

# Remote Learning Plan

Developed Summer 2020

The Blind Brook - Rye Union Free School District is dedicated to providing a meaningful learning experience for all students should the district need to provide remote learning during the coming school year. There is the distinct possibility that the district may have to enact remote learning at some point in the year even if the year starts with face to face learning.

We recognize that the full impact of what goes on during an in-person class session can never be fully replicated in an online environment. However, our goal is to preserve as much of the quality learning experience as possible. This includes not only supporting the educational needs of our students, but the mental and social needs as well.

The remote learning plan created here was designed with the purpose of creating the best possible learning experience for our students. The District gathered information from various resources including parent surveys, discussions with the District's Medical Advisory Committee, teachers, nurses and mental health support staff. Research from organizations such as the Intracultural Development Research Association and the American Academy of Pediatrics was reviewed for additional guidance.

## Pedagogy

### K-12 Core Principles (Classroom Teachers, Specials Teachers, Special Ed Teachers):

- Instruction
  - Daily live interaction between teachers and students with expectation that all are showing themselves on video (to be recorded and posted for use later in the day or for students who are sick/unable to attend).
  - Teachers working with individuals/small groups on an ongoing basis (scheduled and communicated to students/parents)
  - Opportunities for student interaction/collaboration
  - Increased focus on delivering essential skills through the lens of content
  - Interdisciplinary planning - literacy skills development deliberately infused across the curriculum
  - Structured lessons - (ie- 5E model; Workshop model; skill, content, extra help, emotional well-being check in)
  - Use of a variety of methods of instruction providing ways for students to participate in learning
  - Support staff (Special education support staff - OT, Speech, School Psych.), Guidance, Special Education Teacher Aides, etc.) actively working with students
  - Special Education supports, services, and accommodations will be provided as per their student's Individualized Education Program or Section 504 Accommodation Plan in an actual or equitable manner, to the extent possible. Special education services shall be provided remotely using remote video conferencing technology.
- Assessment
  - Use of feedback as a tool for instruction on assignments and classwork
  - Deliberate and meaningful formative and summative assessment practices
  - Use of a variety of methods of assessment providing ways for students to demonstrate mastery of learning standards.
- Communication
  - On-going communication with students and parents
  - Teachers to maintain Google Classroom with a clearly defined structure, post pre-recorded lessons, post links for Zooms, etc.
- Social-Emotional Health and Well-Being
  - Increased focus on student well-being and connections - teacher/student and student/student
    - Mental Health and access to support services (counselors, psychologists, social workers, etc.)
  - Communication/education expectations from nurses.
    - Preventative measures, hygiene importance, general health guidance, etc.
    - Teachers will reinforce preventative measures in classes.

## Schedules

### **Bruno M. Ponterio Ridge Street School**

- A schedule which fosters daily, live interaction between teachers and students and provides opportunities for both large-group, small-group, and individual instruction.
- A schedule that provides specific times for Specials classes, special education services, support services, and building level services.
- A schedule that provides common planning time for grade level and department teams.
- A strong focus on social emotional learning via connections between and amongst students and faculty.
- An emphasis on collaboration and discussion between students.
- Timely feedback on assignments and assessments.
  - Assess student progress through online tools which include, but are not limited to Google Platform, Pearson Realize, EnVision Math, writing journals, Fountas and Pinnell, STAR Early Literacy, STAR Reading, STAR Math, G.U.M., Foundations, Worldly Wise, etc.
- A balance between “screen time”, hands-on learning, and paper and pencil assignments.
- Live instructional sessions lasting between 15 and 40 minutes, depending upon the purpose of the lesson and age of the students.
- Consistent communication with parents via multiple modalities (i.e.: email, phone, newsletter, conference, etc.)
  - Teachers will be emailing and calling parents as issues arise.
  - Teachers will respond to parents via phone or email within a 24-hour period (District policy.)
  - A Weekly Newsletter or Weekly Recap will be sent to all families
  - If a teacher has not heard or seen a student during both live lessons, the teacher will reach out to the family on that day (via email or phone) to check-in. If the teacher has not heard back from the parents via email, the teacher will call the family.
- Use of Google Classroom as a common K-5 learning platform.
  - In addition to links to the live lessons each day, teachers will post any additional recorded lessons, websites, activities, or other assignments to the Google Classroom. This will clearly communicate to all children and families the subjects that are taught each day.
- Use of various technology programs, applications, and devices to support and enhance learning

