

# REMOTE LEARNING PLAN

-----

2023-2024

-----



ROME  
CITY SCHOOL DISTRICT

# TABLE OF CONTENTS



OVERVIEW, PURPOSE, ESSENTIAL RECOMMENDATIONS - P3

REMOTE LEARNING GUIDELINES, GENERAL - P5

STRUCTURE OF REMOTE LEARNING - P10

PRE-K THROUGH GRADE 2 - P11

GRADE 3 THROUGH GRADE 6 - P13

GRADE 7 THROUGH GRADE 12 - P15

SPECIAL AREA SUBJECTS & SUPPORT STAFF - P20

SUPPORTED LEARNING GUIDELINES - P22

ENGLISH LANGUAGE LEARNERS - P25

GRADING - P28

INSTRUCTIONAL DELIVERY GUIDELINES - P29

TECHNOLOGY SUPPORT FOR REMOTE LEARNING - P32

CONTACT INFORMATION FOR REMOTE LEARNING - P33

## OVERVIEW

It must be acknowledged that remote learning is not intended to replicate the magic of our classrooms in a digital environment. However, with the perseverance and dedication of our team, we are ready to provide a learning experience to our students through multiple opportunities. Personally, and professionally, the recent pandemic has challenged us in ways that we haven't been challenged before. The Rome City School District remote learning plan will incorporate mostly online learning opportunities, however, in cases where a student may not have access to online methods, our team will work to provide students a more traditional method of learning in a modified format.

## ESSENTIAL PURPOSE

The ultimate purpose of these recommendations is to provide direction, information, and resources to ensure that:

- The social, physical, emotional, and mental well-being of our students, staff, and community continue to be a top priority.
- All students have opportunities for continued learning that targets and implements the New York State learning standards.
- Students and staff work to minimize further instructional loss.
- Students and families are given routines and structures to ensure they stay connected to schools and learning.

## GUIDING PRINCIPLES OF REMOTE LEARNING

1. All students and families should have access to quality educational materials and to the supports needed to successfully access those materials.
2. Given the reality of the digital divide, some teachers may need to provide digital and nondigital access to content.
3. It is still possible and imperative that students access meaningful/high-quality educational materials that align to state standards.
4. It is imperative that students and schools/teachers maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students' contexts (their mindset, feelings, responsibilities, etc.).
5. Support the whole child. Their mental health, nutritional needs, and safety needs.
6. Parents will need access to clear information and ample resources.
7. Teachers may need support, encouragement, and compassion to ensure their success and resilience.
8. Finally, consider: All means all. Teachers must seek to implement remote learning that addresses the needs of all students and families by taking into consideration language, diverse learning needs, home living situation, legal status, access to technology, access to parental support, and access to transportation. Our most vulnerable student populations still need us most.

## ESSENTIAL INSTRUCTIONAL RECOMMENDATIONS

We strongly encourage:

- Planning for remote learning that respects the needs of all students and staff.
- Implementing remote learning that attends to the diversity of each community to ensure that all students have access to equitable educational opportunities.
- Structuring active student engagement with learning in accordance with age-appropriate thresholds.
- Selecting content for remote learning that is aligned to standards, relevant, and appropriate for each student.
- Practicing consistent communication with students, families, and staff to understand how the health emergency is impacting them.

## ESSENTIAL GRADING RECOMMENDATIONS

- The emphasis for schoolwork assigned, reviewed, and completed while participating in remote learning experiences will continue to be on knowledge acquisition, not on compliance.
- Grading will be standards-based in nature with a focus on development of skills necessary to be successful in a global economy. These skills include but are not limited to: Critical Thinking, Creativity, Collaboration, Communication, Information, Media, Technology, Flexibility, Leadership, Initiative, Productivity, and Social.
- Alternate methods of assessment for career and technical education course work, where appropriate, including use of video, electronic submission, etc., should be developed by teachers.
- Dual credit policies will be developed in conjunction with partner institutions, if necessary.
- Rome City School District teachers will be the leaders in re-designing how student success is determined using these core skills as their guide to developing their grading procedures.

## NYSED REGULATION & LAW

All provisions described are subject to change based on changes to NYSED Regulation, mandates, or changes to State Law.

# REMOTE LEARNING GUIDELINES - GENERAL



## INSTRUCTION

This section provides a general overview of all instructional considerations that schools and teachers should make in developing a remote learning environment. Along with key questions, we have provided minimum thresholds that should be met to help protect equitable experiences for all students. When designing and implementing remote learning, schools and teachers must be especially attentive to the diversity within their community to ensure that all students have access to an offering of high-quality educational opportunities that are tailored to students' needs. Proactive decisions made by carefully considering the students' needs will make remote learning a more equitable experience in which all students can flourish.

### Establish Consistency for Remote Learning

A school community can be connected and thriving even if the physical school building is closed. Remote learning that emphasizes interaction, authentic and differentiated learning opportunities will help students stay connected to teachers and classmates and ease the transition from traditional to remote learning. Developing consistency for remote learning on which students can rely is key as they and their families adapt to unprecedented changes in education and society, in general. Successful, consistent remote learning includes:

- Clearly articulated goals.
- Cross-curricular collaboration to focus instruction.
- Options for students that tap into students' interests, readiness levels, and learning styles while providing families flexibility.
- A mix of real-time, flexibly timed, technological, and non-technological options, that avoids penalizing students for their choice.
- A common platform where students can access work and find support and resources (for both online and non-online work).
- A clear plan of communication involving the school, teachers, students, and families.
- Genuine interest and effort in supporting students' social, emotional, and academic growth.

### Consider Family/Home Context

It is not only access to technology that must be considered. Since a student's home will be their classroom, it is critical that remote learning must work in a multitude of family and home contexts. In this time of constant uncertainty, schools and teachers must be flexible enough to ensure that their method of remote learning accounts for:

- Students who are home alone while adults are working.
- Students who are caretakers for siblings or ill family members.
- Students who work to help support their family.
- Students who speak a language other than English and have language needs.
- Students whose parents speak a language other than English and cannot assist with homework.
- Students who have special education needs (e.g., children with an IEP).
- Students who are coping with the illness or loss of a family member.
- Students who are struggling with anxiety or depression.

- Staff who are working remotely and simultaneously planning and delivering remote instruction while also providing care for their families and, in many cases, their own children.

## COMMUNICATION

Schools and teachers must have a clear, consistent, concise, and accessible communication plan that prioritizes student connection to trusted school personnel. Family access to information is imperative in a remote learning plan. The guidelines below provide considerations that you should review in communicating to families about remote learning. All expectations for staff communication with students during remote learning will continue to follow our general policies, federal law, and state law.

### General Guidelines

- If possible, use communication platforms stakeholders are already familiar with and that currently exist.
- Be clear, consistent, and concise.
- Ensure that materials and communications are provided in a way that is accessible to students with language needs.
- Encourage/maintain ongoing two-way communication.
- Clearly define terms/ideas to avoid miscommunication.
- Set guidelines for expectations related to response time from others.

### Communicating with Students

- Maintain classroom customs and norms as much as possible.
- Remind students how to best communicate with the teacher and, when appropriate, peers (a social-emotional learning opportunity).
- Ensure all students have access to information through at least one form of communication (mail, packets dropped off or picked up, phone, video, email, etc.).
- Set guidelines for teacher response times.
- Maintain regular communication and set a minimum threshold for contact.

### Communicating with Families

- Avoid educational jargon and define terms to ensure understanding.
- Survey families to identify needs and follow through to provide for those needs.
- To the extent possible, communicate with families in the language they are most comfortable.
- Provide recommendations on how to support the whole child.
- Solicit actionable feedback.
- Provide timely information.

## SOCIAL-EMOTIONAL LEARNING AND RELATIONSHIPS

It is imperative during this time that we create a remote learning model that attends to student social and emotional needs. Some ways to ensure that all school community members feel connected and informed are:

- Encourage ongoing communication among all stakeholders.
- Provide opportunities for positive feedback/connection between students and teachers.
- Acknowledge students' current situation and context.



