

Miller Place Union Free School District



Remote Learning Plan 2020-21

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I. Introduction

The Miller Place UFSD Remote Learning Plan document is intended to communicate specific components of the MPUFSD plan for reopening schools in fall 2020. Based upon reflections on the emergency remote distance learning in spring 2020, review of state guidance, and feedback from our stakeholder groups, District Reopening Schools Subcommittees, and Steering Committee, the district offers three different instructional models, which are dependent upon the Governor Cuomo's direction regarding the return to school [model] in the fall. Considering feedback, these plans reflect the needs and concerns of families and staff while maintaining priorities for health, safety, rigorous instruction, and necessary support services.

The district reopening plan inclusive of school building plans can be found on the district website www.millerplace.k12.ny.us

In May 2020, the District approved a 1:1 device initiative in grades K-12. Dell laptops were purchased to supplement the District's existing resources to provide each student and teacher with a laptop for use in synchronous and asynchronous instruction in a remote or in-school learning environment. This means that effective the 2020-21 school year, every student and teacher will have access to a personally assigned District-provided laptop for use at home and at school to support in-school and remote learning.

With guidance and support from the assistant superintendent, the District's director of technology and feedback from the District's reopening schools technology subcommittee, the District is reviewing various options for assigning and signing out District devices.

After feedback from the District Reopening Task Force, Learning and Instruction, and Technology Subcommittees, as well as community feedback in July 2020, the District adopted a new learning management system, Google G-Suite to replace Microsoft 365 (Teams). The District is planning focused and intensive professional development for teachers and administrators, with opportunities for staff to participate in at least nine hours of Google professional development prior to the start of school. The District is also planning to provide students and families with orientation and instructional videos which will be posted to the District website prior to the start of the school year. Students will receive their devices upon their return to school. In the case where schools do not open, and students begin the school year in a 100% remote learning environment, the devices will be distributed according to a plan that is to be determined.

The District will continue to partner with internet service providers to expand free and low cost home internet service options for the community as available. The District may contact students and staff to assure that every student/family and staff has equitable access to internet service.

Regardless of the instructional model, digital resources help provide consistent and equitable access to learning. Staff will continue to engage in professional development opportunities to implement digital resources in combination with high quality instructional strategies.

II. Remote Learning Models Defined

Remote learning is instruction that takes place outside of the school building while the students are not in attendance at the school. Remote (online) learning models include synchronous (live interaction) and asynchronous instruction. The District currently offers a full remote learning model provided by Eastern Suffolk BOCES or the Miller Place faculty for students in grades K-6 only. Parents must inform the district of their intent for their child (grades K-6 only) to participate in the full remote model by no later than Tuesday, August 18, 2020.

On-site instruction: Instruction that takes place with students and teachers in attendance at the school building.

A hybrid (blended) learning model is a combination of on-site (in-person) and remote learning.

III. Remote Learning Options

Grades K - 5	Grade 6	Grades 7-12
<p>On-site (in-school)</p> <p style="text-align: center;"><u>OR</u></p> <p style="text-align: center;">Full Remote (ESBOCES or MPUFSD)</p> <p><i>No Hybrid option at this time</i></p>	<p style="text-align: center;">Hybrid*</p> <p style="text-align: center;">2 days on-site instruction, 1 day synchronous remote, 2 days asynchronous remote</p> <p style="text-align: center;"><u>OR</u></p> <p style="text-align: center;">Full Remote (ESBOCES or MPUFSD)</p> <p><i>No full On-site (in-school) option</i></p>	<p style="text-align: center;">Hybrid <u>only</u></p> <p style="text-align: center;">2 days on-site instruction, 1 day synchronous remote, 2 days asynchronous remote</p> <p style="text-align: center;"><i>No full Remote option</i></p> <p><i>No full On-site (in-school) option</i></p>

IV. Hybrid Learning Model Schedules

In the hybrid model, instructional delivery requires a reduced schedule of on-site learning. Students participate in remote instruction on a learning management system, *Google*, on days when they are not in a school building. The hybrid models include a rotating day schedule for on-site and remote instruction for two cohort groups. Students are assigned into cohort group 1 or 2 based upon an alphabetical split by last name. Families with different last names may follow the schedule of the eldest child in the household. Secondary students will follow an A Day/B Day schedule for purposes of labs and (class) rotations.

