

# Remote Learning Plan (2024-2025)

## All Students K-12



### Kenmore-Town of Tonawanda Union Free School District

All information provided in this plan will be applied to the K-12 Remote Learning Model for a class, school, or all students as it may be required during the 2024-2025 school year.

**This guidance will be followed in the event that the District needs to move from an in-person model to an *at-home, remote model for a class, school, or all students.***



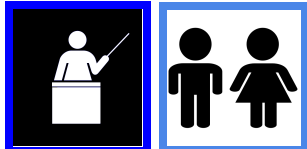
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### Stakeholder Groups

*The district and school Reopening Task Force teams were involved in the development of this plan. Membership included administrators, teachers, support staff, parents and Board of Education members.*

| Instructional Model Communication Timeline                                                                                                                                                                                |                                                                                                                                                 |                                                                                                                                                                                                         |                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Local, State or Federal Authority provides direction and/or District Determines Need to initiate Alternate Instructional Model</p>  | <p>District and Schools Communicate Instructional Model</p>  | <p>Schools and Teachers Communicate Plans for Students Including Timeline for Instruction and needed materials</p>  | <p>Teachers Communicate Plans to students/families for Instruction/Schedules</p>  |
| <p>The following methods will be used to communicate with families: text messages, social media, school websites, family email, phone messages and school updates/newsletters.</p>                                        |                                                                                                                                                 |                                                                                                                                                                                                         |                                                                                                                                                                        |

## Background

During the 2020-2021 and 2021-2022 school years, NYSED authorized a “snow day pilot” program, which allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

Effective September 28, 2022, Districts that would otherwise close due to an emergency may provide remote instruction and count these instructional days towards the minimum requirements. Instruction must be provided to all students and be consistent with the definition of remote instruction, as defined by the NYSED. This definition identifies various ways in which remote instruction may be delivered—but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

Section 100.1 of the Regulations of the Commissioner of Education further describes remote instruction as:

(u) Remote instruction means instruction provided by an appropriately certified teacher or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.

(1) Remote instruction shall encompass synchronous instruction provided through digital video-based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.

(2) Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where such instruction is more appropriate for a student’s educational needs.

(v) Non-digital and/or audio-based instruction means instruction accessed synchronously and/or asynchronously through paper-based materials where the student-to-teacher interaction occurs via telephone or other audio platforms.

(w) Asynchronous instruction means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.

(x) Synchronous instruction means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real-time.

**The following information describes the remote learning instructional model should the district be required to deliver instruction remotely due to an emergency.**

## Overview of the Kenmore-Town of Tonawanda Union Free School District Plan for Remote Learning K-12 All Students

***This plan will be implemented for ALL students in the event our district needs to close all schools any time during the 24-25 school year.***

KTUFSD remote learning plan will ensure the following:

|                                                                                                             |                                                                                                                  |                                                                                                                      |                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Equitable Tools</b><br> | <b>Positive Connections</b><br> | <b>Proactive Communication</b><br> | <b>Quality Teaching and Learning</b><br> |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|

1. **Equitable tools:** access and technical support for online learning
2. **Positive connections:** Relationships built and maintained through regular “live” sessions, homeroom/advisory, and other scheduled meetings.
3. **Proactive Communication:**
  - a. Clear schedules for online whole group, small group, and individual “live” lessons, as well as office hours
  - b. Learning management platforms (Google Classroom/Canvas) protocols and practices for organizing content that includes clear expectations and directions for tasks, projects, and assignments toward identified learning outcomes.
  - c. Students will access to assignments through Google Classroom or Canvas
4. **Teaching and Learning:** Reasonable and manageable expectations while striving to maintain rigorous and relevant learning
  - a. Critical standards, content and skills identified as learning outcomes each week
  - b. Regular feedback and standard numeric grading for grades 5-12; rubric grading for grades K-4 grading, consistent with in-person learning
  - c. Grades are available for parent review through the Parent Portal in Grades 5-12

### Goals and Expectations for Remote Learning Days

1. Students will experience meaningful and engaging interactions with the teachers and peers each day. Attendance will be taken daily.
2. In Google Classroom (K-4) or Canvas (5-12), teachers will apply common protocols and practices for organizing content, using calendars, creating, submitting and grading of assignments or providing feedback.
3. Screencast and/or very clear written directions are provided for each task or project assigned asynchronously leading to specific learning outcomes.
4. The plan for the day and assignments will be made available in Google Classroom/Canvas at the start of the school day by 7:45am (5-12) or 8:30am (K-4).
5. Teachers will monitor and respond to students’ needs within a reasonable time frame.
6. A learning coach (teacher aide, co-teacher, parent, resource room, RTI provider, etc.) could be utilized to support at-home learning to ensure each student's success.

