ROCHESTER CITY SCHOOL DISTRICT

REOPENING ACADEMIC PLAN

Creating a safe and supportive environment for all scholars

December 2020

ROCHESTER CITY SCHOOL DISTRICT 2020-21

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FROM THE SUPERINTENDENT

Dear Students and Families of the Rochester City School District,

At the end of July, we shared our plan to reopen Rochester schools. Since that time, we have been deliberating the best way to ensure that all our students receive access to high-quality grade-level instruction in the safest way possible. We have been listening to feedback from parents, teachers, staff, and community members who have expressed concern over the continued spread of COVID-19.

In August, Governor Cuomo announced that levels of COVID-19 are low enough to open schools in New York State. Since then, the District has revisited all three of the learning models outlined in our reopening plan – in-person, remote, and a hybrid model of both.

While this is not an easy decision to make, we have decided that all Rochester students will begin the school year in September under a remote learning model and not the hybrid model we originally proposed. We carefully considered the Governor's expectations around testing and contact tracing, particularly the additional planning with the Health Department that will be needed, and the input we received from the Rochester community and the experiences of other urban districts around the country.

This decision was made in close collaboration with our school leaders and with the support of local health officials. We know that being in the classroom is the best way to support the whole child and help our students grow; however, we are listening to the advice of medical experts, and the reality is that there are still concerns about having large numbers of students in small-contained spaces. While we understand that remote learning is not easy, we are confident that our teachers, administrators, and support staff will continue to work hard to ensure that your children have the materials and supports necessary to be successful.

The health and well-being of our students, teachers, staff, and their families is our top priority, and we are committed to doing our part to help Rochester get back on track and keep our students and educators healthy. Moving forward, we will continue to monitor key indicators, including the number of cases, testing capacity, and indication of community spread, to determine if we can shift back to in-person learning, where we hope to return our students to school after the first ten weeks.

With approval from the Board of Education, the District is adjusting the start of the school year. There will be four days of staff professional development from September 8 - 11, and the first day of school for students will be Monday, September 14.

Together, we will navigate through this school year to ensure that high-quality learning takes place for all students in a fair and equitable way. Thank you for your continued support, patience, and partnership.

Sincerely,

Lesli C. Myers-Small

Lesli Myers-Small, Ed.D.
Superintendent of Schools

INTRODUCTION

On March 16, 2020, Governor Andrew Cuomo issued Executive Order 202.4; Notwithstanding any prior directives, every school in the state of New York is hereby directed to close no later than Wednesday, March 18, 2020. Further gubernatorial action required school facilities to remain closed through the end of the 2019–20 school year.

On Monday, July 13, Governor Cuomo announced that school districts in New York can follow plans to reopen for in-person schooling in September if COVID-19 infection rates stay at 5% or lower in each region. Given the fluidity of the pandemic situation, the Rochester City School District made the decision to adopt a 100% virtual learning model for the first 10 weeks of the 2020-2021 school year.

As we continue to navigate these unchartered waters due to COVID-19, the District is taking additional steps to support our students, teachers, schools, and community. The RCSD Academic Continuity Plan works to meet the objective of providing additional guidance and support for an extended period of virtual learning not fully contemplated in the earlier version. Creation of this document is made possible by nine sub-workgroups, which are composed of cross-functional teams formed across the organization. Two core components that grounded the workgroups were Academic and Instructional Continuity and Health and Safety.

In this document, we will clarify the roles of students, teachers, and families relative to virtual learning, as well as the different options teachers have for content delivery. We will clarify expectations relative to the amount of time students will need to devote to schooling each day and throughout the week. We will provide updated information on the resources that are available for students, teachers, and parents to use during this time.

Core principles that the teams focused on during development are:

- **Health & Safety**: Maintain health and safety for all by ensuring proper safeguards
- **High-Quality Student Learning**: Accelerate student learning and thriving
- Equity: Provide the best learning environment to meet the needs of ALL students
- **Stakeholder Engagement**: Engage with our stakeholders to ground our work in the needs of our students, staff, families, and communities and support all stakeholders in adapting to a new reality
- **Fluidity and Continuous Improvement**: Apply best practices, research-based insights, and continue to iterate and be responsive based on new learnings and changing circumstances

The RCSD Academic Reopening Plan Sub-Workgroups are:

- Professional Development/Training
- Family Communication/Technology
- Virtual Learning and Grading
- Support for ELL Students
- Assessment Strategy/Support
- Support for SPED Students
- Student Advising/Attendance
- Social-Emotional Learning
- Health and Safety

Parent Meetings
When Governor Cuomo announced on August 7, 2020 that all schools in New York State could open, he also directed the Big Five school districts across the State to hold five discussion sessions with parents and caregivers, and one with staff before August 21. The District conducted these sessions via YouTube, where parents and staff members were able to submit questions in advance of and during those meetings. Staff members were available to answer questions and provide feedback to stakeholders on the District's reopening plan. One of the forums was also streamed live in both English and Spanish to provide this vital information to the District's Spanish-speaking families.

GUIDING PRINCIPLES

These initial plans were established, in part, by using the Guiding Principles & Action Steps for Reopening Schools from The School Superintendents Association - AASA COVID-19 Recovery Task Force:

1. Plan For Multiple Reopening Scenarios And Contingencies To Ensure The Health, Safety, And Well-Being Of All Students And Staff

- It is essential that district leaders and staff anticipate the reality of multiple potential scenarios associated with the reopening process. These may include a return to in-person learning, the continuation of virtual learning, or a blended approach involving some students and staff returning to in-person learning while others continue to participate in remote learning. Policies and procedures must be in place and maintained consistently for attendance, health screening, and quarantine procedures, school closures, social distancing, hygiene, and cleaning aligned with the unique challenges of each scenario (in alignment with recommendations from the Centers for Disease Control and Prevention).

2. Build A COVID-19-Response Reopening Infrastructure Aligned With Changing Scenarios And Needs
   - It is essential that leaders and staff prepare for a changing landscape when reopening occurs. Careful consideration must be given to safety and sanitation, the implications of social distancing, and shifting roles and duties of staff as education returns to some form of normalcy. Accommodations must be made to address learning loss as well as ensuring support services for students, staff, and families extending from the crisis.

3. Ensure Students' And Families' Equitable Access To Technology Required For Virtual Learning
   - The COVID-19 crisis has brought a stark spotlight on the many inequities evident in our diverse student populations. A critically important priority is the continuation of free access for all learners to Broadband connectivity, the internet, and related hardware.