### ***K-5 Core Program***

- Each K-5 child will receive daily instruction in ELA and math. This may be synchronous (live) or asynchronous (recorded.)
- Each K-4 child will experience a minimum of two live instructional lessons with his/her general education classroom teacher each day. These lessons will be either ELA (reading, writing, word study, etc.), math, science, or social studies. Handwriting should be incorporated into the live lesson time for those grades who explicitly teach formation of letters both print and cursive.

- Each K- 4 child will experience a minimum of two live math lessons and two live ELA lessons a week taught by his/her classroom teacher. These may be whole group or small group.
- Each K- 4 child will experience a minimum of one live science or one live social studies lesson a week taught by his/her classroom teacher. These may be whole group or small group.
- Each child in the 5th grade will experience a minimum of two live lessons a day in either ELA, math, science, or social studies.
- In addition to the above lessons, each K- 5 child will experience a “Morning Meeting” with his/her own classroom teacher each day. This may be either live or pre-recorded. A “Morning Meeting” serves as a community classroom builder and sets the tone for the students for the day.
- A minimum of three “Read Alouds” a week will be read by the child’s classroom teacher, either live or pre-recorded. A “Read Aloud” will be connected to an assignment, instructional support, or as community builder.
- Due dates will be provided for all assignments. Students will be held accountable to complete work by the due date. Clear expectations of what assignments will be assessed/graded will be communicated to students and families. Clear expectations of how much assistance an adult can provide to the child will be communicated by the teacher to students and families.
- Each child will join a Google Classroom with the ability to communicate with his/her teacher and peers.
  - Links for live lessons will be posted on the Google Classroom.
  - Lessons and assignments in other subjects not provided during live lessons will be posted on the Google Classroom. For example, if math is taught as a live lesson that day for all students then recorded lessons, assignments, and activities in the areas of reading, writing, word study, science and/or social studies will be posted to the Google Classroom.
- Each child will participate in an HRE period (for pull-out programs such as AIS, Enrichment, ENL, Special Ed Services, Support Services, Instrumental Band, etc.) as well as have time to complete projects/assignments assigned by the classroom teacher.
- Each child will be able to see his/her daily schedule on Google Classroom.
- Attendance will be taken by the classroom teacher during each live lesson. If a child has not attended a live lesson, the teacher will reach out to the family that day to check-in.

***Specials Classes (Art, Music, Physical Education, STEAM, Technology, K-4 Library, Grade 5 Health), K-4 Mindfulness, Grads 4-5 Instrumental Band***

- The students will attend their assigned Specials class(es) each day. For example, a Kindergarten class will “attend” Art on Monday, Music and PE on Tuesday, STEAM and Library on Wednesday, PE on Thursday, and Technology on Friday.
- The Specials teacher must have at least one LIVE session with each class over a three week span.
- Students’ work/activities will be assessed on a regular basis each week. A minimum of one assignment must be provided over a two week period. Due dates must be provided for all assignments. Students will be held accountable to complete work by the due date.

- Students will be a part of each Specials' Google Classroom or Google Site where they can communicate with their Specials teacher and collaborate with their peers.
- Mindfulness will be scheduled one time in the week at a mutually agreed upon time.
- Instrumental Band lessons in Grade 4 and 5 will be primarily scheduled during HRE with an option for additional small group times at a mutually agreed upon time with the classroom teacher.
- Attendance will be taken by the classroom teacher during each live lesson. If a child has not attended a live lesson, the teacher will reach out to the family that day to check-in.

