

Vestal Central School District

Guidelines for Remote Learning

2020-2021

Version 1: 9-10-20

Dear Vestal Parents, Guardians, and Caregivers,

This school year will present a new way of learning that we refer to as “remote” learning. Both the “hybrid” and “remote” models will require students to participate in remote learning in order to progress through the curriculum. The purpose of these guidelines is to provide expectations for remote learning to ensure Vestal students can succeed this year. In the process, students will learn important skills on the use of technology to guide their learning that can benefit them throughout their lives. The success of Vestal students has always been a collaboration between our faculty, administration, and families. Now more than ever, that collaboration will be essential to the success and wellness of our students as we work this year to maintain learning and academic progress.

Thank you,

**Dr. Laura Lamash
Assistant Superintendent for Instruction**

What is Remote Learning?

Both the “hybrid” and “remote” models will require all students to participate in remote learning in order to progress through the curriculum. Remote learning is different from in-person learning in two ways:



Synchronous Learning

In the context of remote instruction, synchronous teaching and learning happen together in real time through a digital format.

Synchronous or “real-time” engagement with teachers and classmates occurs through a digital medium. This can be a video conference such as Zoom that creates the sense of a meeting and allows for conversation among participants. This can be working in real-time in a digital environment such as a Google document, Google Classroom, or Seesaw.

Synchronous activities have two requirements:

- **Being On-time:** When an activity is synchronous, students will need to log-in or be available to collaborate with classmates at a designated time.
- **Following the Code of Conduct:** Digital interactions among students and between teachers and students adhere to the school district's [Code of Conduct](#) and are subject to supervision and if necessary, discipline, in accordance with district rules and expectations for respectful, kind interactions.



Asynchronous Learning

In asynchronous learning, students participate in learning at different times and at their own pace.

Asynchronous learning is independent learning. It involves the active participation in learning activities and assignments created by the teacher. These activities or assignments are:

- Developed by the teacher to provide independent learning related to the course content in order to progress through the curriculum. In this respect, participating and completing asynchronous activities must occur in order to complete the course curriculum.
- Assessed and evaluated by teachers according to the course expectations and guidelines established by the teacher.
- Student's original work or the collaborative work of a group of students. The sharing or copying of work is prohibited under the Code of Conduct.
- Submitted according to a schedule or deadline.

K-1-2 Remote Learning in Kindergarten, First, and Second Grade





Both hybrid and remote students will be included together in a homeroom class and participate in learning in two ways:

- Both will directly interact with the classroom teacher, special area and support teachers, and their classmates. This will be done using Zoom video conferencing or with activities conducted through online platforms such as Seesaw or Google Classroom.
- Through participating in and completing independent, self-paced activities at home. These activities are developed by the teacher and will be supported during “real-time” lessons with the teacher.

Daily learning activities will adhere to the following:

- Daily Contact: Daily contact will occur for in-person and students at home two times a day each day of the week, including Wednesday.
- Weekly Calendar: Daily Zoom lessons will be scheduled a week in advance and the calendar provided to families.

Kindergarten, first, and second grades are in Phase Three of the Vestal reopening plan. They participate in two days of in-person instruction or, for remote students, lessons comparable to two days of instruction. Attendance for the day will be marked present if a student participates in-person or in a remote activity (i.e. morning or afternoon meeting).

 <p>Hybrid Model</p> <p>Students attend school two days a week in person. For in-person students, this is an opportunity to interact with students and faculty directly.</p> <p>The days of in-person attendance will be:</p> <ul style="list-style-type: none">• Monday and Thursday (or)• Tuesday and Friday	 <p>Remote Model</p> <p>Students are included in a homeroom class. Instruction in the core content areas of ELA and mathematics will be provided by the classroom teacher, or the reading specialist and math specialist.</p>
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Elementary Sample Schedule for Kindergarten, First, and Second Grade

The sample schedule below outlines an example of how a day may be structured. Classroom teachers will coordinate activities to ensure that students in-person and at home remain connected and feel a sense of belonging to their classroom community. The beginning of the school year will focus on helping students adjust to school, develop their understanding of the Seesaw learning platform, and learn how to use their iPads.

