



We Inspire. We Educate. We Graduate.
All Students. All of the Time

Remote Learning Program

Fall 2020

Remote Learning Summary and Overview

KCSD's Remote Learning Plan was developed based on feedback from families, faculty, and staff. We were also guided by the NYS Department of Health, NYS Department of Education, and the Ulster County Department of Health. The Kingston City School District will follow both an asynchronous and synchronous learning model. Teachers will post lessons and assignments and students will complete those lessons and tasks on the assigned day at their own pace. Teachers will also schedule live lessons and chats/check-ins with students for individualized support.

All modes of instruction will include the presentation of new material and content, the development and reinforcement of skills, and the use of formative and summative assessments, aligned to the New York State Learning Standards, to measure progress as well as address learning gaps. There will be regularly scheduled data meetings and building-level support meetings so as to drive instruction as well as to put in place any interventions or supports/resources that may be needed. District curriculum and materials will be followed and utilized. Teachers will follow KCSD grading policies and methodology (standards-based or traditional).

In the case where a student does not have access to a device in order to accomplish remote learning, Kingston City School District will provide a Chromebook which will be distributed before the start of the 2020-2021 school year. Wi-fi hot spots have been designated and additional hot spots have been purchased for those families with connectivity issues. The KCSD has approximately 6200 students. When we completed distribution back in March for the closure, we distributed slightly over 1640 Chromebooks for our schools. As an alternative to a Chromebook for those students without internet access or a device, as well as a supplemental resource for students, paper packets will be given out and assessed.

Core Components of this Plan:

- Our primary focus will be students' well-being and maintaining connections with them.
- KCSD will loan devices to students who do not have them.
- Online educator and students are expected to be engaged in learning on a daily basis following their scheduled classes.
- Students will need to engage daily, utilizing the schedules contained within.
- Students will need to engage daily with assigned material in order to receive credit for their work and to demonstrate proficiency.
- Students will be given regular feedback and checks for understanding.
- As community health and school regulations change during the year, schedules, expectations, and/or any other aspect of our plan may be adjusted to meet requirements and/or approve instruction and accountability.

Our District's Remote Learning Goals for the 2020-2021 School Year:

1. Connect with students daily and with families as needed.
2. Focus on student engagement and learning.
3. Ensure equitable educational opportunities for all students.
4. Focus on the social-emotional health of our students and teachers.
5. Provide students with specific feedback.
6. Support educators inclusive of professional development.

Commitments to Families During Remote Learning:

Families can expect everyday:

- Students will have asynchronous OR synchronous (live) instruction, in accordance with their schedules, that focus on grade-level standards and prioritize social-emotional needs.
- Learning is designed to meet the needs of our diverse learners.

Families can expect that at least weekly:

- Students will receive feedback on their work, and educators will both monitor and track their growth and engagement.
- Teachers and building principals will communicate key updates and announcements.

Student Expectations During Remote Learning

During remote learning, we expect that students will stay engaged in their learning. Students' teachers will be available at set times to provide support, which will be posted on Microsoft Teams.

Students are expected to complete assignments with integrity. Students will be given regular feedback on their assignments. Just like they do during the school year, online educators will routinely check for evidence of students' learning and will provide feedback. Assignments will be taken for a grade and attendance will be tied to engagement and/or completion of the assigned work. Students are expected to engage in their learning as much as possible.

Students are expected to reach out to their online educators if they need help.

Student Remote Learning Norms

Please read the following guidelines and expectations. These norms are expected to be followed by all virtual learning students. Student Norms for Video Meets/Learning:

- Students must be in school-appropriate dress for video chats.
- Students are to continue to follow the Student Code of Conduct in their Student Handbook.
- Students should consider the environment behind them that can be seen in video chats and ensure there are no inappropriate images, materials, etc. for school. A helpful way to avoid this is to use a background filter.
- Best practice for video chats:
 - Mute audio when entering chats and Mute audio when not speaking (no noise in back).
 - Be appropriate and respectful in your actions.
 - Listen to the educator or individual speaking.
 - Stay engaged throughout lesson or activity
- Students will submit course work on or before the given deadline.
- Students will email the teacher directly if they have a question or concern about virtual learning.

