

Socially Distanced In-person Model for Elementary Students

The Pittsford Central School District believes strongly in the importance of having our elementary age students in school every day so that they have the opportunity to learn from, and engage with, teachers and peers to greatest extent possible. However, in order to comply with social distancing guidelines, necessary changes will be made to the structure of the elementary program.

Schedule and Structure

All elementary students, grades K-5, will attend school every day, Monday through Friday, each week. Monday, Tuesday, Thursday, and Friday will be a full day. Wednesday will be an early dismissal day for students in order to allow time for teachers and support staff members to have the collaborative planning time necessary to support instruction in the social distanced model. Students will be provided with a simple, asynchronous learning activity to complete on Wednesday afternoons to give them practice with that experience.

The square footage of each classroom has been used to determine how many students each room can accommodate, providing for the recommended six feet of social distancing. In order to accommodate all students being in the building a variety of spaces beyond typical classrooms, will be utilized. These spaces may include rooms that are typically reserved for art, music, and science instruction, libraries, computer labs, gymnasiums, auditoriums, and/or cafeterias. All available staff members are being deployed to assist classroom teachers in supervising and supporting learning throughout the day. A modified schedule of special area instruction (art, music, physical education, library, and 4/5 science) will be provided to students on a rotating basis.

Attendance and Accountability

As always, daily attendance and engagement in the learning process is expected. Students learn best when they are in school, benefiting from the interaction with teachers, peers, and other supportive adults.

Special Education/English as a New Language/Reading Resource/other support services

Services that a student qualifies for and receives through the school district will continue to be provided to the best of our ability. Learning specialists, related services providers, and ESOL teachers will continue to provide mandated services as indicated on a students' individual learning plan. Due to staffing and scheduling constraints, the delivery of some non-mandated services, including reading resource, math lab, and Instructional Challenge services, will need to be adjusted in terms of frequency, time and intensity.

Curriculum, Assessment, and Grading

Teams of teachers have been working together since late last spring to identify and plan for the learning gaps that can be expected as a result of last year's emergency COVID-remote instruction. Curriculum will be adjusted, as necessary, to allow for additional time to fill those gaps while still providing students with an engaging and rigorous experience with their current grade level curriculum. Using information gathered from the use of frequent, informal pre-assessments, teachers will be able to target areas needing additional whole group, small group, or individual remediation. Formative feedback strategies

will be used, as always, to assist students in making progress towards their learning targets. Students will continue to receive a report card that will reflect their continued progress towards meeting grade level standards and expectations.

Addressing Social Emotional/Mental Health needs during remote learning

As a district, Pittsford acknowledges the correlation between academic learning and the social emotional and mental health of our students. We recognize that if students are not feeling safe and secure - physically, socially, and emotionally - they cannot optimize their learning. Therefore, we remain committed to attending to the social emotional and mental health needs of our students under all learning circumstances.

As always, classroom teachers will prioritize maintaining a positive, supportive, and respectful classroom community. Time will be allocated for teachers to facilitate class meetings and community circles. Administrators and all members of our mental health staff (counselors, social workers, school psychologists, school nurses, and behavior specialists) will continue to support individual students, teachers, and families as we navigate the challenges presented by the coming school year.

Technology Platforms

The following technology platforms have been selected as the primary tools for teachers to use to deliver remote learning plans to students:

Kindergarten – 3rd grade: Seesaw for Schools

Grades 4 – 12: Microsoft Office 365 Teams

These platforms will provide for a consistent communication and delivery method of remote learning materials, as well as a vehicle for collaboration between and among students and teachers.

Teachers will introduce students to the use of the technology at the start of the school year, and will integrate Seesaw/Teams as a regular part of their instruction throughout the year. This will ensure that students are comfortable with, and adept at using, these tools if and when we need to pivot to remote learning. In the event of another mandated school closure, synchronous learning experiences at all grade levels will run through either Zoom or Microsoft Teams.

Parent education on the use of our identified technology platforms will also be provided through the use of written documentation and access to parent training videos on the District's website.