The hybrid model allows for remaining connected with a methodology to support student learning while at home. All students will have access to and interaction with an appropriately certified teacher to the extent possible.

A. Grades K-2:

Elementary school students will participate in core subjects each day that they are learning on-site in school and specials on a rotating schedule. Wednesday synchronous instruction will include a modified schedule where all students will logon with a teacher.

The schedule below demonstrates a sample of a hybrid learning model for AMPS students.

Andrew Muller Primary School Sample Hybrid Learning Model					
	Monday	Tuesday	Wednesday	Thursday	Friday
	Cohort 1 On-site instruction	Cohort 1 On-site instruction	Cohort 1 <u>and</u> 2 Remote instruction (synchronous)	Cohort 1 Remote instruction (asynchronous)	Cohort 1 Remote instruction (asynchronous)
9:15-9:26	Arrival	Arrival	Health - whole group meeting	Attendance SEL	Attendance SEL
9:26-10:06	Morning Meeting/SEL Math	Morning Meeting/SEL Math	Math – small group instruction	Math - flipped lesson	Math - flipped lesson
10:07-10:47	Math	Math	Reading - whole group instruction	RAZ KIDS or Fast ForWord	RAZ KIDS or Fast ForWord
10:48-11:28	Snack/Fundations	Snack/Fundations	Social Studies or Science – whole group ELA RTI	ELA RTI and writing	ELA RTI and writing
11:29-12:09	Reading mini-lesson	Reading mini-lesson	Reading – small group instruction	Science	Social Studies
12:10-12:50	Reading - Guided reading small groups	Reading - Guided reading small groups	Library/Maker Space	Math RTI	Math RtI
12:51-1:31	Lunch	Lunch	Lunch	Lunch	Lunch
1:32-2:12	Specials Music Month A Art Month B	Specials Music Month A Art Month B	Math RtI	Flipped lesson	Flipped lesson
2:13-2:53	Writing - mini-lesson (SPEECH, O/T, P/T)	Writing - mini-lesson (SPEECH, O/T, P/T)		Handwriting	Handwriting
2:54-3:34	Language Literacy Integration with Social Studies or Science	Language Literacy Integration with Social Studies or Science		Reading	Reading

B. Grades 3-5:

Elementary school students will participate in core subjects each day that they are learning on-site in school and specials on a rotating schedule. Wednesday synchronous instruction will include a modified schedule where all students will logon with a teacher.

The schedule below demonstrates a sample of a hybrid learning model for LADSBS students.

Laddie A. Decker Sound Beach Sample School Hybrid Learning Model					
	Cohort 1 On-site instruction	Cohort 1 On-site instruction	Cohort 1 and 2 Remote instruction (synchronous)	Cohort 1 Remote instruction (asynchronous)	Cohort 1 Remote instruction (asynchronous)
8:30 -8:40	Arrival	Arrival	Health – whole group	Attendance SEL	Attendance SEL
8:40-9:20	Math	Math	Math – whole group, small groups/ differentiation	ELA/Math lesson and extension activities	ELA/Math lesson and extension activities
9:20-10:00	PE	Specials: Art Month A Music Month B	Math – whole group, small groups/ differentiation	Reading/Math RtI	Reading/Math RtI
10:00 10:40	ELA	ELA	ELA – whole group	Science and/or Social Studies	Science and/or Social Studies
10:40-11:20	ELA	ELA	ELA – whole group, small groups/ differentiation	Specials (Music, Art, PE)	Specials (Music, Art, PE)
11:20-12:00	Lunch	Lunch	ELA – whole group, small groups/ differentiation	Lunch or Music Lessons (4 th and 5 th grade)	Lunch or Music Lessons (4 th and 5 th grade)
12:00-12:40	Small group instruction (SPEECH, O/T, P/T)	Small group instruction (SPEECH, O/T, P/T)	Lunch	Lunch or Small group instruction (SPEECH, O/T, P/T)	Lunch or Small group instruction (SPEECH, O/T, P/
12:40-1:20	Social Studies	Science		Social Studies	Science
1:20-2:00	Writing mini-lesson	Writing mini-lesson		Writing mini-lesson	Writing mini-lesson
2:00-2:40	Math	Math		Math	Math
2:40 – 3:00	Reading - Guided reading small groups	Reading - Guided reading small groups		Reading - Guided reading small groups	Reading - Guided reading small groups