Family Support of Remote Learning

We recognize that sustaining virtual learning is not something parents and families have ever had to do before. We will work with parents and families to determine how we can best

support you. As students make this transition to virtual learning, here are some general tips that parents and families can consider:

- Create a consistent, daily routine so your child may follow his or her schedule. Designate a quiet space that can be his or her at-home desk.
- Ensure your children are receiving adequate sleep and are well-rested when they begin their learning.
- As you are able, keep device screens within your view and monitor screens when children are working online to ensure they are actively engaged in the digital schoolwork and resources provided.
- Provide your child with frequent encouragement and reminders as needed.
- Be patient and flexible with yourself and your child. Focus on ensuring that your child remains academically engaged, connected to his or her school community, and emotionally supported.

Roles and Responsibilities of all Stakeholders

| Students | Families | Teachers | TAs | Support Staff | Principals |
|---|--|--|--|--|--|
| Engage with teacher during live class and during class chats and check-ins. | Review all communication from the district, school, and teachers in order to understand the available supports and expectations for distance learning. | Connect with families and students during scheduled times. Teachers are required to work a contractual day inclusive of direct instruction, recorded lessons, chats, grading, contacting students and parents, and collaborating with colleagues and administration. | Collaborate with colleagues to support students with identified needs. | Connect with students and families using a case management approach. | Communicate virtual learning plan to families and faculty/staff. |
| Self-advocate for needs and support. | Create favorable conditions in the home to support productive student work. | Engage in PD for training on platforms and best practices. | | Provide support and resources for students' social- | Implement and monitor virtual instruction and collaboration as |

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| | | | | emotional needs using a case-management approach. | well as family contact. |
| Adhere to scheduled classes and complete all assignments by deadlines. | Advocate for student's needs. | Plan instructional content delivery based on schedule. All asynchronous instruction should be posted by 8:30 a.m. | | Collaborate with other members of the support team on specific students and their needs. | Assess needs related to connectivity and devices and develop and implement a plan for device distribution. |
| Be respectful of others and teacher during classes and chats. | Hold student accountable for engagement in his or her learning. | Collaborate with colleagues to plan and to support students' needs. | | Keep principal updated on all concerns regarding specific students. | Engage in PD for training on platforms and best practices. |
| Use Microsoft Teams daily for all coursework. | | Feedback will be provided to students within the week an assignment or task is completed. All assignments will be graded and entered into Eschool gradebook. Gradebooks and grading protocols will be maintained as if we were not working remotely. | | | |
| | | Maintain an accurate record of interactions with students inclusive of whole class and small group lessons, chats, phone calls/emails, etc. | | | |
| | | Team, data, faculty and department meetings will all follow the KCSD calendar of meetings via teams until further notice. | | | |
| | | Teachers are encouraged to implement | | | |

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| | | appropriate communication guidelines with their students. | | | |
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Remote Learning Schedules by Grade

Pre-Kindergarten Daily Expectations

60 minutes of maximum instruction each day not including special area classes. Instruction can be modified to fit the needs of your classroom community and account for all home learning situations. Whole class morning meetings should focus on community building and social emotional learning. Listed below are recommendations for a fully remote instructional day for both students and teachers. While holding to the time recommendations, the classroom schedule is flexible and can be adjusted to best meet the needs of students.