4. Provide Continuing Support To Students And Adults To Address Their Immediate And Long-Term Physical, Psychological, Social, And Emotional Needs
   - Without question, social and emotional learning (SEL) is a critically important priority that has emerged from the crisis and related school closures. The psychological, interpersonal, and emotional needs of students, staff, and families must become a key focal point as some form of reopening occurs. In addition to requisite services and resources, SEL strategies and techniques must become a consistent part of classroom instruction, reinforcing safety, well-being, and engagement within the learning community.

5. Make Certain That All Schools Are Trauma-Informed And Trauma-Skilled
   - Extensive professional development is necessary to ensure that staff understand the long-term effects of various forms of trauma (i.e., physical, psychological/mental, and relational). As staff become trauma-informed, district leaders and staff must ensure that policies and practices are in place to address the impact of trauma in its various forms and ensure that schools are safe spaces within which individuals and groups can express their concerns, anxieties, and fears.

6. Prepare For COVID-19-Related Changes In Human Resource Management And Practices
   - Educational leaders must prepare for a variety of potential human resource and related contractual issues that may extend from the COVID-19 crisis into the reopening process.

7. Offer Ongoing Personalized And Differentiated Professional Learning
    - In the new educational environment we are entering, educational leaders must ensure that sustained professional development is available for administrators, teachers, and support staff on a range of crisis-related issues. These include strategies for making virtual learning engaging and interactive, addressing SEL needs among students and staff, and enhancing staff understanding of what it means to be trauma-informed and trauma-skilled.

8. Transform The Teaching-Learning-Assessment Process To Ensure Personalization, Engagement, And Differentiation
    - Educators throughout the United States have confirmed that the COVID-19 crisis has revealed the power and importance of transforming teaching and learning as we typically practice them. Classrooms must be safe, healthy, and inviting learning communities. We must ensure that all students feel respected, acknowledged, and efficacious in their learning process. Our curriculum must be culturally responsive and relevant, organized around such connecting schema as themes, universal and enduring understandings, and essential questions. Similarly, we must overcome our prior tendencies to "teach to the test," expanding our assessment repertoire to include a balance of formative assessment, criterion-based coaching and feedback, and summative assessment that is performance-centered and—whenever possible—project-based. Classrooms and schools must become increasingly personalized, engaging, and differentiated environments that acknowledge and address students' varying readiness levels, interests, and learner profiles.

9. Anticipate COVID-19-Related Budget And Fiscal Management Issues
    - Without question, these are unprecedented times in terms of public health and economic well-being. As schools reopen, educators must be alert to potential funding shortages, shortfalls, and budget reallocation to fund a range of health and sanitation supplies, as well as budgetary implications of social-distancing requirements.

10. Embrace A New Paradigm For Public Education
    - AASA Task force superintendents reinforced that educators will benefit from viewing the COVID-19 crisis as a breakthrough opportunity to transform schools and education as we know them. The crisis has reinforced long-standing inequities and imbalances within the United States extending from racial, ethnic, cultural, and geographic divides. The lessons we have learned during the pandemic can lead us to a new way of ensuring the achievement of all learners while emphasizing their physical development, health issues, as well as their social-emotional learning progress.

SCHOOL REOPENING MODEL
THE PLAN FOR RETURNING TO SCHOOL

The New York State Education Department (NYSED), along with the Governor's office, encouraged every district to develop three (3) plans: Completely Virtual, Hybrid, or Completely in Person.

Governor Cuomo announced on July 8, 2020, that a final decision regarding school reopening would be made during the first week of August (Aug. 1-7, 2020). The RCSD has chosen to adopt the Virtual model for the first 10 weeks of school. All schools and programs in the district opened during the 2020-2021 school year virtually.

In October 2020, the District recommended returning Students with Disabilities in Grades K–12 that are enrolled in Specialized Programs to a hybrid model of instruction with four days of in-person learning with one day of asynchronous learning. In November, Superintendent Lesli Myers-Small presented an updated reopening plan to the Board of Education, which approved a phased model that could return more students to hybrid learning in phases.

Students in Grades PreK-6 will begin hybrid learning on February 8, 2021 and students in Grades 7-12 will begin hybrid learning on February 22, 2021.

Parents have been surveyed to determine their preference for remote or hybrid learning. The results of these surveys are here.

During all phases of implementation, parents/caregivers will continue to have the choice to continue with 100% remote learning for their child. Students in grades PreK-6 will begin hybrid learning on February 8, 2021, with students in grades 7-12 beginning their hybrid learning on February 22, 2021.

RCSD Reopening Plan Phases

These guidelines will be subject to change and adaptation as public information and needs shift.

	What students?	When?	What location?	Learning Model Options	
Phase 1	K–12 Specialized Programs (SPED)	January 5, 2021	K-6: Home Schools (except East & Franklin Lower) 7-12: Attend Edison, Wilson Foundation, or Wilson Commencement	Hybrid or Remote	*All PreK-12 remain remote
Phase 2	All PreK-6	February 8, 2021	PK-6: Home Schools	Hybrid or Remote	*All 7-12 remain remote
Phase 3	All 7-12	February 22, 2021	Home Schools with learning pods	Hybrid or Remote	

Students in Specialized Programs will revert to bell schedules published prior to the 2020-21 school year as of January 4, 2021. All other students will revert to the bell schedules published prior to the 2020-21 school year as of February 8, 2021.

ACADEMIC PLAN LEARNING MODELS

Phase 1

Grades: K-12 Students with Disabilities in Specialized Programs
Begins January 5, 2021

HYBRID Model: Hybrid students will come to school for four days to receive in person instruction, allowing students to have weekly contact with teachers. These class sizes range from 6 students to 12 students, allowing for social distancing. These days will be Monday, Tuesday, Thursday, and Friday. Wednesday will remain a day for asynchronous online learning for all students.

REMOTE Model: Remote students learn remotely all five days, with all classes delivered virtually, using synchronous/asynchronous learning. Wednesday will remain a day for asynchronous online learning for all students.

Phase 1: Grades K-12 Specialized Services Example Schedule of Learning Model

	Monday	Tuesday	Wednesday	Thursday	Friday
Hybrid	In-Person	In-Person	Remote (AL)	In-Person	In-Person
Remote	Remote (AL/SL)	Remote (AL/SL)	Remote (AL)	Remote (AL/SL)	Remote (AL/SL)

Phase 2
Grades: Grades Pre-Kindergarten to Six
Begins February 8, 2021

HYBRID Model: Hybrid students will come to school for two consecutive days to receive in person instruction, allowing students to have weekly contact with teachers. These days will either be Monday-Tuesday or Thursday-Friday, as scheduled. The other three days will be delivered virtually, using synchronous/asynchronous learning. Wednesday will remain a day for asynchronous online learning for all students.

REMOTE Model: Remote students learn remotely all five days, with all classes delivered virtually, using synchronous/asynchronous learning. Wednesday will remain a day for asynchronous online learning for all students.