C. Grade 6: refer to the Grades 7-12 schedule below

D. Grades 7-12:

Secondary students will follow a nine-period day schedule inclusive of core and encore subject area classes. The on-site bell schedule will include extra time for students passing between classes. The Wednesday synchronous instruction will follow a modified nine period day schedule with students signing on for each class as per their regular on-site learning instruction schedule. The Wednesday synchronous instruction schedule will follow and A day or B day rotating schedule.

The schedule below demonstrates the hybrid learning model for secondary students.

Grades 6-12 Sample Hybrid Learning Model				
Monday	Tuesday	Wednesday	Thursday	Friday
Cohort 1 Learning on-site	Cohort 1 Learning on-site	Teacher planning and professional development Cohorts 1 & 2 modified synchronous instruction schedule (teacher-directed) learning online	Cohort 2 Learning on-site	Cohort 2 Learning on-site
Cohort 2 Asynchronous learning online	Cohort 2 Asynchronous learning online		Cohort 1 Asynchronous learning online	Cohort 1 Asynchronous learning online

V. Full Remote Learning Model Schedules

This model includes five days of remote, teacher-directed, synchronous instruction. In the case where the district is directed to implement a full time remote learning model, remote learning schedules will be finalized and communicated to students and families.

A. Grades K-5:

Elementary students will follow a modified schedule to accommodate a full instructional model that is social and emotionally and developmentally appropriate for elementary students including but not limited to periodic breaks from learning and opportunities for cooperative learning and peer collaboration.

The schedule below demonstrates a sample of a full remote learning model for elementary students grades K-5.

Elementary Sample Full Remote Learning Model					
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:15	Whole Group Morning meeting/SEL				
9:15-10:15	Math whole group instruction, independent work, small group instruction				
10:15-10:30	Mindfulness break				
10:30-11:15	Reading - Whole group mini-lesson, independent work, small group instruction	PE Synchronous/Asynchronous	Reading – Whole group mini-lesson, independent work, small group instruction	PE Synchronous/Asynchronous	Reading – Whole group mini-lesson, independent work, small group instruction
11:15-11:30	Mindfulness break				
11:30-12:15	Writing – Whole group mini-lesson, independent work, and small group instruction	Reading – Whole group mini-lesson, independent work, small group instruction	Writing – Whole group mini-lesson, independent work, small group instruction	Reading – Whole group mini-lesson, independent work, small group instruction	Art Synchronous/Asynchronous
12:15-1:10	Lunch				
1:10-2:00	Science – Whole group mini-	Social Studies – Whole group	Science – Whole group mini-	Social Studies – Whole group	

	lesson, independent work, small group instruction	mini-lesson, independent work, small group instruction	lesson, independent work, small group instruction	mini-lesson, independent work, small group instruction	
2:00-2:40	Music	Writing – Whole group mini-lesson, independent work, and small group instruction	Library	Writing – Whole group mini-lesson, independent work, and small group instruction	Writing – Whole group mini-lesson, independent work, and small group instruction
2:40-3:00	Whole Group Afternoon Meeting/SEL				

B. Grades 6-12:

Secondary students would follow their typical on-site (in-school) schedule as per the scheduled times below, period by period.

