



# HUDSON CITY SCHOOL DISTRICT

## Educational Learning Plan

### Montgomery C. Smith Elementary School

#### What will online learning look like for students?

Students will have multiple opportunities each week to engage with each classroom teacher. During the instructional period and secondary office hours, students will:

- Spend time learning new material
- Watch video lessons
- Participate in class discussions
- Complete assigned work and activities
- Access teacher office hours for support and guidance on the new learning (Math and ELA AIS Teachers will provide an hour weekly for extra support in each grade level. Schedule to follow)

#### Recommended Total Time Spent on Learning

**Flexibility is key to an at-home learning plan. Students will be expected to participate but will not be restricted by a traditional schedule. Expectations for student at-home learning time should not exceed the recommendations listed below:**

Student Expectations By Grade Level	K	1-2	3-4	5
<b>Time spent by student on each lesson/activity*</b>	<b>15-20 minutes each</b>	<b>20-25 minutes each</b>	<b>25-30 minutes each</b>	<b>30-40 minutes each</b>
<b># of core subject area lessons/activities per day (Core = ELA, Math, SS or SCI)</b>	3 core subject area lessons/activities per day	3 core subject area lessons/activities per day	3 core subject area lessons/activities per day	3 core subject area lessons/activities per day
<b>Special area of the day (P.E., Art, Music, STEAM)</b>	1 special area lesson/activity per day	1 special area lesson/activity per day	1 special area lesson/activity per day	1 special area lesson/activity per day

Please note the table above is merely a suggestion. **If you or your child is ever feeling overwhelmed with the work - you can stop, revisit the work, and/or complete what you feel is appropriate at the time.** In addition to the online educational opportunities provided by your teacher, there are many ways to engage your child in learning activities while at home. Reading to your child or having children read to younger siblings, using the Internet for educational games, having conversations about your child's learning assignments and family activities, working together to complete household tasks, participating in outdoor activities and playing games together.

### **Tier 3: Intensive Interventions and Comprehensive Evaluation**

At this level, students receive individualized, intensive interventions that target the students' skill deficits.

Tier 3 Reading and Math will occur in 30 minute blocks for grades 1-5 in various formats. This will occur a minimum of 2 times per week, and progress monitoring will occur monthly. Kindergarten Tier 3 will continue to occur within classroom sessions.

#### **1st Grade**

**Tier 3 10:00 - 10:30**

#### **2nd Grade**

**Tier 3 10:45 - 11:15**

#### **3rd Grade**

**Tier 3 11:30 - 12:00**

#### **4th Grade**

**Tier 3 1:00 - 1:30**

#### **5th Grade**

**Tier 3 1:45 - 2:15**

### **Chromebooks**

Chromebooks have been provided to students who needed a device. If your child still needs a device to access learning material, please contact 802-445-5586. If you are having difficulty with the Chromebook charging or working, please contact our IT Coordinator at 802-445-5586 and let him know your student's name, grade level, and your technology needs.

## **Student Expectations**

- Login to Google Classroom **at least one time** per day to complete assignments or communicate with their teacher (A guide to Google Classroom <https://www.smore.com/q27rc>).
- Submit completed work on Google Classroom as requested by the teacher.
- Join hangout video chats facilitated by the teacher for classroom discussions.
- Be a [responsible digital citizen](#).

## **Classroom Teacher Expectations**

- Offer daily office hours for students/parents to ask questions or interact.
- Provide large and small group learning opportunities for students through Google classroom.
- Record video chats or mini-lessons using Screencastify or similar apps with the class so students can watch at a later time on the Google Classroom as well as utilize pre-recorded lessons available to support instruction.
- Make reasonable attempts to engage students and families if they are not actively participating in the instructional activities. If reasonable attempts are made and students/families continue to lack engagement, teachers should notify their building principal.
- Provide timely feedback to students.
- Collaborate with special area teachers to support students' learning.

## **Special Area Teacher Expectations**

- Offer daily office hours for students/parents to ask questions or interact.
- Provide large and small group learning opportunities for students through Google classroom.
- Record video chats or mini-lessons using Screencastify or similar apps with the class so students can watch at a later time on the Google Classroom as well as utilize pre-recorded lessons available to support instruction.
- Make reasonable attempts to engage students and families if they are not actively participating in the instructional activities. If reasonable attempts are made and students/families continue to lack engagement, teachers should notify their building principal.
- Provide timely feedback to students.
- Collaborate with classroom teachers to support students' learning.

## Grading

**K-5** is now in the 3rd and final marking period of the 2019-2020 school-year. Grading policies and practices move to standards based as best is possible using teacher discretion and with flexibility. We will avoid using percentage-based grades at this time.

