

# Remote Learning in York School District One

A Guide for Families



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## Key Dates

- LEAP/Orientation Week  
Grades K-8
- August 24-1<sup>st</sup> day for students
- September 7- Labor Day  
Holiday
- October 15- End of First  
Quarter



# School Commitments to Families During Remote Learning

Families can expect that:

- Students will have remote learning activities that reinforce grade-level standards and prioritize social and emotional needs
- Learning is designed to meet the needs of diverse learners
- Families can contact school personnel, including their child's teacher, principal, and counselor, through email, by phone, by Remind, or virtual conferencing.
- Students will receive feedback on their work, and teachers will monitor and track their engagement
- Teachers and/or the school principal will reach out with key updates and announcements about the coming week
- Teachers will be available during office hours to engage with students and families

# Student Commitments During Remote Learning

During remote learning, we expect that students will:

- Stay engaged in learning.
- Complete assignments with integrity.
- Engage in their learning as much as possible.
- Reach out to their teachers if they need help.

# Teacher Commitments During Remote Learning

During remote learning, we expect that teachers will:

- Provide students with regular feedback on their assignments.
- Routinely check for evidence of students' learning .
- Assess students on their understanding of learning.

## Family Support of Remote Learning

We recognize that sustaining remote learning is not something parents and families have ever had to do. We will work with parents and families to determine how we can best support you. As we make this transition to remote learning, here are some general tips that parents and families can consider:

- Create a daily routine so your child always knows when it will be time to focus on learning.
- Designate a quiet space that can be his or her at-home desk.
- Have your children set goals prior to engaging in learning. For example, ask them, *What do you plan to work on today? What will you do if you get stuck? How can I support you?*
- Ensure your children are receiving adequate sleep and are well-rested when they begin their learning. Continue to have an established bed time and evening routine throughout the school year.
- As you are able, keep device screens within your view and monitor screens when children are working online to ensure they are actively engaged in the digital schoolwork and resources provided.

- During breaks and evening hours, encourage activities that do not involve screens.
- Provide your child with frequent encouragement and reminders as needed.
- Once your children are done working for the day, ask them to reflect. For example, ask them, *What did you learn today? What did you accomplish today? What did you find challenging today?*
- Be patient and flexible with yourself and your child. Focus on ensuring that your child remains academically engaged, connected to his or her school community, and emotionally supported.

# Expectations for Remote Learning

| Students   | Families   | Teachers  | Support Staff   | Principals   |
|--|--|---|---|--|
| <p>Engage with his or her teacher during weekly check-in</p> <p>Advocate for personal needs and additional support when needed</p> <p>Complete independent assignments and submit them by deadlines</p> <p>Keep track of completed work and assignments and turn them in to teachers at designated times</p> | <p>Prioritize the safety and well-being of family</p> <p>Review communications from the district, school, and teachers to understand the available support and expectations for your student's remote learning</p> <p>Create favorable conditions in the home to support productive student work</p> <p>Routinely monitor your child's progress or completion of tasks</p> | <p>Connect with families and students using district-approved technologies and communications channels</p> <p>Engage in PD on norms and best practices for remote learning</p> <p>Plan instructional content delivery based on guidance and schedules provided by the district</p> <p>Collaborate with peers to plan for support for students with identified needs</p> <p>Deliver instructional content and activities and provide feedback on student work and student progress</p> | <p>Collaborate with peers to support students with identified needs</p> <p>Provide support for the coordination and distribution of materials (texts, packets, technology, etc.) and other miscellaneous operational and service needs</p> <p>Connect with families and students using case management approach</p> <p>Provide resources and support for students' social-emotional needs using case management approach</p> <p>Collaborate with peers to plan for support for students with identified needs</p> | <p>Communicate overarching remote learning plan to families</p> <p>Implement remote collaboration protocols for teachers and staff to receive and share information, celebrate success, and jointly problem solve</p> <p>Coordinate the distribution and submission of assignments</p> <p>Monitor implementation and family contact and address issues as they arise</p> <p>Remove barriers to success for teachers as they implement remote learning</p> <p>Engage in professional learning</p> <p>Assess teacher needs</p> |

# Samples Daily Schedules for Families to Guide Students Learning Remotely

## Pre-K

| Time Frame       | Activity  |
|------------------|---|
| 8:30-9 a.m.      | Set up materials, go over daily expectations, free read, playtime.  |
| 9-9:30 a.m.      | Morning activities (e.g., video message from teacher about key learning today, review daily plan, opportunities to connect with classmates virtually) |
| 9:30-10:15 a.m.  | ELA: read-aloud audio file, practice letters, worksheets, phonetic awareness activities, other foundational skills                                    |
| 10:15-10:30 a.m. | Snacks/playtime   |
| 10:30-11 a.m.    | Related arts (e.g., practice fine motor skills with coloring, safe use of scissors, or using stickers; listen to music and practice keeping rhythm)   |
| 11-11:45 a.m.    | Math: activities with numbers and shapes, worksheets, and other foundational skills   |
| 11:45-12:30 p.m. | Lunch, clean-up, and playtime   |
| 12:30-1:30 p.m.  | Quiet time (nap time, free read, journal)   |
| 1:30-2:30 p.m.   | Explore activities (e.g., science-based projects, outdoor learning, current events and social studies)  |
| 2:30-3 p.m.      | Follow-up from earlier learning or related arts (e.g., build blocks using math concepts, library time, games and puzzles)                             |
| 3-3:30 p.m.      | Wrap-up day (could include parent check-ins)  |