Pre-Kindergarten Daily Learning Experience

| <u>Activity</u> | <u>Time Length</u> | <u>Instructional Delivery</u> |
|--|----------------------|-------------------------------|
| Principal Message | 15 minutes | Asynchronous/Synchronous |
| Whole Class Meeting | 15 minutes | Synchronous |
| Read Aloud | 10 minutes | Asynchronous/Synchronous |
| ELA/Phonics Small Group Instruction | 10 minutes per group | Asynchronous/Synchronous |
| Fine Motor/Skill Development | 10 minutes | Asynchronous/Synchronous |

Pre-Kindergarten Sample Schedule

| <u>Time Length</u> | <u>Activity</u> | <u>Instructional Delivery</u> |
|--------------------|---|-------------------------------|
| 8:25-8:55 | Data Meetings PLC Meetings District Trainings | Asynchronous/Synchronous |
| 9:00-9:15 | Principal's Morning Message | Asynchronous/Synchronous |
| 15 Minutes | Whole Class Morning Meeting & Building a Class Community | Synchronous |
| 40 Minutes | Small Group ELA/Phonics Instruction (10-minute time blocks) | Synchronous |

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| 40 Minutes | Lunch | |
| 10 Minutes | Read Aloud | Asynchronous/Synchronous |
| 10 Minutes | Fine Motor/Skill Development | Asynchronous/Synchronous |
| 40 Minutes | PREP | |
| 60 Minutes | Parent & Student Communication | Synchronous |
| 2:55-3:25 | Data Meetings PLC Meetings District Trainings | Asynchronous/Synchronous |

Kindergarten Daily Expectations

90 minutes of instruction each day not including special area classes. Instruction can be modified to fit the needs of your classroom community and account for all home learning situations. Whole class morning meetings should focus on community building and social emotional learning. AIS, Related Services, and ENL services will be scheduled on an individual basis to meet student specific needs. Listed below are recommendations for a fully remote instructional day for both students and teachers. While holding to the time recommendations, the classroom schedule is flexible and can be adjusted to best meet the needs of students and accommodate other services that need to be provided.

Kindergarten Student Daily Learning Experience

| <u>Activity</u> | <u>Time Length</u> | <u>Instructional Delivery</u> |
|-------------------------------------|----------------------|-------------------------------|
| Principal Message | 15 minutes | Asynchronous/Synchronous |
| Whole Class Meeting | 15 minutes | Synchronous |
| ELA Small Group Instruction | 15 minutes per group | Synchronous |
| Read Aloud | 15 minutes | Asynchronous/Synchronous |
| Post Read Aloud Activity | 15 minutes | Asynchronous/Synchronous |
| Math Small Group Instruction | 15 minutes per group | Synchronous |
| Special Area Classes | 20 minutes | Asynchronous |

Kindergarten Teacher Sample Schedule

| <u>Time Length</u> | <u>Activity</u> | <u>ENL/AIS/Related Services</u> | <u>Instructional Delivery</u> |
|--------------------|-----------------|---------------------------------|-------------------------------|
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|-------------------|---|-------------------------|--------------------------|
| 8:25-8:55 | Data Meetings PLC Meetings District Trainings | | Asynchronous/Synchronous |
| 9:00-9:15 | Principal's Morning Message | | Asynchronous/Synchronous |
| 15 Minutes | Whole Class Morning Meeting & Building a Class Community | Possible inclusion time | Synchronous |
| 60 Minutes | Small Group ELA/Phonics/Writing Instruction (15-minute time blocks) | Possible inclusion time | Synchronous |
| 40 Minutes | Lunch | | |
| 15 Minutes | Read Aloud | Possible inclusion time | Asynchronous/Synchronous |
| 15 Minutes | Post Read Aloud Activity/Craft/Fine Motor Skill Development/ Virtual Field Trip | Possible inclusion time | Asynchronous/Synchronous |
| 40 Minutes | PREP | | |
| 60 Minutes | Small Group Instruction Math (15- minute time blocks) | Possible inclusion time | Synchronous |
| 60 Minutes | Parent & Student Communication Reteach & Enrichment Planning | Possible inclusion time | Synchronous |
| 2:55-3:25 | Data Meetings PLC Meetings District Trainings | | Asynchronous/Synchronous |