NCRMS Sample Full Remote Learning Model						
		Monday	Tuesday	Wednesday	Thursday	Friday
7:40-8:25	Period 1	Each	Each	Each	Each	Each
8:28-9:10	Period 2	student	student	student	student	student
9:13-9:55	Period 3	follows	follows	follows	follows	follows
9:58-10:40	Period 4	their	their	their	their	their
10:43-11:25	Period 5	own	own	own	own	own
11:28-12:10	Period 6	schedule	schedule	schedule	schedule	schedule
12:13-12:55	Period 7	period	period	period	period	period
12:58-1:40	Period 8	by	by	by	by	by
1:43-2:25	Period 9	period	period	period	period	period

MPHS Sample Full Remote Learning Model						
		Monday	Tuesday	Wednesday	Thursday	Friday
7:05-7:47	Period 1	Each	Each	Each	Each	Each
7:55-8:37	Period 2	student	student	student	student	student
8:40-9:22	Period 3	follows	follows	follows	follows	follows
9:25-10:07	Period 4	their	their	their	their	their
10:10-10:52	Period 5	own	own	own	own	own
10:55-11:37	Period 6	schedule	schedule	schedule	schedule	schedule
11:40-12:22	Period 7	period	period	period	period	period
12:25-1:07	Period 8	by	by	by	by	by
1:10-1:52	Period 9	period	period	period	period	period

C. [Elementary Grades K – 6 Full 100% Virtual Learning Option \(Added 9/21/20\)](#)

This model includes five days of virtual remote, teacher-directed, synchronous instruction for this parent choice option.

Elementary students will follow a full schedule to accommodate a full instructional model that is social and emotionally and developmentally appropriate for elementary students, including but not limited to, periodic breaks from learning and opportunities for cooperative learning and peer collaboration.

The schedule below demonstrates a sample of a full virtual learning model for elementary students grades K-6.

Elementary Sample Full Remote Learning Model					
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:15	Whole Group Morning meeting/SEL				
9:15-10:15	Math whole group instruction, independent work, small group instruction				
10:15-10:30	Mindfulness break				
10:30-11:15	Reading - Whole group mini-lesson, independent work, small group instruction	PE Synchronous/Asynchronous	Reading – Whole group mini-lesson, independent work, small group instruction	PE Synchronous/Asynchronous	Reading – Whole group mini-lesson, independent work, small group instruction
11:15-11:30	Mindfulness break				
11:30-12:15	Writing – Whole group mini-lesson, independent work, and small group instruction	Reading – Whole group mini-lesson, independent work, small group instruction	Writing – Whole group mini-lesson, independent work, small group instruction	Reading – Whole group mini-lesson, independent work, small group instruction	Art Synchronous/Asynchronous
12:15-1:10	Lunch				
1:10-2:00	Science – Whole group mini-lesson, independent work, small group instruction	Social Studies – Whole group mini-lesson, independent work, small group instruction	Science – Whole group mini-lesson, independent work, small group instruction	Social Studies – Whole group mini-lesson, independent work, small group instruction	
2:00-2:40	Music	Writing – Whole group mini-lesson, independent work, and small group instruction	Library	Writing – Whole group mini-lesson, independent work, and small group instruction	Writing – Whole group mini-lesson, independent work, and small group instruction
2:40-3:00	Whole Group Afternoon Meeting/SEL				

VI. Glossary of Terms:

All the time access is a reference to the National Educational Technology Plan, which states the expectation that technology-enabled learning should be available for all students, everywhere, all the time (NETP 2017).

Asynchronous learning: Asynchronous learning is scheduled independently with the ability to access and satisfy classroom requirements within a flexible time frame. Methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms.

Device: A computing device, such as a laptop, desktop, Chromebook, iPad, or full-size tablet. Phones and mini-tablets are not sufficient devices for learning purposes.

Hybrid (blended) model: A combination of in person and remote learning.

In-person instruction: Instruction that takes place with students in attendance at the school building.

On-site learning: Instruction that takes place with students and teachers in attendance at the school building.

Remote learning: Instruction that takes place outside of the school building while the students are not in attendance at the school.

Sufficient access to the internet means that the student or teacher does not regularly experience issues (slowdowns, buffering, disconnections, unreliable connection, etc.) while participating in required or assigned instruction and learning activities.

Synchronous learning: Synchronous learning happens in real time. This means that students and teachers interact in a specific virtual place, through a specific online medium, at a specific time. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures.