

Seymour High School



9-12 Digital Learning Plan Information for Students & Parents

The following remote learning plan is a work in progress. We anticipate that we will have a slow start next week as teachers and students become accustomed to this new learning environment. Collectively, as we grow and further develop our online teaching/learning skills our output and efficiency will improve. We ask that everybody be patient as we work together to provide the best education possible.

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District Plan for Digital Learning:

We want all to know, that Seymour Public Schools recognizes this is a concerning time for all and that no digital plan will ever replace your child's teacher. However, we have to move forward the best way that we can so that our students can continue to learn and grow. This being the case, it is not our intention for our students to be staring at a computer screen for 7-8 hours a day. Our students in grades K-12 should have approximately four hours of work each school day in order to keep them focused and to continue their learning the best way possible. All Principals, teachers, and staff will periodically check in to assess and receive feedback about what you may be seeing at home and what may need to be adjusted. We want to thank you in advance for your patience and partnership! While this may change when we receive further guidance from the Commissioner of Education, here is the plan that we will use.

1. The student day would be a shortened day, however, staff would be working a full day to support student distance learning. The student day would be planned for approximately:
 - a. Up to 4 hours per day for Kindergarten to Grade 12. Our learning goals will focus on the application of critical skills and core content objectives. The activity will also be designed to maximize the likelihood that students can complete the activity with independence as this will minimize the number of challenges for parents during this emergency period. This will also promote students being self-directed learners, which is an important 21st-century skill. However, our teachers and staff will be available from 8:00 am – 2:00 pm to respond to student or parent questions that arise.
2. The implementation of this plan signifies a significant emergency. Please note that during this time of remote learning, students will be expected to be actively engaged in school work during the school day which will occur between the hours of 8:00 am - 2:00 pm. During this time, teachers will be active in the Google classrooms to assign tasks, communicate with students, and monitor student learning. Teachers will be available on a daily basis to assist students in their learning as well as communicate to families.
3. In terms of a Schedule: teachers would plan to teach their classes normally scheduled for the Rotation Day A-D. Students should check Google Classrooms to receive assignments, participate in online discussions, and assessments. Some of the learning may be synchronous where students and teachers are working together and interacting in a digital space in real-time. Students will also be expected to participate in asynchronous learning activities as well which occurs when teachers post instruction and learning materials online and students engage in class materials and complete work at their own pace and on their own timeframe

Classroom Teachers will:

- Post assignments and activities to Google Classroom or other acceptable learning platforms.
- Design and provide access to meaningful instruction based on the course curriculum.

- Assignments may include, but are not limited to, mini-lessons, readings, discussion board activities, Google Docs, PDFs/handouts, and classroom meetings using Google Hangouts/Google Meet
- Be available during the day from 8 am to 2 pm or during voluntary teacher scheduled office hours to respond and communicate with students for the purpose of clarifying, providing student feedback, and instructional support. If unable to do so, teachers will provide an alternate opportunity for an equal duration of time. Teachers may consider establishing regular online office hours for parent and student communication.
- Monitor student progress and provide feedback.
- Grade student work and post grades to PowerSchool.
- Record student attendance (see attendance guidelines below).
- Support all students' learning needs in consultation with support staff, program managers, guidance counselors, and administrators.

Special Education Teachers and Certified Support

Staff will:

- Maintain IEPs and communicate directly with families as needed.
- Communicate regularly with school personnel to support learners.
- Keep up to date with goals and data collection to complete progress reports.
- In collaboration with general education teachers modify assignments as needed per IEPs.
- Create and maintain Google Classrooms with assignments specific to goals/objectives for resource rooms and BASIC classes, Resource reading, resource math, and functional skills.
- Certified Support Staff
 - Counseling: conduct individual sessions on the phone with students and follow up with activities through Google Classroom

Parents will:

- Develop a realistic, yet flexible, schedule for completion of school work.
- Create a dedicated school workspace.
- Assist with technical issues to ensure online activities can be accessed.
- Support at home learning as much as possible.
- Understand that taking pictures of or recording online classroom activity is not permissible. The classroom is a private place which should not be recorded. Any recording visually or auditorily may infringe on the privacy of both teacher and students.
- Regularly check email and Google Classroom in order to receive important updates.
- Monitor the completion of work through Google Classroom.
- Communicate to your child that work assigned by teachers is not optional; the expectation is that assigned work will be completed.

- Contact classroom teachers, guidance counselors, Special Education teachers, and administrators when you or your child is in need of assistance.

Successful implementation of the Interim Learning Plan will depend greatly upon parent support and engagement, regardless of the age of the students. While parents will not be expected to take the place of the teacher, it is critical that parents consistently remind students that the learning which takes place at home is as important as the learning that takes place in the classroom. We need your partnership in order to effectively provide instruction during any prolonged absence.

