

## Remote Learning Plan

Our experience with all remote learning in the spring of 2020 provided valuable lessons to ensure a deeper curriculum, more impactful instruction, and greater teacher to student engagement should the situation require some or all of our students to return to an all remote Instructional Plan.

### Teaching and Learning

1. The District reopening plan for the 2020-2021 school year provides a continuity of learning for students whether they are engaged with in-person, remote, and/or hybrid models of instruction. This includes the ability to rapidly switch an individual student, group of students, or the entire district from one model to another. Teachers have configured lesson materials, student assignments, and supports so they can be accessed by students through in-person, synchronous remote, and asynchronous remote instructional models. Our primary platform for students is Google Classroom and the G Suite of productivity products.
2. The District has an educational program that is aligned to the New York State Learning Standards regardless if instruction is delivered in-person, remotely or in a hybrid model.
3. The District requires regular substantive interaction between teachers and students whether delivered in- person, remotely or through a hybrid model of instruction. Methods for teacher student interaction during remote or hybrid instruction include but are not limited to:
  - Teacher office hours, virtually (online) via video conferencing, chat, text, and/or phone
  - Scheduled teacher/student(s) check-ins, virtual (online) and/or via phone
  - Asynchronous communication, feedback, and support via email or Learning Management System
4. Equity is at the heart of all District instructional decisions. All instruction is 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 and aligned with State standards. The District requires that Principals work with teachers to establish a consistent and routine schedule for students to interact and seek feedback and support from their teachers.
5. The District has 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 is accessible to all, available in multiple languages based on District 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). Critical communications are sent to parents/guardians in writing through a direct mailing delivery to homes as well as through phone calls from their teachers. We also have a dedicated webpage that is updated with our current Reopening Plan, an FAQ document, and related documents on school or topic specific issues. Expectations for instruction are communicated during the school year directly to parents/guardians and students by Principals and Teachers through a combination of synchronous and asynchronous systems such as Google Classroom, Hangouts, Zoom, email, direct messaging, and phone calls. Families with limited access to phone or data have been



identified and are provided the same materials through paper copies mailed directly to their homes

### Special Education

1. The District ensures the provision of free appropriate public education (FAPE) for, remote learning consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.
2. The District documents the programs and services offered and provided to students with disabilities as well as communications with parents/guardians through standard CSE / CPSE forms and systems (ClearTrack). Informal records documenting student programs, progress, and services as well as parent interactions are kept by teachers, administrators, and related service providers.
3. The District provides 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.
4. The District ensures regular collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources. Special education teachers are connecting daily with colleagues through email, phone calls and Zoom meetings to check on the progress of Students with Disabilities, as well as provide support and answer any questions that the general education teachers may have. For Tioga school-age students that attend alternative placements, the District is in constant communication with the administrators and teachers that work the most closely with the students. The District has students who attend BT BOCES, GST BOCES and Wyoming Children's Home Day School. Phone calls, letters, emails, in-person meetings when necessary and Zoom meetings have been the many ways the District has stayed connected with our alternative placements.
5. The District ensures access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. Students with disabilities in our district continue to be provided services and special education support outlined in their Individualized Education Plans regardless of the learning model. Students are being provided specialized instruction with accommodations and modifications to ensure access to curriculum, as well. Special education teachers are progress monitoring towards IEP goals through instruction. This instruction is being provided via computer technology and packet work mailed or delivered home. Across the district, special education teachers are working with general education teachers to modify and adapt classwork provided to Students with Disabilities.

### Technology and Connectivity

1. The District periodically gathers information on the level of home access to devices and high speed internet for all students through individual phone calls conducted by each school



building and tracked by the Principal. Teachers are polled on their level of home access to devices and high-speed internet by their Principal through in-person meetings and email surveys.

2. The District is providing Chromebooks to all students in 3rd through 12th grade. Younger students may use Chromebooks or may engage in learning through video applications such as YouTube and Zoom. The district's instructional plan does not require home internet and so the district has not pursued assisting students to obtain internet access. Teachers may use their own devices at home or may request a Chromebook to use. The district's instructional plan does not require home internet for teachers and so the district has not pursued assisting teachers to obtain internet access. Teachers who do not have access to WIFI at home may come onto the campus to do school work.

3. The District provides multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote instruction even though some students do not yet have sufficient access to devices and/or high-speed internet. The district's instructional plan does not require home internet access for students. Most work is completed Asynchronously and students need access only to upload completed work and download new materials. Synchronizing devices in a hybrid model is done when students are on campus for in-person instructional days. In an all remote model, synchronizing is accomplished either through the students' home internet access or by using the district WIFI system which is assessable on campus 24/7 from our bus loop and parking lots. The district has extended the range of our WIFI coverage to make it accessible to students at any time simply by parking in front of the building. Those students who do not have transportation to come to the building and synchronize their devices will be given flash drives delivered and picked up by the district to synchronize their work from home. We have not yet had a situation where the district has had to use flash drives for synchronizing files.

