

## Continuity of Learning / Remote Learning

The District has plans for in-person learning, remote learning, and a hybrid. A hybrid model is the preferred option allowing for:

- Phased in approach
- Prioritizing social and emotional supports during the transition helping students prepare for learning
- Identifying the learning gaps
- Establishing and teaching new health and safety protocols and routines
- Decreasing density and congregation in our school facilities and on school grounds
- Establishes a student cohort
- Provides the opportunity to move from hybrid learning to all virtual learning should conditions warrant it

A hybrid model will have a reduced number of students present on any given day. This will be combined with in-person instruction and remote learning. A remote learning model will have students engaging in learning outside of the school building.

Whether as part of hybrid model or a complete remote model, remote learning will meet these criteria. Student engagement and attendance are critical and directly related to learning. All teachers' classrooms are rostered in Google Classroom. When students engage in remote learning, their parents and/or the student, dependent upon age, will be required to daily check in using Google Classroom and/or a module in Parent Square. Another tool used to track attendance will be School Tool. The work assigned to students who are remote learning will also be used as a measure of attendance and engagement as well as used for grading purposes.

Attendance of any school-age student of compulsory age will be taken by the following mechanisms:

In-person instruction: School Tool

Remote instruction: Parent Square Module, Google Classroom, School Tool

Students will be provided multiple ways to participate in learning and to demonstrate mastery of Learning Standards. Some elements include and are not limited to:

- Use of Google Education Suite including Google Classroom
- Weekly deadlines
- Aligned assessments
- Flexibility and limiting assignments that need to be printed
- Consistent communication and lesson design/templates
- Choice Boards with activities requiring varied levels of technology access (some to no access choices)
- Paper packets of materials
- Project based learning
- Cloud based services

- Resources from professional organizations: <https://ncte.org/resources/resources-virtual-instruction-online-learning/> and <https://www.nctm.org/ARCs/>.

### **New York State Learning Standards**

All instruction will be aligned with the outcomes in the NYS Learning Standards. Teachers will engage in a prioritization process that helps identify the priority, essential standards and plan for instruction and learning aligned with these priorities.

### **Equity**

With equity, health and safety at the forefront of all instructional decisions, South Jefferson Central School District is committed to providing clear and equitable opportunities for instruction that are accessible to all students. Regardless of the instructional delivery method (in-person, remote learning, or through a hybrid model), these opportunities will be aligned with New York State standards and will include routine scheduled times for students to interact and seek feedback and support from their teachers on a daily basis. Providing equitable educational opportunities will be accomplished through the use of aligned paper packets, providing all students with instructional devices (Chromebooks/iPads), and equal access to highly qualified New York State certified teachers.

Formative, Standards aligned assessments are critical to equity. These assessments will guide the pace of instruction and teachers will differentiate instruction based on aligned assessments.

### **Connections and Communication**

All instruction, regardless of the model will include regular and substantive interaction with appropriately certified teachers. Ways to accomplish this regular and substantive interaction will include and are not limited to:

- Staff having regularly scheduled office hours accessible by phone or virtual meeting during school hours.
- Consistent and regular outreach each day including phone calls to parents and students
- Use of communication tools including Google Education Suite (classroom and Google Meet)
- The building secretary, whether the model is hybrid or remote, will be the first point of contact for parents with questions about instruction or technology. Parents will be directed to the person most able to answer their questions based on the type of support needed.
- Parents with social emotional concerns should reach out directly to the school counselors office.

Consistent and transparent communication is a driver of this reopening plan. Please see the communication section of this plan.

### **Early Learning: Mandatory Requirements**

The District run Prekindergarten programs will be included in and follow all the mandatory requirements outlined above and throughout this plan as applicable.

### **Early Learning: Reopening Plan**

The District will submit a Prekindergarten Reopening Plan to the Office of Early Learning.

## **Hybrid and Remote Learning**

Hybrid and remote learning will both include:

- Prioritized instruction with continued alignment to the NYS Learning Standards
- Daily, substantive interaction between students and teachers
- Feedback and support
- Flexibility – varying instructional options will be provided where remote / online connection is deemed impossible
- Every student receiving a device to use
- Consistent use of a standardized learning platform – Google Classroom