Grades 1 & 2 Daily Expectations

90 minutes of instruction each day not including special area classes. Instruction can be modified to fit the needs of your classroom community and account for all home learning situations. Whole class morning meetings should focus on community building and social emotional learning. AIS, Related Services, and ENL services will be scheduled on an individual basis to meet student specific needs. Listed below are recommendations for a fully remote instructional day for both students and teachers. While holding to the time recommendations, the classroom schedule is flexible and can be adjusted to best meet the needs of students and accommodate other services that need to be provided.

Grades 1 & 2 Student Daily Learning Experience

| <u>Activity</u> | <u>Time Length</u> | <u>Instructional Delivery</u> |
|---|----------------------|-------------------------------|
| Principal Message | 15 minutes | Asynchronous/Synchronous |
| Whole Class Meeting | 15 minutes | Synchronous |
| ELA Small Group Instruction | 20 minutes per group | Synchronous |
| ELA Extensions -Read Aloud, Craft, Virtual Field Trip, Independent Practice- | 10 minutes | Asynchronous/Synchronous |
| Writing Instruction | 15 minutes | Asynchronous/Synchronous |
| Math Small Group Instruction | 15 minutes per group | Synchronous |
| Special Area Classes | 20 minutes | Asynchronous |

Grade 1 & 2 Teacher Sample Schedule

| <u>Time Length</u> | <u>Activity</u> | <u>ENL/AIS/Related Services</u> | <u>Instructional Delivery</u> |
|--------------------|---|---------------------------------|-------------------------------|
| 8:25-8:55 | Data Meetings PLC Meetings District Trainings | | Asynchronous/Synchronous |
| 9:00-9:15 | Principal's Morning Message | | Asynchronous/Synchronous |
| 15 Minutes | Whole Class Morning Meeting & Building a Class Community | Possible inclusion time | Synchronous |

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|-------------------|--|-------------------------|--------------------------|
| 60 Minutes | Small Group ELA/Phonics Instruction (20-minute time blocks) | Possible inclusion time | Synchronous |
| 40 Minutes | Lunch | | |
| 10 Minutes | ELA Extensions (Read Aloud, Craft, Virtual Field Trip, Independent Practice) | Possible inclusion time | Asynchronous/Synchronous |
| 20 Minutes | Writing Instruction | Possible inclusion time | Asynchronous/Synchronous |
| 40 Minutes | PREP | | |
| 60 Minutes | Small Group Instruction Math (15-minute time blocks) | Possible inclusion time | Synchronous |
| 60 Minutes | Parent & Student Communication Reteach & Enrichment Planning | Possible inclusion time | Synchronous |
| 2:55-3:25 | Data Meetings PLC Meetings District Trainings | | Asynchronous/Synchronous |

Grades 3 & 4 Daily Expectations

120 minutes of instruction each day not including special area classes. Instruction can be modified to fit the needs of your classroom community and account for all home learning situations. Whole class morning meetings should focus on community building and social emotional learning. AIS, Related Services, and ENL services will be scheduled on an individual basis to meet student specific needs. Listed below are recommendations for a fully remote instructional day for both students and teachers. While holding to the time recommendations, the classroom schedule is flexible and can be adjusted to best meet the needs of students and accommodate other services that need to be provided.