## Kindergarten-Grade 2

| Time Frame       | Activity   |
|------------------|--|
| 8:30-9 a.m.      | Set up materials and communicate daily expectations.   |
| 9-10 a.m.        | ELA  |
| 10-10:30 a.m.    | Creativity or movement break (non-virtual)   |
| 10:30-11:30 a.m. | Math   |
| 11:30-12 p.m.    | Lunch and clean-up   |
| 12-12:30 p.m.    | Recess or related arts (e.g., music, art)  |
| 12:30-1 p.m.     | Science/Social Studies   |
| 1-1:30 p.m.      | Flexible school time (follow-up from earlier blocks, RTI, explore or self-guided projects, current event activities, free read/writing)                          |
| 1:30-2 p.m.      | Specials, related arts, or free read   |
| 2-2:30 p.m.      | End-of-day wrap-up (e.g., video from the teacher, SEL activity, review/preview of learning, review of homework)  |
| 2:30-3:30 p.m.   | Flexible school time and teacher office hours (follow-up from earlier blocks, RTI, explore or self-guided projects, current event activities, free read/writing) |



## Grades 3-5

| Time Frame       | Activity   |
|------------------|--|
| 8:30-9 a.m.      | Morning activities (e.g., synchronous class discussion, video message from teacher, culture and relationship building activity, review/preview of learning)      |
| 9-10 a.m.        | ELA  |
| 10-10:15 a.m.    | Creativity or movement break (non-virtual)   |
| 10:15-11:15 a.m. | Math   |
| 11:15-11:30 a.m. | Free read  |
| 11:30-12 p.m.    | Lunch and clean-up   |
| 12-12:30 p.m.    | Recess, specials, or related arts  |
| 12:30-1 p.m.     | Science/Social Studies   |
| 1-1:45 p.m.      | Flexible school time (follow-up from earlier blocks, RTI, explore or self-guided projects, current event activities, free read/writing)                          |
| 1:45-2 p.m.      | Creativity or movement break (non-virtual)   |
| 2-2:30 p.m.      | Academic time and end-of-day whole class wrap up (e.g., video from the teacher, SEL activity, review/preview of learning, review of homework)                    |
| 2:30-3:30 p.m.   | Flexible school time and teacher office hours (follow-up from earlier blocks, RTI, explore or self-guided projects, current event activities, free read/writing) |

## Middle School

| Time Frame       | Activity  |
|------------------|---|
| 8:30-9 a.m.      | Set up materials and communicate daily expectations.  |
| 9-10 a.m.        | Math  |
| 10-10:15 a.m.    | Creativity or movement break (non-virtual)  |
| 10:15-11:15 a.m. | ELA   |
| 11:15-11:30 a.m. | Free read   |
| 11:30-12 p.m.    | Lunch and clean-up  |
| 12-1 p.m.        | Science   |
| 1-1:30 p.m.      | Flexible school time (follow-up from earlier blocks, RTI, explore or self-guided projects, current event activities, free read/writing)   |
| 1:30-2:30 p.m.   | Social Studies  |
| 2:30-3:30 p.m.   | Afternoon electives/specials or free choice and teacher office hours (e.g., practice musical instrument, project-based learning, Khan Academy or other supplementary virtual learning, free read/writing, follow-up academic activities from earlier blocks, RTI, additional support for special ed/EL/gifted/exceptional students) |

## High School (Option 1)

| Time Frame       | Activity   |
|------------------|--|
| 8:30-9 a.m.      | Set up materials and communicate daily expectations. |
| 9-10 a.m.        | Period 1   |
| 10-10:15 a.m.    | Creativity or movement break (non-virtual)           |
| 10:15-11:15 a.m. | Period 2   |
| 11:15-11:30 a.m. | Creativity or movement break (non-virtual)           |
| 11:30-12:30 p.m. | Period 3   |
| 12:30-1 p.m.     | Lunch and clean-up                                   |

|                       |   |
|-----------------------|---|
| <b>1-1:45 p.m.</b>    | Electives, RTI, or project-based learning   |
| <b>1:45-2:45 p.m.</b> | Period 4  |
| <b>2:45-3:30 p.m.</b> | Flexible school time and teacher office hours (independent work, follow-up academic activities from earlier blocks, explore/CTE/career-readiness activities, RTI, projects, current event activities, free read/writing, support for special ed/EL/gifted/exceptional students) |