## K-12 Remote Learning Teaching and Learning



*Students in grades K-12 will follow their daily assigned schedule logging into class synchronously via Google Meet.*

1. Students will follow their assigned period/daily schedule synchronously.
2. Synchronous learning (two way interaction) experience will occur using Google Meet Video Conferencing, Google Classroom Chat, or other determined interactive two way tasks.
3. Unit Assessments, quizzes, local exams, projects, and homework will occur and be modified as needed.
4. Flipped Classroom models may be utilized where the following may occur:
  - a. Lessons may be recorded by teachers for students to watch prior to class.
  - b. Videos/Readings may be assigned to enable discussion.
5. Grading/ Evaluation will be standard numeric for students Grades 5-12. Rubric for K-4.

### Definitions

**Synchronous learning** is a general term used to describe forms of education, instruction, and learning that occur at the same time, but not in the same place. The term is most commonly applied to various forms of digital, and online learning in which students learn from instructors, or peers in real time, but not in person.

**Asynchronous learning** is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. The term is most commonly applied to various forms of digital and online learning in which students learn from instruction—such as prerecorded video lessons or web-based learning tasks that students complete on their own—that is not being delivered in person or in real time.

#### “What Students Can Expect in Remote Learning”

- 20-40 minute synchronous lessons by period using Google Meet.
- Asynchronous work following the lesson.
- Learning objectives will be presented
- SPED/ENL/RTI/AIS services will be provided as scheduled.

#### Who to Contact with Questions?



Classwork → contact the teacher  
Schedule → contact the counselor  
Health → contact the school nurse  
Technology → contact teacher first, then tech services email: [tech\\_support@ktufsd.org](mailto:tech_support@ktufsd.org)

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| <p> <b>Instructional Technology: Access to Devices</b></p> <p>Students will have access to district-issued devices in the event of a need to provide instruction through remote learning. Most students transport their district-issued devices to and from home on a daily basis, and will be reminded to do so in order to be prepared for the need for remote instruction. Students in grades K-2 will be provided with their district-issued iPads and related accessories in anticipation of remote learning whenever appropriate.</p> <p>Families will be notified in the event that the district must provide instruction through remote learning. All students are expected to attend classes as planned, and will participate in substantive interaction with his/her teachers during each period of instruction.</p>               | <p> <b>Social and Emotional Support</b></p> <p>The district's mental health team of counselors, social workers, and psychologists will follow up with identified students to conduct well-checks. Additionally, they will coordinate supportive individual and group sessions to the extent that is possible, consistent with those sessions delivered while school is in remote learning.</p> <p>In addition to the services outlined below, counselors, social workers and school psychologists are committed to providing digital check-ins with students.</p>                                                                                                                                                                                                              |
| <p><b>Bilingual and English Language Learners</b></p> <p>The district is committed to ensuring that all ELLs receive appropriate instruction that supports their college, career, and civic readiness, by providing them the required instructional Units of Study in their English as a New Language or Bilingual Education program based on their most recently measured English language proficiency level in the remote environment.</p> <p>Translated services will be used to communicate updates to families.</p> <p>All required NYS screenings will remain in place in the remote environment.</p>                                                                                                                                                                                                                                                                                                                  | <p> <b>Special Education</b></p> <p>All SWDs whose current IEP (Individual Education Plan) indicates their special education programs are <u>Special Class</u>, <u>Consultant Teacher</u>, <u>Integrated Co-Teaching</u> or <u>Resource Room</u> will continue to receive the support of special education teachers in the remote setting using virtual means. These students will follow their respective school's schedule as well as their individual schedule.</p> <p>All SWDs who have related services (RS) on their IEPs will continue to receive those services through tele-therapy or other virtual means.</p> <p>Evaluations and CSE/CPSE meetings will be scheduled virtually to the extent possible.</p>                                                          |
| <p> <b>Athletics &amp; Extracurricular</b></p> <ul style="list-style-type: none"> <li>The school district will follow NYS guidance on athletics. Our athletic office contact information is on the district website <a href="#">here</a>.</li> <li>Extracurricular clubs may run virtually as announced.</li> </ul> <hr/> <p> <b>BOCES CTE Programs</b></p> <ul style="list-style-type: none"> <li>Students participating in BOCES CTE programs will be provided with information regarding participation in BOCES CTE classes for the day, as this is dependent upon the open status of the BOCES CTE program.</li> <li>All career centers (Harkness, Kenton and Potter) will work to accommodate component district students and schedules.</li> </ul> | <p> <b>Teacher Aide Role in Remote Learning</b></p> <p>To the extent possible, teacher aides will continue to support students and teachers in the delivery of instruction. Key expectations are as follows:</p> <p>To the extent possible, support classroom teachers with preparing assignments, content, and activities.</p> <p>Assist with collecting materials that will be sent to students. Maintain regular communication with teachers and related service provider(s).</p> <p>Communicate and check-in with students as determined by classroom teacher and school leadership.</p> <p>Under the direction of the teacher or related service provider, support families and students in accessing and participating in remote learning and therapy experiences.</p> |



## **Technology Support For Remote Learning**

### ***Determining Device and Technology Needs***

We will maintain rigorous communication across multiple platforms to ensure the identification of student technology needs.

### ***Access to Devices and Connectivity (Multiple Pathways)***

- All students, teacher assistants and teachers have access to devices that will ensure their full participation in all phases of instruction during the school year.
- Families with transportation challenges will be provided additional options for mediating their technology needs. In supporting the multiple pathways within the district, advanced computer equipment and programs will be provided to pathway students, enabling them to fully participate in the pathway programming.
- English as a new language teachers will be utilized to communicate with non-English speaking families, to fulfill technology needs. In preparation for a sudden, immediate closure, students will be pre-assigned a device to take home with them.

### ***Professional Development and Support***

The Ken-Ton district continues to provide its teachers with the necessary professional development needed to provide remote instruction in the event this is required. Through each experience, we will focus our staff development on a refined collection of skills and tools.

- High school and middle school teachers and students will use Canvas LMS for remote learning.
- Elementary Teachers will continue to use Google Classroom for instruction during the 24-25 school year. In the event of a need to use remote learning, students are expected to log on to their Google Classroom for access to a Google Meet link.
- Our district technology department will continue to provide IT support for teachers/families across all phases of remote instruction.
- Teachers also have access to a Technology Liaison at each building to facilitate remedies for IT issues. District technology support specialists will also be available to aid in IT support if needed.



### **Technology Support**

Parents and students will have access to the district's technology support team via a dedicated phone number: **(716) 871-2050** and a dedicated email: [tech\\_support@ktufsd.org](mailto:tech_support@ktufsd.org). The district's team is equipped to assist parents with district devices and software. More detailed questions about software use are also handled by the district's Instructional Innovation Support Specialists.

### **Google Classroom Tutorial**

Here is a [helpful video](#) for Google Classroom.

### **Google Meet Tutorial**

Here is a [helpful video](#) on how to access Google Meet in your Google Classroom.

### **Canvas Classroom Tutorial**

Here is a [helpful video](#) on how to use and access the Canvas Learning Management system.



## STUDENT CHECKLIST FOR REMOTE LEARNING SUCCESS

*Use this checklist as a guide to help manage your time and establish daily routines. Before you start your class schedule each day, what should you consider?*

### Develop a Routine!

- ☐ Do you have all of your supplies for your classes meeting that day? (Computer, writing instrument, paper, calculator, etc.)
- ☐ Does your computer have enough power? If not, are you near a place you can plug it in?
- ☐ Is your workspace free of clutter? Are you in a location where there are limited additional noise distractions?
- ☐ Have you turned off or set any technology aside that could be a distraction? (phones, portable video games, tv shows, etc.)

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### Utilizing your breaks between each class meeting

- ☐ Take a 10-15 minute movement break! Get a drink, grab a snack, go to the bathroom, etc.
- ☐ Record the homework for the class you just completed. Make sure to write down what is due by the time you meet with that class again.
- ☐ Glance at email and your courses in Google Classroom/Canvas to ensure you aren't missing any updates you need to know for your classes that day.

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### Lunch Break

Give yourself this time to disconnect from school!

- ☐ Allow time to unplug from the computer and give your eyes a break
- ☐ Get some fresh air
- ☐ Eat some food, check in with your friends, and give yourself this time to take a breath

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### Daily Independent Work Time (Asynchronous) and Office Hours

- ☐ Review and complete homework assigned from your classes.
- ☐ Check-in with teachers and email them any questions you may have. Teachers WANT to be in frequent communication with you, know how you are doing, and offer help.
- ☐ Meet one on one or in small groups with teachers through Google Meet if previously scheduled.
- ☐ Be patient with yourself and your teachers.

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### Student Expectations

- ☐ It is expected that students will complete assignments for all classes during any hybrid/remote learning experience.
- ☐ Students will be held accountable for work. All content taught as part of hybrid/remote learning is applied to course requirements.
- ☐ In a hybrid or remote model students will be required to log in every day to each course during the synchronous learning time for attendance.
- ☐ Students (and/or parents) should contact the teacher via email or Google Meet with questions or concerns regarding assignments.
- ☐ Students will access their content via Google Classroom/Canvas or SeeSaw.

**If you are struggling to find something, understand how to use something or aren't clear on expectations let your teacher or counselor know. Everyone wants to support you!**

# LEARNING FROM HOME

## Checklist For Success