Grades 3 & 4 Student Daily Learning Experience

| <u>Activity</u> | <u>Time Length</u> | <u>Instructional Delivery</u> |
|-------------------------------------|----------------------|-------------------------------|
| Principal Message | 15 minutes | Asynchronous/Synchronous |
| Whole Class Meeting | 30 minutes | Synchronous |
| ELA Small Group Instruction | 20 minutes per group | Synchronous |
| Content Area Instruction | 20 minutes | Asynchronous/Synchronous |
| Writing Instruction | 15 minutes | Asynchronous/Synchronous |
| Math Small Group Instruction | 20 minutes per group | Synchronous |
| Special Area Classes | 20 minutes | Asynchronous |

Grade 3 & 4 Teacher Sample Schedule

| <u>Time Length</u> | <u>Activity</u> | <u>ENL/AIS/Related Services</u> | <u>Instructional Delivery</u> |
|--------------------|---|---------------------------------|-------------------------------|
| 8:25-8:55 | Data Meetings PLC Meetings District Trainings | | Asynchronous/Synchronous |
| 9:00-9:15 | Principal's Morning Message | | Asynchronous/Synchronous |
| 30 Minutes | Whole Class Morning Meeting & Building a Class Community | Possible inclusion time | Synchronous |
| 60 Minutes | Small Group ELA/Phonics Instruction (20-minute time blocks) | Possible inclusion time | Synchronous |
| 40 Minutes | Lunch | | |
| 20 Minutes | Content Area Instruction | Possible inclusion time | Asynchronous/Synchronous |

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|-------------------|--|-------------------------|--------------------------|
| 15 Minutes | Writing Instruction | Possible inclusion time | Asynchronous/Synchronous |
| 40 Minutes | PREP | | |
| 80 Minutes | Small Group Instruction Math (20-minute time blocks) | Possible inclusion time | Synchronous |
| 55 Minutes | Parent & Student Communication Reteach & Enrichment Planning | Possible inclusion time | Synchronous |
| 2:55-3:25 | Data Meetings PLC Meetings District Trainings | | Asynchronous/Synchronous |

Grades 5-8 Daily Expectations

Grades 5-8 will follow their regular schedules assigned for this year but on this adapted 2-hour delay schedule.

- Classes will be 35 minutes in length.
- Academic classes begin 9 am and conclude at 2:39, 10th period (2:42- 3:00pm) will be for communication between stakeholders (Teacher/student support, setting appointments for parent/teacher conferences, Common planning...)
- Teachers will use the opening time before classes start to have meetings, provide related services, common planning time, and for office hours.

| PERIOD | START | END |
|---------------|--------------|------------|
| 1 | 9:00 | 9:35 |
| 2 | 9:38 | 10:13 |

| | | | | | |
|--------------------------|--|-------|--|-------|--|
| 3 | | 10:16 | | 10:51 | |
| 4 | | 10:54 | | 11:29 | |
| 5 | | 11:32 | | 12:07 | |
| 6 | | 12:10 | | 12:45 | |
| 7 | | 12:48 | | 1:23 | |
| 8 | | 1:26 | | 2:01 | |
| 9 | | 2:04 | | 2:39 | |
| 10 (Activity/assistance) | | 2:42 | | 3:00 | |

Grades 5 & 6 Daily Learning Experience

| | | |
|--|---------------------------------|--------------------------|
| Morning Meeting | 15 minutes | Synchronous |
| Content Area Instruction (Math, Science, ELA, SS) | 36 minutes (each class) | Asynchronous/Synchronous |
| ELA Small Group Instruction | 36 minutes ~Every other day~ | Synchronous |
| Math Small Group Instruction | 36 minutes ~Every other day~ | Synchronous |
| Special Area Instruction | 36 minutes | Asynchronous/Synchronous |

Grades 9-12 Daily Expectations

Grades 9-12 will follow their regular schedules, which will be mailed home by the end of August, according to the following:

We will be following a two-hour delay schedule starting at 9:45. Teachers will use the opening time to have meetings, related services will be given, common planning time, and to hold office hours.

Period 1= 9:45-10:20

Period 2=10:23-10:58

Period 3=11:01-11:36

Period 4=11:39-12:14

Period 5=12:17-12:52

Period 6=12:55-1:30

Period 7=1:33-2:08

Period 8=2:11-2:46

Period 9=2:46-3:00

At all levels, 5-12, there will be a principal's message and update on Fridays given to students and their families.