For classes in which grades will be provided, districts are encouraged to consider a simplified, non-traditional model of grading based on measures of student learning, e.g.:

- **Evidence of Learning** = Student has demonstrated learning of essential curriculum based on what was taught and assigned.
- **Not Yet Learned** = Student has not completed assignment, or work completed does not yet demonstrate learning of essential curriculum. Students will be given the opportunity to redo and resubmit work to demonstrate learning.

Teachers should use varied forms of assessments and graded assignments to measure and document evidence of student learning with multiple opportunities for revision, re-submission and remedial supports.

If in-person classes resume, traditional grading practices will resume.

### Standards / Resources:

#### Kindergarten:

<https://docs.google.com/document/d/1RuSnfbweSZZhweiW69l1wrzirDeqT2rPvO1BFdx5TF0/edit?usp=sharing>

#### First Grade:

<https://docs.google.com/document/d/1qwGeDDiQh4LadgOLe3N9sldu9gRQYdAKp0rG2QsYwnw/edit?usp=sharing>

#### Second Grade:

<https://docs.google.com/document/d/1gQjhyc2fen36cUGVhD7bWVlSk2vFwL6T2l6rXpMsZJg/edit?usp=sharing>

#### Third Grade:

<https://docs.google.com/document/d/1DhM0pbUG6NQUALNvWNTCFcwYawZWIT-mXGuBGlg6Bg2o/edit?usp=sharing>

**Fourth Grade:**

<https://docs.google.com/document/d/17UNliY2fGLf1xm6P0tw7EHKsCpcaeukvnWHen4lvU4k/edit?usp=sharing>

**Fifth Grade:**

<https://docs.google.com/document/d/1MV-e-LryTGyuFo9CsX2PbriEnDAAvAiWg-WGcmJfdhl/edit?usp=sharing>

**Professional Support for Staff**

- Building and District leadership will continue to support and oversee the teaching and learning process.
- In order to support the teaching and learning process as well as the professional learning of staff, administrators have requested access to Google Classroom and student learning opportunities as necessary.
- Principals will schedule faculty meetings or department/grade level faculty meetings as needed.
- Principals will join online classroom meetings as needed to help facilitate relationship building.
- Leadership and staff will continue to partner to support student learning and engagement.
- The District will communicate with parents clear expectations with regard to how they can best support their students.

**Special Area Staff****Librarians**

- School librarians will provide instructional support for technology integration.
- School librarians will assist classroom teachers and students with utilizing online databases, ebooks and other resources available to students.

**Special Education Teachers:**

- Special education teachers will continue to support students on their assigned caseload.
- Special education teachers will continue to collaborate with classroom teachers to ensure equitable access to instruction.
- To the extent possible, Special Education teachers will continue to support the Individual Education Plan for each student.

**AIS Math & AIS Reading Teachers:**

- Specialists will develop learning opportunities to meet the needs of each individual student in all their RTI groups.
- Specialists will structure communication plans to work with students and parents.

**Specialists & Interventionists:** (Reading, Speech and Language, Occupational Therapy, Physical Therapy, ENL)

- Specialists and interventionists will develop learning opportunities to meet the needs of each individual student on their caseload. This will take place in collaboration with classroom teachers.
- Specialists and interventionists will structure communication plans to work with students and parents.

**Counselors & Clinicians:**

- Counselors and clinicians should focus on the academic progress and social-emotional well-being of students during Learning.
- Counselors and clinicians may need to advocate for modified Learning expectations for students who are unable to advocate for themselves.
- Teachers should contact counselors and/or clinicians if a student needs social or emotional support, and the counselors will follow up as necessary.
- Counselors are available to families and students to offer assistance with the challenges of Learning and will respond and support as much as they can from afar for other low-level social/ emotional needs.
- Counselors should clearly communicate to all students their availability to connect if students are sad, overwhelmed, frustrated, or confused.
- Counselors will be available to staff to confer about student progress.

**Grade Level Chairs / Instructional Coaches:**

- Grade level chairs will be a conduit between technology services and teachers to assist with technology integration and Learning.
- Grade level chairs and Instructional Coaches will make themselves available to team members through a variety of synchronous and asynchronous methods to be posted to the staff and administration.
- Grade level chairs and Instructional Coaches will develop instructional tools, and locate resources and sample lessons to assist teachers in the learning process.
- Grade level chairs and Instructional Coaches will coach, coteach, model and otherwise support the teaching and learning process.

**Teaching Assistants and Teacher Aides:**

- Teaching assistants and aides will be assigned student(s) with whom they will conduct daily check-ins (with the guidance of administration) to support student learning per a plan developed by the building administration.
- Where applicable and appropriate, teaching assistants will be included and participate in Google Classroom.
- Teaching Assistants and aides will assist with the distribution of materials as determined by administration.

**Nurses:**

- Nurses will continue to support the physical and mental well-being of our students during Learning.
- Nurses will continue to stay informed and participate in updates on the emerging developments which may impact our school community.