- Provide students with appropriate supports to process events.
- Utilize trauma-informed practices, when possible.
- Utilize school and community resources to provide mental health supports.

## PLANNING FOR POSSIBLE ILLNESS

First and foremost, follow the guidance, policies, and procedures of the Rome City School District reopening plan; Reimagining Opportunities for Meaningful Education. The following are potential recommendations in the event that an illness was to occur:

- **Teacher Illness:** A teacher who becomes ill while engaging in remote learning instructional experiences should report the illness immediately to their building principal. Students within a given teachers' case load will be evenly distributed to another teacher during the period of time which the teacher remains ill. Teacher caseloads will not exceed bargaining unit guidelines.
- **Student Illness:** A student who becomes ill should either be excused from the assignments provided during that time or given ample time to make up the work. Students cannot be negatively impacted while dealing with an illness. Our teachers and staff will work with all students and families that are experiencing illness to ensure that student growth remains at the forefront of our objectives.

## PROFESSIONAL DEVELOPMENT

Throughout the prolonged school closure, the Rome City School District was able to offer continuous learning opportunities for our staff to develop their skills related to remote learning. While not all topics were able to be covered in a short time frame, we continue to engage our teaching staff the following ways to ensure we are prepared to support students and families:

- Surveying of staff to determine areas of need.
- Frequent and consistent Google Meetings to connect on best practices and needs.
- Online professional development on the use of the Google Suite for Education.
- Remember, we are in this together. Our best resource is each other!
- Google trainings are available on the shared drive at:  
<https://drive.google.com/drive/folders/0AIYqA3IdbUIIuk9PVA>

## CONTENT DELIVERY

We understand that remote learning content delivery can be a challenging endeavor for most of our staff, and that it involves more than just printing non-digital materials, uploading files, and sharing links to media content. Delivering remote content is a skill that must be developed, and will not be perfected overnight. While our staff has worked diligently over the past several months to become experts in remote instruction, this is still a new practice for most teachers. These recommendations provide support across the continuum from printed instructional materials to fully online curricula.

### Content Delivery Best Practices

- Be present and fully engaged as the instructor.
- Short, daily or weekly videos or phone calls can help the teacher connect with, reassure, and provide students with encouragement.

- Work within grade-level and or content-specific teams to support the development of remote learning. Remote teaching, if not done collaboratively, can become burdensome and tedious. Teachers should be encouraged to leverage the expertise and insight of novice and veteran teachers to fully support the creation of engaging, effective lessons for all learners.
- Focus on engaging and accessible learning materials and techniques. Prioritize mini-lessons and short mini-lectures to keep students engaged. Incorporate mixed media content, such as television clips, newspapers, maps, and political cartoons and interactive web-based, free software tools, etc., to keep students engaged and excited about learning.
- Remain flexible with pacing and student assignments. Students with non-traditional schedules and diverse learning styles can stay engaged, connected, and abreast of learning expectations if all assignments and accompanying resources offer student choice and are posted at the beginning of the week and are due by the end of the week or before the start of the next week.

### Non-Digital Remote Learning

- Non-digital learning materials should include information that, when possible, includes multiple modes of representation of content (e.g., text, diagrams, graphic organizers, large print, manipulatives, maps and illustrations), in color and black and white, to help students and parents grasp previous content. There should be multiple ways for children to demonstrate their developing understandings.
- Instructions for projects and activities should be provided in clear language free of jargon to support parents as they support their children at home.
- Remote learning resources and materials, including library books, etc., to the extent possible, should be made available at food pickup sites, or delivery as needed, etc.
- Leverage the district's mass communication resources to text students and families with links to content that is accessible by cellphone, when possible.

### Digital Remote Learning

- If digital learning is viable for your students or with specific groups of students, provide the various resources, with explanations on when and how to use those resources.
- Resources should help teachers use a combination of technology and media in the creation and delivery of content. Teachers are encouraged to consider ways to use available technologies to increase the number of homogeneous and heterogeneous discussion groups in which students can collaborate and respond to one another's ideas. Teachers can monitor, prompt, and cue the students' work and provide ongoing feedback.

## SUPPORTING STUDENT ENGAGEMENT DURING REMOTE LEARNING

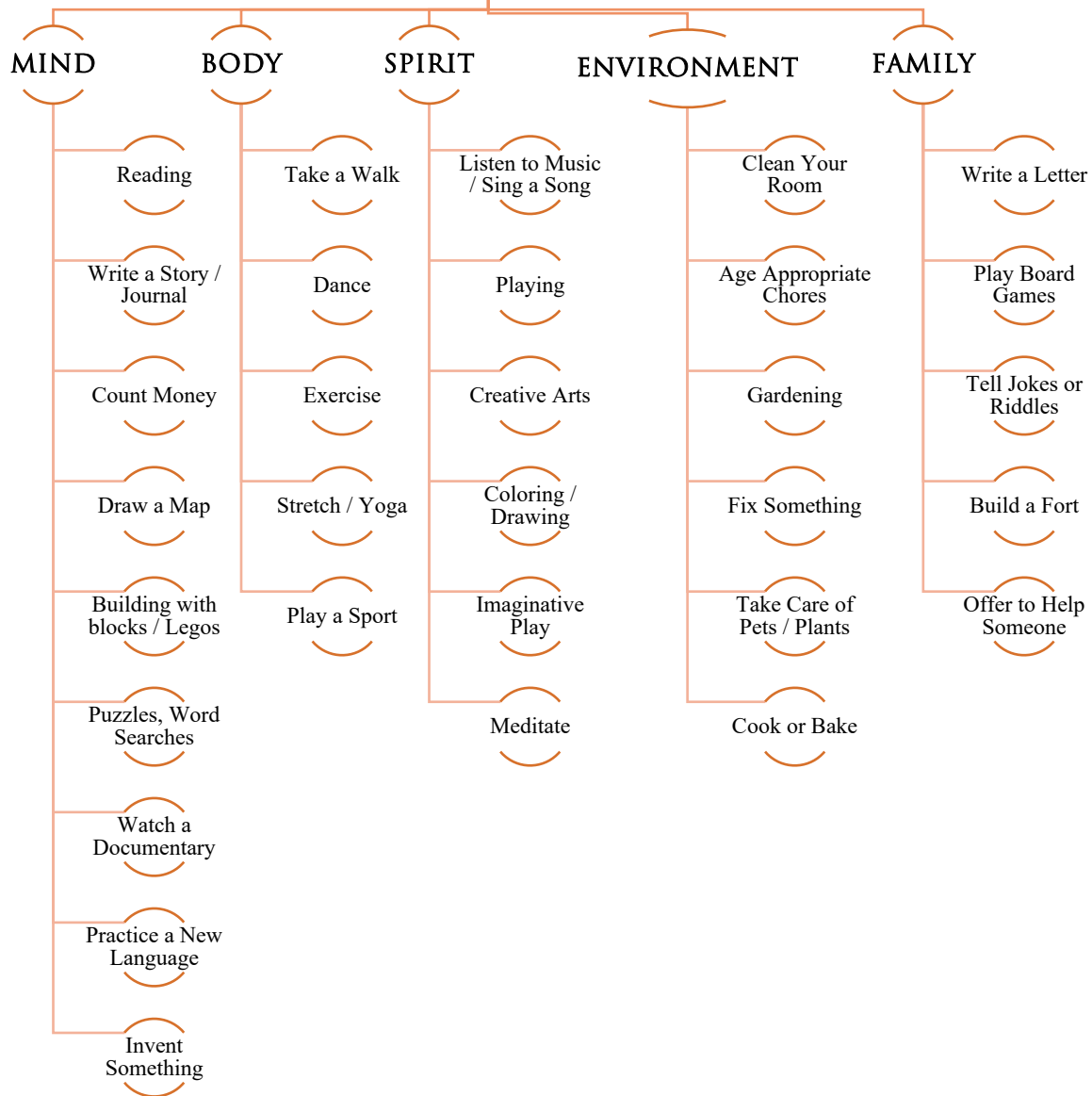
When planning your instruction, please consider:

- Students may or may not have a consistent caregiver who can work with them every day.
- Ensure that instructions are written so that the student can understand them independently.
- Using headings, bullet points, appropriate text size, boldness, and color to create a clear workflow for students to follow.
- Think about these questions when designing remote learning experiences:
  - How will a student know where to start?



- How will a student know what to do next?
- How will a student know when the work is successfully completed?
- How will I know a student completed an activity?

### SUGGESTIONS FOR ADDITIONAL ACTIVITIES

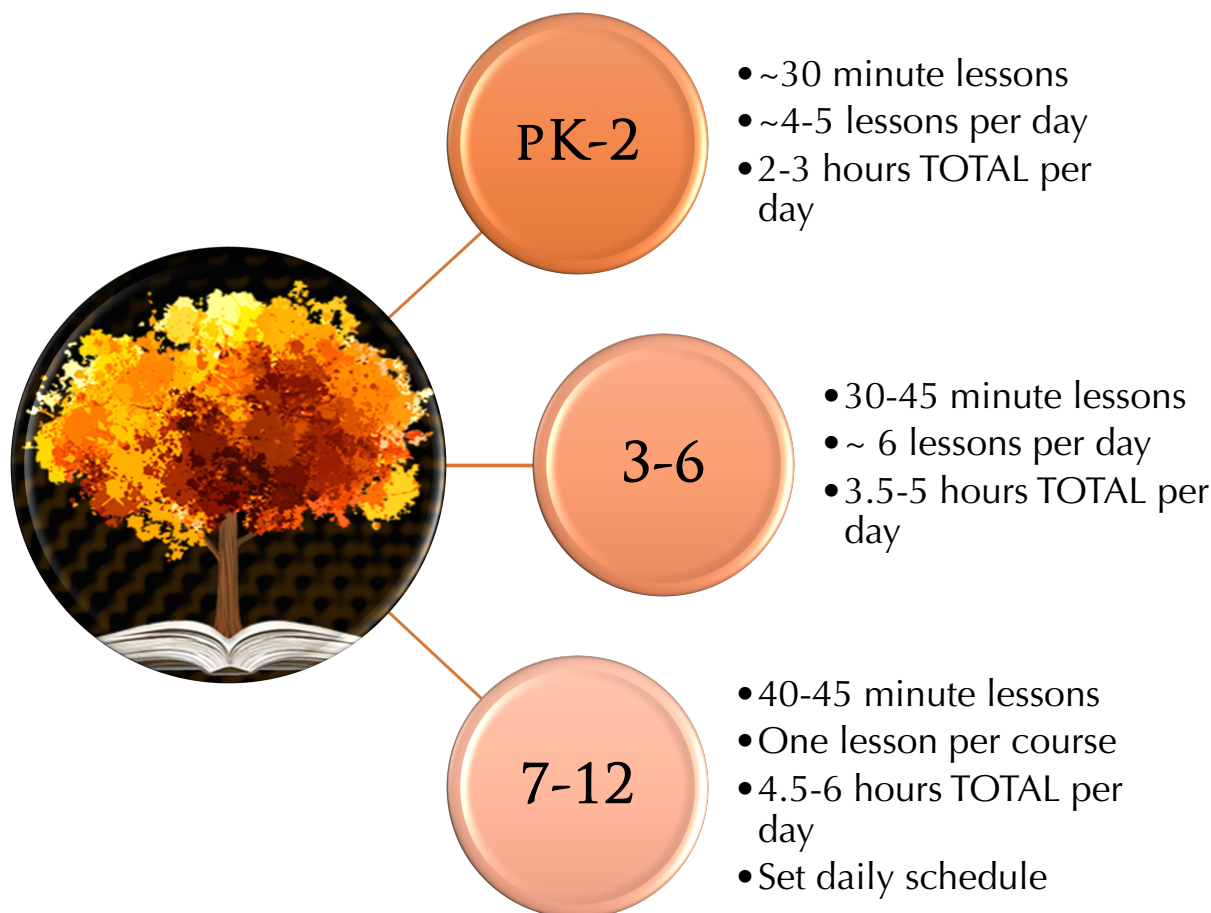


# STRUCTURE OF REMOTE LEARNING



## GENERAL SCHEDULE FOR REMOTE LEARNING

### Recommended Total Lesson / Activity Times



***\*\*Minutes reflect total time of LESSON and STUDENT ACTIVITY\*\****

### STAFF AVAILABILITY

We recognize that synchronous opportunities for student-teacher interaction are an important part of the teaching and learning process, which is why remote learning experiences will be provided mostly through synchronous schedules. However, asynchronous learning provides students an opportunity to learn independently and explore other methods of knowledge acquisition that works for them. All educators will be available and will identify how they will engage in the opportunity for daily, timely and thorough feedback, between the hours of 9:00 a.m. and 3:00 p.m. Acceptable platforms may include video-conferencing, conference calling, a discussion board, chatroom, etc. This time will be partially structured by schedule of content areas combined with time for teachers to be free to work with students as needed. Each teacher will communicate with students and/or families their specific availability during the school day, providing and

posting announced opportunities for students who need direct instruction or interaction with the teacher. Please note that while our staff may be working remotely, it does not mean that they are working 24 hours a day, 7 days a week. Respecting that there are specific hours to our school day and understanding that communication outside of normal hours may need to wait until the next day is appreciated.

## PRE-K THROUGH GRADE 2



### General Recommendations/Best Practices

We will continue to seek to strengthen the already existing partnership between teachers and families and assisting families as they embrace their role as their children's first teacher in a new and evolving way. To do this, families may be asked to, when possible, spend time with their children, play with their children, share their unique talents and interests, and engage in suggested learning opportunities. The goal is that, over time, the family interactions touch on each learning domain of a child's development. The emphasis is on play-based family learning experiences, not on the mastery of a finite list of skills.

### Communication

When working with families with children ages birth to age 8, teachers can provide suggestions and resources to parents to help them support their children. We recognize this is an extraordinary time and we do not wish to add additional stress to families by asking them to assess their child's learning, rather we seek to maintain communication regarding the progress that they are seeing at home. Suggestions for working with young children may include:

- Create a consistent, but responsive, daily routine and share it with children. Children learn best and are more adaptable to change when they know what to expect and have consistency in their daily life. While there will be a daily synchronous schedule for students, a consistent flow of the day that fits into the family routine is recommended for students and families.
- Each family member should interact with children in their strongest language(s), even if that language is not English and even if that means their children may be hearing multiple languages each day.
- Spend time with their children each day talking about how they are feeling.
- Spend time with their children each day playing games (invented or purchased), telling stories, and/or reading books in any language.

A routine for regular and consistent communication with families should be established. This may be through phone calls, emails, or other digital resources that are available to families.

### Planning and Preparation

Teachers are urged to provide families with resources they need to meet basic needs as well as academic needs so that they can support their student(s). Families who are provided with options and variety are then able to participate to the level they are capable. Collaboration with related service providers, specialists, and paraprofessionals is strongly advised. This helps to ensure continuity of services as well as share the workload among professionals who can then deliver a clear and consistent message to families. Support of families should be ongoing.

### Social-Emotional Supports

The social-emotional development of all young children is the key to maximizing the benefits of educational experiences at any time, but especially during this time of crisis. Young children are resilient and take their social-emotional cues from the adults around them. Providing information and explanations to our young children in an age-appropriate way will help ease some of their uncertainty. Ensuring our children are supported emotionally during this time of uncertainty is the foundation of any instruction we may provide.

### Content and Delivery

Young children learn through everyday play, exploration, and consistency in a safe and stimulating environment. Your child's relationships with you, caregivers, and family members are key for their healthy development. Children learn best by having the freedom to actively engage with their environment. Children's play is a highly supportive context for development and learning. Children's learning and development are multidimensional, so we need to use a holistic approach to cover children's mind and body needs. Teachers should provide students and their families with ideas to construct an understanding of the world around them, especially supporting and encouraging their communication and social-emotional skills. While remote instruction will comprise the vast majority of content delivered to students participating in remote learning, it is important to know that skill development of these lessons will occur in collaboration of teachers and families.