Phase 2: Grades PK-6 Example Schedule of Learning Models

	Monday	Tuesday	Wednesday	Thursday	Friday
Hybrid	In-Person	In-Person	Remote (AL)	Remote (AL/SL)	Remote (AL/SL)
Remote	Remote (AL/SL)	Remote (AL/SL)	Remote (AL)	Remote (AL/SL)	Remote (AL/SL)

Phase 3
Grades: Grades 7-12
Begins February 22, 2021

HYBRID Model: Hybrid students will come to school for two consecutive days to receive in person instruction, allowing students to have weekly contact with teachers. These days will either be Monday-Tuesday or Thursday-Friday, as scheduled. The other three days will be delivered virtually, using synchronous/asynchronous learning. Wednesday will remain a day for asynchronous online learning for all students.

REMOTE Model: Remote students learn remotely all five days, with all classes delivered virtually, using synchronous/asynchronous learning. Students in Grades 7-12 will have access to Learning Pod in-person support and enrichment, as scheduled by the school. Wednesday will remain a day for asynchronous online learning for all students.

Phase 3: Grades 7-12 Example Schedule of Learning Model

	Monday	Tuesday	Wednesday	Thursday	Friday
Hybrid	Remote (AL/SL)	Remote (AL/SL)	Remote (AL)	**In-Person**	**In-Person**
Remote	Remote (AL/SL)	Remote (AL/SL)	Remote/PODS (AL)	Remote (AL/SL)	Remote (AL/SL)

RCSD Academic Plan Instructional Model Descriptions

Phase 1
Grades K-12 Students with Disabilities in Specialized Programs Instructional Model
Model: Hybrid Learning and Remote Learning Models

This model will meet the needs of students who demonstrate significant academic learning needs. The Hybrid model will include in person Instruction for four days and Virtual Learning for one day. The instruction provided will align with each student's needs, as outlined in their Individualized Education Program (IEP). Related services will be provided in-person and or via tele-therapy sessions.

Remote Students will receive instruction through the virtual learning model, delivered asynchronously/ synchronously. Remote students will continue to receive related services via tele-therapy sessions, and in-person sessions can be arranged with the provider and Associate Director.
Curriculum and instruction follows the general education Common Core curriculum with modifications based on student needs.

Phase 2
Grades Pre-K–6 Students, including Bilingual and Special Education Programs, Instructional Model
Model: Hybrid Learning and Remote Learning Models

In the Hybrid learning model, some students attend class in-person, while others join the class remotely. Teachers will teach remote and in-person students at the same time using Seesaw and Google classrooms as our primary platforms. Hybrid learning will also include asynchronous learning opportunities for all students. Teachers will utilize a variety of methods to ensure that students are engaged and have access to high-quality experiences every day.

In the hybrid model, students will receive four days of synchronous instruction. Two consecutive days will be in person, two days will be fully remote, and one day will be completely asynchronous.
Please note: The hybrid model within RCSD does not change what students are being exposed to. The hybrid model only changes the method or setting for students to receive instruction. Students will remain with their existing cohorts and in most circumstances keep their existing teachers. Therefore, learning will continue to build on the classroom communities that have already been established. Each school will be responsible for ensuring that staffing and supports are designated to support our hybrid model and district required instructional schedules.

Instruction will be delivered both synchronously and asynchronously. Synchronous time will be focused on direct instruction in the core content areas including english language arts, mathematics social students and science. Synchronous instruction may be provided using a combination of whole group, small group, and one-to-one instruction based on students' needs and determined by the teacher. Synchronous learning experiences will be supplemented by asynchronous opportunities as well providing opportunities for students to complete independently.

Students will also receive the electives (Essentials) during virtual learning. The 'Essentials' curriculum will feature thematic units in grade-bands (PK-2, 3-4, 5-6) for art, music, dance, theatre, PE, health, and library. Each unit will feature 5-7 lessons containing embedded videos of teachers instructing in their content areas through asynchronous learning. Related services and social emotional support will be provided either synchronously or asynchronously and can be arranged for in-person with consultation with the Related Service Provider and the Associate Director.

On Wednesdays, students will be completely asynchronous with a variety of learning experiences to engage in. Students may be asked to view pre-recorded videos, read an article, respond to a math problem or engage in many other opportunities to support their learning. The learning platforms will be Seesaw at PK-2 and Google Classroom for Grades 3-6.

Phase 3
Grades 7–12 Students, including Bilingual and Special Education Programs, Instructional Model
Model: Hybrid Learning and Remote Learning Models Remote Virtual Instruction with Learning Pod Supports

In the Hybrid learning model, some students attend class in-person, while others join the class remotely. Teachers will teach remote and in-person students at the same time using Google classrooms and Zoom as our primary platforms. Hybrid learning will also include asynchronous learning opportunities for all students. Teachers will utilize a variety of methods to ensure that students are engaged and have access to high-quality experiences every day.

In the hybrid model, students will receive four days of synchronous instruction. Two consecutive days will be in person, two days will be fully remote, and one day will be completely asynchronous.
Please note: The hybrid model within RCSD does not change what students are being exposed to. The hybrid model only changes the method or setting for students to receive instruction. Students will continue with their existing cohorts current schedule and, in most circumstances, keep their existing current teachers. Therefore, learning will continue to build on the classroom communities that have already been established.

Each school will be responsible for ensuring that staffing and supports are designated to support our hybrid model and district required instructional schedules.

In the Remote learning model, all students will remain completely virtual.

While primary instruction for these students will be delivered in a remote setting, students will have the opportunity to have in-person support in learning pods. Learning pods are small-groups of students with similar needs who are brought together to receive tailored and individual support. Where possible teachers will schedule in-person weekly visits with students followed by consistent virtual visits and touch points through the week. This in- person time will consist of small-group learning and opportunities for adults to check- in with each student individually.

All students in grades 7-12 are eligible to participate in in-person learning pods. Priority access and identification will be provided to students who:

- share a need to have in-person support with a trusted adult on a consistent basis;
- are identified by a teacher or member of the school based team member as a student who could benefit from in-person supports and/or targeted intervention;
- are a member of a schools identified target group. Examples of target groups are students enrolled in a specific course, students with unique needs or students who could benefit from a shared learning experience. All high schools are expected to specifically design learning pods for our 9th grade students and our current seniors.

Participation in a Learning Pod

In collaboration with the School-Based Planning Team, each school will build a learning pod plan that responds to their unique school-based and students needs. The plans will be built using the following parameters:

Learning Pods should meet on a consistent basis. Schools must plan a weekly schedule for each teacher that allows for them to connect both in-person and virtually with their learning pod students. Each learning pod should consist of no more that 12-15 students per day and should be grouped by shared needs and student profiles as determined by school-wide information, achievement data, and supporting information.

