



# Red Hook Central School District

## Remote Learning Plan\*

### Overview

### August 2020

**\*This plan outlines the Academic Program if the Red Hook CSD begins the 2020-2021 school year with a Remote-Only Plan due to an Executive Order or if the Superintendent determines that schools cannot open due to a safety concern.**

**\*\*This is also not the hybrid-instruction-to-remote-instruction plan triggered by a short-term closure; nor is it the parental choice opt-out remote plan. Those plans will be forthcoming later in August.\*\***

## **Mission Statement**

The Mission of the Red Hook Central School District shall be to develop in its students the knowledge, intellectual integrity, and social consciousness to prepare them to accept the obligations and opportunities found in a complex society. The District seeks to provide a challenging educational environment that fosters and rewards the values of respect, responsibility, honesty, integrity, and community service in all its members.

## **Remote Learning Plan - Overview**

This plan describes the Remote Learning Plan if the Red Hook Central School District **begins** the 2020-2021 academic school year with **all** students in a remote learning model due to an Executive Order from the Governor or if the Superintendent believes that school should begin in a full remote learning model due to a safety concern.

This document provides our school community with information aligned with our guidelines for supporting students and their families during this period of remote learning. All Red Hook Central School District faculty and administrators are committed to providing support and guidance for students and their families.

During the latter part of 2019-2020, our faculty and administrators worked collaboratively to develop a remote learning program that met the needs of our students. This was a challenging and enormous task which required a high level of professionalism from our faculty and staff. Since that time, we have continued to develop our teaching and learning toolkit to support innovative and engaging lesson development to meet the needs of all learners.

We continue to face an incredibly challenging situation. We know that everyone is working to their best potential to make this a successful experience for our students. Remote teaching is challenging work as is remote learning. Students will be expected to participate in all lessons and to complete assignments in a timely fashion. We appreciate your patience and understanding as a necessary part of this process. We thank you for that.

## **District Contact List**

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## **Instructional Expectations**

### **Elementary Grades K-5**

Google Classroom will be the platform of choice for all K-5 students.

- Daily lessons, assignments, projects, assessments for learning (not cumulative), etc., will be posted no later than 8:00 a.m. each morning, Monday-Friday.
- The daily schedule will run from 8:00am to 11:00am each day. Learning will include a combination of synchronous and asynchronous opportunities each day. Students are encouraged to follow the schedule. Those students who cannot attend at that time will have the option of accessing synchronous recordings and lessons throughout the day.

### **Sample Schedule:**

|             | <b>MONDAY</b>          | <b>TUESDAY</b>        | <b>WEDNESDAY</b>       | <b>THURSDAY</b>       | <b>FRIDAY</b>          |
|-------------|------------------------|-----------------------|------------------------|-----------------------|------------------------|
| <b>8:00</b> | Morning Meeting (Live) | Morning Meeting (Rcd) | Morning Meeting (Live) | Morning Meeting (Rcd) | Morning Meeting (Live) |

|              |                |                |                       |                |              |
|--------------|----------------|----------------|-----------------------|----------------|--------------|
|              |                |                |                       |                |              |
| <b>8:30</b>  | Math (Live)    | Math (Rcd)     | Genius Hour           | Math (Rcd)     | Math (Live)  |
| <b>9:00</b>  | <b>BREAK</b>   | <b>BREAK</b>   | <b>BREAK</b>          | <b>BREAK</b>   | <b>BREAK</b> |
| <b>9:15</b>  | PE             | Art            | PE                    | Music          | Garden       |
| <b>9:45</b>  | Writing        | Writing (Live) | Phonics               | Writing (Live) | Genius Hour  |
| <b>10:15</b> | Phonics        | Reading (Live) | Reading               | Phonics (Live) | Genius Hour  |
| <b>10:45</b> | Science (Live) | Science        | Social Studies (Live) | Social Studies | Library      |

- Teachers will provide synchronous learning in each subject two to three times per week including morning meeting.
- Teachers will provide weekly lessons in reading, writing, math, science and social studies.
- Music, Art, Physical Education and Library will provide a lesson to every class each week.
- Teachers will be available during scheduled office hours at a minimum of 2 hours per day. Schedule will be provided by each teacher to families at the start of virtual learning.

### Grading

- Students will be assessed in their core subject areas using a 1-4 scale.
- Student grading will include a combination of participation and performance.

