

Teaching and Learning

1. Each Person and/or district reopening plan includes a continuity of learning plan for the 2020-2021 school year. Such plan must prepare for in-person, remote, and hybrid models of instruction.
 - a. In-person learning: Learning occurs face to face, in real time, and in our school building.
 - i. The district adopted New York State Next Generation Aligned curriculum with lessons developed and taught by classroom teachers
 - ii. Traditional, in-person, face-to-face instruction for grades P-12 following a regular school day schedule
 - iii. Follow and adhere to all 2020-2021 DoH school building health and safety protocols

<i>Students</i>	<i>Teachers/Staff</i>	<i>Families/Caregivers</i>
<ul style="list-style-type: none"> • <i>Physically come to school</i> • <i>Remain with cohort as much as possible</i> • <i>Adhere to safety guidelines rules and expectations</i> • <i>Engage in learning, complete assignments, attend classes for RTI, CSE</i> 	<ul style="list-style-type: none"> • <i>Report to school each day to lead and support instruction</i> • <i>Differentiate and adjust instruction for student need</i> • <i>Provide SEL support</i> • <i>Social distancing is maximized</i> • <i>Increased sections of each class to reduce class size</i> 	<ul style="list-style-type: none"> • <i>Attest to the wellness of their child</i> • <i>Keep their child home if they have a fever of 100.0 or higher</i> • <i>Engage in open communication with school staff</i> • <i>Seek out help in all domains</i>

- b. Distance Learning: Teachers and students engage in teaching and learning while at different physical locations for an extended time period. Instruction may be face to face where learning/feedback takes place in real time through online mechanism (computer, Internet, smartphones) or self-paced where students learn the same material at different times. Self-paced learning may occur with digital and/or printed materials. There may be a hybrid of real-time and self-paced instruction or synchronous and asynchronous teaching and learning.

<i>Students</i>	<i>Teachers/Staff</i>	<i>Family/Caregivers</i>
<ul style="list-style-type: none"> • <i>Maintain enrollment status at school</i> • <i>Attend school online adhering to daily attendance guidelines following a pre-determined published schedule</i> • <i>Check google classroom daily</i> • <i>Communicate with teachers via email, phone, or google message</i> • <i>Complete and submit assignments as determined to the course teacher</i> • <i>Participate in local and state assessments</i> 	<ul style="list-style-type: none"> • <i>Teachers will teach live and conference with students</i> • <i>Include more synchronous student learning with some asynchronous experiences.</i> • <i>Instructional and support staff will use the universal learning hub and house all information and tools for student learning in Google classroom to reduce confusion and frustration.</i> • <i>Have office hours</i> • <i>When possible communicate using Remind app.</i> 	<ul style="list-style-type: none"> • <i>Understand and support the work expectations for distance learning</i> • <i>Help maintain a daily routine around school and schoolwork</i> • <i>Check-in and talk to children about how they feel and seek out school personnel for SEL assistance</i> • <i>Communicate with teacher and school personnel for assistance, questions, concerns or to share pertinent information</i>

	<ul style="list-style-type: none"> • <i>Also communicate with students and families via email, google classroom and telephone</i> • <i>Provide access to free wifi in designated outside areas around the school for drive up service</i> • <i>Keep expectations visible in Google Classroom</i> • <i>Provide hard copies and paper based materials when necessary</i> • <i>Provide wrap-around support and services to students</i> • <i>Provide electronic devices to all students p-12</i> • <i>Design distance learning courses with rigor and aligned to the NYS standards</i> • <i>Create grading policies that appropriately motivate and assess students' mastery of content and grade level standards</i> • <i>Develop flipped classroom scenarios when appropriate</i> 	<ul style="list-style-type: none"> • <i>Pick up and drop off materials and assignments</i>
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- c. Hybrid learning: In-person and distance learning are both utilized with a defined schedule. Possible scenarios, alternating days between in-person and remote learning, half-day in-person models, or shifting among models based on evolving health and safety requirements and developments. RSCD's hybrid model requires all students in grades P-8 with in-person instruction on a daily basis. Students in grades 9-12 will attend on alternating days, with distance learning taking place on days that students receive off campus instruction. All school staff that are able to serve will be in attendance on campus daily. The expectations for student and teacher behavior for distance and in-person teaching and learning are specified in the above tables.
2. Each school and /or district reopening plan includes an educational program that is aligned to the New York State learning Standards (or for charter schools, the standards set forth in the school's charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.
- a. Using Ainsworth's and Donovan's (2019) work on Rigorous curriculum design, teachers design learning modules that keep NYS standards, instruction and assessment coherent and connected. Priority and power NYS standards drive the distance learning and hybrid learning models, while the "in-person" model allows for breadth of the curriculum and exploration of supporting standards. Engageny.org will be the foundation for a majority of the curriculum design frameworks.

