Remote Learning

The following excerpts are in the District’s Re-Opening Plan for the 2020-2021 Year:

- The School District has developed several instructional schedules in order to plan for the possibility of multiple scenarios, including full-time in-person instruction, a hybrid of in-person and at-home learning, and full-time at-home learning.

  The full-time in-person schedule would allow for all students to attend school on a daily basis, in the event that such a schedule would be able to comply with the DOH and NYSED guidelines.

  The hybrid schedule would allow for students to attend school two days per week on an in-person basis, and three days per week through at-home learning. Students would be divided into two groups, with one group attending school in-person on Mondays and Tuesdays, and the second group attending school in-person on Thursdays and Fridays. Wednesdays would be a full at-home learning day for all students, during which a thorough building cleaning would occur, and teacher professional development and at-home learning support would take place. The in-person daily schedule would be shortened in order to allow for teachers to support the students learning at-home on a daily basis.

  The full-time at-home learning schedule would provide for synchronous and asynchronous learning to occur for all students, using various online learning platforms, including Schoology and Seesaw.

  Parents have been provided with the opportunity to select whether they prefer to send their child to receive in-person instruction, or receive completely at-home instruction.

- The District will ensure that daily student attendance will be taken, whether in an at-home or hybrid instructional schedule. The District will employ a “Check and Connect” approach where each staff member is assigned a small number of students who are receiving at-home instruction on a given day, and will be required to check in with each of those students. This will allow each student to have access to support on a daily basis, and for our staff to help the student to troubleshoot any issues he/she may be having with at-home learning on that day.

  In addition, Teaching Assistants and Specialist Teachers will be assigned to provide synchronous learning support periods to students receiving at-home instruction on a daily basis. This will serve as an additional support and check-in for our at-home learning students. Further, the District plans to provide for an hour daily of at-home learning support from each classroom and core content area teacher on a daily basis, to reinforce instructional concepts, provide re-teaching and support and preview upcoming learning material.

- The District has collected information on the level of access to devices and high-speed Internet access for all students and staff members. All staff members will be expected to report to work in their
classrooms on a daily basis, where they will have access to Internet connectivity and support. The District will prioritize the attendance of students without Internet access on a daily basis, so that those students can have access to School District Internet resources in order to complete at-home learning assignments on an equitable basis with peers who have Internet access at home.

• All staff members will be expected to report to work in their classrooms on a daily basis, where they will have access to Internet connectivity and support. The District will prioritize the attendance of students without Internet access on a daily basis, so that those students can have access to School District Internet resources in order to complete at-home learning assignments on an equitable basis with peers who have Internet access at home. The District will also provide access to our Public Wi-Fi to families and students after school hours, in the event that students without Internet access at home would like to complete online work in the evening hours. The District will also collaborate with our local libraries to communicate hours when students and families can access Internet connectivity by visiting their local library.

• The School District’s Re-Opening Plan includes a continuity of learning plan for the 2020-2021 school year, including preparations for in-person, at-home and hybrid models of instruction.

  a. The District has prepared a plan to provide for full-time, in-person instruction for all students, in the event that Department of Health and New York State Education Department requirements allow for such a plan to be implemented.

  b. The District has prepared a hybrid model of instruction for students for the 2020-2021 school year, which would allow for students to attend school two days per week on an in-person basis, and three days per week through at-home learning. Students would be divided into two groups, with one group attending school in-person on Mondays and Tuesdays, and the second group attending school in-person on Thursdays and Fridays. Wednesdays would be a full at-home learning day for all students, during which a thorough building cleaning would occur, and teacher professional development and at-home learning support would take place. The in-person daily schedule would be shortened in order to allow for teachers to support the students learning at-home on a daily basis. At-home learning would be designed to build upon the concepts and learning introduced during in-person instruction, with review of material, independent practice, preview of new material to be learned, and project-based learning to be prioritized. Support for at-home learning will be provided through synchronous and asynchronous methods, utilizing classroom and core content area teachers, as well as Teaching Assistants and Specialist Teachers.

  c. The full-time at-home learning schedule would provide for synchronous and asynchronous learning to occur for all students, using various online learning platforms, including Schoology and Seesaw.

• The instructional program for the 2020-2021 school year will meet the New York State Learning Standards, regardless if instruction is delivered in-person, remotely or in a hybrid model.