### Developmentally Appropriate Assessments

All students will be assessed upon returning to school to determine their instructional needs. Developmentally appropriate assessments from birth through prekindergarten consist of authentic play-based assessment. In a remote learning environment, that would focus on regular communication with family members. This communication would not be a time to assess skills but rather a time to discuss authentic, play-based learning experiences in the home. Developmentally appropriate assessments for kindergarten through second grade that demonstrate continuation of learning may include:

- Photos of artifacts - Parent/caregiver submit a photo of student work and the teacher provides standards-based feedback.
- Collected physical artifacts - These can be collected periodically or at conclusion of the remote learning period.
- Parent phone calls - Teacher interacts with the child to assess identified skills/tasks.
- Video student skills - Parent/caregiver takes video of student completing task and shares with the teacher utilizing a district-approved platform.
- District-supported web-based programs.
- Other teacher developed formative assessment.

## GRADE 3 THROUGH GRADE 6



### General Recommendations/Best Practices

- Establish office hours: Teachers will have availability/check-ins for students and families, however, please note that given the daily schedule requirements for instruction that these times may fluctuate.
- Communicate with students/families first with the tools that teachers are already utilizing and familiar with at this time. Use common platforms (suggested or already in use) that have been prescribed by the district to alleviate any confusion for parents and students.
- Determine whether students are completing work online or traditionally.
- Keep variables in mind when you plan your lessons considering students may have:
  - Multiple classes
  - Other responsibilities
  - Personal or family illness
  - Limited access to devices, internet, and supplies
- Focus on student progress and learning, not assignment completion and due dates.
- Create learning opportunities that resemble classroom content using familiar wording.
- Create cross-curricular work when possible to maximize efficiency. Read a science or history article, use English language arts-based questions for comprehension, discussion, and/or writing.

### Communication

Communication is key! Regular communication is advised to keep students actively engaged, provide structure, and alleviate stress and uncertainty. Provide critical communication in languages representative of student and family/caregiver populations. Establish your philosophy and approach for communicating with all families consistent with your normal procedures, using platforms that are familiar to students and parents. Examples include, but are not limited to:

- Handwritten letters
- Phones, automated calls, etc.
- District website
- Email
- Social media and/or other web-based programs

### Planning and Preparation

Plan and create academic and social engagement activities with a focus on knowledge acquisition and skill development. Keep in mind that families may have barriers to access (internet, device, consistency, etc.) which could make some learning experiences for a student challenging. To optimize learning, we encourage cross-curricular activities that include multiple subject areas. Assignments should be provided that allow students to work independently or with the limited help of a family member. All possible efforts should be made in planning and preparation to provide an equitable academic learning experience for all students.

### Social-Emotional Supports

The social-emotional development of all young children is the key to maximizing the benefits of educational experiences at any time, but especially during this time of crisis. Young children are

resilient and take their social-emotional cues from the adults around them. Providing information and explanations to our young children in an age-appropriate way will help ease some of their uncertainty. Ensuring our children are supported emotionally during this time of uncertainty is the foundation of any instruction we may provide.

### Content and Delivery

We envision that students are offered multiple options that are self-selected depending on their interests, connectivity and academic activity. In order to optimize learning throughout this time, we encourage cross-curricular activities that include multiple subject areas. Those options and opportunities include the following:

- Journals (could include journaling about what they've learned, writing prompts, collection of activities completed, etc.).
- Academic Activities (specific assignments, scavenger hunt, non-digital resources, pen pals, software applications, read to parents or siblings, books study, manipulatives, count money, etc.).
- Social Engagement Activities (group video chats, written communication/emails to teachers and/or classmates, family board games, etc.).
- Hands-on Activities (art, physical education, music, create your own board game, cooking, gardening).

### Developmentally Appropriate Assessments

All students will be assessed upon returning to school to determine their instructional needs. We recommend that any and all assessments during remote learning experiences reflect knowledge acquisition and skill growth. This includes using normed, local, and/or teacher generated assessments. It is recommended that student social-emotional well-being be the priority as students re-enter school following a challenging five months. Connections and relationships should be established prior to engaging in any form of rigorous testing or assessment schedule. As teachers, we should prepare for potential gaps in student learning and understanding and plan accordingly to support student acquisition of these skills upon return back to school. While we are engaged in remote learning, some general supports for the development of assessments could include:

- Submission of online work through Google Classroom.
- Photos of artifacts - Parent/caregiver submit a photo of student work and the teacher provides standards-based feedback.
- Collected physical artifacts - These can be collected periodically or at conclusion of the remote learning period.
- Parent phone calls - Teacher interacts with the child to assess identified skills/tasks.
- Video student skills - Parent/caregiver takes video of student completing task and shares with the teacher utilizing a district-approved platform.
- District-supported web-based programs.
- Other teacher developed formative assessments.



## GRADE 7 THROUGH GRADE 12



### General Recommendations/Best Practices

The goal for remote learning experiences is to allow for continued instruction while acknowledging the additional challenges that come without traditional, face-to-face classroom learning. While new instruction must take place, we suggest that teachers consider the needs of secondary students and their ability to learn independently. Additionally, school staff should be mindful that they do not exacerbate the gaps between low and high-income students, and students with and without internet access. To ensure equal access, instructors can provide materials that do not require internet access, make sure that IEP accommodations are met, and reach out to all families to help them support their children as much as possible. Acknowledging possible instructional needs or barriers of secondary school students:

- Students may be helping their families with child care of siblings/relatives or helping to provide financially for their families.
  - Students and families may feel unease or fear from this unprecedented event.
  - Families may have multiple children who share a common device with no/limited internet access.
  - Caregivers may become ill, placing additional burdens upon students.
  - Students may become ill.
  - Family members may not be equipped or have time to help students.
  - Students may not have physical space sufficient to complete work.
- Teachers must be aware of these challenges and ensure that their educational decisions support all populations of students.

Maintaining continuous learning environments requires thinking holistically about meeting students' educational needs in the broadest sense. One common frame of thought is making sure inclusiveness and equity are at the forefront of decision-making. Continuity requires consistency and collaborative interactions for all stakeholders (students, teachers, family members, parent family liaisons, and administrators, for example).

### Communication

Timely communication by teachers makes a difference in the number of students who complete assignments and in their achievement of the learning tasks.

- Teachers should attempt to set up channels of communication with students without internet access, such as by phone or by mail.
- Students with internet access can communicate with teachers by email or through learning websites.
- Establish office hours for teacher availability and check-in with students and families (if appropriate or possible).
- Communicating expectations for students and asking families how they feel they can best support their student's success.
- Creating daily routines
- Developing family partnerships and support mechanisms
- Connecting families with educational and social-emotional supports from school and within the community.

### Feedback

- Feedback should be used to encourage and motivate learners to access content and engage in suggested activities such as discussions, discussion boards, reflections, short essays, etc.
- Feedback should be informative and tailored to the assignment(s) given.
- Instructors should give personalized feedback on content materials (submitted or not submitted).
- Instructors should be able to provide a means (i.e., rubric) of how students will be assessed on the assignment(s) they are receiving. Assignment(s) should be accompanied with an understanding of the goals and objectives.
- Feedback needs to be consistent, ongoing, incremental, formative, as a means of keeping students engaged.

### Planning and Preparation

Combined daily instructional task(s) should not exceed 6 hours in totality.

