

Garden City Public Schools
Remote Schedule for Snow Day



Primary

2–30-minute periods (1 ELA and 1 Math)

ELA 8:30 am (Take attendance)

Math 9:15 am

Asynchronous work assigned by classroom teacher

Specials: optional for students Art lesson all K, Music lesson all grade 1, PE lesson all K, PE lesson all grade 1

Elementary

Classroom teachers will inform parents via Parent Square as to the start time of the ELA and Math sessions.

2 -40-minute periods (1 ELA and 1 Math) (Take attendance at first session)

- 15-minute mini lesson time
- 20-minute independent/group work time (teacher remains virtually available, can visit zoom rooms, available for questions etc.)
- 5-minute closure

Asynchronous work assigned by classroom teacher

Specials: optional for students Art lesson grade 2, Music lesson grade 3, PE lesson grades 4 and 5

Secondary

- All teachers post asynchronous work by 8:30am
- Teachers conduct online office hours for two periods of the day based on an administratively created schedule (Take attendance)

Period	Dept
1	Special Education
2	Math/English
3	Science/Social Studies
4	Art/Music/PE
5	World Language
6	Math/English
7	Science/Social Studies
8	Art/Music/PE
9	Special Education/World Language

- In sum, all teachers are remotely (and synchronously) available to support learning on the asynchronous assignments for two periods each day
- Any student could access some/all of his/her teachers in a full day of remote learning, if they were so inclined

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION

School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability, when providing virtual instruction.

Special education teachers who provide direct/indirect consultant services will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day.

Special education teachers who teach resource room, self-contained special classes either content specific or specialized programs, should follow the same guidance and expectations as classroom teachers in regards to pedagogy, content, class meetings, and flexibility.

Teaching assistants are available for instructional support by way of participating in class meetings, keeping up on classroom assignments and expectations, and serving as additional academic support.

Related service providers are to provide "tele-therapy" services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility and they will use the students' IEPs to determine an appropriate/reasonable level of communication and support.

Documentation Requirements: Special education personnel are expected to document all supports and services provided to students during this time. Document the manner, means, duration of time, follow up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students' IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible to hold any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.