Learning pods should be primarily academic focused and should respond to the needs of the students who are attending. Teachers will be available to meet with students to support with assignments, provide feedback and troubleshoot issues that are preventing students from being successful with their remote learning. Schools will work with teachers to group students accordingly and develop robust plans to ensure success.

Additional learning pod supports should be provided by counseling/guidance staff to provide wrap-around services and respond to the social emotional needs of our students.

- Technical support sessions will be provided during the weeks of Jan 11 and Jan 18, 2021.
- Learning Pods plans will be approved by February 8, 2021 for implementation during phase 3 which launches on February 22.

Working Vocabulary

The following terms are used throughout this document:

Asynchronous Learning (AL)
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 (RCSD 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.

Hybrid Learning (HL)
A way of combining traditional classroom experiences, experiential learning objectives, and digital course delivery that emphasizes using the best option for each learning objective.

Remote Learning (RL)
Remote learning, also referred to as remote learning, gives learners who aren't in a physical location for in-person education, access to online learning materials.

Synchronous Learning (SL)
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.

Virtual Learning (VL)
Virtual learning is a learning experience that is enhanced through utilizing computers and/or the internet both outside and inside the school.

Virtual Model Support Information:

Computing devices have been distributed to students in grades 3-12 to facilitate remote learning. However, some families struggle with connectivity. The District learning packets are intended to support those families and other families who may want additional, alternative resources. In addition, teachers should continue to assign work to students as they have since March 15, in accordance with the District's NYSED approved alternative instruction plan required by Executive Order 202.4.

Methods of Instruction
- Hard copy learning packets aligned to grade-level State standards
- Remote learning
- Teacher-posted assignments in electronic platforms

- Activities from District courses made available electronically
- Live, virtual lessons or videotaped lessons
- Readings or videos accompanied by a means to verify participation, including responding to questions, completing assignments or exit tickets, or student participation in online discussion boards
- Emailed communication, assignments
- Completion of activities to complement core instruction using District-approved online programs
- Virtual conferencing, office hours
- Phone conversations and consultations
- Special Education Services: Individualized Virtual Learning Plans will be written for each student with a disability to reflect how the District will implement the student's special education programming and related services in the remote learning model
- All students with disabilities will be provided related services (Speech/Language, Occupational Therapy, Physical Therapy, Music Therapy, and Psychological Counseling) as outlined on their IEP through telepractice as documented on their Virtual Learning Plan

Virtual Learning Instructional Model: 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 (RCSD 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.

BEST PRACTICES FOR AT HOME LEARNING

Anchor teaching and learning in meaningful end-of-unit learning outcomes that relate to the real world.

- Use unit-level goals (literacy and content) and target performances to drive teaching and learning
- Honor the spiral design of the standards
- Do more (i.e., go deeper) with less

Use synchronous time for collaborative tasks and to address common misconceptions.

- Use time together for collaboration-rich tasks (i.e., discussion, co-creation)
- Use students' independent work to model and support
- Select whole group mini lessons and practice tasks
- Use technology to infuse collaboration among partners and small groups

Devote asynchronous time to purposeful independent work.

- Connect learner tasks using the end-of-unit learning goals and connecting themes
- Chunk content and use multimodal learning to support cognitive processing
- Use agency to make independent work purposeful and flexible (provide options, passion/choice projects)
- Use technology to infuse collaboration among partners and small groups

Foster peer interaction during synchronous and asynchronous time.

- Establish and use routines for peer interaction asynchronously and synchronously (e.g., use roles; response buddies, thinking partners; connect independent learning to peer discussion)
- Utilize technology to engage students in discussions, academic conversations, sharing of work, giving peer feedback, and co-creating tasks

Establish teacher presence, communicating regularly with students and their families.

- Establish a schedule for communicating with students and parents remotely
- Communicate through print, visual, video, and audio
- Share messages and just listen

Design assessment opportunities as close to instruction as possible.

- "Center on formative practices. Leverage such sources of information as exit tickets, student work, and student discussions. Use these sources of information to inform instructional choices in connection with high-quality instructional materials."
- "Employ targeted checks for very specific subject and grade-level instructional purposes."
- "Use assessment to determine how to bring students into grade-level instruction, not whether to bring them into it." (Student Achievement Partners, 2020-2021 Priority Instructional Content)

RECOMMENDED STUDENT TIME ON TASK

In order to best support virtual learning for students, we will provide general recommendations for how long a student should spend with each content area and activity. We know that every child is different; some may need less time while others may take a little longer. We will provide recommendations for how much time a student should spend (weekly or daily) engaging with each subject. The time on task recommendations are approximations that take into consideration the age and grade level of the student.

INSTRUCTIONAL CONTINUITY PACING GUIDES (ICPGS)

Due to the compressed nature of the virtual learning periods as they relate to instructional minutes, the Department of Teaching and Learning developed new Instructional Continuity Pacing Guides (ICPGs) to help teachers develop virtual learning lessons/assignments for students across all grade levels. The ICPGs will be developed for each subject area. Short webinars can be created and posted in a central folder explaining the information in the ICPGs and how teachers can use these to plan virtual learning lessons/assignments.

Virtual Learning Model: Pre-K

Important Components

- Pre-K will continue to use the High Scope Curriculum, with an adjusted daily schedule and the elements of Active Learning for the basis of teacher planning and student learning.
- Pre K Staff should plan instruction using the KDI's, Early Learning Guidelines, and the Next Generation Standards.
- COR will be used for determining student progress. More information will be forthcoming on an Assessment Schedule and Assessment Requirements.
- A daily pacing guide for the Scope and Sequence of ELA and Math will be provided. The pacing guide will also include Morning Message for building relationships and social emotional support along with Large Group. The Pacing Guide will be updated in two-week intervals.
- Materials will be provided in Take Home Kits to support the lessons and activities in the Pacing Guide.
- Pre-K students will have no more than 110 minutes per day in online instruction.
- Expectation is that an additional 90 minutes per day is reserved for hands-on, experiential learning, purposeful play, and physical development at home
- Related Arts/Resource will be delivered asynchronously on a rotating schedule
- Lunch (45 minutes) and breaks between subjects will be incorporated into the schedule
- Sample student and teacher schedules will be in the appendix

Virtual Learning Model: English Language Arts (ELA) Grades Kindergarten - 2
(For more information, see content delivery tables)

Grades K – 2 ELA/Literacy Considerations for the 2020-2021 School Year
Learning new language skills, particularly how to read, is a hallmark of kindergarten and grade 1.