3. Each school and /or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in-person, remotely, or through a hybrid model of instruction.
 - a. The creation of smaller class sizes allows for more personalized learning both remotely and in-person. Instructional schedules provide student-teacher interaction. In both in-person and distance learning, synchronous “live” instruction occurs in whole group, small group, and individual models, including teleconferencing. The distance learning educational platform is google Classroom, with instruction taking place in during google Meet conferencing. If there are rural connectivity issues, then students have live teleconferences with teachers instructing them on new content and providing feedback. Most teacher-student interaction is organized in a well-communicated in a published schedule. In a hybrid model, all students have access to a teacher in person for part of their school week.

4. Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities be be aligned with State standards (or, for charter schools, the standards set forth in the school’s charter) and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.
 - a. Using Universal Design for Learning (UDL), culturally relevant pedagogy, and differentiation, teachers will create learning opportunities that all students access to grade level content and NYS standards. The creation of smaller class sizes allows for more personalized learning both remotely and in-person. Instructional schedules provide student-teacher interaction. In both in-person and distance learning direct synchronous “live” instruction occurs in whole group, small group, and individual models, including teleconferencing. Such instruction is built into the regular daily schedule and communicated to students and families. The distance learning educational platform is google Classroom with instruction taking place in google meet formats. If not accessible because of unrealizable internet, students have live teleconferences with teachers instructing them on new content and providing feedback. In a hybrid model, all students have access to a teacher in person for part of their school week. Thoughtful planning with special education personnel, and related service providers will allow for strategies such as co-teaching, student choice virtual small group collaboration, and research-based engagement strategies. All students in grades P-3 are provided an iPad for distance learning use at home and for in person learning at school, and all students in grades 4-12 have are provided with a MacBook Air laptop for use at home and at school. For those with unrealizable internet, a hot-spot will be provided by the District. For families where there is no Internet connectivity and no available solution, paper-pencil options, social media through using cellphone data, and teleconferencing

will be used for teaching and learning. RSCD will continue to partner with internet service providers exploring free and low-cost home service options in our community.

5. Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages aside on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g. email, online platform, and/or by phone).
 - a. There are consistent, clear, and concise expectations for communication. google Classroom is the learning hub on which all students and families will find pertinent information, assignments, schedules, daily communication etc. Weekly expectations as well as daily guidelines are posted so students/families can plan their time. Guidance is set for what time of day, where, and how teachers will communicate with students/families. Office hours are created for families as well as students for information and assignments help outside the instructional schedule. Contact information with hours and the que system are shared with families for technology support. Meetings will be held with families and caregivers as well as a recorded video and text information shared on the learning and communication expectations. Parent education on how to use the tools and learning platforms will also be provided synchronously and asynchronously. Another main form of communication between home and school is the Remind app. This allows for two-way communication for updates and instruction. The majority of our parents and students have cell phones that allow for the use of the app. For those using paper pencil modes of learning, they can take photos in real time or record video clips and send them to the instructor with Remind. Google Classroom and Drive can be connected to Remind. Teachers can share links to video calls for google Meet, as well as pre-recorded content. Two-way messaging on Remind allows school personnel to communicate directly with students and families to answer question and provide individual support. Students can send messages to teachers as well, and Remind has an office hour feature we use to let students and families know when teachers and staff are available. All of our students are native English speakers therefore there is not a need for translation services. Social media, newsletters, print letters, the District application and website, phone calls and email are also used for direct and frequent communication.
6. Districts that contract with eligible agencies, including CBOs, to provide Prekindergarten programs must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in NYSED guidance and required by the New York State Department of Health. The district must also ensure their eligible agencies have a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.

- a. The Head Start pre-kindergarten class will be held to all DoH and state guidelines regarding health and safety measures as well as creating instructional and communication plans that address in-person, distance, and hybrid models.