Communicating With Your Teacher

If you have a question about an assignment or need to communicate with a teacher regarding any aspect of the Interim Learning Plan, use Google Classroom or the teacher’s district email listed below.

Teacher	Email Address	Teacher	Email Address
Aldrich Jr., Allen	AAldrich@seymourschools.org	Leonhardt, Joanna	jleonhardt@seymourschools.org
Anelli, Melissa	MAnelly@seymourschools.org	Marinuzzi, Cassandra	cmarinuzzi@seymourschools.org
Avena, Michael	mavena@seymourschools.org	McCasland, John	JoMcCasland@seymourschools.org
Baldarelli, Deborah	DBaldarelli@seymourschools.org	Monaco, Jennifer	JMonaco@seymourschools.org
Brown, Heather	HBrown@seymourschools.org	Morgatto, Sara	SMorgatto@seymourschools.org
Buchta, Lauren	lbuchta@seymourschools.org	O'Connor, Paul	PO'Connor@seymourschools.org
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Casasola-Morales, Alexander	acasasola-morales@seymourschools.org	Papa-Zinko, Kathleen	KPapa-Zinko@seymourschools.org
Catanese, Michael	mcatanese@seymourschools.org	Pawluk, Aaron	APawluk@seymourschools.org

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Cleveland, Meaghan	mcleveland@seymourschools.org	Pinho, Michelle A	mpinho@seymourschools.org
Corbett, Emily	ecorbett@seymourschools.org	Pray, Michele	MPray@seymourschools.org
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DiRoma, Jessica	jdiroma@seymourschools.org	Shelinsky, Stephanie	sshelinsky@seymourschools.org
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Driscoll, Amber	adriscoll@seymourschools.org	Spagnuolo, Kimberly	kspagnuolo@seymourschools.org
Dyer, Danielle	ddyer@seymourschools.org	Spath, Greg	G_Spath@seymourschools.org
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FitzGerald, John F.	jfitzgerald@seymourschools.org	Sweeney, Caroline	CSweeney@seymourschools.org
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Gilbert, Jeffrey	jgilbert@seymourschools.org	Verchili, Laura	lverchili@seymourschools.org

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Lennon, Tom	TLennon@seymourschools.org	Zeppetello, Kurt	KZeppetello@seymourschools.org

Attendance

Teachers

- Attendance in the Interim Learning Plan is defined as “working on or completing assigned material”. If students do not complete the assigned learning task within the allotted time, they will be marked absent from the class.
- Learning tasks include, but not limited to:
 - Google check-in forms
 - Assignments due on that day
 - Questions to answer on Google Classroom
 - Participation in an online discussion
 - Google Form requesting receipt of assignment or instructions
 - Class participation during the scheduled class time
- The names of students who have not participated in the provided educational program should be communicated to the administration and their school counselor.

Parents

- A student is defined as absent if the student fails to work on or complete the teacher’s assignments in the allotted time.
- Parents do not need to call if their child is unavailable for the designated class time, as long as the student completes the assignment.

School Counselors and or Social Workers

- Communicate with the families of the students who have not participated in **three** or more assignments.

What Happens During School Day?

- Teachers will be designing a maximum of 3-4 hours of work for each class **weekly**.
 - Work, as determined by the teachers, may include synchronous activities (done at the

time of class) as well as asynchronous (done on their own time) to add up to 3-4 hours per week for each class.

- Teachers may choose to post each time a class meets or post materials in advance as long as directions and due dates are clearly given.
- Teachers will be available from 8 am to 2 pm which is when students can reasonably expect teachers to be available to answer questions and provide feedback on class assignments.
- Students must communicate with their teachers if there are circumstances that limit their ability to be on the computer during the school day or to complete work on time.

Assessments

- Grades from assessments will be entered into Powerschool.
- Students will be asked to demonstrate what they have learned through a variety of activities.
- Assessments may include the use and application of outside resources (internet, notes, collaboration with peers), since these will likely be available to students as assessments are assigned and completed.
- Performance-based assessments that ask students to demonstrate higher-order thinking skills and an application of knowledge are encouraged.
- Individual and group assessments can be expected.

Student and Teacher Support - Seymour High School

- All school personnel are available to both students and teachers for support and guidance. Please contact staff using their @seymourschools.org email
 - Administration:
 - Principal: [Mr. Freund](#)
 - Assistant Principals:
 - [Mr. Lucke](#)
 - [Mr. DiStasi](#)
 - School Counselors:
 - [Mrs. Anelli](#) Department Chair, Grades 10-12, R-Z
 - [Mrs. Buchta](#) Grade 10 and 11 A-G, Grade 12 A-D
 - [Mrs. Cardona](#) Grade 10 and 11 H-R, Grade 12 G-Q
 - [Mrs. Esteves-Pinho](#) Grade 9 A-Z, Grade 12 E-F
 - Psychologists: [Dr. Morgatto](#)
 - Social Workers: [Mrs. Corbett](#) and [Mrs. Davis](#)