RF.1, RF.2, RF.3, and RF.4 for grades K – 1 Systematic,
Explicit Foundational Skills with Ample Time for Practice

- Students learn about the alphabet and its role in reading.
- They learn how to listen carefully to the sounds inside words: to play with those sounds, to rhyme.
- They learn to match words with beginning sounds, blend sounds into words, and use a whole range of word analysis skills. Lots of practice with all these foundational skills are potent steps toward their becoming joyful and competent readers.
- Through regular opportunities to think, talk, and write about rich stories and other read-aloud books, students' vocabulary and knowledge about how the world works grow exponentially.
- They learn to confer with their peers about topics and texts being studied by responding to the comments of others, asking questions to clear up confusions, and following rules for discussions.
- Students also begin to experiment with writing and are encouraged to use a combination of drawing, dictating, and writing letters to share information, ideas, and feelings.

Instructional time for students in Grades K – 2 should include:

- Sequences of Text-Specific Questions and Tasks to Support Close Reading (See RL.1 and RI.1 for specific guidance from each of grades 2 – 3 – Text Evidence)
- Systematic Work with Text-Based Vocabulary and Syntax (See RL.4, RI.4, L.4, L.5, and L.6. for specific guidance for grades 2 – 3 – Vocabulary and Syntax Important to Comprehension or Expression)
- Frequent Evidence-Based Discussions About Anchor Texts (See SL.1 for specific guidance for grades 2 – 3 – Conversations and Collaborations Centered on Evidence)
- Regular Evidence-Based Writing About Anchor Texts (See W.8 for specific guidance for grades 2 – 3 – Recall Information From Provided Sources)
    - explicit teacher modeling of new content
    - opportunities for student practice of targeted skill(s) through speaking, reading, writing, and/or listening
    - reading of decodable text (sentences or text containing previously taught sound/spelling patterns and high-frequency words) that students read and reread for automaticity/accuracy (Student Achievement Partners, 2020-2021 Priority Instructional Content)

Virtual Learning Model: English Language Arts (ELA) Grade 3
(For more information, see content delivery tables)

Grade 3 ELA/Literacy Considerations for the 2020 – 21 School Year

- Sequences of Text-Specific Questions and Tasks to Support Close Reading (See RL.1 and RI.1 for specific guidance from each of grades 2 – 3 – Text Evidence)

- Systematic Work with Text-Based Vocabulary and Syntax (See RL.4, RI.4, L.4, L.5, and L.6. for specific guidance for grades 2 – 3 – Vocabulary and Syntax Important to Comprehension or Expression)
- Frequent Evidence-Based Discussions About Anchor Texts (See SL.1 for specific guidance for grades 2 – 3 – Conversations and Collaborations Centered on Evidence)
- Regular Evidence-Based Writing About Anchor Texts (See W.8 for specific guidance for grades 2 – 3 – Recall Information From Provided Sources)

Students in grade 3 become more independent readers and writers. These are pivotal years for students; automating the patterns they learned in K and 1 so they read with fluency and confidence will serve as a foundation for the reading demands in later grades.

- Students continue to learn and practice rules for matching sounds to letters that make up words, and they learn new concepts—such as words that share the same root (e.g., add and additional)—that help them figure out the meanings of new words.
- They also come to appreciate that some words and phrases have meanings that are not literal (e.g., a piece of cake, hang in there). Recognizing and understanding words help students read increasingly challenging stories and books and continue to build knowledge about the world.
- In addition to reading stories, students spend time with books or articles on subjects such as science, history, and the arts.
- Writing becomes an exciting way for students to use newly learned words and phrases to express ideas. They are writing clear sentences and paragraphs on a range of topics, drawing on an expanding vocabulary.
- They also become more confident speakers and listeners as they learn to paraphrase, clarify, explain, and report on information they hear.
- Instructional time to include:
  - explicit teacher modeling of new content
  - opportunities for student practice of targeted skill(s) through speaking, writing, and/or listening (Student Achievement Partners, 2020-2021 Priority Instructional Content)

Virtual Learning Model: English Language Arts (ELA) Grades 4-5

(For more information, see content delivery tables)

Grades 4-5 ELA/Literacy Considerations for the 2020-2021 School Year

- Sequences of Text-Specific Questions and Tasks to Support Close Reading (See RL.1 and RI.1 for specific guidance from each of grades 4 – 5 – Text Evidence)
- Systematic Work with Text-Based Vocabulary and Syntax (See RL.4, RI.4, L.4, L.5, and L.6. for specific guidance from each of grades 4 – 5 – Vocabulary and Syntax Important to Comprehension or Expression)
- Frequent Evidence-Based Discussions About Grade-Level Anchor Texts (See SL.1 for specific guidance from each of grades 4 – 5 – Conversations and Collaborations Centered on Evidence)
- Fluency Practice With Grade-Level Anchor Texts (Extend RF.4 through grades 4 – 5 – Fluency of Grade-Level Text)
- Regular Evidence-Based Writing About Grade-Level Anchor Texts (See W.9 for specific guidance

from each of grades 4 – 5 – Writing to Evidence)

Building the stamina and skills to read widely and deeply from a range of challenging fiction, informational texts, and other materials is fundamental to grades 4 and 5.

- Building knowledge about subjects through informal research projects and responding analytically to literary and informational sources in history, science, and the arts are key to students' continuing success.
- Through wide reading on a topic and attention to vocabulary, students learn variations in word meanings: synonyms, antonyms, idioms, and words with more than one meaning. Students solidify fundamental language skills as they use roots, prefixes, or suffixes to analyze the meanings of complex words.
- Students also make essential strides in their ability to explain plainly and in detail what books say—both explicitly and what is implied from the details.
- By devoting significant time and effort to producing numerous written pieces over short and extended timeframes throughout the year, students are writing effective summaries, book reports, essays, and descriptions of characters or events. (Student Achievement Partners, 2020-2021 Priority Instructional Content)

Virtual Learning Model: English Language Arts (ELA) Grade 6

(For more information, see content delivery tables)

Grade 6 ELA/ Literacy Content Delivery Considerations for the 2020-2021 School Year

- Regular Close Reading of Grade-Level Complex, Anchor Texts (See RL.10 and RI.10 for specific guidance from each of grades 6–8)
- Sequences of Text-Specific Questions and Tasks to Support Close Reading (See RL.1 and RI.1 for specific guidance from each of grades 6–8 – Text Evidence)
- Systematic Work with Text-Based Vocabulary and Syntax (See RL.4, RI.4, L.4, L.5, and L.6. for specific guidance from each of grades 6–8 – Vocabulary and Syntax Important to Comprehension or Expression)
- Frequent Evidence-Based Discussions About Grade-Level Anchor Texts (See SL.1 for specific guidance from each of grades 6–8 – Conversations and Collaborations Centered on Evidence)
- Regular Evidence-Based Writing About Grade-Level Anchor Texts (See W.9 for specific guidance from each of grades 6–8 – Writing to Evidence)
- Fluency Practice With Grade-Level Anchor Texts (Extend RF.4 through grades 6–8 – Fluency of Grade-Level Text)

In the middle school grades, students analyze, define, compare, and evaluate ideas with more precision when reading, writing, speaking, and listening. They apply skills they learned in earlier grades to make sense of a range of more challenging books and articles as they address various topics.