***AIS Classes and Enrichment Classes***

- AIS and Enrichment teachers will meet with students during the HRE period.
- AIS and Enrichment teachers will provide a minimum of two live instructional lessons each day based on instructional purpose and students' needs.
- AIS and Enrichment teachers will monitor students' progress on a consistent basis as if they were in school.
- Due dates must be provided for all assignments. Students will be held accountable to complete work by the due date.
- Students in the AIS or Enrichment Pull-Out Program will be part of either an AIS or Enrichment Google Classroom or Google Site where they will be able to access materials, activities, communicate with their teachers, and collaborate with their peers.
- Attendance will be taken by the classroom teacher during each live lesson. If a child has not attended a live lesson, the teacher will reach out to the family that day to check-in.

***Special Education Teachers, ENL Teachers, Special Education Support Staff (OT, Speech, Psychologists, etc.), and Guidance Counselors***

- All mandated service providers and teachers will provide services for their students as per their assigned student's IEP, 504 Accommodation Plan, or identified ENL needs.
- These services shall be provided remotely using remote video conferencing technology.
- The HRE period will be available as a pull-out period for Special Education services and ENL services, but does not preclude teachers and service providers from scheduling services outside of these times.
- Any Special Education Support Staff providing building level services can use the HRE period to provide services, but this should not preclude services being scheduled at other times.
- Attendance will be taken by the classroom teacher during each live lesson. If a child has not attended a live lesson, the teacher will reach out to the family that day to check-in.

## Example of BMRSS Remote Learning Schedule - Monday through Friday

### SAMPLE K-5 REMOTE LEARNING SCHEDULE Monday - Friday

- Each grade level has dedicated time for their live lessons - small group or whole group - and their Morning Meeting time.
- Each grade level has a dedicated time for Specials classes.
- Each grade level has a dedicated HRE period which allows for pull-out classes (i.e.: ENL, AIS, Enrichment, Band Lessons, Special Ed Classes, Support Services Classes, etc.)
- Each grade level has time throughout the day to coordinate Special Education services within the general education classroom schedule.

	K	1	2	3	4	5
8:30-8:40	Morning Announcements	Morning Announcements	Morning Announcements	Morning Announcements	Morning Announcements	Morning Announcements
8:40-8:50	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:50-9:30	Library/PE/Read Aloud	Small/Whole Group	Specials	Small/Whole Group	Small/Whole Group	Small/Whole Group
9:30-10:10	Specials	Small/Whole Group	HRE	Small/Whole Group	Small/Whole Group	Small/Whole Group
10:10-10:50	Small/Whole Group	Specials	Small/Whole Group	HRE	Library/PE/Read Aloud	Small/Whole Group
10:50-11:30	Small/Whole Group	Library/PE/Read Aloud	Small/Whole Group		HRE	Specials
11:30-12:30	L/R	L/R	L/R	L/R	L/R	L/R
12:30-1:10	Small/Whole Group	HRE	Small/Whole Group	Small/Whole Group	Specials	Health/PE Read Aloud
1:10-1:50	Small/Whole Group	Small/Whole Group	Small/Whole Group	Small/Whole Group	Small/Whole Group	Small/Whole Group
1:50-2:30	HRE	Small/Whole Group	Library/PE/Read Aloud	Specials	Small/Whole Group	Small/Whole Group
2:30-3:10				Library/PE/Read Aloud		HRE

\*The time during instructional blocks should be configured to best meet the needs of the students. For example, a 40 minute block can be split into two 20-minute sessions.

\*Library and an additional PE class will be scheduled outside of the specials band.

## Blind Brook Middle School

- A schedule which fosters daily live interaction between teachers and students and provides opportunities for both large-group, small-group, and individual instruction.
- A strong focus on social emotional learning via connections between and amongst students and faculty.
- Increased focus on delivering essential skills through the lens of content
- Teachers will encourage, plan, and schedule collaboration and discussion between students.
- Grade level team-based interdisciplinary planning
- Maintain additional time for ELA & Science Labs
- Ensure adequate time for counseling, related services, academic assistance, etc.
- A combination of live (synchronous) instructional sessions and asynchronous instruction to balance screen time and hands-on learning
- Timely feedback on assignments and assessments.
- Google Classroom will be utilized across all disciplines
- Use of Zoom breakout sessions for differentiation, assessment and feedback
- Consistent communication with parents via multiple modalities (i.e.: email, phone, conference, etc.)