Elementary Sample Schedule for a Day (Grades K-2) <i>Sequence and focus of activities will be adapted by classroom and grade level teams.</i>		
Morning Sessions	Morning Meeting	In-person and students at home are included in a synchronous session together using Zoom. At home students are reminded of assignments and resources for the day.
	ELA	Teacher facilitated instruction in reading and writing workshop is provided for in-person and remote students on cohort days Monday/Thursday or Tuesday/Friday. Students at home are working independently on assignments and asynchronous lessons using online resources that may include Calkin's Virtual Lessons or Raz Kids. Offline work may include reading or writing, or completion of manuscript workbook (K-2).
	Specials	Art, music, library or physical education will occur for in-person students. Students at home can participate in asynchronous lessons throughout the week developed by special area faculty and librarians.
Afternoon Sessions	Lunch	Lunch will occur in settings that adhere to social distancing.
	Recess	Small supervised groups will maintain social distancing.
	Math	Teacher facilitated instruction in math is provided for in-person and remote students on cohort days Monday/Thursday or Tuesday/Friday. Students at home are working independently on assignments and asynchronous lessons. Independent work may include completing activities online in Zearn or Eureka inSync or completing module workbooks and sprints.
	Science/Social Studies	Teacher facilitated instruction in science and social studies is provided for in-person and remote students on cohort days Monday and Thursday or Tuesday and Friday. Students at home are working on asynchronous lesson or activity that can be shared when in person or through SeeSaw.
	Afternoon Meeting	In-person and students at home are included in a synchronous session using Zoom. At home and in-person students share experiences from the day. Meeting may include a read-a-loud or closing circle.

Instructional Model for K-2 Remote Cohort Students

Remote cohort students remain fully at home and will access instruction through digital media. Students in the remote cohort will be included in their homeroom class. They will participate in morning meetings and afternoon meetings daily. They will have remote lessons in library, art, music, and physical education. Support services (special education, academic intervention) will also be provided through digital means; schedules will be provided.

Students who are in the remote model in grades K-1-2 will remain part of their homeroom class. Their instruction in English language arts (reading, phonics, and writing) and math will be provided in one of two ways:

- *Reading and math specialists will provide ELA and math instruction aligned to the district scope and sequence and classroom progression, or;*
- *The classroom teacher will provide ELA and math instruction aligned to the district scope and sequence and classroom progression.*

The time allotted to instruction will be comparable to in-person instruction according to the progression of units and lessons. The following is a general timeframe for instruction that teachers will adjust and adapt as needed:

- *ELA: Two teacher-guided remote lessons a week in writing, phonics, and reading. Instruction will also prepare students to engage in independent practice as students adjust to the school year that instructs students in the use of online resources such as Calkins Virtual Units of Study, Rax Kids, and Seesaw.*
- *Math: Two teacher-guided remote lessons a week in mathematics. Instruction will also prepare students to engage in independent practice as students adjust to the school year. This can include online and print resources.*

You will be notified in the start of school of the teachers providing your child with English language arts and math instruction.

3-4-5 Remote Learning in Third, Fourth, and Fifth Grades





Both hybrid and remote students will be included together in a homeroom class and participate in learning in two ways:

- Through direct interaction with the classroom teacher, special area and support teachers, and classmates. This will be done using Zoom video conferencing or with activities conducted through online platforms such as Google Classroom.
- Through participating in and completing independent, self paced activities at home. These activities are developed by the teacher and will be supported during “real-time” lessons with the teacher.

Daily learning activities will adhere to the following:

- Daily Contact: Daily contact will occur for in-person and students at home two times a day each day of the week, including Wednesday.
- Weekly Calendar: Daily Zoom lessons will be scheduled a week in advance and the calendar provided to families.

