

Sauquoit Valley CSD Remote Learning Plan

Components for Hybrid Instruction:

For those students (Grade 5-12) attending schools under the hybrid schedule, when receiving remote instruction courses will be designed based on the needs of the students and the nature of the course curriculum. Many courses will likely task students with learning content for the first time remotely (examples: by watching a video or by reading a chapter of a text) and then engaging in complementary in-person components -- more or less the "flipped" classroom model. In-person components could include hands-on activities, student-led Q&A sessions, and teaching of more rigorous knowledge/skills. Other remote instructional activities may include engaging with other students through Google discussion prompts, completing online projects, and others. This model will enable us to transition to a full online model at any time, in case our regional infection rate rises enough to necessitate that transition.

Components of Fully Remote Model

Format/design for full remote instruction: Teachers will interact daily with students via Google Meet. Google Meet sessions may or may not last the duration of the assigned period as teachers may provide students with time to work independently on tasks. Teachers will modify instruction -- including engagement activities and assessments -- to account for the fully remote model. In addition to engagement during Google Meet sessions, corresponding assignments and tasks will be posted in Google Classroom. Other instructional software may be incorporated in conjunction with Google Classroom throughout the school year.

The District will be providing substantive interaction between teachers and students utilizing the following: Google Suite (Google Meet), daily office hours, and small group instruction.

Attendance/engagement for remote learning: Students in grades 5 -12 will follow their schedule by logging in from home each period, each day. Attendance will be taken by teachers each period. Students will be considered present only if they remain engaged in the Google Meet for its duration. Teachers and staff will report to work each weekday, and teachers will conduct classes via Google Meet following the building bell schedule.

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For K-4 students, they will follow the traditional school schedule to the extent possible, being mindful of computer screen time relative to the age appropriateness of the students. See chart below:

Instructional Delivery Method	Grade Level	Expectations
<p>Computer-Based Instructional Learning</p> <ul style="list-style-type: none"> ● Asynchronous viewing of instructional content/videos assigned by classroom teachers ● Synchronous (live session) for real time interaction with teachers in larger group formats to build classroom community, social interaction among peers, etc. ● Computer Reinforcement/Extension : academic learning programs, games, etc. 	<p>K - 2</p> <p>Grades 3 - 4</p>	<p>1.5 - 2.5 hours daily or 7 -12 hours weekly</p> <p>2 - 3 hours daily or 10 - 15 hours weekly</p>
<p>Indirect Instructional Learning Time</p> <ul style="list-style-type: none"> ● Additional learning time for academics with little to no computer screen time; time when students will engage in reading writing and assignment completion (j.e. Homework, etc.) ● Learning time for skill practice and projects/research projects 	<p>K - 2:</p> <p>Grades 3 - 4</p>	<p>1 - 2 hours daily or 5 -10 hours weekly</p> <p>2 - 3 hours daily or 10-15 hours weekly</p>

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Technology access: Devices (Chromebooks) and Internet access will be provided to families as needed. Parents are asked to contact their building's main office with such requests.

High School: 315.839.6316

Middle School: 315.839.6371

Elementary School: 315.839.6339

Parent/student technology training/resources: Video and text-based tutorials will be created and communicated to students and parents to support software navigation, including Google Classroom. Links to these tutorials will be added to the district website as they are created.

Digital Equity:

Since our plans include remote learning for many (or potentially all), we must ensure there is digital equity. We will continue to monitor student access to the internet when outside the district's buildings to ensure this. We will provide chromebooks and internet connectivity for those students lacking access to either or both. We will continue to utilize a district Google Form, email or other communication means for instructional staff to complete referrals for concerns with internet, engagement, attendance, and social/emotional well-being. This will foster the communication needed with instructional staff, school counselors, social workers, related service providers, and building leaders.

The District will be compiling a "Remote Learning Handbook" to support students, parents, and staff in the nuances of remote instruction. Wednesdays will be a day when we will be able to provide deep cleaning in our buildings. This day will also host opportunities for students and families to engage with instructional staff during scheduled office hours. Time will also be provided for interventions in small groups for pre-teaching, reteaching, and supplemental programs. This day will also have scheduled time for professional learning, curriculum writing, and planning in/within content areas, both horizontally and vertically. Curriculum will need to continue to be prioritized and adjusted to meet the needs of all students equitably and to ensure students have equitable access to learning aligned to the State Standards.

Our instructional staff will be monitoring student progress using multiple measures of data aligned with the State Standards.