### ***Academic Support***

- Tier 1 support will be provided by the classroom teacher either during scheduled class time (via Breakout rooms) or during scheduled extra help sessions.
- Tier 2 support (AIS) will be provided live via scheduled weekly sessions.
- AIS teachers will monitor students' progress on a consistent basis as if they were in school.

### ***Special Education Teachers, ENL Teachers, Special Education Support Staff (OT, Speech, Psychologists, etc.), and Guidance Counselors***

- All mandated service providers and teachers will provide services for their students as per their assigned student's IEP, 504 Accommodation Plan, or identified ENL needs.
- These services shall be provided remotely using remote video conferencing technology.

**Core Program: Remote Learning Model - Monday-Friday (A-H Days):**

- Follows current 8 day drop 2 schedule
- Each 50 minute class meeting will consist of:
  - direct instruction or class discussion (minimum of 15 minutes)
  - independent or small group work
- On “drop” days, students will have no newly assigned work for the dropped class.

**Remote Learning Schedule:**

	A	B	C	D	E	F	G	H
8:00 - 8:50	1	3	5	7	3	1	7	5
9:00 - 9:50	2	4	6	8	4	2	8	6
10:00 - 10:50	3	5	7	1	5	3	1	7
11:00 - 11:50	4	6	8	2	6	4	2	8
12:00 - 12:50	LUNCH / BREAK							
1:00 - 1:50	5	7	1	3	7	5	3	1
2:00 - 2:50	6	8	2	4	8	6	4	2

**Student Expectations:**

- Students will attend all regularly scheduled classes per the letter day schedule.
- Students should log on to Zoom/Google Meet 5 minutes prior to the start time of class to ensure they are logged in and ready when class begins. Attendance rules will apply, therefore students who enter late will be marked as tardy.
- Students are expected to log on using their first and last name and appear on camera as directed by the teacher.
- Students will be appropriately dressed (no pajamas) and in a setting that is conducive to learning.
- Students will utilize Google Meet and Zoom per teachers’ directions and become familiar with breakout room features for one-to- one instruction and small group discussion/interaction.
- Students will learn to utilize features that assist in classroom management including the “mute” and “raise your hand” functions.
- Students are prohibited from recording the live sessions in any media application.
- Students will comply with teacher requests to attend extra help sessions or individual teacher-student conferences.
- Students will work with guidance counselors and/or support staff when requested.

**Teacher Expectations:**



- Teachers will design lessons structured to provide a minimum of 15 minutes of whole-class instruction or discussion (via Zoom/Google Meet), independent or small group work, and some form of formative assessment.
- Teachers will post the link for the Zoom/Google Meet on their Google Classroom pages
- Teachers will post assignments and deadlines on Google Classroom. To maintain consistency, this will be done at the time each class is scheduled to meet.
- Teachers will be on camera
- Teachers will take attendance and note absences as required by State law in our student management system.
- Teachers will notify parents as soon as possible should there be a pattern of unattendance, lack of work completion, or other concerns.
- Teachers will maintain open communication with students, parents, guidance counselors, mental health staff, and grade level team members to monitor student progress.

### **Parent Expectations**

- Parents will notify the school of any restrictions that students may experience with regard to access to technology, Internet connectivity, and appropriate learning environments.
- Parents will ensure that students adhere to the daily schedule and attend all classes as indicated. It is recommended that students log on five minutes prior to the start time of each class.
- Parents will notify school if students are unable to attend school due to illness, technological issues, or other excusable absences by emailing [msattendance@blindbrook.org](mailto:msattendance@blindbrook.org)
- Parents will arrange for the pick-up of school-issued materials when such days are scheduled.
- Parents will utilize school-issued resources (ie - tutorials, workshops, etc.) in order to become familiar with how to monitor student progress and work completion, utilize video communication platforms (Zoom and Google Meet), and provide general assistance to students.
- Parents will notify teachers with any questions or concerns that may arise.
- Parents will honor classroom confidentiality and counseling session norms and privacy laws by not participating in the classroom learning.