Third, fourth, and fifth grades are in Phase Two of the Vestal reopening plan. They participate in one full day of in-person instruction for hybrid students or one full day of synchronous remote instruction for remote students. Attendance for the day will be marked present if a student participates in-person or in a remote activity (i.e. morning or afternoon meeting).

 <p>Hybrid Model</p> <p>Students attend school one day a week in person. For in-person students, this is an opportunity to interact with students and faculty directly.</p> <p>The day of in-person attendance will be one of the following:</p> <ul style="list-style-type: none"> • Monday, Tuesday, or Thursday 	 <p>Remote Model</p> <p>Students are included in a homeroom class. In addition to participating in daily contacts and asynchronous assignments, remote students have one day of instruction weekly, conducted through video conferencing and online platforms such as Google Classroom. This will take place on Friday.</p>
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Elementary Sample Schedule for Third, Fourth, and Fifth Grade

The schedule below outlines an example of how a day may be structured for grades 3, 4 and 5. Classroom teachers will coordinate activities to ensure that students in-person and at home remain connected and feel a sense of belonging to their classroom community. The beginning of the school year will focus on helping students adjust to school and develop their understanding of Google Classroom, Eureka inSync, Zearn, Calkins' Virtual Units of Students, and related applications.

Elementary Sample Schedule for a Day (Grades 3-5)		
<i>Sequence and focus of activities will be adapted by classroom and grade level teams.</i>		
Morning Sessions	Morning Meeting	In-person and students at home are included in a synchronous session together using Zoom. At home students are reminded of assignments and resources for the day.
	ELA	Teacher facilitated instruction in reading and writing workshop is provided for in-person students on cohort days Monday, Tuesday, or Thursday, and for students in the remote cohort on Fridays. Students at home are working independently on assignments and asynchronous lessons using online resources that may include Calkin's Virtual Lessons, Raz Kids (Grade 3) or Typing Club. Offline work may include reading or writing. Work will be shared through Google Classroom which may include at home and in-person students working together in a document or project.
	Specials	Art, music, library or physical education will occur for in-person students. Students at home can participate in asynchronous lessons throughout the week developed by special area faculty and librarians.
Afternoon Sessions	Lunch	Lunch will occur in settings that adhere to social distancing.
	Recess	Small supervised groups will maintain social distancing.
	Afternoon Meeting	In-person and students at home are included in a synchronous session using Zoom. At home students are reminded of assignments and resources for the day.
	Math	Teacher facilitated instruction in math is provided for in-person students on cohort days Monday, Tuesday, or Thursday, and for students in the remote cohort on Fridays. Students at home are working independently on assignments and asynchronous lessons. Independent work may include completing activities online in Zearn or Eureka inSync or completing module workbooks and sprints.
	Science/Social Studies	Teacher facilitated instruction in science and social studies is provided for in-person students on cohort days Monday, Tuesday, or Thursday, and for students in the remote cohort on Friday. A science activity may include a sequence in Mystery Science.

6-7-8 Remote Learning in Middle School





Both hybrid and remote students will be included together in a homeroom class and participate in learning in two ways:

- **Through direct interaction with the classroom teacher, special area and support teachers, and classmates. This will be done using Zoom video conferencing or with activities conducted through online platforms such as Google Classroom.**
- **Through participating in and completing independent, self paced activities at home. These activities are developed by the teacher and will be supported during “real-time” lessons with the teacher.**

Daily and weekly learning activities will adhere to the following:

- **Daily Check-Ins:** For the first three weeks of the school year (9/14 to 10/2) each class will begin with the teacher engaging with in-person and at home students using video-conferencing (i.e. Zoom) and/or real-time collaboration in a collaborative document (Google Classroom). The purpose of these daily check-ins for the first three weeks is to establish schedules and routines. Students are expected to join class according to the teacher’s directions.
- **Two Synchronous Lessons Weekly:** Two days a week, teachers will provide full synchronous lessons to students in school and at home. These lessons will continue after the initial three weeks of school. They will ensure a progression of learning and that students will have regular interaction with their teachers and classmates. A synchronous lesson will use digital tools to create situations where students interact in real time for a class period with their teacher and classmates.
- **Daily Student Support Periods:** Teams will have a calendar of times when students at home can access content areas teachers for support and assistance.
- **Weekly Calendar:** Daily Zoom lessons will be scheduled a week in advance and the calendar provided to families.