- In particular, students' ability to cite specific evidence and make use of the academic language and knowledge they've encountered in their own reading when writing in response to texts matures.
- As they work diligently to understand precisely what an author or speaker is saying, students also learn to question an author's or speaker's assumptions and assess the accuracy of his or her claims.

- Students continue to expand their vocabularies and use new words in their stories, reports, and essays.
- They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to readers or listeners or constructively evaluating others' use of evidence. This ability helps students in every facet of their studies. (Student Achievement Partners, 2020-2021 Priority Instructional Content)

Virtual Learning Model: English Language Arts (ELA) Grades 7-8
(For more information, see content delivery tables)

Grades 7-8 ELA/ Literacy Content Delivery Considerations for the 2020 – 21 School Year
- Regular Close Reading of Grade-Level Complex, Anchor Texts (See RL.10 and RI.10 for specific guidance from each of grades 6–8)
- Sequences of Text-Specific Questions and Tasks to Support Close Reading (See RL.1 and RI.1 for specific guidance from each of grades 6–8 – Text Evidence)
- Systematic Work with Text-Based Vocabulary and Syntax (See RL.4, RI.4, L.4, L.5, and L.6. for specific guidance from each of grades 6–8 – Vocabulary and Syntax Important to Comprehension or Expression)
- Frequent Evidence-Based Discussions About Grade-Level Anchor Texts (See SL.1 for specific guidance from each of grades 6–8 – Conversations and Collaborations Centered on Evidence)
- Regular Evidence-Based Writing About Grade-Level Anchor Texts (See W.9 for specific guidance from each of grades 6–8 – Writing to Evidence)
- Fluency Practice With Grade-Level Anchor Texts (Extend RF.4 through grades 6–8 – Fluency of Grade-Level Text)

In the middle school grades, students analyze, define, compare, and evaluate ideas with more precision when reading, writing, speaking, and listening. They apply skills they learned in earlier grades to make sense of a range of more challenging books and articles as they address various topics.
- In particular, students' ability to cite specific evidence and make use of the academic language and knowledge they've encountered in their own reading when writing in response to texts matures.
- As they work diligently to understand precisely what an author or speaker is saying, students also learn to question an author's or speaker's assumptions and assess the accuracy of his or her claims.
- Students continue to expand their vocabularies and use new words in their stories, reports, and essays.
- They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to readers or listeners or constructively evaluating others' use of evidence. This ability helps students in every facet of their studies. (Student Achievement Partners, 2020-2021 Priority Instructional Content)

Virtual Learning Model: English Language Arts (ELA) Grade 9-12
(For more information, see content delivery tables)

Grades 9-12 ELA/Literacy Content Delivery Considerations for the 2020 – 21 School Year
- Regular Close Reading of Grade-Level Complex, Anchor Texts (See RL.10 and RI.10 for specific guidance from each of grades 9–12)

- Sequences of Text-Specific Questions and Tasks to Support Close Reading (See RL.1 and RI.1 for specific guidance from each of grades 9–12 – Text Evidence)
- Systematic Work with Text-Based Vocabulary and Syntax (See RL.4, RI.4, L.4, L.5, and L.6. for specific guidance from each of grades 9–12 – Vocabulary and Syntax Important to Comprehension or Expression)
- Frequent Evidence-Based Discussions About Grade-Level Anchor Texts (See SL.1 for specific guidance from each of grades 9–12 – Conversations and Collaborations Centered on Evidence)
- Regular Evidence-Based Writing About Grade-Level Anchor Texts (See W.9 for specific guidance from each of grades 9–12 – Writing to Evidence)
- Fluency Practice With Grade-Level Anchor Texts (Extend RF.4 through grades 9–12 – Fluency of Grade Level Text)

At this level, students are expected to understand more from and make fuller use of written materials, including using a wider range of text evidence to support their inferences. As they address different aspects of the same topic, students make more connections about how complex ideas interact and develop within (and across) books, essays, articles, or other resources.

- Students learn to evaluate intricate arguments and surmount the challenges posed by complex written materials and other resources independently and confidently.
- Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, they expand their literary and cultural knowledge and better understand references and images.
- They also work to develop the flexibility, concentration, and fluency to produce logical, well-reasoned writings and presentations that are supported by evidence. By writing and participating in a variety of conversations, they will practice asserting and defending claims and showing what they know about a subject using appropriate examples and evidence.

These literacy practices that allow students to gain knowledge and skills through the careful study of texts and topics are not only left to ELA, but should also find their rightful place as practices required by the disciplines in science, technical subjects, history, and social studies. (Student Achievement Partners, 2020-2021 Priority Instructional Content)

Mathematics Content Delivery : General Considerations for the 2020 – 21 School Year

For the 2020–21 school year, prioritization of grade-level mathematical concepts combined with some incorporation of prior-grade knowledge and skills, will be essential to support all students in meeting grade-level expectations. Further, at each grade level from kindergarten through high school, the Acceleration of Learning Instructional Plans will provide teachers a framework for strategically drawing in prior grade-level content that has been identified as essential for supporting students' engagement with the most important grade-level work and suggest ways to reduce and consolidate topics in a way that minimizes the impact to overall coherence (2020-2021 Priority Instructional Content).

Some of the strategies to accelerate student learning while considering the unfinished learning/ teaching from the previous grade level are:

- Engage with core grade-level content based on the acceleration of learning instructional guides adapted to prioritize time spent on grade-appropriate content.

