

# Killingly Public Schools

## Remote Access to Learning Plan

### Killingly Intermediate School

#### Goal:

The Goal of the Killingly Public Schools Access to Learning plan is to assist to maintain learning for students through a blended learning environment which includes opportunities for digital and at home remote learning. Our goal is to maintain as many of the existing systems, supports, and processes for staff and students as possible

#### Blended Learning Approach

The KPS Blended learning approach is an approach to education that allows for both online educational materials and opportunities for interaction and traditional classroom activities completed in the home. It is supported by the remote presence of both teacher and student, with some elements of student control over time.

#### Platform of Delivery

- **Google Hangouts** → as a collaborative space to allow connectivity to collaborate with students in real time.
- **Google Meets** → video conferencing tool
- **Zoom (Video Conferencing)** → to improve student outcomes with secure video communication services for hybrid classrooms, intervention hours, professional learning communities, and more
  - [Zoom Tutorial](#)
- **Google Classroom** → Collaboration tool for teachers and students. Teachers will utilize their created online classrooms to distribute assignments and provide feedback

#### Expectations while Video Conferencing: Google Meets and/or Zoom

- **Headsets** are not required, but they will help if anyone is working near you
- **Be on Time** and log into the Hangout and leave the window open while you wait for others to join
- **Speak Clearly** and wait for your turn. The chat feature will post your comments to the group as well
- **Mute** your microphone and it will be muted at the start of class. Please turn on your microphone before you begin speaking and mute once you are done.
- **Don't SNACK** save it for after class

- **Stay Focused** and pay attention to the teacher and give them your full attention. Limit your distractions, turn off the TV, etc.
- **Be Prepared** and log in 5 minutes before the online meeting to make sure you have all the technical requirements set up.

### **Teacher Expectations**

- Post next week's assignments each Friday by 10:00am
- Previous week's posted assignments due the following Tuesday by 2:00pm
- Wednesday - Must Follow Day 1 Schedule
- Thursday - Must Follow Day 2 Schedule
- Friday - Plan for Small Group and Individual Needs-Based Intervention as a result of monitoring students' progress throughout the week
- Online instruction provided for each class during the scheduled time
- Design and provide access to meaningful instruction based on the course curriculum
- Post all materials and instructions to Google Classroom
- Provide feedback to students
  - Respond to correspondence from student and/or parent in a timely fashion
- Grade student work and post grades to PowerSchool by Friday of each week
- Collaborate with special education staff
  - Special education staff can provide direct instruction and modification
- Track student participation/attendance and report inactivity to grade level counselor, case manager, and social worker
- Band and chorus music lessons will be scheduled on Monday, Tuesday, and Friday.

### **Reading Interventionists**

- Continue to support students on caseload in collaboration with co-teaching partners

### **Math Interventionist**

- Support 5-8 grade math students during remote learning.
  - Create Google Classroom for all students receiving additional tutoring support.
  - Invite all math teachers to the Google Classroom for progress monitoring
  - Create a schedule of tutoring hours for struggling learners, based on teacher recommendation, grade 5-8, from 8:30-12:30 Monday, Tuesday, and Friday.
  - Communicate individual student progress to their teachers on Wednesday and Thursday

### **Counselors and Social Workers**

- Monday - Friday, 8:30-12:30, call individual students and families to support SEL and academic needs
  - Small Group and Individual Needs-Based Intervention
  - Provide support to parents/guardians with on-line learning tasks.
  - Communicate with grade level teachers to assist with the well-being of

students as well students on your caseload.

- Contact students demonstrating limited on-line learning.
- Record all communication in communication log

### **Student Expectations:**

- Participate in the learning by completing assignments. Check in with your teachers to ask questions or clarify learning expectations.
- Check in to each assigned class
- Monday - Tuesday: Entire days dedicated to classwork completion
- Wednesday - Thursday: Student interaction with content teacher per Day 1 / Day 2 schedule (8:30-12:30)
- Friday - Contact time with teachers to address individual needs (8:30-12:30)
- If a student is unable to participate for their scheduled class time, it is still expected that course work will be completed by 2:00pm on Tuesday or per a mutually agreed upon time with designated classroom teacher.
- Contact (email) grade level counselors, social workers, reading/math interventionist for support.
- Practice Digital Citizenship skills when interacting on-line.

### **Instruction:**

#### **Being Present as the Instructor**

- Critical factor in the success of remote learning
  - Video conferencing posted by the teacher allows students and/or families to connect with the teacher's image and voice.
  - Instructors should also be present by engaging students through asking questions and responding to questions.
  - Use frequent formative assessments. While present with students, it can be much easier to determine which students may be struggling with new learning.

#### **Work as a Group**

- Teachers should remember that they can work together to create engaging lessons and activities for students. When working with colleagues, remember you can share classes and resources through Google Classroom. This could enable teachers to assign activities in one class from other shared classes.

### **What a Student and Family Should Expect:**

- Teachers to be available from 8:30 - 12:30
- On-going communication between home and school

**How to Communicate With Teachers:**

- E-Mail
- Video conferencing

**Daily Schedule:**

- Monday, Tuesday, and Friday → Student Work Completion, 504 Meetings
  - Teachers will post work on Fridays for the following week
- Monday & Tuesday → Supporting students remotely on work
- Wednesday → Day 1 Schedule (8:30-12:30)
- Thursday → Day 2 Schedule (8:30-12:30)
- Friday → Small Group and Individual Needs-Based Intervention (8:30 - 12:30)

**Day 1 Rotation*****(ACCORDING TO SPECIALS CLASSES ONLY)*****CORE CLASSES WILL MEET AT THE SAME TIME ON BOTH WEDNESDAY AND THURSDAY**

Period	Time
A	8:30 - 9:00
B	9:10 - 9:40
C	9:50 - 10:20
D	10:30 - 11:00
E/F	11:10 - 11:40
G	11:50 - 12:20

**Day 2 Rotation*****(ACCORDING TO SPECIALS CLASSES ONLY)*****CORE CLASSES WILL MEET AT THE SAME TIME ON BOTH WEDNESDAY AND THURSDAY**

Period	Time
A	8:30 - 9:00
B	9:10 - 9:40
C	9:50 - 10:20
D	10:30 - 11:00

E/F	11:10 - 11:40
G	11:50 - 12:20

**How Assessment and Grading Will Be Handled:**

- Assessment will be provided in different methods compared to traditional assessment practices.
- Assessment can look like.....
  - Formative and Summative
  - Completion of Assignment(s)
  - Performed Based Tasks
  - Collaborative based assignments
- Grades will continue to be entered into PowerSchool.

**School's Plan For Families With Lack of Online Access:**

- IT Survey Created for District
- Secretaries gathering information from families to gauge...
  - Internet access capability
  - Student access to personal device