Sixth, seventh, and eighth grades are in Phase Two of the Vestal reopening plan. They participate in one full day of in-person instruction for hybrid students or one full day of synchronous remote instruction for remote students.

 <p>Hybrid Model</p> <p>Students attend school one day a week in person. For in-person students, this is an opportunity to interact with students and faculty directly.</p> <p>The day of in-person attendance will be one of the following:</p> <ul style="list-style-type: none"> Monday, Tuesday, or Thursday 	 <p>Remote Model</p> <p>Students are included in a homeroom class. In addition to participating in daily contacts and asynchronous assignments, remote students have one day of teacher facilitated instruction weekly conducted through video conferencing and online platforms such as Google Classroom. This will take place on Friday.</p>
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All lessons will follow the middle school bell schedule:

Homeroom	7:31 AM	7:39 AM
1	7:42 AM	8:24 AM
2	8:27 AM	9:09 AM
3	9:12 AM	9:54 AM
4	9:57 AM	10:39 AM
5	10:42 AM	11:24 AM
6	11:27 AM	12:09 PM
7	12:12 PM	12:54 PM
8	12:57 PM	1:39 PM
9	1:42 PM	2:24 PM

Wednesday will be a day for student support and office hours. A sample schedule of Wednesday student support may look like this:

Sample of Middle School Wednesday Office Hours		
<i>Hours and duration may vary</i>		
7:45 - 8:30	Math Workshop Support	Physical Education and Health
8:30 - 9:15	Reading Workshop Support	Art, FACS, Tech and Computer Studies
9:15 - 10:00	ELA	
10:00 - 10:45	Math	
10:45 - 11:30	Science	
11:30 - 12:15	Social Studies	
12:15 - 1:00	World Languages	
1:00 - 2:30	Special Education Check-ins	









During the first three weeks of school (9/14 to 10/2), each class will begin with a check-in. This is an opportunity for teachers to engage with students. Teachers will use this time in a variety of ways to maintain connections between students working at home and in school. They can be opportunities to:

- Introduce or review a skill or concept.
- Review assignments and activities that are being completed independently.
- Provide and review an entrance task.

Additionally, two days a week teachers will provide full synchronous lessons to students in school and at home. These lessons will continue after the initial three weeks of school. They will ensure a progression of learning and that students will have regular interaction with their teachers and classmates. A synchronous lesson will use digital tools to create situations where students interact in real time for a class period with their teacher and classmates.
















Sample of Middle School Student Daily Schedule

Through the course of a day, students will be engaged in synchronous and asynchronous lessons. Asynchronous lessons are lessons incorporating digital resources and media that teach new content and set the stage for independent practice.

<i>VMS Sample Day Schedule for Hybrid and Remote Students at Home</i>			
Period	Sync/Async	Course	Activity
1		Math 6	Log-In with Zoom to review prior lesson; independent work on assignment
2		ELA 6	Log-in with Google documents to share group project with classmates
3		Reading 6	Log-in and participation in group activity that incorporates interaction between at home and in person students
4		Study Hall	Office hours with Spanish teacher
5		Lunch	
6		Spanish 6	Log-In with Zoom to review assignment; independent work on assignment
7		Social Studies 6	Log-in to complete entrance task in Google forms and review assignment; independent work on assignment
8		Art	Log-in for full lesson using Zoom to demonstrate and review techniques.
9		Physical Education	Log-in for overview of assignment; independent work on assignment.

Sample of Middle School Student Weekly Engagement

During the first three weeks, each class will begin with a daily check in. Additionally, each class will conduct two full synchronous lessons a week. This means both in-person and at home students will interact throughout a lesson by way of videoconferencing through Zoom or online platforms such as Google Classroom. The chart below shows a sample week in which students will be in lessons with their teachers. In the course of a day, students may participate in two to four synchronous lessons each day. This allows for spacing and breaks between lessons and opportunities for students to complete work independently:

Period	Class	Monday	Tuesday	Wednesday	Thursday	Friday
		Day 1*	Day 2*	Day 3	Day 4*	Day 5*
1	Math 6		Synchronous Lesson "Full Class"	 Conferencing and Office Hours Assessment and Feedback Development of Asynchronous Lessons		Synchronous Lesson "Full Class"
2	ELA 6	Synchronous Lesson "Full Class"	Synchronous Lesson "Full Class"			
3	Reading 6	Synchronous Lesson "Full Class"			Synchronous Lesson "Full Class"	
4	Study Hall					
5	Lunch					
6	Spanish				Synchronous Lesson "Full Class"	Synchronous Lesson "Full Class"
7	Social Studies 6	Synchronous Lesson "Full Class"	Synchronous Lesson "Full Class"			
8	Art	Synchronous Lesson "Full Class"			Synchronous Lesson "Full Class"	
9	Physical Education		Synchronous Lesson "Full Class"		Synchronous Lesson "Full Class"	



* For the first three weeks each class will begin with a daily check. After three weeks, check-ins will be used by teachers based on their weekly planning and expectations.



Asynchronous lessons involving teacher developed lessons and resources.
Wednesday are full asynchronous days.

Teachers will establish schedules for synchronous lessons in collaboration with the grade level teams to ensure a balance of lessons and continuity of instruction.

9-10-11-12 Remote Learning in High School





Both hybrid and remote students will be included together in a homeroom class and participate in learning in two ways:

- **Through direct interaction with the classroom teacher, special area and support teachers, and classmates. This will be done using Zoom video conferencing or with activities conducted through online platforms such as Google Classroom.**
- **Through participating in and completing independent, self paced activities at home. These activities are developed by the teacher and will be supported during “real-time” lessons with the teacher.**

Daily and weekly learning activities will adhere to the following:

- **Daily Check-Ins:** For the first three weeks of the school year (9/14 to 10/2) each class will begin with the teacher engaging with in-person and at home students using video-conferencing (i.e. Zoom) and/or real-time collaboration in a collaborative document (Google Classroom). The purpose of these daily check-ins for the first three weeks is to establish schedules and routines. Students are expected to join class according to the teacher’s directions.
- **Two Synchronous Lessons Weekly:** Two days a week teachers will provide full synchronous lessons to students in school and at home. These lessons will continue after the initial three weeks of school. They will ensure a progression of learning and that students will have regular integration with their teachers and classmates. A synchronous lesson will use digital tools to create situations where students interact in real time for a class period with their teacher and classmates.
- **Daily Student Assistance Periods:** Teams will have a calendar of times when students at home can access content area teachers for support and assistance.
- **Weekly Calendar:** Daily Zoom lessons will be scheduled a week in advance and the calendar provided to families.

All high school grades are in Phase Two of the Vestal reopening plan. They participate in one full day of in-person instruction for hybrid students or one full day of synchronous remote instruction for remote students.