- Generally, a MAXIMUM of 30 minutes of graded work per subject area, per teacher, per day (that is, 150 minutes graded work per subject area/teacher per week).
- This time includes both any teacher instruction and all graded work for that day/week.
- Short breaks will be a part of the daily schedule.
- Teachers are encouraged to provide enrichment opportunities beyond the minimum recommended instruction tasks, but they must make clear to students that these are optional activities and do not count as assignments.
- Instructors can consider multiple platforms of delivery:
  - Free or district-provided platforms approved by school district
  - Those without access to the internet may use phone apps
  - Professional Learning Communities should use time outside of these set times to coordinate learning for all parties at all levels (mainstream, EL, special education, at risk, low literacy)
- Flexible time frames that allow for high school students who may be in charge of younger children or may be working long hours to provide for their families.
- District leadership will work to set times for teachers to plan and discuss consistency of essential skills across subjects/grade levels. These virtual meetings should leverage video/phone conferencing technology, to the extent possible.

Key variables to keep in mind when planning lessons considering students may have:

- Multiple classes
- Other responsibilities
- Personal or family illness
- Limited access to devices and internet
- Difficulty focusing due to added stress and possible trauma related to the current everchanging situation
- Limited English language support from family members at home
- Different schedules of students/teachers/schools/break/holidays/work

*Social-Emotional Supports*

- The health and mental well-being of students should be a priority over learning. Accommodations and modifications can and should be done when appropriate for students and their mental health.
- School staff should make every effort to contact all families/students on a regular basis and open up lines of communication for families/students to contact them. These contacts can be done using email, phone calls, and social media. If teachers are not able to access their school phones, personal phone numbers can be hidden through the use of a phone number provided by web-based apps.

Support students by:

- Suggesting time guidelines/schedule for student engagement in learning activities while remaining sensitive to the fact that typical learning has been disrupted for all.
- Monitoring and support student participation.
- Prompting discussions, collaboration, feedback, assessment.
- Considering ways to focus on relationships and connections with students via various means, including phone conversations, various e-resources, and other social media platforms.

*Content and Delivery*

- All students need to have access to content and material. If learning is going to be done online, then an educationally comparable offline version should be available that replicates the online version as closely as possible.
- Teachers must try to support parents with resources that may help to facilitate remote learning. It is necessary to establish reliable channels of communication with parents by phone or email, if possible. Schools should make every effort possible to reach out to students and parents, when a teacher is struggling to achieve a point of contact.
- When new content is being covered, teachers should chunk content into smaller pieces to match students' needs and be flexible with pacing. Remember that students learn at different paces and in different ways. Flexibility with regard to timeframes for learning content should be considered.
- Bandwidth may vary depending on the time of day and the number of people streaming video and audio. This may affect streaming quality in live video classes and the ability to view or upload videos in pre-recorded classes.

*Developmentally Appropriate Assessments*

All students will be assessed upon returning to school to determine their instructional needs. We recommend that any and all assessments during remote learning experiences reflect knowledge acquisition and skill growth. This includes using normed, local, and/or teacher generated assessments. It is recommended that student social-emotional well-being be the priority as students re-enter school following a challenging five months. Connections and relationships should be established prior to engaging in any form of rigorous testing or assessment schedule. As teachers, we should prepare for potential gaps in student learning and understanding and plan accordingly to support student acquisition of these skills upon return back to school. While we are engaged in remote learning, some general supports for the development of assessments could include:

### **Digital Learning**

- Demonstrate progress and development in materials.
- Collect multiple pieces of evidence of students learning a skill or building knowledge.
- Evidence should be authentic and a diverse selection that is not necessarily delivered in the same method.
  - Examples include Google Meetings, student-created videos, problem-based learning projects, self-reflection or self-evaluation of learning.

### **Non-Digital Learning**

- Students may be provided the opportunity to write a learning reflection/journal after completing paper-based activities to demonstrate their own thoughts on their growth.

### Options and Opportunities

#### CONTENT OPTIONS

- Online Learning Software
- Books, Newspaper, Magazines
- Meaningful Graphic Organizers, puzzles, worksheets
- Projects, interdisciplinary if possible
- Podcasts
- Poetry (read, listen, write)

#### METHODS OF DISTRIBUTION

- Online
- Distribution at School Food Distribution Centers
- Pick-ups at School
- Distribution by Delivery

#### MAINTAINING STUDENT RELATIONSHIPS

- Contact students & parents by phone or mail
- Contact students & parents by email or social media
- Establish a system for students to reach out to teachers
- Once methods are established, ask questions to ensure the physical & emotional well-being of students

#### PROVIDING FEEDBACK

- Assess Student work meaningfully and leniently
- Consistent and constant feedback is essential for student growth
- See our grading section later in the document for more information

### Maintaining Consistency

- Utilize common technology that is flexible enough to support a variety of purposes (such as document creation, internet research, and online virtual meetings).
- Decide on common learning platforms within the content/grade level.
- Consider transferring essential learning outcomes from on-campus to continuous learning environments.
- Provide hard copy, non-technology-dependent resources to students, as needed.

### Teacher Responsibilities vs. Student Responsibilities

TEACHER	STUDENT
Provide resources for student learning and engagement	Add feedback/discuss topics/issues
Set specific times/methods for communicating with students & parents	Reach out with questions or concerns
Provide multiple pathways to assess student learning & create authentic assessments	Commit to & engage in this reimagined educational environment
Create a structure and routine	Complete assignments & assessments in a timely fashion
Be flexible & understanding with regards to social/emotional needs	Be flexible & understanding as teachers navigate this new territory

### Grading

The Rome City School District teachers have shifted to a more standards-based grading model, as compared to traditional grading models of compliance, regurgitation of facts, and task completion. As a school community, we understand that for our students to become successful and productive members of a global economy, they must possess the skills necessary to do this. These skills include but are not limited to: Critical Thinking, Creativity, Collaboration, Communication, Information, Media, Technology, Flexibility, Leadership, Initiative, Productivity, and Social. Rome City School District teachers will be the leaders in re-designing how student success is determined using these core skills as their guide to developing their grading procedures. Regardless of whether a student is participating in in-person learning or remote learning, the grading practices and requirements will be the same. Under the guidance of our Educational Programs staff, teachers will be provided the flexibility to develop criteria for measuring student success and growth as it relates to the standards and specific content they teach. Details related to how grades are determined will be provided prior to the start of the school year and communicated through each individual teacher's syllabus.

## SPECIAL AREA SUBJECTS & SUPPORT STAFF



### SPECIAL AREA STAFF:

#### Encore Teachers (Art, Music, P.E., Library, Technology)

- At the secondary level, encore teachers with assigned classes (i.e. Art, Music, P.E., Technology, and other electives) should continue to teach their scheduled classes to the extent possible via technology. This could incorporate video lessons, general check and connect situations, and more. We realize that this will take some creativity to implement, so please use your professional judgement.
- At the elementary level, encore teachers (Art, Music, Library, and P.E.) should connect with their building grade level teams to see how they can support the learning process at home. In some circumstances, providing instructional elements and lessons at home via technology may be suitable. We realize that this will take some creativity to implement, so please use your professional judgement.
- School librarians should provide instructional support for technology integration and remote learning, to the extent possible.

Building principals and Directors will assist with coordinating this effort, if needed.

#### Specialists & Interventionists

*(Reading, AIS Math, Speech and Language, Occupational Therapy and Physical Therapy)*

- Specialists and interventionists will develop a distance learning instructional plan to meet the needs of each individual student on their caseload.
- Specialists and interventionists will structure communication plans to work with students and parents.
- Mandated services for students with IEPs should continue to be provided virtually, to the extent possible, and documented thoroughly in ClearTrack.
- Non-mandated services for all students, including by not limited to, Academic Intervention Services and counseling needs should be documented manually. For Tier 3 AIS services, this will be documented through RTI Edge.
- All service providers should work with classroom teachers to gain access to their Google Classrooms to help support students, to the extent possible.
- No interventions should be recorded digitally, or documented in any fashion other than what would occur in the regular school setting.

#### School Counselors & Social Workers

- Counselors should focus on the social-emotional well-being of students during remote learning, and support academics as possible.
- Counselors may need to advocate for modified remote learning expectations for students who are unable to advocate for themselves.
- Teachers may contact counselors if a student needs social or emotional support, and the counselors will follow up as necessary.
- Counselors are available to families and students to offer assistance with the challenges of remote learning and will respond and support as much as they can from afar for other low-level social/ emotional needs. High School Counselors will continue to support during the post-secondary



admissions process.