• Regardless of the model of instruction, students will receive regular substantive interactions with their teachers. The District plans for teachers to provide in-person instruction, as well as synchronous online learning opportunities and asynchronous learning materials, discussion and feedback to students using our learning management system (Schoology). All students will have an opportunity for direct interaction and engagement with their teachers every day, either through in-person or online methods. Students will receive feedback and assessment on their learning, and interventions will be provided for students who are struggling to demonstrate learning, either in-person or via at-home learning.
The School District values equity in our decision-making regarding students, and we will ensure that our instructional program demonstrates equity for all students. Students with significant Special Needs, English Language Learners, and students who do not have Internet access at home will be prioritized to attend school on a daily basis, even if the District adopts a hybrid model of instruction. Students will be regularly assessed regarding their demonstration of learning materials both through in-person and at-home methods, and interventions, including scheduling a student to attend school daily if the District adopts a hybrid model, will be implemented when appropriate.

Students will receive regular “check-ins” with faculty and staff to ensure that their social/emotional and other needs are being met, and Special Education and related services will be provided to all students in compliance with the Individualized Education Program documents.

The School District will clearly communicate to families and students who they can contact to receive assistance, both with the instructional program and technology supports. In addition, students will receive regular “check-ins” with faculty and staff to ensure that their social/emotional, learning, technology and other needs are being met.

The School District provides a Pre-Kindergarten program for eligible students, and plans to continue to do so in the 2020-2021 school year, while adhering to the Department of Health and New York State Education Department guidelines. The School District does not contract with an outside agency to provide the Pre-K program.

The District has created resources to provide an overview of the expectations regarding instruction, both for in-person and at-home learning. Those resources are attached to this plan as appendices.

Students receiving special education services through any of the instructional models (In-Person, Hybrid or At-Home) will receive specially-designed instruction from their Special Education Teachers aligned with their needs, in the Least Restrictive Environment. The Instructional Services Office and the Special Education staff will ensure that students who have IEPs are receiving education which is designed specifically to allow the students to make progress toward their IEP goals and demonstration of learning of instructional material. Considerations will include:

- Specially-Designed Instruction
- Related Services
- Accommodations and Modifications
- Instructional Materials individualized to the student’s needs
- Individual and/or Small-Group Instruction
- Modeling of Instruction for parents to practice with their children

The District will ensure that it is documenting the programs and services offered and provided to students with disabilities, as well as communication with parents. Each student’s IEP and Progress Reports will remain the foundation for written communication regarding a student’s progress. In addition, parents will receive communications from teachers by email, phone call and learning management system related to their child’s academic and social/emotional progress.

The District will ensure that there is meaningful parent engagement in the parent’s preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. Students' present levels related to their IEP goals will be assessed in order to record necessary baseline data. Baseline data will be used in measuring progress toward a student’s annual goals. The parent of a student with a disability with the Committee on Special Education will convene a meeting for the purpose of reviewing the student’s progress and recommending any necessary
changes to the student’s IEP. Meetings will be conducted either in-person or virtually. Progress monitoring of IEP goals will be reported to parents on a quarterly basis.

- The District will ensure that there is collaboration between the Committee on Preschool Special Education (CPSE) and Committee on Special Education (CSE) and program providers in order to ensure there is an understanding of the provision of services consistent with the recommendations on IEPs, plans for monitoring and communicating student progress, and commitment to sharing resources.

- The District will ensure that all accommodations and services will be provided, either in-person, virtually and/or in a hybrid instructional model. Changes in services and accommodations will be made through the IEP Amendment process, if needed.

- The District will ensure that the identification process for students who may be English Language Learners (ELLs) will be completed within 30 school days from the start of the school year for all students who enrolled during the COVID-19 closures in 2019-2020, as well as all students who enroll during the summer of 2020 and during the first 20 school days of the 2020-2021 school year.

- The District will continue to provide the required instructional units of study to all ELLs based on their most recently measured English Language proficiency level during in-person or hybrid instruction.

- The District plans to specifically schedule our English Language Learners so that they receive significant daily instruction from the Teacher of English as a New Language, either in-person or at-home, or a combination of both approaches.

- The District will continue to ensure that we maintain regular communication with parents/guardians of ELLs to provide for their engagement during the re-opening process and throughout the 2020-2021 school year.