### Suggestions for Parents

- Develop an at-home work schedule that provides consistency and supports your child’s learning needs.
- Frequent breaks are a good idea.
- Students should not be working on their assignments all day; the schedule allows for breaks.
- If possible, set aside a quiet area in your home that your children use as their workspace. This may be a desk area in a common room or another office area.
- Find time each day to be active, preferably outside, if possible.
- Find time to relax and provide self-care for each member of your family. These are stressful times, so take care of yourself and each other.

## Middle Level Grades 6-8

### LAMS Remote Daily Schedule

| Time           | Period |
|----------------|--------|
| 8:00-8:30 am   | 1      |
| 8:40-9:10 am   | 2      |
| 9:20-9:50 am   | 3      |
| 10:00-10:30 am | 4      |

|                |              |
|----------------|--------------|
| 10:40-11:10 am | 5            |
| 11:20-11:50 am | 6            |
| 12:00-12:30 pm | 7            |
| 12:40-1:10 pm  | 8            |
| 1:20-1:50 pm   | 9            |
| 1:50 –2:40 pm  | Office Hours |

- Microsoft Teams will be the platform of choice for all 6-8 classes.
- Students will follow their individual 9-period daily schedule.
- Class periods will be 30 minutes in length with 10 minutes between each period.
- Teachers will provide daily lessons in all subject areas as per their assigned teaching load.
- Asynchronous videos, assignments, projects, assessments (etc.) for daily learning should be posted by 8:00 a.m. each morning, Monday-Friday.
- Synchronous instruction should be provided at minimum twice per week via Zoom or Teams.
- Synchronous lessons should be recorded for later viewing by students as needed.
- Office hours will occur daily for all teachers from 1:50 p.m. - 2:40 p.m.
- All lessons will include relevant resources, assignments and due dates, which will be posted in Teams (by teacher name/subject/class) by the teacher.
- Lessons will reflect relevant standards for each course and designed to reflect new learning for students.
- At LAMS, special area teachers will follow their regular class schedule and will be encouraged to utilize project-based learning when possible and appropriate.

### **Grading**

- Participation will account for 25% of each marking period.
- The remaining 75% will be determined by student performance on remaining class assignments and assessments.
- During remote learning, there is no specific grading/weighting for homework.
- If a student does not complete any assignments or engage in any work on a long-term assignment during a given week, the teacher will contact the parents to establish communication about student progress.

### **Attendance**

- Student attendance will contribute to a participation grade for a percentage of each marking period grade (25%).
- Attendance will be taken for each synchronous meeting.
- Multiple measures will be utilized to determine a student's presence.
  - Live participation in a synchronous meeting.
  - Engagement in assignments either assigned and due that day or demonstration of progress on long-term assignments on the attendance day.

- If a student's schedule conflicts with family issues, unable to attend remote class, parents should contact counselor to review whether a schedule change should occur and make that change if necessary.

## High School Grades 9-12

Microsoft Teams will be the platform of choice for all 9-12 students.

- Students will follow their individual daily schedule.

| Time           | Period       |
|----------------|--------------|
| 8:00-8:30 am   | 1            |
| 8:40-9:10 am   | 2            |
| 9:20-9:50 am   | 3            |
| 10:00-10:30 am | 4            |
| 10:40-11:10 am | 5            |
| 11:20-11:50 am | 6            |
| 12:00-12:30 pm | 7            |
| 12:40-1:10 pm  | 8            |
| 1:20-1:50 pm   | 9            |
| 2:00-2:40      | Office Hours |

- Teachers will provide asynchronous and synchronous lessons as per their assigned teaching load daily.
- Synchronous lessons will be presented via the following schedule:
  - Humanities (ELA, Social Studies, Music, World Languages) on Mondays and Wednesdays
  - STEAM (Science, Technology, Art and Mathematics, Family and Consumer Science) on Tuesdays and Thursdays
  - Fridays will be utilized by students and teachers as “office hours” per student need as they work on independent or group projects.
- Teachers will commit to providing assignments that foster student choice, critical thinking and creativity.
- All lessons will include relevant resources, assignments and due dates, and will be posted in Teams by subject/class by the teacher by 8 am each day as necessary. Due dates will be limited to school days. Students should make every effort to submit work on time or communicate with the instructor if he or she is concerned about needing more time to complete the assignment. Students and parents should be aware that work submitted late without an acceptable excuse may be penalized.
- Lessons will reflect power standards that allow for accelerated learning for each course and are designed to reflect new learning for students. Lessons may be synchronous or asynchronous. Some lessons may be posted.

