



Compact for Continuity of Instruction

Expectations for Instructional Delivery and Engagement of Students

Classroom Teachers – Subject Area Teachers – English as a New Language – Art - Music - Physical Education

As we continue to provide continuity of instruction, we need your efforts to provide continuous, high-quality instructional opportunities for our students. These efforts include:

- Daily communications with students, in a manner left to the discretion of the teacher, and with the intent to support continued learning and the provision of resources designed to reach all of our students. These communications should explain learning expectations to students and families, including and not limited to:
 - learning intentions
 - required activities/assignments
 - due dates for assignments
 - additional activities/assignments
 - links to resources
 - identified means by which the teacher is available to interact with students for delivering lessons, allowing for discussions where age appropriate, providing feedback and answering questions
 - assessments in a manner and format determined at the professional discretion of the teacher.

Communications are left to the teacher's discretion but could be through a chosen electronic platform, such as Microsoft Teams, Zoom, Google Classroom, Class Dojo, Raz Kids, Sea Saw, or through email, text or phone, where necessary, to reach our students

- Monitoring of which students have or have not engaged in the learning resources using created fields in PowerSchool to track student contact, participation and standards learning for our K-12 students (directions found at [Elementary and NYSAA Contact Standards](#) or [Secondary Contact Standards](#)). PowerSchool is our student management platform. It is even more important now, during these extraordinary circumstances, that we track contact, participation and learning utilizing this platform.
- Collaboration with your building principal and building level teams to develop and implement plans to engage students in continuity of instruction expectations
- Adaption and delivery of learning resources in alternative formats including, for example, digital lessons, online resources, hard copy packets, and learning videos, as determined and directed by the teacher. For K-5 students, teachers will utilize centralized resources (found at [RCSDLearns](#)), offered both electronically and in hard-copy format at Meal Distribution sites, and will support and scaffold those prepared materials with their students. For 6-12 students, teachers will coordinate the adaption and delivery of their own teacher generated materials with students, including the classroom platform, means and tools to be used for continued instruction
- Creation of opportunities that are differentiated to support individual student needs as identified by the teacher
 - Utilize submitted assignments and assessment of learning to guide future engagement and scaffolding of instruction to meet individual student needs
 - For students who need additional support or enrichment, offer appropriate activities and assignments to assist with engagement and scaffolding of instruction.
- Provision of IEP services in alternative manners, as per state and federal guidelines, with appropriate documentation (additional guidance document will assist in outlining the Distance Learning Plan for Students with Disabilities)
- Provision of appropriate ELL student accommodations and support, with appropriate documentation of delivery
- Provision of feedback to students on the progress of their learning through narratives, acknowledgements of completion, follow up

communications, and other means, at the discretion of the teacher.
Record the progress of learning in PowerSchool

- Scheduling office hours, grades 6-12, for students to receive additional support and guided instruction in specific content areas (based on teacher's schedule) in a platform to be determined by the teacher

Our goal is to provide a minimum of 2 hours per day of alternative learning time for each student.

Non-Classroom Teachers – Intervention Teachers – Teachers on Assignment

We would ask that teachers not assigned to a classroom, such as intervention teachers and teachers on assignment, support the rollout of our high quality learning opportunities in a variety of ways, which may include:

- Support to our Teaching and Learning staff in the preparation and rollout of content and grade specific materials
- Scheduling office hours, grades 6-12, for students to receive additional support and guided instruction in specific content areas (based on teacher's schedule)
- Participation in planning and meetings with their team members for learning activities and rollout of initiatives (such as the Reading Program and Next Generation Learning Standards)
- Assistance in maintaining regular contact with our students and providing supports, where necessary

Mental Health Professionals - Counselors – Social Workers

We would ask that Counselors and Social Workers continue to support the social emotional well-being of our students by engaging in their routine responsibilities as guided by their caseload, including:

- maintaining records of communications and regularly following up with administration, as necessary
- Conducting outreach to students and families who may be in need of additional supports in learning supports as well as resources to essential services (e.g., food, shelter, social services)

- Communicating with administration and staff in regard to student and family outreach and attendance concerns and support students and families to be fully engaged in learning
- Conducting outreach and support students in need of counseling services
- Informing administration about students in need of outside mental health services
- Supporting students with college and career planning
- Working with school teams to ensure students are meeting their timeline towards graduation

Teaching Assistants – Paraprofessionals - Other Support Staff

Teaching assistants, paraprofessionals and other support staff will support continuity of learning under the direction of the teacher. These supports may include:

- Communicating and collaborating with school building leaders and teachers to provide instruction and services to students under the supervision of the teacher
- Assisting in management of records, resources and materials for students' learning plan under the supervision of the teacher
- Assisting in the delivery of lesson plans under the supervision of the teacher.
- Assisting in maintaining regular contact with our students and families and providing supports, where necessary

Principals, Assistant Principals and Building Level Administrators

Teachers and building level staff can expect that their Principals, Assistant Principals and other Building Level Administrators will guide, structure and coordinate the provision of continuity of learning with their staff, including:

- Serving as a resource to support student learning and provide resources, information and assistance in delivery of instruction

- Leading building level and team level meetings to develop and implement plans to engage students in continuity of instruction expectations
- Facilitating the collaboration and coordination of services across their buildings to engage students in continuity of learning
- Reviewing staff contacts with students to ensure that students who are not engaged are contacted and outreach is made to such students/families to maintain engagement
- Leading professional learning opportunities

The administrative role in this process is collaborative and supportive and not evaluative.

Collaboration and Coordination of Services

While it is important for staff to maintain ongoing interaction with our students, it is also important that staff have ongoing participation in building and instructional team meetings in a virtual format (intended to replace, but not be more frequently scheduled, than the meetings that would regularly occur if buildings were open). Collaboration amongst staff needs to continue, including:

- Building level teams should collaborate and plan instruction across content areas, where appropriate
- Co-teaching pairs or teams should plan appropriately to support their student needs
- Collaboration with specialists to modify or scaffold instruction
- Participation in professional learning opportunities remotely during the contractual workday, including professional development around the rollout of the Next Generation Learning Standards and activities planned for the Superintendent's Conference Day on May 4, 2020.
- Participation in IEP or Annual Review meetings remotely at the request of the committee chair
- Regularly check for email updates from the District or school personnel and follow-up as needed

Technology and Educational Resource Support

We understand the challenges of moving to an entirely remote and virtual environment. Teachers needing support with technology can contact IM&T at 585-262-8151 or submit a ticket online through [Roconnect.rcsdk12.org](https://roconnect.rcsdk12.org). If additional support is needed for educational resources, our Teaching and Learning staff are also available to address your questions via email.

Mechanism for Addressing Concerns with Continuity of Instruction Plan

As we enter these uncharted waters, we understand that additional concerns and questions may arise with regard to the implementation of this plan and the expectations we have detailed above. As such, we have created a mechanism whereby each week, Superintendent Dade and/or Deputy Superintendent Quick, RTA President Urbanski and ASAR President Cliby will meet to address these questions and concerns, so that they are promptly addressed.

Nothing that we are asking of staff during this e-learning period is, nor should be, beyond the requirements of the terms of any Collective Bargaining Agreement. We continue to predicate all our expectations on the clear assumption that staff can indeed be trusted to exercise their professional judgement on how to perform their professional work and how to act in the best interest of their students. We constantly witness and value staff dedication, creativity, passion for teaching and commitment to students.