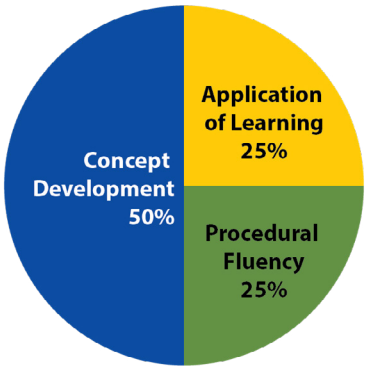
- Put in place appropriate scaffolds to make the work accessible and support "just in time" unfinished learning/teaching needed for success with the grade-level learning outcomes and standards.
- Support identified gaps in foundational skills and knowledge through differentiated instruction and small group instruction

Virtual Mathematics Content Delivery: K-6

(For more information see content delivery tables)

Synchronous and asynchronous instruction will focus on the following key elements:

- Procedural fluency depending on the grade level
- Concept development and understanding aligned to grade-level Learning Standards
- Practice and application of new learning
- Independent work
- Small group instruction and targeted interventions based on student needs



Social Studies Virtual Learning General Considerations:

Synchronous and asynchronous instruction will focus on the following key elements:

- Attempt to adhere to existing social studies pacing guides while recognizing that due to the current remote/ hybrid structure of schooling, learning will likely take more time.
- Strategies for moving learning forward:
  - Establish a clear purpose for all learning.
  - Consistent use of learning platforms such as Google Classroom.
  - Schedules of what is due when for students and families are helpful to ensure there is clarity regarding what is due when.
- Social Studies Remote/ Hybrid Instructional Focus Areas:
  - Synchronous guidance (In-person/ Zoom):
    - Focus on elements of instruction that are most beneficial to groups of students:
      - Reviewing work completed asynchronously
      - Guided modeling (For example: Modeling how to write an essay with both teacher and student input)
      - Questioning
      - Discussions
      - Collaborative/ group work (adhering to social distancing/ masking procedures when in person)
      - Summative assessment (completed live in an attempt to increase testing security)
  - Asynchronous guidance:
    - Focus on elements of instruction that can be completed individually:
      - Initial content acquisition (videos, articles, chapters…)
      - Pre-recorded teacher modeling

- Individual work
- Formative Assessment
- Summative Assessment

Virtual Learning Model: Essentials/ Electives

Fine Arts, Library, Physical Education, and Health Education are essential to the daily education of RCSD students. These courses serve to support creativity, independence, physical, social and emotional well-being, especially during a time of change and uncertainty. The Departments of Arts, Library Systems, Health, Physical Education, and Athletics have collaboratively created guidance to ensure that all RCSD students continue to participate in these essential courses and supplemental programing.

All students in grades K-6 will receive weekly synchronous and asynchronous instruction in health, library, music, physical education, and visual art as well as supplemental asynchronous instruction in stage craft (dance and theatre). All students in grades 7-12 will receive weekly synchronous and asynchronous instruction in their regularly requested and scheduled electives courses.

Virtual Learning Model: Instrumental Music

- Instrumental music lessons will be offered to students in grades 4-12 through Zoom.
- Students who have previously played an instrument will continue with their lessons through remote instruction.
- Elementary beginner instrumental music lessons will be temporarily on hold until we return to in-person instruction.
- Musical instruments, method books, sheet music, and supplies will be provided and distributed by instrumental music teachers. Arrangements will be made for distribution between instrumental music teachers and students/families.

Marching Band and Theatre Program

- The Pride of Rochester Marching Band will continue to meet weekly via Zoom.
- ROC City Players Theatre Program will continue to meet weekly via Zoom.

Please visit www.rcsdk12.org/arts for more information.

Virtual Learning Model: Library Services

As a core essential subject, libraries and librarians support the entire school community by providing access to resources and information. Their role is even more important now in a virtual environment as we navigate technology, the Internet, and digital resources. Librarians will continue to provide instruction, research, and reference support in synchronous and asynchronous environments.

Instructional Strategies

- Library instruction will occur in a hybrid and/or virtual learning environment during scheduled classes and open access. Librarians will collaborate with classroom teachers to provide instruction on information literacy and digital literacy skills through the content areas, using the suggested synchronous/asynchronous guideline in the appendix.
- Librarians will plan instruction using the Empire State Information Fluency Continuum (ESIFC). The ESIFC is informed by and aligned with the new AASL Standards Framework for Learners, the ISTE Standards for Students, New York State Next Generation English Language Arts Learning Standards, New York State P-12 Science Learning Standards, New York State K-12 Social Studies Framework, and The College, Career, and Civic Life (C3) Framework for State Standards in Social Studies (National Council for the Social Studies).
- Host book clubs using Zoom/Google Classroom/Teams.
- Host Ask-a-Librarian office hours.
- Library books, novels, and textbooks will be loaned to students and staff. Upon return, they will be quarantined in accordance with current safety guidelines established by the District.

Digital Presence

- Librarians will develop and maintain a digital presence for the library, providing access to print and digital resources.
- Destiny catalog is neat, up-to-date, and easily navigable. Focus spending on procuring eBooks. Do NOT purchase print magazine subscriptions.
- Utilize NOVELny for magazines and periodicals.
- Library website
- Databases
- eBooks
- Virtual classroom
- Ask-a-Librarian - virtual office hours
- Other digital tools
- Library website

ATHLETICS & EXTRACURRICULAR ACTIVITIES

Interscholastic Athletics

As a result of the COVID-19 pandemic, districts have currently delayed the Fall sports start date until Monday, September 21, 2020. With NYS approval for the opening of schools in September and with appropriate social distancing, PPE usage, and cleaning and disinfection of equipment, the following will be implemented:

- Cancel NYS Fall Regional and State Championship events
- Waive seven-day practice rule to enable greater opportunities for local participation
- Maintain current practice requirements
- Encourage geographic scheduling for games and contests
- Schools would have the option, if permitted by State officials, to offer off-season conditioning workouts.

If the Fall sports season is interrupted or impacted by the COVID-19 crisis (i.e., State official guidance, school closings, cancelation of high-risk sports, etc.), then a condensed seasons plan will be implemented. This plan takes into consideration the competitive and interactive aspects of each sport and would include the following, with the stipulated dates being tentative.

- **Season I (Winter Sports)**
  - Dates: January 4-March 13 (Week 27-36) 10 Weeks
  - Note: tentative dates Sports: basketball (girls & boys), bowling (girls & boys), gymnastics, ice hockey (girls & boys), indoor track & field (girls & boys), skiing (girls & boys), swimming (boys), *wrestling, *competitive cheer. *Because of the high-risk nature of wrestling and competitive cheer, sports may have to be moved to Season II or season III.
- **Season II (Fall Sports)**
  - Dates: March 1-May 8 (Week 35-44) 10 Weeks
  - Note: tentative dates Sports: football, cross country (girls & boys), field hockey, soccer (girls & boys), swimming (girls), volleyball (girls & boys), Unified bowling. Weather will have an impact upon outdoor sports in some parts of NYS in March and potentially early April. Girls Tennis moved to Season III.
- **Season III (Spring Sports)**
  - Dates: April 5-June 12 (Week 40-49) 10 Weeks
  - Note: tentative dates Sports: baseball, softball, golf (girls & boys), lacrosse (girls & boys), tennis (girls & boys), outdoor track & field (girls & boys), Unified basketball.

