

Remote Learning Scenario

In the event that students are unable to be physically present in school, the Pittsford Central School District (PCSD) remains committed to providing high quality, developmentally appropriate, instruction via remote learning. To that end, the following parameters have been established for remote learning delivered by PCSD teachers. It is important to keep in mind that even the highest quality remote learning experience cannot replicate the value of in-person interactions with students in the classroom; curricular expectations will necessarily be adjusted to focus on the most essential learning standards and skills that can be taught in the remote environment.

Definitions

Asynchronous learning – these are learning experiences that the student will be expected to engage in that will NOT involve a live, real-time interaction with the teacher. Asynchronous learning experiences may take the form of a pre-recorded video of the teacher providing direct instruction, a video of another teacher (PCSD or otherwise) teaching a skill, a link to an article for a student to read and respond to, a math or science problem set to be worked on and submitted for feedback, etc.

Synchronous learning – these are learning experiences that involve live, real-time interaction with the teacher. Synchronous learning may be used, among other things, for large group, small group, and/or individualized direct instruction, collaborative discussions, writing conferences, intervention services, student assistance, and community building/social emotional learning experiences.

Attendance and Accountability

Students are required to attend instruction on a daily basis, even when that instruction is being provided in a remote environment. Students will be required to self-report on Infinite Campus one time daily for the purposes of documenting attendance. Teachers and students are expected to engage in substantive daily interaction (teacher to students and students to teacher).

Administration will support teachers and families relative to student engagement with remote learning protocols and expectations, including regular attendance, work completion, and behavior.

The school district maintains responsibility for providing mandated special education and English as a New Language services to qualified students. To the greatest extent possible, those services will be provided through the use of live, synchronous remote instruction (see below).

Schedule: In the Event of a Full Closure

Students at the high school and middle school levels will follow their typical class schedule in a remote learning environment. Doing so will ensure consistency and continuity of instruction, eliminate conflicts, and build natural breaks (study halls, lunch) into the day for students. This also retains planning time for teachers. Class periods will be reduced from 39 (middle school) or 40 (high school) minutes per day to a maximum of 35 minutes per day to allow for a “screen time break” and transition time between classes. A combination of synchronous large group instruction, synchronous small group instruction, and asynchronous learning will be provided to students each week.

At the elementary level where it is not developmentally appropriate for students to spend multiple hours each day engaged in remote learning, students will not follow their typical in-school schedule. They will, however, have an established modified daily schedule for remote learning which will include both synchronous (large group and small group) and asynchronous learning opportunities throughout the week. Synchronous time will be focused on a combination of class meetings, social/emotional development and direct instruction in English/Language Arts and math. Each day will start with a synchronous experience that includes a morning meeting for community building, attendance, and establishing the expectations for the day. Synchronous direct instruction may be provided using a combination of whole group, small group, and one-to-one instruction as needed and determined by the teacher. In addition to receiving instruction in English/Language Arts, math, social studies, and science, students will continue to receive and participate in the “special” subject areas including art, music, physical education, and library as well as health and counseling lessons which may be delivered either synchronously or asynchronously as determined by the professionals involved.

Additionally, synchronous learning opportunities for elementary students [may](#) be recorded for families to access at a later time, [or other mutually agreeable arrangements maybe made](#), if their schedule prevents students from participating in real time. Synchronous learning experiences will be supplemented by asynchronous opportunities as well as independent practice of skills at home. We recognize that elementary age students need the support of an adult or older sibling in order to access remote learning. Therefore, every care will be taken to be as flexible as possible, while maintaining the equity of access to, and the integrity of, our instructional program.

Elementary teachers will communicate the schedule (synchronous vs asynchronous sessions) to students and families prior to the start of each week.

Schedule: In the event in-person/hybrid instruction is being provided but an individual student is unable to attend due to medical and/or personal concerns

Schedules for individual students who are unable to attend school and must access remote learning full-time will be established using similar parameters as above. However, specific schedules will be dependent on staff who are available to provide instruction to these students in the remote setting. For high school students in these circumstances, course selections may be limited to the courses required to meet graduation requirements. For elementary and middle school students the instruction may necessarily be focused on the core academic areas.