- Counselors should clearly communicate to all students their availability to connect if students are sad, overwhelmed, frustrated, or confused.
- Counselors will be available to staff to confer about student progress.
- Online supports for students and staff are available via a Facebook group located at: <https://www.facebook.com/groups/DailyaDoseOfLearning/?ref=share>

<b>Example Responsibilities</b> <i>This is not an inclusive list, rather suggestions for best practice</i>	
District Responsibilities	<ul style="list-style-type: none"> <li>• Help schools, teachers, families, and students identify needed resources in the community (academic, health, social, emotional).</li> <li>• Support schools, teachers, families, and students in developing and implementing a non-traditional learning plan.</li> <li>• Communicate regularly with community and stakeholders.</li> </ul>
School Responsibilities	<ul style="list-style-type: none"> <li>• Implement remote learning opportunities.</li> <li>• Communicate regularly with stakeholders.</li> <li>• Support teachers in the planning and implementation of non-traditional learning opportunities.</li> <li>• Help teachers, families, and students identify needed resources in the community (academic, health, social, emotional).</li> </ul>
Teacher Responsibilities	<ul style="list-style-type: none"> <li>• Be available at scheduled times to answer student/caregiver questions.</li> <li>• Provide timely, regular, and meaningful feedback on student work.</li> <li>• Communicate regularly with students.</li> <li>• Provide a range of learning opportunities that meet the needs of all learners during the closure.</li> </ul>
Student Responsibilities	<ul style="list-style-type: none"> <li>• Review assigned work.</li> <li>• Complete your assigned work in a timely fashion.</li> <li>• Ask clarifying questions when you need help or don't understand.</li> <li>• Be respectful to yourself, teachers, and peers.</li> </ul>
Parent/Caregiver/Family Responsibilities	<ul style="list-style-type: none"> <li>• Review work assigned to your student.</li> <li>• Reserve a space for students to complete remote learning.</li> <li>• Encourage students to get enough sleep.</li> <li>• Set sensible time limits for technology use.</li> <li>• Talk to students about their learning every day.</li> <li>• Help students establish and maintain a daily routine.</li> </ul>

# SUPPORTED LEARNING GUIDELINES



## Instruction

Students with disabilities are particularly vulnerable during times of disruption and change. To ensure ongoing growth and progress, we should focus our planning efforts on how to continue serving our students to the greatest extent practicable by tailoring remote learning that provides educational benefits to students with disabilities. All decisions regarding special education must comply with guidance from the [U.S. Department of Education](#). The basic guidelines and options/opportunities are based on the following core beliefs:

- IEPs remain in place and should direct students' remote learning. Be mindful that a student's program may require commencing a team meeting.
- Documentation of all services provided should be done using the students' ClearTrack account.
- Emphasize structure and consistency for students with special needs.
- Students with special needs benefit greatly from ongoing motivation and excel when relationships with adults and peers are strong.
- Resources should be viewed broadly and include leveraging local associations, professional organizations, government agencies, and more.
- Affirm that all students can achieve growth in all capacities. Learning opportunities should occur and should be tracked, when applicable.
- Supported Learning teachers should work with general education and classroom teachers to gain access to the Google Classrooms for which they have students on their caseload.

## New Content and Review/Practice

The focus of instruction should be individualized and based on the students' IEPs, their goals, the modifications, and accommodations within the IEP. To ensure this differentiation occurs, there should be communication between special and general education teachers (including bilingual/ESL and dual language teachers), case coordinators, and teaching assistants (when applicable), to support students in accessibility and in meeting their IEP benchmarks and goals. Any changes to programs or goals should be made in conforming with federal and state required procedural safeguards. Social-emotional learning strategies are integral to students' learning and well-being. Many of our students have services and intense social-emotional needs documented in their IEPs. This pandemic can exacerbate some of those needs. Special educators should collaborate with the students' counselors to work on activities that support students with stress/anxiety reduction and other SEL activities.

## Communication and Structures of Support

Students with special needs require additional effort that ensures messaging and communication are effective. The standard methods of communication may include district webpages, district social media, automatic calls, utilizing community organizations groups/shelters, news media outlets, and internal school data platforms that can allow daily, weekly updates regarding academic progress. Further explanations and recommendations may be needed to ensure everyone responsible for the efficacy of the IEP is receiving correct and ongoing information. Scaffolding, communication, and breaking up assignments into more manageable parts would be helpful in this regard. We encourage direct communication from trusted and known faculty

members for delivery of information to families and students. The following are considerations for family and student communication:

- Supported Learning listserv-targeted emails to families of special needs students.
- Phone calls on a regular schedule from case managers.
- Use of appropriate staff to overcome need and language barriers.
- Communication from all professionals that interact with students, including, but not limited to, social workers, speech-language pathologists, paraprofessionals, school psychologists, and counselors.

### Roles of Related Service Providers

Related service providers play a vital role in the daily instruction of students with IEPs. It is essential during remote learning that these professionals are a part of the continued learning of our students. These individuals should be working in collaboration with other teachers to meet the needs of students with disabilities.

- Assist in contacting families and helping with work.
- Chunk activities; provide students with work schedules and other more structured ways to approach their learning goals.
- Provide resources for families in need of assistance, such as mental health resources, crisis lines, suicide prevention.
- When possible, support staff members can conduct check-in calls, and therapists (such as Physical Therapy/Occupational Therapy) could consider creating videos on exercises, etc.

### Options and Opportunities

During this time, students with special needs and IEPs should be given the opportunity to continue with learning that is consistent for all students. This learning will be based on the individual IEP. Some possible suggestions could include:

- Identify realistic, individualized time frames for task completion. Be mindful of extended time accommodations outlined in IEPs.
- Provide specific instruction and mini-deadlines/benchmarks for assignments, especially those with multiple-tasks.
- Create opportunities for students to demonstrate progress and receive feedback related to assignments and IEP goals.
- Use student interest profiles to inform lessons and activities.
- Provide alternative options for participating in virtual class discussions
- Create video modeling of how you expect something to be done or what has been successful in the school setting, such as hand-over-hand assistance in the classroom.
- Use built-in accessibility features in learning management systems, albeit on an individualized basis according to student need, for example:
  - Use heading styles that allow screen reading software to navigate from section to section.
  - Use font, size, and text formatting to distinguish between items or to navigate. Ensure no information is conveyed solely by color or sound.
  - Use Alt-Text to allow users with screen readers or with slow connection to identify your images, graphs, and charts.

- Enable tooltips so that descriptions appear when users hover over images, graphs, and charts.
- Provide transcripts of any pre-recorded audio or video used with students. Use closed captioning on videos.
- Use descriptive titles, headers, and captions to provide additional context and information for students.
- Use descriptive text in hyperlinks so students clearly know where the link will take them. Avoid phrases like “click here” or “read more” without additional descriptors.

#### “Hands-On” Options for Remote Learning

- Use non-digital resources of work. (Where possible, coordinate this effort with the case manager and/or assistance of paraprofessionals.)
- Incorporate life skills essential for students with IEPs. This includes, but is not limited to, cooking, ratios, chores, cleaning, hygiene, etc.
- Have students track activities with photos or videos and submit to teachers.
- Keep meditation logs and providing links to meditation apps
- Encourage journaling.
- Utilize ground activities (e.g., choose five objects that are around you and describe them in detail).
- Utilize virtual museum tours and video demonstrations.

#### Developmentally Appropriate Assessments

When developing individualized grading/assessment practices for students with disabilities, the following factors should be considered:

- Student need and present levels of performance.
- IEP Goals and Objectives.
- Kinds of accommodations/modifications/services that are provided.
- Capacity of support in the remote learning environment.
- Social-emotional needs.
- Access to needed resources to participate in learning.
- Student’s past performance.
- Current grades.
- Transition and postsecondary goals.

