



# Public Forum:

## ***The Remote Learning Plan in the Troy City School District***

Presented by John Carmello & Donna Watson

August 13, 2020



# Process To Select Remote Learning

- Families of elementary students have been asked to choose either ***In-person Learning*** or ***Remote Only Learning*** by August 14th.
- Families of secondary students have been asked to choose either the ***Hybrid Model*** (combination of in-person and virtual learning) or ***Remote Only Learning*** by August 14th.
- All families must complete the form available at the link below to make their selection:
  - <https://forms.gle/EiRWpNPB25cXftWN9>
- Once a family has opted for remote only learning, they will be required to follow that model through the end of December 2020.



# Remote Learning Faculty

- Remote Learning classes will be delivered by a Troy City School District, NYS Certified Teacher.
- Remote Learning will run as a stand alone program and in most cases will not be connected to In Person Learning in any way.
- Students participating in Remote Learning, who decide to return to In Person Learning in January, will likely not retain the same teacher.



# Characteristics of Remote Learning

- Remote Learning students will receive a combination of ***Virtual Educational Opportunities*** and ***Continuity of Instruction***
  - ***Virtual Educational Opportunities*** - wealth of resources relevant to a grade level and/or course of study, ensuring students can be intellectually engaged and continue practicing skills already mastered (practice and skill reinforcement).
  - ***Continuity of Instruction*** - online learning designed and delivered by certified teachers that allows students to move forward in course content and skills (new learning).
- Instruction will be both ***Synchronous*** and ***Asynchronous***.
  - ***Synchronous*** instruction occurs in real time.
  - ***Asynchronous*** instruction occurs when its convenient for students. They control the time and pace.
- Blocks of time will be flexible and will allow for live teaching daily and time for students' independent practice of skills.



# Elementary Curriculum

Students will receive a full schedule of courses as required by the New York State Education Department for their grade level. This will include the following:

- Reading - 60 minutes for Reading daily
  - Mini-lesson, Small Group Instruction & Conferring
  - Shared Reading
  - Phonics Workshop for K-2 students
  - Word Study for grades 3-5 students
- Read Aloud - 15 minutes, outside of the Reading Block
- Writing - 45 minutes daily
- Mathematics - 60 minutes daily
- Science - 40 minutes every other day and integrated into Reading, Writing and Mathematics
- Social Studies - 40 minutes every other day and integrated into Reading, Writing and Mathematics
- Intervention/Enrichment - 15 minutes daily
- Art/Music/Physical Education/Library - minimally one 30 minute class weekly with some modifications



# Elementary Instructional Delivery



- Instruction will be delivered at the elementary level using **only** Google Classroom and Seesaw (see links in resource section for a full demonstration).
- Teachers will deliver synchronous learning opportunities through Google Meet **only**.
- Students will have opportunities to interact with teachers and other students in a number of ways, including but not limited to the following:
  - Emails using the district issued e-mail addresses;
  - Discussion boards where teachers and students can participate with each other in real time; or
  - Google Meet for groups and meetings with individual students.
- Teachers may use a host of supplemental tools to enhance their instruction (i.e. Dreambox Math, Reading Eggs, and other [digital resources](#)).



| <b>Time</b>        | <b>Elementary Sample Schedule at Grade 2<br/>(To Include Synchronous and Asynchronous Learning)</b> |
|--------------------|---|
| <b>8:30-8:45</b>   | Morning Meeting Synchronous, Daily  |
| <b>8:45-9:00</b>   | Read Aloud  |
| <b>9:00-10:00</b>  | Reading Block   |
| <b>10:00-11:00</b> | Math Block  |
| <b>11:00-12:00</b> | Lunch/Recess  |
| <b>12:00-12:45</b> | Writing Block   |
| <b>12:45-1:25</b>  | Science or Social Studies   |
| <b>1:25-1:40</b>   | Intervention  |
| <b>1:40-2:10</b>   | Special (Rotates based on the day)  |
| <b>2:10-2:30</b>   | Access Period - Social Emotional Supports (as per student need)                                     |



# Elementary-level Assessments

- Purpose of Assessments - Screening, progress monitoring and measuring student outcomes
- Remote Learning students will participate fully in the district's assessment program
  - Full assessment calendar is available in the [attached document](#).
- Other digital tools to be used in remote learning include, but are not limited to Fastbridge (aReading, aMath, and SAEBRS for digital universal screening), eDoctrina, Zearn, and virtual Fountas and Pinnell Benchmarking.





# Elementary Grading System

At the elementary level, demonstration of student learning will be rated using the following system on a trimester basis:

- English Language Arts, Mathematics, Science, and Social Studies - students will receive a standards-based grade as outlined below:
  - 4 = Exceeding New York State and District Standards/Expectations
  - 3 = Meeting New York State and District Standards/Expectations
  - 2 = Progressing toward New York State and District Standards/Expectations
  - 1 = Not Meeting New York State and District Standards/Expectations
- Physical Education, Art, and Music - students will receive a grade of Pass/Fail



# Other Items: Small Group Work, Recess, Supplies

- Small Group Instruction - Students will participate fully in both individual and small group instruction. This will be managed within the learning management system. In addition, all students will receive any required related services (Speech, OT, PT, etc.) from therapists using a Tele-therapy model.
- Recess - Students will be encouraged to participate in virtual activities as a Remote Learning group as well as individual recess activities in the home setting.
- School Supplies - Remote learning students will be able to complete all assignments using the Chromebook provided by the school district. Additionally, the district will be providing supplemental supplies as needed (i.e. classroom library books, whiteboards, etc.).