Special Education/English as a New Language/Reading Resource/504 and AIS services

Services that a student qualifies for and receives through the school district will continue to be provided in a remote learning environment. To the greatest degree possible, those services will continue to be provided at the same level of frequency and intensity in the remote environment as they are provided when we are present in the school buildings. Learning specialists and ENL teachers will continue to collaborate with their general education colleagues and provide co-teaching and/or consultant teaching services in the remote environment as they do in person*. Synchronous learning experiences, small group or large group, are the preferred mode of delivery for the majority of supplemental services including reading resource and math AIS supports. In some cases, there may be individual student needs which require us to modify the delivery of services in the remote environment.

*This may not be possible in the event an individual student opts for remote learning due to medical and/or personal concerns about being in the school building.

Curriculum, Assessments, and Grading

Teams of teachers have been working together since late last spring to identify and plan for the learning gaps that can be expected as a result of last year's emergency COVID-remote instruction. Curriculum will be adjusted, as necessary, to allow for additional time to fill those gaps while still providing students with an engaging and rigorous experience with their current grade level curriculum. Using information gathered from the use of frequent, unobtrusive pre-assessments, teachers will be able to target areas needing additional whole group, small group, or individual remediation.

Formative assessments (part of the feedback cycle) as well as summative assessments will be used, as appropriate, in the remote learning environment. Teachers may need to modify the format and/or content of some of their assessments for the remote environment. To maintain academic integrity in the remote setting, unless specifically directed to do so by their teacher, students are expected to work independently on all assessment related tasks and submit their own work.

Work submitted for grading may take the form of writing pieces, responses to an online assessment (via FORMS, for example), the submission of a video recording, audio recording or photo of student work, a one-on-one conversation between student and teacher, or any other means deemed acceptable by the teacher.

During any period of remote learning student work **will be graded**, in keeping with the PCSD Grading Philosophy and associated grading practices. Students will continue to receive a report card.

Feedback to Students

Effective, growth-producing feedback is necessary in order for learning to take place. As such, all teachers will be expected to provide students with regular feedback on their learning as it relates to progress towards established learning targets. Our common technology platforms provide multiple opportunities for feedback to be provided to students during the learning process. Feedback may be provided using a variety of strategies, taking into consideration the remote learning environment, the developmental needs of the student, and other factors. Teachers should also build in opportunities for students to be engaged in self-assessments as well as peer feedback to the extent this is possible in a remote learning environment.

Addressing Social Emotional/Mental Health needs during remote learning

As a district, Pittsford acknowledges the correlation between academic learning and the social emotional and mental health of our students. We recognize that if students are not feeling safe and secure - physically, socially, and emotionally - they cannot optimize their learning. Therefore, we remain committed to attending to the social emotional and mental health needs of our students under all learning circumstances.

As always, classroom teachers will prioritize maintaining a positive, supportive, and respectful classroom community, even in a remote setting. Time will be allocated for teachers to facilitate class meetings and

community circles. Administrators and all members of our mental health staff (counselors, social workers, school psychologists, school nurses, and behavior specialists) will continue to support individual students, teachers, and families during periods of remote learning.

Technology Platforms

The following technology platforms have been selected as the primary tools for teachers to use to deliver remote learning plans to students:

Kindergarten – 3 rd grade:	Seesaw for Schools
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Grades 4 – 12:	Office 365 Teams
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These platforms will provide for a consistent communication and delivery method of remote learning materials, as well as a vehicle for collaboration between and among students and teachers.

Teachers will introduce students to the use of the technology at the start of the school year, and will integrate Seesaw/Teams as a regular part of their instruction throughout the year. This will ensure that students are comfortable with, and adept at using, these tools if and when we need to pivot to remote learning.

Synchronous learning experiences at all grade levels will run through either Zoom or Teams.

Parent education on the use of our identified technology platforms will also be provided through the use of written documentation and access to parent training videos on the District's website.