## **Blind Brook High School**

- A schedule which fosters daily live interaction between teachers and students and provides opportunities for both large-group, small-group, and individual instruction.
- A strong focus on social emotional learning via connections between and amongst students and faculty.
- Increased focus on delivering essential skills through the lens of content
- Teachers will encourage collaboration and discussion between students.
- Timely feedback on assignments and assessments.
- A balance between “screen time” and hands-on learning.
- Live instructional sessions lasting between 15 and 40 minutes, depending upon the purpose of the lesson and needs of the students.
- Consistent communication with parents via multiple modalities (i.e.: email, phone, conference, etc.)
- Ensure adequate time for counseling, related services, academic assistance, etc.
- A combination of live (synchronous) instructional sessions and asynchronous instruction to balance screen time and hands-on learning
- Google Classroom will be utilized across all disciplines
- Use of Zoom breakout sessions for differentiation, assessment and feedback

### **Core Program: Remote Learning Model - Monday-Friday (A-H Days):**

- Follows current 8 day drop 2 schedule
- Each child will join a Google Classroom with the ability to communicate with his/her teacher and peers.
- Teachers will be available for “*Student Engagement hours*” at the assigned class meeting times, this live “*Student Engagement*” time with the teacher will be for students to receive feedback and support.
- On “drop” days, students will have no newly assigned work for the dropped class.

### **Highlights:**

- Students will be engaged in all courses including elective areas
- Each student will join a Google Classroom with the ability to communicate with his/her teacher and peers.
- Students will have the opportunity to engage with the teachers in live, online sessions on a regular basis.
- Students will be provided with articulated due dates and expectations for assignments that will be collected and used for grading purposes.

### ***Special Education Teachers, ENL Teachers, Special Education Support Staff (OT, Speech, Psychologists, etc.), and Guidance Counselors***

- All mandated service providers and teachers will provide services for their students as per their assigned student’s IEP, 504 Accommodation Plan, or identified ENL needs.
- These services shall be provided remotely using remote video conferencing technology.

**Sample Remote Lesson structure for students:**

Part I: Pre-recorded or live Mini Lesson (10-15 minutes)

Student independent /collaborative work (10-15 minutes)

Part II: Live small group “Student Engagement” time with teacher - feedback and support (10-15 minutes) during scheduled meeting times.

**Remote Learning Schedule:**

	A	B	C	D	E	F	G	H
8:00 - 8:50	1	3	5	7	3	1	7	5
9:00 - 9:50	2	4	6	8	4	2	8	6
10:00 - 10:50	3	5	7	1	5	3	1	7
11:00 - 11:50	LUNCH / BREAK							
12:00 - 12:50	4	6	8	2	6	4	2	8
1:00 - 1:50	5	7	1	3	7	5	3	1
2:00 - 2:50	6	8	2	4	8	6	4	2

**Student Expectations:**

- Students will attend all regularly scheduled classes per the letter day schedule.
- Students should log on to Zoom/Google Meet 5 minutes prior to the start time of class to ensure they are logged in and ready when class begins. Attendance rules will apply, therefore students who enter late will be marked as tardy.
- Students are expected to log on using their first and last name and appear on camera as directed by the teacher.
- Students will be appropriately dressed (no pajamas) and in a setting that is conducive to learning
- Students will utilize Google Meet and Zoom per teachers’ directions and become familiar with breakout room features for one-to- one instruction and small group discussion/interaction..
- Students will learn to utilize features that assist in classroom management including the “mute” and “raise your hand” functions.
- Students are prohibited from recording and sharing access to the live sessions in any media application.
- Students will comply with teacher requests to attend extra help sessions or individual teacher-student conferences.
- Students will work with guidance counselors and/or support staff when requested.