## ENGLISH LANGUAGE LEARNERS



### Instruction

Students who are English Language Learners (ELLs) come from culturally and linguistically diverse backgrounds and include students with varying levels of proficiency in English and their home language. This section aims to provide educators with recommendations on how to build on families' culturally and linguistically diverse backgrounds by providing students with authentic language activities that allow them to participate and access material in both English and their home language. General Education teachers should provide access to students' Google Classrooms for ELL teachers so that instructional support can be provided. To the extent possible, a co-teaching mentality should be utilized while providing remote learning to ELL students.

### Engaging Families

In addition to providing activities appropriate to students' language proficiency levels, it is recommended that educators consider how to leverage the culturally and linguistically diverse backgrounds of the families. To the extent possible, communication with families of ELL students should be shared in the home language as well as English.

### Oral Language Use

Instructional activities for ELL students should engage the entire family whenever possible. Families of English Language Learners are a resource for exploring one's linguistic and cultural heritage. For example, educators can take into consideration how students might engage in authentic language through conversation with family members. Oracy-based activities, whether via online platforms or paper-based, should always be included. Oracy-based activities include deliberate and explicit instruction of speaking and listening. ELL students can benefit from expressing their reading and writing comprehension through activities that incorporate oracy. Educators may consider how oracy can be incorporated into their remote learning activities for students.

### Integrating Learning in Authentic Ways

Many of our school schedules are compartmentalized around educator specialization. While learning remotely, our students might not be able to adhere to comparable schedules. Learning modules that integrate various kinds of content and learning can make organizing students' at home schedules more feasible, while aligning to strong pedagogy for English Learners. Keeping this in mind, educators can:

- Use thematic approaches to make connections across content. English Language Learners will benefit from learning that is integrated around a theme, rather than disparate topics that each require specific vocabulary, disciplinary language, or background knowledge.
- Encourage the arts as much as possible. Music, song, storytelling, drama, crafts, textile arts, and visual arts all provide enormous cognitive, emotional, and cultural benefits and can happen in any language.
- Embrace inquiry, problem, and project-based learning. Prompt students to brainstorm the questions they genuinely want to pursue, and prompt them to engage in authentic inquiry-based learning in the context of their everyday life. Invite students to find ways to address the problems they identify as needing their attention. The experiences they are having or creating for themselves in this current context can become part of the inquiry process. The

more we ground learning expectations in questions and actions that are relevant to their lives, the more they will feel engaged and empowered by the experience.

### Thematically Designed Learning

Educators should always include appropriate scaffolds and supports when designing oracy and literacy-based instructional activities for English Language Learners. Designing activities around thematically based topics is suggested for English Language Learners. Additionally, allowing opportunities for English Language Learners to practice their bilingual or multilingual abilities is appropriate. Rich, authentic oral interactions will deepen students' learning, whether in English or the home language. Educators can consider how students' home language can be incorporated into thematically designed activities and how students might participate within these activities without technology for families that may not have access to devices and/or internet.

### Finding Natural Opportunities for Language Development

English Language Learners benefit from and develop language by using, practicing, playing, observing, thinking about, and discussing language. Encouraging any and all language use will help them sustain their home language practices and contribute to their development in English. With this in mind, educators can:

- Encourage students and families to have conversations, tell jokes and stories, sing, and play with language! Teachers can also guide families to observe and talk about how they use language in their home and community.
- Prompt students to watch programming and listen to the radio or podcasts in English and creatively use English closed-captioning or home language subtitles.
- Invite students to notice language in their environment (e.g., do cognate scavenger hunts on signs, ads, and other environmental texts while out walking [6 feet from others] in their community).

### Games and Play

- Using games to advance learning is another way to engage students in a remote learning setting. Games can be open-ended and universal enough to work for families who speak various languages other than English.
- “Gamifying” learning can lend an element of fun that may be helpful during these times. This includes word games in various languages, math games, science investigations, and the like. For instance, students who speak Spanish at home would benefit from games where cognates and Latin-based academic language are featured since those are words that are prevalent in English.
- Other activities with words, such as sorting and vocabulary investigations, can also elevate students' learning. This is a time when students can increase confidence in their ability to understand and use words in various contexts, especially in academic terms.



### Appropriate Assessments based on Proficiency Level

- When developing grading/assessment practices for English Language Learners, the following factors should be considered:
- Student need and current proficiency level
- Kinds of accommodations/modifications/services that are provided
- Capacity of support in the remote learning environment
- Social-emotional needs
- Access to needed resources to participate in learning
- Level of parental support and language ability

### What English Language Learners DO NOT Need and Research Does Not Support

Some students might benefit from some practice of certain skills they have not yet mastered, but we do not recommend a deluge of worksheets and practice sheets for students to practice subskills in a decontextualized, rote format. A small portion of the day can be devoted to skills such as increasing sight words, practicing math computation, etc. Most students will most likely find too much of this type of rote work as tedious, and it will not motivate them to engage in more learning.

## GRADING GUIDELINES



During these unprecedented times, we prioritize the connectedness and care for our students and one another as we maintain a continuity of learning. We recognize the importance of providing feedback, assessing student progress, and learning; and communicating this to students, parents, and teachers in the form of grades. To that end, we further identify a focus of keeping children emotionally and physically safe, fed, and engaged in learning.

### Grading Could be Defined As:

- Meaningful feedback
- Assessment of learning (summative)
- Assessment as learning (self-assessment)
- Assessment for learning (formative)
- Student/teacher partnership (home)
- Criteria for work and expectations (exemplars)
- A dialogue
- Part of the learning process
- Reflection
- Coaching
- Supportive
- Focused on student growth
- Individual
- Differentiated

Our recommendations on grading are based upon the principle of no educational harm to any child. Please document every attempt made to engage the student; it is very possible the student is experiencing circumstances out of their control. Our staff will be encouraged to focus all grading measures on knowledge acquisition and skill development. We recognize that until the current format of accountable student measures as dictated by the State of New York change, that this task can and will be difficult. Regardless, our teachers are poised to attack the discrepancy between best practice and mandated measures. Grading practices for remote learning experiences will be consistent with traditional Rome City School District policies and provide our teachers with the flexibility needed to ensure accountability and the rewarding of achievement.

Remote student learning during remote learning experiences will be formatively assessed (where possible and practical). Remote learning is designed to support student learning and continuity of learning. Grading is feedback and communication in a snapshot of time to students and parents. The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning and growth, **not on compliance**. All students should be provided every opportunity to demonstrate the acquisition of content knowledge and course mastery.

# INSTRUCTIONAL DELIVERY GUIDELINES



## Supported Technology Platforms

Teachers are encouraged to use a variety of found, and created, content to review and deliver new instructional material. The list below, although not exhaustive, contains ***district approved*** technology tools. Links to these sites are available on our student dashboard located at: <https://start.me/p/VjydLr/students>.



