



## **Thurgood Marshall Academy Lower School Remote Learning Plan**

The Thurgood Marshall Academy Lower School team will provide a supportive, compassionate, caring and responsive approach towards the continued academic and enrichment engagement of our children and families during this time of remote learning. Through the Google Classroom, Class Dojo, phone and video communication, our full staff will provide a holistic support system for children and families that seeks to meet their academic, social, emotional and cultural needs.

### **Mission Statement:**

**“TMALS exists to provide a robust holistic learning experience for each child through social emotional learning, cultural responsiveness and belonging. We are the village that raises the child.”**

### **STRUCTURE FOR REMOTE LEARNING**

- The targeted time for our virtual school day is approximately 4.5 hours in length which includes live and remote instruction, and assignments in ELA, Writing and Mathematics with built in assessments, brain breaks, social emotional check ins, arts enrichment, STEM learning, Physical Education and Dance. Parents have been urged to build in breaks throughout as it meets the developmental needs of the individual student.
- Students will access the Remote Learning via Google Classroom which will include a vast array of online systems and supports such as Scholastic, Readworks, iready, Go Noodle, Pure Edge, Museum of Natural History, MoMA, Common Lit, Khan Academy, Brain Pop, Accelerated Reader, Get Epic, PBS Kids etc.
- Teachers will use Google Meet and Google Hangout to “meet” virtually with small groups of students on similar grade levels to support guided reading and guided math instruction and individual students’ needs.
- Teachers will post daily mood meter check ins, Brain Breaks, daily assignments and all associated links to support learning.
- Teachers will provide 30 minutes of Reading, 30 minutes of Writing and 30 minutes of Math work for students to complete daily. Clusters and specialists will provide 30 minutes of STEM, 30 minutes of Physical Activity and 30 minutes of Cultural Movement/Dance per day. Partners are providing STEM virtual coding lessons, violin lessons, arts activities and more.
- Assignments will be posted for students by 8:30 am daily
- Submitted work will serve as participation in remote learning
- All staff have assigned roles and responsibilities with regards to remote learning

| PERIODS                                     | <u>MARVELOUS</u><br><u>MONDAY</u>   | <u>TERRIFIC</u><br><u>TUESDAY</u>   | <u>WISHFUL</u><br><u>WEDNESDAY</u>  | <u>THANKFUL</u><br><u>THURSDAY</u>  | <u>FANTASTIC</u><br><u>FRIDAY</u>                                     |
|---|---|---|---|---|---|
| <i>School-wide Meditation</i><br>8:30- 9:00 | RULER<br>Mood Meter Check In<br>Family Charter Check In<br>Meta Moment Check In                 | RULER<br>Mood Meter Check In<br>Family Charter Check In<br>Meta Moment Check In | RULER<br>Mood Meter Check In<br>Family Charter Check In<br>Meta Moment Check In | RULER<br>Mood Meter Check In<br>Family Charter Check In<br>Meta Moment Check In                   | RULER<br>Mood Meter Check In<br>Feeling Word Lesson                   |
| <i>Period 1</i><br>9:00- 9:30               | Reading<br>Google Classroom Lesson  | Math<br>Google Classroom Lesson   | Reading<br>Google Classroom Lesson  | Math<br>Google Classroom Lesson   | Reading<br>Google Classroom Lesson                                    |
| <i>Period 2</i><br>9:30-10:00               | Writing<br>Google Classroom Lesson  | Reading<br>Google Classroom Lesson  | Writing<br>Google Classroom Lesson  | Reading<br>Google Classroom Lesson  | Writing<br>Google Classroom Lesson                                    |
| <i>Period 3</i><br>10:00 - 10:30            | Math<br>Google Classroom Lesson   | Writing<br>Google Classroom Lesson  | Math<br>Google Classroom Lesson   | Writing<br>Google Classroom Lesson  | Math<br>Google Classroom Lesson                                       |
| <i>Period 4</i><br>10:30-11:00              | Brain Break<br>Daily Kindness/Gratitude<br>Keep a journal each day of what you are grateful for | Brain Break<br>Daily Kindness/Gratitude<br>Do a chore without being told to     | Brain Break<br>Daily Kindness/Gratitude<br>Help someone without being asked     | Brain Break<br>Daily Kindness/Gratitude<br>Write a thank you note to someone you are grateful for | Brain Break<br>Daily Kindness/Gratitude<br>Give someone a compliment  |
| <i>Period 4</i><br>11:00-11:30              | iReady/STAR<br>Reading  | iReady/STAR<br>Math   | iReady/ STAR<br>Reading   | iReady/STAR<br>Math   | iReady/STAR<br>Make-up minutes  |
| <i>Period 5</i><br>11:30-12:00              | Gym   | Gym   | Gym   | Gym   | Gym   |
| <i>Period 6</i><br>12:00-12:30              | STEM<br>(Science,Technology, Engineering and Math)  | STEM<br>(Science,Technology, Engineering and Math)                              | STEM<br>(Science,Technology, Engineering and Math)                              | STEM<br>(Science,Technology, Engineering and Math)  | Thurgood Marshall Way:<br>Leader, Artist or Trait of the Month Lesson |
| <i>Period 7</i><br>12:30- 1:00              | Lunch   | Lunch   | Lunch   | Lunch   | Lunch   |
| <i>Period 7</i><br>1:00 – 1:30              | Dance/ Art/ Music   | Dance/ Art/ Music   | Dance/ Art/ Music   | Dance/ Art/ Music   | Dance/ Art/ Music   |

