

## Grades K-6 Full Remote Instruction

*This plan has been developed for students/families who choose Full Remote Instruction and is highly dependent on the number of students who select this learning model, which is binding for the first 10 weeks of the 2020-21 school year. Details are subject to change based on final numbers after sign up closes Friday, August 14<sup>th</sup>.*

- Targeting to have one West Irondequoit teacher per grade level assigned as the Full Remote Instruction Teacher.
- Attendance will be taken daily for any student enrolled in Full Remote Instruction.
- Remote Learning Instruction will mirror in-person hybrid instruction with students receiving **live/synchronous instruction Monday, Tuesday, Thursday and Friday**.
- Wednesdays will be asynchronous learning for full remote students. This means they will be assigned work by their teacher and will complete it independently on Wednesdays. This may include watching videos, reading a book and responding or completing a learning experience via Seesaw or Schoology. Asynchronous instruction allows Remote Learning Teachers to have planning time with Hybrid Teachers to ensure curricular alignment and participate in professional development.
- Special Education Services will be supported through a variety of methods remotely depending on each student's program.
- All K-6 remote learning classes will begin instruction at 9 a.m. and end instruction at 3 p.m.

**On average, students who select all remote learning will receive:  
At least 60-90 minutes of live/synchronous instruction per day  
At least 120 minutes of asynchronous instruction per day**

Two sample schedules are provided below to model what a day *could* look like for a K-6 Remote Learning schedule. Actual schedules will vary by grade level and developmental appropriateness. As we continue to refine and build our models, we will release more specific models for specific grade level bands.

Please note, the schedule for the first few weeks may look much different than what is presented, particularly for our youngest learners. There may be a need to have more personalized virtual meetings at first so that students become comfortable with an online learning environment.

Additionally, for all K-6 students, teachers will initially need to meet 1:1 with students so that they can form relationships and understand each child's learning needs and profile. These meetings will occur in the first few weeks of the school year.

## K-6 Potential Remote Learning Sample Schedules

Sample 1	
9:00-9:30	Morning Meeting- all students join virtually
9:30-9:45	ELA Mini Lesson- all students join
9:45-11:30	<p>ELA Workshop – 4 groups            9:45- 10:10- Group 1, 10:10-10:35- Group 2, 10:35- 11:00- Group 3, 11:00- 11:25- Group 4            11:25-11:30 Closure</p> <p>*students will join the teacher only for their assigned group time. When other groups are meeting they will be working on independent work. Closure may be all back together or done independently/not virtually.</p>
11:30-12:00	Lunch/Recess at home
12:00-12:15	Math Mini Lesson – all students join virtually
12:15-1:30	<p>Math Workshop-</p> <p>12:15- 12:30 Group 1, 12:30- 12:45 Group 2, 12:45- 1:00 Group 3, 1:00- 1: 15 Group 4            1:15- 1:30 Closure</p> <p>*students will join the teacher only for their assigned group time. When other groups are meeting they will be working on independent work.</p>
1:30-2:30	Science/Social Studies – this may be done synchronously or asynchronously
2:30-3:00	Daily Closure: may include writing, work period, community circle, etc. – all students could join virtually or this could be done asynchronously/independently depending on the closure activity.

Sample 2	
Time	Subject
9:00-9:30	Community Meeting Daily, Integrate Math Concepts via Calendar routines, etc. (All students)
9:30-9:50	Quick Break, Synchronous ELA Mini Lesson
10:00-11:35	<p>20 minute ELA groups (10:00-10:20, 10:25-10:45, 10:50-11:10, 11:15-11:35) 6-7 students per group based on current numbers</p> <p>*Students have ELA groups <b>every M/T/TH/F</b></p> <p>While not in group, student is completing asynchronous reader’s workshop learning experiences (Seesaw, independent reading, responding to texts, handwriting practice)</p>
11:35-12:35	Lunch/Recess
12:35-12:55	Synchronous Math Mini Lesson
1:00-2:10	<p>20 minute math groups (1:00-1:20, 1:25-1:45, 1:50-2:10) Divide students into 6 groups (4-5 students per group based on current numbers)</p> <p>*Students may have math groups <b>every other day</b> (Monday/Thursday, Tuesday/Friday)</p> <p>While not in group, student is completing math independent work and/or iReady lessons could be assigned on non-group days.</p>
2:10-2:30	Science/Social Studies/SEL
2:30-3:00	<p>Writing: Asynchronous on Seesaw or Schoology to start, adjust based on student/group need. Focus on oral language, ideas, thoughts, concept as a writer.</p> <p>End of a unit synchronous sharing opportunities</p>

**\*If needed, at certain grade levels science and social studies could be integrated into ELA and/or math, or content may be provided through asynchronous learning experiences on Wednesdays, as needed.**

# Grades 7-12 Full Remote Instruction

Students that participate in Full Remote Instruction learning will be assigned to a "Blue" or "Gold" cohort. Blue group students will follow the Blue hybrid learning schedule, "attending" classes virtually on Mondays and Thursdays. Gold group students will follow the Gold Hybrid Model learning schedule, "attending" classes virtually on Tuesdays and Fridays.

- **Blue cohort/group:** Based on students with last names A through Lin.
- **Gold cohort/group:** Based on student last names, Linder through Z.

*Note: Some adjustments to cohort assignments have been made based on family groupings.*

When students attend classes virtually on their assigned days, they will follow their 9-period schedule, using the videoconferencing tool, Microsoft Teams. Students do not need to sign into lunch periods or assigned general study halls. Once live streaming into the classroom, students will see and hear their teacher, and will see the projected course materials on the screen. Their video will not be projected. The teacher will let the students know the process for asking questions, using the Q & A tools within Teams. The teacher may, based on the length of the mini-lesson, dismiss remote students to work asynchronously on assignments during the class period. During virtual, asynchronous days, students will access teacher created resources in Schoology (narrated PowerPoints, taped mini-lessons, videos, text resources, etc.) and will work on assigned learning tasks.

Schoology will be the "virtual classroom" space. Orientation to Schoology for students and families will be provided at the start of the school year, in addition to introductions to other critical technology tools like Remind and Microsoft Teams.

Full Remote Instruction students who are in classes that require specialized software or equipment MAY need to come into the building on Wednesdays, when there are very few students present, so they can work on tasks for those courses. Materials like text books, individual equipment, etc., will be provided for students to pick up at the school.

In terms of support, each teacher will hold office hours on Wednesdays to answer student questions. Enhanced communication processes, like the use of Remind will help to keep students and families abreast of classroom happenings and assignment deadlines. Students who receive related services in their schedules (Speech/OT/PT) or Academic Supports (Math Lab, ELA Lab, Support Study Hall) will still attend those supports virtually, and may have additional time scheduled for remote instruction on Wednesdays. Teachers will use tools to provide tests or other assessments virtually, to the best of their ability.

We recognize that this is a difficult choice to make for families, and will try to build an equitable experience for students, while maintaining access to a comprehensive 7-12 educational experience. Please reach out if you have any additional questions.