## ELEMENTARY SCHOOLS (K-6)

- Google Apps for Education
- Buzz
- ABC Mouse
- ABC Ya!
- Brainpop
- Brainpop Jr.
- Class Zone
- Flocabulary
- Go Noodle
- Kidz Type
- Multiplication.com
- Prodigy
- Raz Kids
- Read 180
- Reading A-Z
- Shephard Software
- Starfall
- Symbaloo
- TumbleBooks
- Typing Agent
- Vocabulary A-Z
- Xtra Math
- Zearn



## SECONDARY SCHOOLS (7-12)

- Google Apps for Education
- Accuplacer
- Code.org
- DimensionU
- Edmentum
- TED
- NY Times Digital Subscription
- Naviance
- Read 180
- Star 360
- Email
- MOBOCES Online Library
- <https://moboces.libguides.com/toolkit>

### Online Conferencing

The collective BOCES and RICs throughout New York State have developed an online conferencing guidance website to assist teachers in understanding this new instructional method. The website can be found here:

<https://sites.google.com/btboces.org/bocesofnewyorkstateonlineconfe/home>

### Platform Considerations

- In most cases, these platforms are familiar to students. By emphasizing these familiar platforms, students will have a more seamless remote learning experience.
- If a new platform is remotely introduced, allow time for introduction and exploration so as not to take away from learning.
- **Many web-based platforms are not compliant with Education Law 2-d (student/data privacy). If a student must sign-in and provide any identifying information, you should not utilize that platform without approval of the information technology department.**

### Other Considerations

This continues to be a new experience for you, your students, and their families. Take it slow and simple to start. Choosing among countless virtual learning resources can be overwhelming, but you can use a few basic guidelines to help you with the task:

- **Try to use what you've already been using.** Teachers and students will have the most success with materials they're familiar with. If you can leverage your existing resources virtually—especially if you're confident in their quality—you should.
- **Keep it clear and simple.** Don't overwhelm your students and families with too many resources. Remember that most parents are not teachers and will not have the same background information that you are familiar with. When it comes to delivering virtual instruction, don't underestimate the power of the simplest solutions (i.e., teacher-to-student phone calls or video conferencing could be the best way to support the learning).

### Posting Guidelines and Instructional Support

- Synchronous daily lessons/activities will be conducted via GoogleMeet or GoogleClassroom.
- Attendance must be taken each day to ensure students have engaged with a particular course.
- Teachers should not exceed ONE new activity per day, per subject area.
- Teachers are expected to support the education of students for a period of time each day that does not exceed the existing contractual day. It is understood that due to a variety of complicating factors, teachers will need flexibility with regard to how this time is distributed throughout the day.
- Remote learning days will follow the instructional days of the school calendar, and will constitute the equivalent number of hours.
- Teachers will track student progress to ensure participation and check-in with students if students are struggling or non-participatory.
- The District will communicate with parents' clear expectations with regard to how they can best support their students during remote learning. Building Administrators will continue to support the appropriate involvement of the parent community.

- Student attendance should be taken based on participation and submission of assignments, not through daily required check-ins or video participation.
- Teachers are expected to be available for student interaction between the hours of 9:00 a.m. and 3:00 p.m.
- School administration reserves the right to contact a teacher if a concern arises related to an individual's current delivery of remote learning. The purpose of teacher contact will be for supportive reasons, however, these communications could be utilized for teacher evaluation or disciplinary action (if necessary).

### Lesson / Class Guidelines

A predictable daily format will help students navigate this new way of learning. Consider these important components as you design and post each learning experience:

- Purpose: The objective of the lesson
- Agenda: Map of expectations for lesson
- Instruction: Clear and specific guidelines for students to follow
- Engagement: Ways for students to actively participate (practice, discussion, reflection, application, connection)
- Assessment / Feedback: Opportunities to check in on student learning

### Professional Support for Staff

- Building and District leadership will continue to support and oversee the teaching and learning process. In order to support the teaching and learning process as well as the professional learning of staff, Administrators may request access to remote learning experiences and student instructional plans as necessary.
- Leadership and staff will continue to partner to support student learning and engagement.
- The District will communicate with parents the clear expectations with regard to how they can best support their students during remote learning. Building Administrators will continue to support the appropriate involvement of the parent community.

### Professional Connections & Support for Students

- How will we collaborate to support each other and our students?
  - Grade level teachers of the same subject will offer consistency within reason. Teams may share lessons to assist in workload.
- Teachers should feel connected with colleagues of the same subject/course and are encouraged to maintain these professional connections.
- Give the students learning that can be done without a device as much as possible. Lessons should capitalize on the home environment. Reduce screen time and include physical activity as much as possible.
- Frequent GoogleMeet opportunities will exist for teachers within grade bands and across bands to check and connect throughout this school closure event.

# TECHNOLOGY SUPPORT FOR ILEARNING



## Student Device Access

- If a student has forgotten their username/password for access to a district device or Chromebook, please send an email to [Studentaccounthelp@romecsd.org](mailto:Studentaccounthelp@romecsd.org) and we will work to help the student regain access. Please include the child's name and the building they attend.

## Student App/Program Access

- If a student has forgotten their username/password for any of the **programs** the district currently operates, please send an email to the building specific email addresses below and our staff will work together to help that child regain access.
  - [Ridgemillstudentaccounthelp@romecsd.org](mailto:Ridgemillstudentaccounthelp@romecsd.org)
  - [Bellamystudentaccounthelp@romecsd.org](mailto:Bellamystudentaccounthelp@romecsd.org)
  - [Dentistudentaccounthelp@romecsd.org](mailto:Dentistudentaccounthelp@romecsd.org)
  - [Stokesstudentaccounthelp@romecsd.org](mailto:Stokesstudentaccounthelp@romecsd.org)
  - [loystudentaccounthelp@romecsd.org](mailto:loystudentaccounthelp@romecsd.org)
  - [Gansevoortstudentaccounthelp@romecsd.org](mailto:Gansevoortstudentaccounthelp@romecsd.org)
  - [Staleystudentaccounthelp@romecsd.org](mailto:Staleystudentaccounthelp@romecsd.org)
  - [Stroughstudentaccounthelp@romecsd.org](mailto:Stroughstudentaccounthelp@romecsd.org)
  - [RFAsstudentaccounthelp@romecsd.org](mailto:RFAsstudentaccounthelp@romecsd.org)
- Your classroom teacher may also be able to help with some of these barriers.

## Chromebooks / Access to Devices

Students who need access to devices to assist in the process of remote learning should contact their child's teacher, who in turn can speak with their building PC Specialist regarding gaining access to a device. The Rome City School District is constantly assessing our ability to provide devices to all students. We will work to ensure that all students who need a device, have the means necessary to participate in remote learning.

## Google Support / Training

Any teacher needing materials or training information for the Google platform should visit the district's shared drive at: <https://drive.google.com/drive/folders/0AIYqA3ldbUIlUk9PVA>  
This website has a myriad of training videos, documents, and tools to help teacher adjust to instruction through Google.



## POINTS OF CONTACT FOR REMOTE LEARNING



### Reporting Concerns

We ask that you please remember that teachers and school staff are under the same stresses, pressures, and share the same concerns as the general community during this crisis. However, in the event that you are not able to contact your child's teacher(s) and/or your child's teacher(s) is not communicating with you or your child, please contact your child's building principal. If a concern related to communication persists from that point, please contact the appropriate Director for the department below. In general, the best way of obtaining contact information for our teacher is through our website at [www.romecsd.org](http://www.romecsd.org) or through the Parent Portal.

- **Brian LeBaron**, *Rome Free Academy*,  
blebaron@romecsd.org
- **Tracy O'Rourke**, *Strough Middle School*,  
torourke@romecsd.org
- **Molly Mytych**, *Bellamy Elementary School*,  
mmytych@romecsd.org
- **Sherry Lubey**, *Denti Elementary School*,  
slubey@romecsd.org
- **Jennifer Pouliot**, *Gansevoort Elementary School*,  
jpouliot@romecsd.org
- **James Daino**, *John Joy Elementary School*,  
jdaino@romecsd.org
- **Michael Flagg**, *Ridge Mills Elementary School*,  
mflagg@romecsd.org
- **Wendy Hutchings**, *Stokes Elementary School*,  
whutchings@romecsd.org

### PRINCIPALS



- **Christopher Brewer**, *Assistant Superintendent of Educational Programs*,  
cbrewer@romecsd.org
- **Jennifer DePerno**, *Director of Secondary Programs*,  
jdeperno@romecsd.org
- **Dana Benzo**, *Director of Elementary Programs*,  
dbenzo@romecsd.org
- **Cristin Checchia**, *Director of Supported Learning*,  
cchecchia@romecsd.org
- **Kim VanDuren**, *Assistant Director of Supported Learning*,  
kvanduren@romecsd.org
- **Amanda Jones**, *Director of Counseling Services*,  
amjones@romecsd.org
- **Patrick Sullivan**, *Director of Information Technology*,  
psullivan@romecsd.org

### DIRECTORS