**1:30 pm-end of day**

**Additional resources available to families for virtual learning:**

- **STEMKids NYC- coding classes**
- **Meeting House Social Skill Building Program**

**Parent support Zoom Call weekly Wednesdays at 8:00 pm**

**Educator support Zoom Call weekly**

**30 Minute Kite Club interactive Socialization Skill building Group for Students 2x weekly**

- **Noel Pointer Foundation: Violin classes for 2<sup>nd</sup> grade**

- **CHANGE FOR KIDS VIRTUAL AFTERSCHOOL PROGRAM: (PARENTS MUST SIGN UP INDIVIDUALLY)**

**Monday**

9am-10am: Dancing with Latrisa

11am-12pm: Music and Movement with Julia

3pm-4pm: Drumming with Darrell

3pm-6pm: After School with Nicole

**Tuesday**

11am-12pm: Musical Theater with Chloe

1pm-2pm: Dancing with Latrisa

3pm-4pm: Musical Theater with Chloe

3pm-6pm: After School with Nicole

**Wednesday**

9:15am-10:15am: Music and Movement with Julia

1pm-2pm: Singing with Chloe

3pm-6pm: After School with Nicole

**Thursday**

11am-12pm: Drumming with Darrell

1pm-2pm: Dancing with Latrisa

3pm-4pm: Chorus with Kevin

3pm-6pm: After School with Nicole

**Friday**

11am-12pm: Music and Movement with Julia

2pm-3pm: Drumming with Darrell

3pm-4pm: After School with Nicole

## **PRINCIPAL AND ASSISTANT PRINCIPAL RESPONSIBILITIES**

- Communicate daily with staff regarding expectations and parent/student needs and any updates through email, Google Meet, text and phone as needed
- Post daily messages to families on the Class Dojo on any updates and services provided
- Ensure that families are aware of grading policies, promotion and expectations regarding assignments
- Assist parents in connecting with resources needed regarding challenges they are experiencing with remote learning as well as other challenges that may arise
- Maintain school culture and mission to the greatest extent possible virtually
- Oversee Google Classroom assignments, grading, teacher feedback to students
- Provide feedback to teachers on quality of assignments provided to students
- Monitor formative assessments such as iready, STAR Reading and STAR Math
- Ensure that ELL students receive language support as they learn new content through remote learning through Rosetta Stone and small group support.
- Check in with staff at a minimum weekly via Google Meet to review academic policy, attendance, staff expectations, related services, check in on well-being of staff, answer any questions regarding expectations and challenges that arise
- Communicate with District Point Leads and Superintendent regarding remote learning and any challenges that arise
- Ensure that staff are keeping and maintaining Remote Learning Plans for IEP and ELL students
- Be available online and or by phone during work hours
- Routinely check TMALS and DOE emails for updates
- Respond to parent/student needs in a timely fashion

## **CLASSROOM TEACHER RESPONSIBILITIES**

- Ensure that student's assignments for the day are posted by 8:30 am each day on google Classroom (assignments/tasks, videos, links, read alouds, demos etc.)
- Meet virtually with small groups of students for virtual guided reading and guided math lessons
- Meet virtually with full class at a minimum once per week via Google Hangout or Google Meet video calls
- Maintain and review student work uploaded to Google Classroom
- Check and monitor attendance/participation of students on Google classroom
- Ensure through consistent outreach and contact that all parents and students are connected on Google Classroom. Communicate challenges and needs for additional supports daily.
- Ensure that ELL students receive language support as they learn new content through remote learning through Rosetta Stone and small group support.
- Communicate with paraprofessionals daily to share expectations and communicate on outreach and supports for students.
- Be available online and or by phone during work hours
- Routinely check TMALS and DOE emails for updates

- Participate in check ins either via weekly Google Meet, via What's App, phone or email
- Respond to parent/student needs in a timely fashion
- Communicate with families about student progress.
- Participate in IEP meetings (initial/reevaluation/three-year evaluations) remotely at the request of the school psychologist.