 <p>Hybrid Model</p> <p>Students attend school one day a week in person. For in-person students, this is an opportunity to interact with students and faculty directly.</p> <p>The day of in-person attendance will be one of the following:</p> <ul style="list-style-type: none"> Monday, Tuesday, or Thursday 	 <p>Remote Model</p> <p>Students are included in a homeroom class. In addition to participating in daily contacts and asynchronous assignments, remote students have one day of teacher facilitated instruction weekly, conducted through video conferencing and online platforms such as Google Classroom. This will take place on Friday.</p>
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All lessons will follow the high school bell schedule:

Zero	7:05 AM	7:45 AM
1	8:00 AM	8:40 AM
2	8:49 AM	9:29 AM
3	9:33 AM	10:13 AM
4	10:17 AM	10:57 AM
5	11:01 AM	11:41 AM
6	11:45 AM	12:25 PM
7	12:29 PM	1:09 PM
8	1:13 PM	1:53 PM
9	1:57 PM	2:40 PM









During the first three weeks of school (9/14 to 10/2) , each class will begin with a check-in. This is an opportunity for teachers to engage with students. Teachers will use this time in a variety of ways to maintain connections between students working at home and in school. They can be opportunities to:

- Introduce or review a skill or concept.
- Review assignments and activities that are being completed independently.
- Provide and review an entrance task.

Additionally, two days a week, teachers will provide full synchronous lessons to students in school and at home. These lessons will continue after the initial three weeks of school. They will ensure a progression of learning, and that students will have regular interaction with their teachers and classmates. A synchronous lesson will use digital tools to create situations where students interact in real time for a class period with their teacher and classmates.
















Sample of High School Student Daily Schedule

Through the course of a day, students will be engaged in synchronous and asynchronous lessons. Asynchronous lessons are lessons incorporating digital resources and media that teach new content and set the stage for independent practice.

<i>VHS Sample Day Schedule for Hybrid and Remote Students at Home</i>			
Period	Sync/Async	Course	Activity
1		CC Algebra 1	Log-In with Zoom to review prior lesson; independent work on assignment
2		English 9	Log-in with Google documents to complete group project with classmates
3		Living Environment	Log-in and participation in virtual lab that incorporates interaction between at home and in person students
4		Study Hall	Office hours with Algebra teacher
5		Lunch	
6		Global 1	Log-In with Zoom to review assignment; independent work on assignment
7		Spanish 2	Log-in to complete entrance task in Google forms and review assignment; independent work on assignment
8		Ceramics	Log-in for full lesson using Zoom to demonstrate and review techniques.
9		Physical Education	Log-in for overview of assignment; independent work on assignment.

Sample of High School Student Weekly Engagement

During the first three weeks, each class will begin with a daily check in. Additionally, each class will conduct two full synchronous lessons a week. This means both in-person and at home students will interact throughout a lesson by way of videoconferencing through Zoom or online platforms such as Google Classroom. The chart below shows a sample week in which students will be in lessons with their teachers. In the course of a day, students may participate in two to four synchronous lessons each day. This allows for spacing and breaks between lessons and opportunities for students to complete work independently:

Period	Class	Monday	Tuesday	Wednesday	Thursday	Friday
		Day 1*	Day 2*	Day 3	Day 4*	Day 5*
1	CC Algebra 1		Synchronous Lesson "Full Class"			Synchronous Lesson "Full Class"
2	English 9	Synchronous Lesson "Full Class"	Synchronous Lesson "Full Class"	Conferencing and Student Assistance Periods Assessment and Feedback Assessment and Feedback Development of Asynchronous Lessons		
3	Living Environment	Synchronous Lesson "Full Class"			Synchronous Lesson "Full Class"	
4	Study Hall					
5	Lunch					
6	Global 1				Synchronous Lesson "Full Class"	Synchronous Lesson "Full Class"
7	Spanish 2	Synchronous Lesson "Full Class"	Synchronous Lesson "Full Class"			
8	Ceramics	Synchronous Lesson "Full Class"			Synchronous Lesson "Full Class"	
9	Physical Education		Synchronous Lesson "Full Class"		Synchronous Lesson "Full Class"	



* For the first three weeks each class will begin with a daily check. After three weeks, check-ins will be used by teachers based on their weekly planning and expectations.



Asynchronous lessons involving teacher developed lessons and resources.

Wednesday are full asynchronous days.

The delivery of full synchronous lessons will be adapted to accommodate the specific needs of courses that integrate workshops or labs as the year progresses.