# Secondary Curriculum

The standard schedule for students in Grades 6-12, learning either in person or remotely will minimally include the following (subject to change based upon students' individual program choices):

- English Language Arts
- Mathematics
- Social Studies
- Science
- Other Grade Specific Courses (i.e. Career and Technical Education (CTE) courses, Health, Foreign Language, etc.)
- Art/Music/Physical Education/Library - with some modifications

The district will still be offering Advanced Placement Courses and University in the High School Courses.



# Secondary Instructional Delivery



- Remote instruction will be delivered at the secondary level using Google Classroom as the primary platform, with the use of other learning management systems (i.e. Apex) to enhance instruction as appropriate.
- We are developing a common, coordinated set of guidelines for teachers to follow when using online systems with students. Teachers will deliver synchronous learning opportunities through Google Meet **only**. Teachers will ensure that students are engaged with their peers in experiential learning on a regular basis.
- Instruction may also include the use of pre-recorded video (i.e. Screencastify, Google Meet Recordings, or other options as approved by the Technology Department) to ensure all students have the benefit of learning from a content expert.
- Curriculum Leaders are working on the best ways to address classes that are more “hands-on” in nature or include a required lab, specific to their discipline.



**Time****Secondary Sample Schedule (Grade 10)  
(To Include Synchronous and Asynchronous Learning)****8:30-9:11**

Health

**9:15-10:01**

Geometry

**10:05-10:46**

Study Hall (Free Period)\*

**10:50-11:31**

Global History

**11:35-12:16**

Lunch (On Your Own)

**12:20-1:01**

Spanish

**1:05-1:46**

Living Environment

**1:50-2:31**

PE/Science Lab

**2:35-3:15**

English 10

*\*Supports will be delivered during study hall time or as push in services.*



# Secondary-level Assessments

- Purpose of Assessments - Screening, progress monitoring and measuring student outcomes
- Remote Learning students will participate fully in the district's assessment program
  - Full assessment calendar is available in the [attached document](#).
- Other digital tools to be used in remote learning include, but are not limited to Apex Learning, Fastbridge (aReading, aMath, and SAEBRS for digital universal screening), eDoctrina, Zearn, and virtual Fountas and Pinnell Benchmarking.



# Secondary Grading System

At the secondary level, demonstration of student learning will be rated using the following system by grade level on a quarterly basis:

## **Grade 6**

- English Language Arts, Mathematics, Science, and Social Studies - students will receive an overall grade that is a percentage out of 100. They will also receive standards-based feedback from teachers by standard as outlined below:
  - 4 = Exceeding New York State and District Standards/Expectations
  - 3 = Meeting New York State and District Standards/Expectations
  - 2 = Progressing toward New York State and District Standards/Expectations
  - 1 = Not Meeting New York State and District Standards/Expectations
- Physical Education, Art and Music - Students will receive an overall grade that is a percentage out of 100. Grading policies will be presented in the course syllabus.



# Secondary Grading System

At the secondary level, demonstration of student learning will be rated using the following system by grade level on a quarterly basis:

## **Grade 7-8**

- All Courses - Students will receive an overall grade that is a percentage out of 100. Grading policies will be presented in the course syllabus.

## **Grade 9-12**

- All THS Courses - Students will receive an overall grade that is a percentage out of 100. Grading policies will be presented in the course syllabus.
- Grading for UHS courses will follow the guidance provided by the respective institution of higher education.





# Remote Learning for Students with Disabilities

- Students with Disabilities who chose remote learning can expect, to the greatest extent possible, to be provided with the special education and related services identified in their Individualized Education Program (IEP).
- FAPE may be provided consistent with the need to protect the health and safety of students with disabilities and those providing services to them. During this emergency, schools may not be able to provide all services in the same manner they are typically provided.
- Families should work closely with the special education teachers and therapists and communicate frequently regarding students' progress toward IEP goals in the remote learning model.



# Delivery of Remote Special Education Services

- Students will engage with special education teachers using Google Meet sessions weekly to address IEP goals, testing accommodations and program modifications.
- Related services of speech, OT, PT and counseling will be delivered in small group and/or individual sessions. The length and frequency of the sessions may differ depending on the remote learning schedule.



# Remote Learning for English Language Learners

- ELL students will participate in small group instruction, led by ENL teachers, targeting specific language acquisition needs.
- ELL students will receive appropriate instructional supports in English and their home language, as appropriate, to ensure curriculum accessibility.
- ELL students will receive the required accommodations and minutes of ENL instruction pursuant to New York State Commissioner's regulation Part 154.
- The ENL Department will provide ongoing professional development opportunities for remote teaching staff of ELL students.



# Communication between Home/Remote Learning

- Remote learning teachers will establish a working method of communication that works best for each family that is choosing remote learning for their child(ren). The district translator is available to assist with the translation of documents and/or other methods of communication (phone, e-mail, etc.).
- Remote learning teachers at the elementary level will be available in real time daily for at least one 30 minute period via Google Meet to ensure ongoing, reciprocal communication between teachers and families.
- Remote learning teachers at the secondary level will be available by e-mail and phone call, and/or Google Meet by appointment to ensure ongoing, reciprocal communication between teachers and families.



# Resources for Families Choosing Remote Learning

## Supports for Families

- Contact your child's teacher with any issues, questions or concerns related to Remote Learning.
- E-mail the Troy City School District's Tech Help Team at [troytech@troycsd.org](mailto:troytech@troycsd.org) for any technical support needed.

## Other Links to Resources for Families Choosing Remote Learning:

- [Troy Digital Resources](#)
- [Logging into Clever on an iPad](#)
- [Logging into Chrome on a PC or Mac](#)
- [Google Classroom for Parents](#)
- [Seesaw for Parents](#)
- [Tips to Improve Chromebook Performance](#)



**We Can.**

**We Will.**

**End Of Story**