### **CLUSTER TEACHER RESPONSIBILITIES**

- Ensure that student's assignments for the day are posted by 8:30 am each day on Google Classroom (assignments/tasks, videos, links, read alouds, demos etc.)
- Maintain and review student work uploaded to Google Classroom
- Check and monitor attendance/participation of students on Google classroom
- Communicate with classroom teachers regarding any challenges
- Facilitate virtual learning scheduling for students provided by community based partners
- Be available online and or by phone during work hours
- Routinely check TMALS and DOE emails for updates
- Participate in staff check ins either via weekly Google Meet, via What's App, phone or email
- Respond to parent/student needs in a timely fashion

### **PARAPROFESSIONAL RESPONSIBILITIES**

- Collaborate with classroom teachers in implementation of learning experiences for students through Google Classroom.
- Determine in collaboration with classroom teacher what supports will be provided for individual students in need
- Collaborate with teachers and facilitate personalized instruction for students
- Communicate with classroom teacher daily on needs, challenges, successes etc.
- Be available online and or by phone during work hours
- Routinely check TMALS and DOE emails for updates
- Participate in check ins either via weekly Google Meet, via What's App, phone or email
- Respond to parent/student needs in a timely fashion

### **SCHOOL COUNSELOR RESPONSIBILITIES**

- Working in a new environment creates uncertainty and brings heightened stress. School Counselors will work with students and families by providing support around developing self-confidence in their ability to succeed, helping them demonstrate effective coping skills when faced with a problem, helping them with the ability to manage transition and adaptation to changing situations and responsibilities, and, by helping them demonstrate social maturity and behaviors appropriate to the situation and environment.

- Work with administrators and staff to develop a plan for how staff, students and families can reach them through phone, email or online platforms.
- Contact families and students as needed.
- Work with administrators and staff to develop appropriate protocols for students and families to follow in emergency situations.
- Collaborate with administration and staff to determine the remote learning options available to provide consultation, as well as counseling support services based on grade level bands. School counselors also determine supports for families, teachers, administrators and other school staff.
- Continue to monitor the social/personal development of their students and their students' active participation in remote learning.
- Be available online and or by phone during work hours
- Routinely check TMALS and DOE emails for updates
- Participate in check ins either via weekly Google Meet, via What's App, phone or email
- Respond to parent/student needs in a timely fashion
- Support families of IEP students with related service needs and concerns

#### **RELATED SERVICE PROVIDER RESPONSIBILITIES**

- Occupational Therapy (OT), Physical Therapy (PT), Speech and Counseling providers will provide appropriate teletherapy services in conjunction with schools' remote instructional plan. Key expectations are as follows:
- Participate in scheduled school-based professional development regarding the online learning tool utilized by the school.
- Immediately review all mandates in their caseload to determine how best to deliver appropriate tele-therapy services to students starting on March 23 and for the duration of the school building closure period. The Special Education Office has developed general guidance to DOE providers on how to make this determination.
- In some cases, the opportunity for appropriate tele-therapy will be limited. At minimum, therapists will provide a weekly tele-therapy consultation with the student and their caregiver (where available) to provide support and advice regarding appropriate therapeutic activities.
- While reviewing students' mandates, make initial contact with each student's caregiver, using a script provided by the Special Education Office, and obtain written consent for tele-therapy using a standard form which will be provided by the Special Education Office in consultation with the Office of Medicaid Operations.
- Therapists must upload the completed consent form to the student's record in SESIS.
- Collaborate with others in the school to develop a schedule for tele-therapy, using the current schedule as a starting point. Regardless of whether a student has been prescribed tele-therapy sessions, ensure that there is at least one touch point per week for each student in their caseload.
- Share the schedule with the student's family, school leadership, and their supervisor and initiate service in accordance with the schedule. Discipline supervisors will check in with therapists periodically, and may participate in and observe tele-therapy sessions.
- Document all tele-therapy sessions in SESIS; guidance will be provided later this week regarding how to code the location of these sessions.

## **PARENT COORDINATOR RESPONSIBILITIES**

- Collaborate with Guidance Counselor in working with students and families by providing support around developing self-confidence in their ability to succeed, helping families demonstrate effective coping skills when faced with a problem, helping them with the ability to manage transition and adaptation to changing situations and responsibilities, and, by helping them demonstrate social maturity and behaviors appropriate to the situation and environment.
- Connecting parents with support agencies with regards to family needs in remote learning
- Supporting families in acquiring internet services and managing devices
- Support families with information on food pantries, grab and go lunches and other similar supports
- Be available online and or by phone during work hours
- Routinely check TMALS and DOE emails for updates
- Participate in check ins either via weekly Google Meet, via What's App, phone or email
- Respond to parent/student needs in a timely fashion
- Support families of IEP students with related service needs and concerns
- Be available online and or by phone during work hours
- Routinely check TMALS and DOE emails for updates
- Participate in check ins either via weekly Google Meet, via What's App, phone or email
- Respond to parent/student needs in a timely fashion
- Support families of IEP students with related service needs and concerns

## **STUDENT AND FAMILY RESPONSIBILITIES**

- In communicating expectations, staff members must recognize the stress of the current situation and the needs of the students and families they serve, as they consider including the following points:
- Students should complete instructional activities assigned by teachers within the expected timelines.
- Students should participate in check-ins, discussions, and other communication mechanisms as expected by the teacher.
- Students should review teacher feedback and complete any follow-up activities as assigned by the teacher.
- Students and families should proactively notify their teacher or a school administrator school with any concerns about progress or additional support needed.
- Families should support students in being successful by establishing routines and habits that support their success in remote learning.
- Families should ensure that students are adhering to their school's contract for appropriate behavior on web enabled devices.