

SLCS Plan for Remote Learning

Requirements from the State

The New York State Reopening Guidance Document lists the following requirements for remote, in-person, and hybrid learning.

Each school and/or district reopening plan includes 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.

*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.*

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 must be/aligned with State standards and include **routine scheduled times for students to/interact and seek feedback and support/from their teachers.

Remote learning may take two different forms at SLCS. The **goal** for our delivery methods is to ensure equity while providing routinely scheduled regular substantive interactions between teachers and students whether delivered in person or remotely.

Students will be provided with SLCS owned chromebooks to be used for both in-person learning and remote learning.

Remote Instruction for All Students

- Remote instruction would be necessary if the state mandated the closing of schools or if conditions at SLCS prohibited us from conducting in-person school successfully.
- Remote instruction would be done using a unified platform called **google classroom**.
- Links for each grade level would be clearly displayed on the school webpage. Parents and students could click on these links and be able to access all of the classes for their grade.
- Teachers would have a set schedule where they would identify assignments and due dates for students and parents at consistent times during the week. For example all assignments for the week might be posted on Monday mornings at 8:00 am or on Friday by 12 pm for the following week.
- Students would be instructed on how to use google calendar so that they could better organize their time.
- Parents would be given direction on how best to help their children succeed in the learning process and to access their online resources.
- Students who were previously successful with remote learning would be encouraged to share their ideas on how to be successful.
- Parent-teacher and student-teacher communication would be crucial to the success of the child.

- There would be a certain level of synchronous learning required each week.
 - For elementary classes, classroom teachers would be required to meet with all of their students in a full group session for at least one hour per day. Small group sessions and individual assignments would take up the remainder of the daily instructional time.
 - For elementary classes, PE teachers would be required to meet with their students in a full group at least two days per week for half hour sessions. The other three days in the week can be reserved for small group instruction.
 - Special area teachers for elementary and middle school classes are encouraged to work with the classroom teachers to try to integrate their curriculum into the regular classroom instruction. When this can't be accomplished, special area teachers will be required to meet for a minimum of 30 minutes per week for whole group instruction.
 - For middle school and high school full year/credit classes, teachers will be required to hold in-person sessions with the whole class using google meet at least 3 days per week for at least 30 minutes per session, unless their classes typically meet less than 3 days per week.
 - For middle school and high school special areas or ½ credit classes, teachers must meet with their students in a full group at least 2 days per week for at least ½ hour.
- Students are required to participate in all synchronous learning classes. Failure to attend at the assigned times will count as an unexcused absence and may result in missed opportunities to complete assignments.
- Teachers must keep close track of attendance in all full person lessons. They must also log interactions with small groups and individuals in the school tool data management system.
- AIS teachers will be assigned specific times to meet with their students.
- Homework and tests must be coordinated with other teachers of the same grade level.
- Teachers doing remote instruction will be encouraged to have several short-term assignments so they can better monitor student progress and so students will be less likely to fall behind.
- Students will not be allowed to participate in google meet sessions unless teachers are in the meeting room.
- Students may not open their own google meets.
- Teachers will be encouraged to organize time for students to speak with each other in an unstructured manner, sort of like a virtual recess.
- Teachers must establish regularly scheduled office hours. They must make these hours known to parents and students. The office hours must be at times that are likely to be convenient for parents and students. Teachers must be available for student and parent questions during these times. Teachers should initiate interactions and conversations during these times by reaching out to students who need help.
- Teachers are expected to respond to parent and student concerns within 24 hours Monday through Friday.

Remote Instruction for Students who do not Choose In-Person Learning

If in-person instruction is being offered at SLCS, all students will have the right to select this option. However, SLCS realizes that not all parents will feel comfortable sending their child to in-person instruction. Parents may elect to keep their children home and have them participate in remote instruction provided by SLCS.

The Schroon Lake Faculty and Staff will work hard to meet the requirements put forth by the state. Remote instruction during in-person learning will provide **routine scheduled times for students to**

interact with their teachers, as well as seek feedback and support from their teachers. Equity will be ensured by providing regular substantive interactions between teachers and students.

Parents who elect not to send their children to in-person instruction must commit to keeping their children home for at least the first 5 weeks of school. Students taking part in remote instruction will be expected to be available to attend classes remotely at the same time that they would be attending the classes if they were in school. During this “synchronous” type of instruction, students will be expected to participate in class discussions and complete assignments to the best of their ability.

The SLCS faculty and staff realize that remote instruction at the same time as in-person instruction will provide challenges for students and staff. Instructional methods that work well for high school students might not work well for younger students. The opposite scenario is also likely.

Providing both support and flexibility to our SLCS students *when designing* online learning experiences, plus regular communication with parents, will more likely lead to increased levels of student engagement during remote learning.

Each individual teacher will create a plan of instruction that describes how they will provide instruction in their classroom that includes the remote and in-person learners that is routinely scheduled, equitable, and provides substantive interactions

In addition to the traditional preparation time during the day, each teacher will be given at least half a period to prepare for remote instruction and time to communicate individually with learners and/or their families.

Teacher plans for remote instruction in conjunction with in-person instruction must include, but not be limited to, the following items:

- Plans must provide for in person interactions that will allow teachers to take attendance each day and to monitor chronic absenteeism.
- Plans must list specific engagement descriptions that will allow remote students to directly interact with their teachers (face to face through google meet) for an appropriate amount of time each day.
- Plans must take into account the recommended amount of screen time for children of particular ages. Plans must indicate how the instructor will work with other teachers to ensure that the recommended amount of screen time is not exceeded.
- During remote learning, teachers may offer asynchronous learning opportunities in addition to synchronous learning opportunities.
- Plans could include prerecorded or flipped lessons that allow equal access and active participation for all learners however, videos do not take the place of direct substantive interactions.
- Methods must be established for students to turn in assignments, interact with assignments, and ask teachers for extra help.
- Examples of structures and supports listed in the plan could include, but are not limited to, consistent methods of communication and times that communications are sent, predictable deadlines, and the provision of instruction in multiple modalities (recorded video, recorded audio, written translation).

- Plans should provide flexibility to lower stress and increase equitable access for students and families. Examples of flexibility include, but are not limited to, weekly instead of daily deadlines and choice boards with activities requiring varied levels of technology access.
- Plans should clearly explain how students in both in-person and remote learning will be graded in an equitable fashion.

Teacher plans will be reviewed by administration before the start of the school year. Teachers and administrators will work together to ensure that all plans meet the requirements set forth by the state. Teachers will implement the plans with fidelity to ensure that the education of in-person and remote learners are equitable and that they provide regularly scheduled substantive interactions between teachers and students.