**Teacher Expectations:**

- Teachers will design lessons structured to provide a minimum of 15 minutes of whole-class instruction or discussion (via Zoom/Google Meet), independent or small group work, and some form of formative assessment.
- Teachers will post the link for the Zoom/Google Meet on their Google Classroom pages
- Teachers will post assignments and deadlines on Google Classroom. To maintain consistency, this will be done at the time each class is scheduled to meet.
- Teachers will be on camera
- Teachers will take attendance and note absences as required by State law in our student management system.
- Teachers will notify parents as soon as possible should there be a pattern of unattendance, lack of work completion, or other concerns..
- Teachers will maintain open communication with students, parents, guidance counselors, mental health staff, and grade level team members to monitor student progress.

### **Parent Expectations**

- Parents will notify the school of any restrictions that students may experience with regard to access to technology, Internet connectivity, and appropriate learning environments.
- Parents will ensure that students adhere to the daily schedule and attend all classes as indicated. It is recommended that students log on five minutes prior to the start time of each class.
- Parents will notify school if students are unable to attend school due to illness, technological issues, or other excusable absences by emailing [hsattendance@blindbrook.org](mailto:hsattendance@blindbrook.org)
- Parents will arrange for the pick-up of school-issued materials when such days are scheduled.
- Parents will utilize school-issued resources (ie - tutorials, workshops, etc.) in order to become familiar with how to monitor student progress and work completion, utilize video communication platforms (Zoom and Google Meet), and provide general assistance to students.
- Parents will notify teachers with any questions or concerns that may arise.
- Parents will honor classroom confidentiality and counseling session norms and privacy laws by not participating or sharing access with others in the classroom learning

# Needs

## Professional Development Needs:

- **Curriculum & Instruction**

Ensure teachers have the skills needed to:

- identify priority standards and determine what to focus on
- engage in collaborative, strategic, interdisciplinary planning (ie - literacy skill development)
- plan distance learning lessons aligned to best pedagogical practices/frameworks
- assess student learning and provide meaningful feedback

- **Technology**

Ensure teachers have the skills needed to:

- record lessons from their homes and/or classroom (for those absent)
- Effectively utilize Google Classroom
  - Managing and organizing homepage
  - Uploading videos, assignments and resources
  - Settings re: notifying students when assignments are posted
  - Collecting, assessing and returning work/feedback
- Effectively utilize Google Meets and/or Zoom
  - Setting up and inviting students to meetings
  - Classroom management considerations and tools
  - Use of breakout rooms

## Student expectations

- Active participation - on camera
- Appropriate dress/location

## Technology Needs:

- Do all teachers have the tech needed at their homes?
- What tech is needed in classrooms to facilitate the recording of lessons? Cameras?
- Student access to the internet and devices?

## Other:

- Safety procedures/precautions for all people visiting the school.
  - Testing, screening, recording, reporting, etc.
- IEPs will need to be modified/updated to reflect the schedule utilized
- Teachers should have the option of working from home or from their classroom
- Can aides be brought in to provide childcare for teachers?
- Determine a consistent process for taking and recording attendance
- Discuss grading practices:
  - Assess work for completion? mastery?
  - Standards-based assessment?

## REFERENCES

Edutopia: [Distance Learning FAQ: Solving Teachers' and Students' Common Problems](#)  
ASCD: [Boosting Student Interaction & Collaboration When Teaching Remotely](#)  
Brookings: [5 traps that will kill distance learning \(and strategies to avoid them\)](#)  
Edutopia: [Fostering a Strong Community in a Virtual K-12 Classroom](#)  
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Edsurge: [How Brain Research Helped Retool our School Schedule for Remote Learning](#)  
IDRA: [Best Practices for Online Instruction in the Wake of COVID-19](#)  
Purdue University: [Community of Inquiry Framework](#)