monitor e-mail or other agreed-upon communication daily (Monday thru Friday during contractual work hours) for messages from families, supervisors, and school leadership and respond to messages in a timely fashion

### **School Based Support Team (SBST) Social Worker Responsibilities**

- Is expected to support the successful implementation of remote IEP meetings.
- Is expected to familiarize parents with the remote process during the DOE school closure and support parents with the use of technological/online services.
- Is expected to schedule and conduct 'Social Histories' and participate in outreach for scheduling IEP meetings.
- Is expected to conduct adaptive scales/rating scales and parent and teacher interviews over the phone and using Google Classroom or Microsoft teams --- invite related school supervisor on the platform.
- Is expected to review the Home Language Identification Survey (HLIS) to verify the language spoken at home; confirm parents' preferred language and mode of communication; inform parents in their preferred language of the parent's right to have a trained interpreter at meetings, if necessary, and of the right to request evaluation reports and the student's IEP translated into the preferred language.
- Is expected to confirm that parents have received a copy of the Procedural Safeguards Notice and inform parents of their due process rights.
- Is expected to ensure parents have access to the Family Guide to Special Education Services for School-Age Children in their preferred language.
- Is expected to develop a plan to engage in remote intervention/prevention initiatives for students at risk of referral to special education.
- Is expected to serve as a point of contact for administrative and logistical questions from families.
- Is expected to monitor e-mail or other agreed-upon communication daily (Monday thru Friday during contractual work hours) for messages from families, supervisors, and school leadership and respond to messages in a timely fashion.

### **Family Worker - SBST/IEP Team**

- Is expected to support the school psychologist and social worker.
- Is expected to make parent and staff outreach as necessary via agreed upon communication devices.
- Is expected to check NYC DOE e-mail daily.

### **Parent Coordinator/Community Coordinator**

- Is expected to monitor e-mail or other agreed-upon communication daily (Monday thru Friday during contractual work hours) for messages from families, supervisors, and school leadership and respond to messages in a timely fashion.
- Is expected to do the following: phone conferencing, video conferencing and/or live chat with families using Google Classroom, Microsoft Teams and/or other related communication devices whenever necessary.
- Is expected to maintain daily communication with teachers on students' progress in order to provide families with up-to-date student progress report.

### **Payroll Secretary**

- Is expected to monitor daily staff and faculty time and attendance.
- Is expected to process payroll as per NYC DOE guidelines.
- Is expected to maintain accurate recordkeeping on all activities related to employees' attendance, leave, retirement and others.
- Is expected to communicate payroll updates and/ or individual issues with employees via NYC DOE e-mail or phone.

### **Pupil Personnel Secretary**

- Is expected to manage all pupil related matters.
- Is expected to communicate with families using agreed-upon communication devices to update them on their child's attendance.
- Is expected to maintain accurate recordkeeping pertaining daily attendance.
- Is expected to monitor 'MySchools' portal for up-to-date information.
- Is expected to access ATS and all other related platforms daily.
- Is expected to communicate any student attendance related changes to school administrators, teachers and guidance counselors/social workers, parent coordinator/community coordinator via e-mail.

### Dean – Safety & Discipline

- Is expected to check in on grade 6-8 students identified as in crisis on Google classrooms
- Is expected to reach out to families via phone and/or e-mail to provide updates on students' activities during real time class sessions on Google classroom.
- Is expected to post motivation/advice videos (grade level and age appropriate) on Google classroom for students to view periodically.
- Is expected to keep a daily log of activities.

### Instructional Coach

- Is expected to continue supporting teachers as needed. Mode of communication must agree upon by teacher and coach.
- Is expected to facilitate support team meetings via Google Meet or Microsoft Teams whenever necessary.
- Is expected to continue supporting/mentoring new teachers via e-mail, Google Meet or Microsoft Teams

### School Aide

- Is expected to follow NYC DOE guidelines.
- Is expected to check NYC DOE e-mail daily.

### Time and Attendance --- Staff & Faculty

- Is expected to check-in (morning as it relates to start work time) and checkout (as it relates to end work time) on Remote Learning Google classroom (**class Code: c2g4ns6**) to record daily attendance.
- Is expected to report their absence via NYC DOE e-mail to the principal and copy Ms. Torres (payroll secretary), Ms. Ginel (secretary), and grade level supervisor on the email.
- Is expected to e-mail a request for a personal day or fractional absence to the principal at least two business days prior to the requested date.

### Student and Families Responsibilities

- Students are expected to follow their regular assigned class schedule for remote learning.
- Students are expected to participate in instructional sessions, discussions, and other communication mechanisms (live chat).
- Students are expected to review teacher feedback and complete any follow-up activities as assigned by the subject teacher.
- Students and their families are expected to proactively notify their teacher or the grade level supervisor with any concerns about progress or additional support needed.
- Families are expected to establish routines and habits to support their child's success during remote learning time.
- Families must ensure that students are adhering to the school's contract for appropriate behavior on web-enabled devices.

### IT Support

- Mr. Pansy is the primary point person for Google Classroom
- The following are colleagues that are willing to support:

- Ms. Barelli
- Mr. Merchant
- Mr. Merchant

- Here are the names of colleagues who are 'Advanced' level in the use of Google Classroom

Ms. Angiolillo  
Ms. Austin  
Ms. Carsioni  
Mr. McMahon  
Mr. Menendez  
Mr. Merchant

Ms. Provenzano  
Ms. Rice  
Ms. Rodriguez  
Ms. Smith  
Ms. St. Louis