- Instructional lessons will include 3 ½ hours of learning daily.
- Teachers will utilize Zoom and/or Team meetings weekly per class discussion.
- Each day of classes will conclude with approximately 40 minutes of office hours per day for students with questions or concerns. Teachers will establish a schedule of office hours which will be a minimum of 2 hours daily. In addition, students and teachers may meet in small groups or in individual meetings as needed, during a common free period for extra help.
- Teachers will commit to establishing and maintaining a supportive connection with every student.
- Teachers will commit to communication with parents using a variety of methods including, but not limited to: email, telephone calls, use of the eSchoolData grade book for parent review on the portal and the interim progress reports. Teachers will communicate with parents, counselors and administrators if students fail to check in for scheduled Zoom lessons or meetings or fail to complete a week's worth of assignments.

### **Grading**

- Participation will account for 25% of each marking period
- The remaining 75% will be determined by student performance on remaining class assessments
- During remote learning, there is no specific grading/weighting for homework
- If a student does not complete any assignments or engage in any work on a long-term assignment during a given week, the teacher will contact the parents to establish communication about student progress.

### **Attendance**

- Student attendance will contribute to a participation grade for a percentage of each marking period grade (25%)
- Attendance will be taken for each synchronous meeting
- Multiple measures will be utilized to determine a student's presence
  - Live participation in a synchronous meeting
  - Engagement in assignments either assigned and due that day or demonstration of progress on long-term assignments on the attendance day
- If a student's schedule conflicts with family issues, unable to attend remote class, parents should contact counselor
- Review whether a schedule change should occur or not
- Make change if necessary
- Participation will be based on attendance and productivity at 25% percentage towards a marking period grade
- Parents should contact the school's attendance officer (Sheila Merrihew) if a student is unable to participate in classes for a day; absences called in will be entered by the attendance office.

- If a student misses three consecutive meetings without contact by parents or student regarding absences, the teacher will contact the parent to establish communication with the parent about the attendance.

## **Special Education**

If we begin the academic school year with a remote only model of instruction due to a school closure by the Governor or NYSED, special education students will follow the same model as their same age peers. Students in 8:1:2, 8:1:1, and 12:1:2 will continue to be instructed by their primary classroom teacher.

Case Managers for all special education students will work with the students' parents to review the IEP for appropriate supports for a remote only model and will request to reconvene the CSE or submit an amendment without a meeting with parental consent to make appropriate changes to the IEP to support the students' needs in the remote only model.

Related Services will be provided via tele-therapy and the therapists will work with parents to determine if tele-therapy is preferred. Parents may ask for activities for students to complete at home in lieu of tele-therapy. The therapists will work with families to determine if tele-therapy is an effective mode of delivering therapy or if in person is a more appropriate method of delivering the service.

## **ENL Education**

Our District is committed to comprehensive, high-quality, and culturally responsive instruction for ENL students. We will provide the required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level. Further, we will maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education. Teachers will contact parents by telephone, text messages, social media, emails and regular mail in their preferred language. We will utilize our in-district staff members to assist with all translations when necessary to support our English Language Learners and their families to clearly communicate expectations and to answer any questions.

## **Technology and Connectivity**

Access to technology is essential for the successful roll-out of this plan. The District has been committed to ongoing planning and implementation of district technologies to ensure equitable access for staff and students. The team has initiated plans that are mindful of student home access to reliable internet and computers.

The district will survey parents and staff to determine the level of access to computing devices and high-speed internet access in their places of residence. Our survey questions will be crafted to



produce useful data regarding the total number of devices available for students to use for remote learning and the specific type of internet access. This survey will be conducted in August to provide us with actionable data prior to the start of the 2020-21 school year.

During the March–June 2020 mandated closure of schools, the district repurposed existing classroom devices for distribution to families who requested a device. We will continue this model of providing devices to students until these resources are exhausted. Additional student-use devices will be purchased to address unmet needs. All faculty members have a school-issued laptop for use both in district and at their place of residence. Families who requested assistance with internet access at home were issued a district-purchased and managed Wi-Fi hotspot. We will continue to address the need for internet access in the same manner for the 2020-21 school year. For those few families who live in areas where cell service is insufficient and the provided Wi-Fi hotspots ineffective, open guest access to our exterior Wi-Fi access points will be made available from all our schools' parking lots.

The District will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the district will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards in remote or blended models through the use of both synchronous (i.e. Google Meet, Microsoft Teams meetings or chat, or Zoom web conferencing) and asynchronous technologies (i.e. Google Classroom or Microsoft Teams). In the event students do not have sufficient access to devices and/or high-speed internet, the district will provide the students with alternate methods to access materials and instruction, i.e. pick up materials at school, drop off materials to students' homes, etc. The District will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.