Roadmap for Return to Interscholastic Athletics (NYSHPSAA)
This is not an exhaustive list and there may be additional steps to help prevent the spread of COVID-19. Even when taking all precautions, there will still be risk of transmitting illnesses. We will stay vigilant about the health of members of our teams. Lastly, the situation with COVID-19 is rapidly changing and this information may quickly become outdated. We will continue to monitor information provided by the CDC as well as local and the NYSDOH. The document contains the following:

- Activities to Be Allowed
- Cleaning and Disinfection
- Social Distancing
- Preventing Transmission
- Screening
- Maintaining Cohorts
- NFHS On-Line Course – COVID-19 for Coaches and Administrators
- Confirmed Cases and Return to School
- Roadmap
- NYSHPSAA Covid Information

Extracurricular Activities
Interscholastic sports and extracurricular activities are an important aspect of student life and the school community. During the COVID-19 shutdown, students were unable to engage in and enjoy the social activities that are part of the fabric of any school program. The Rochester City School District will follow the guidelines provided by the NYSPHSAA for the start dates for the majority of extracurricular activities. We will monitor and adjust our offerings during the COVID-19 reopening and guidance from the NYSPHSAA. Again, the situation with COVID-19 is rapidly changing and this information may quickly become outdated, but we will provide updates on our website as they become available.
Per the reopening guidance issued by the NYS Department of Health, we will plan for social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies, and other gatherings). We will establish cohorts, if applicable, or members of the same household. We will refer to the DOH's "Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency" to assist in development of these policies.

Considerations for Athletics and Extracurricular Activities

- Restrict and/or limit use of school/District facilities to District- or school-sponsored extracurricular activities and groups. If any external community organizations are permitted to use school/District facilities, we will ensure such organizations follow State and locally developed guidance on health and safety protocols.
- Maximize the use of technology and online resources to create or continue some extracurricular activities that may not need or has limited person-to-person contact. The creation of E-sport is currently being explored.

Extracurricular Activities and Use of Facilities Outside of School Hours
All extracurricular activities and external community organizations that use school facilities must follow State and local health and safety protocols and must comply with applicable social distancing requirements and hygiene protocol.

ASSESSMENT STRATEGIES

The Rochester City School District believes that assessments should be student-centered and their implementation requires a commitment by all stakeholders to provide opportunities for students to demonstrate learning, growth, and mastery. Ongoing meaningful assessments, delivered through various forms, serve the purpose of providing timely feedback that informs instructional decisions and programmatic needs for all learners and the District.

The District understands that as a result of COVID-19, many students may be entering a new academic school year with pre- existing gaps coupled with unfinished teaching and learning from the prior year. The District's assessment strategy is in support of students' learning with assessments that can be used as a tool to identify students' progress in mastering grade-level standards and unfinished Teaching and Learning.

The District plans to administer three types of assessments to diagnose student understanding, identify gaps in foundational skills, and develop a plan to overcome those gaps.
Doing so enables us to answer key questions about our students: where are they, where do they need to go, and how do we get them there? This approach is consistent with the purpose and use of assessments in prior years.

Assessment Types
High-quality diagnostic assessments in ELA and Math are administered three times a year to measure students' progress during set amounts of time

- The first set of diagnostic assessments will be administered in October to supports schools' focus to create welcoming and supportive learning environments for students and adults
- Data from these assessments will also be used to support the monitoring of trends in learning gaps, growth of students, and identify foundational skills that need to be addressed during intervention and individualized learning blocks

Short-cycle, formative assessments in ELA, Math, Science, and Social Studies embedded in the curriculum to monitor student learning of the content and allow teachers to tailor their instruction ("just in time")

- Data from these assessments are used to assess student knowledge and application of delivered content, scope and sequence pacing, and instructional scaffolding

Summative assessments are quarterly assessments used to gauge students' mastery of the content delivered based on the adapted scope and sequence pacing guides

- They occur at the end of units or Modules to assess student knowledge and pacing
- Data from these assessments are used to assess scope and sequence learning and content pacing

The short-cycle formative and summative assessments are standards-based and provide a comprehensive picture of student performance on curriculum-based assessments. They support day-

to-day instructional decision-making and inform actions around curriculum adjustments, professional development, and ongoing implementation support.

Considerations for Virtual Models

All assessment types can be completed online during virtual learning, synchronously or asynchronously. The District is exploring ways to ensure equitable administration and testing-taking opportunities for students based on the technology they have available at home and other factors.

With the transition to completing assessments virtually, there will be an enhanced focus to train school and District staff on test administration. Training and materials will also be given to students and families to plan for their students' test completion at home.

State-mandated assessments

The administration of State-mandated assessments for the 2020-2021 school year is dependent on decisions made by NYSED. These assessments include NYS 3-8 ELA and Math, NYS Science 4 and 8, NYS Regents, NYSESLAT, as well as the NYS alternative assessment (NYSAA).

Data Wise and Training

A robust data cycle and staff training and professional development will complement assessment administration to help educators grow in their capacity to effectively reflect and analyze, interpret, and apply data-driven insights from the results of the assessments to inform grade-level instruction. For school staff to do this effectively, the District will ensure that staff are provided with, trained on, and consistently using standard data inquiry protocols including the Data Wise Improvement Process.

Grading

The RCSD district will return to a variation of our pre-pandemic grading policy, though some adjustments to the weights of different components (formative and summative assessments, participation, homework, and classwork) are being suggested for the time that instruction is delivered virtually.

Categories	Description	Total Weight (%)	Virtual Considerations
Assessments	Formative Assessments: These are built into the curriculum, are more frequent, and are used to monitor a student's mastery based on the scope and sequence of curriculum and individualized learning. Summative Assessments: These assess mastery of the complete set of grade-level standards	70%	Proportion of formative vs. summative is currently being reviewed by subject area/grade level/course content.
Classwork, Participation, and Homework	Classwork: The written or oral work done in a classroom by a student (distinguished from homework). Participation: The active engagement of students expressing their ideas in a way that others can understand, their understanding of a topic. Homework: An assignment given to a student to be completed outside the regular class period.	30%	The evaluation of this component can be determined in both asynchronous and synchronous learning environment. Differentiation of formative assessment and classwork is to be determined.

BILINGUAL EDUCATION AND WORLD LANGUAGES

Please see appendix for DL Reopening Guidance, ENL Only Guidance, and grading guidance.

RCSD recognizes that English Language Learner (ELL) students including those enrolled in bilingual programming, suffered a loss of in-person instructional time from March 13 until the end of the school year. We also recognize that learning gaps will need to be assessed quickly to support the academic growth of our bilingual and ELLs. RCSD will continue to provide support to our English Language Learners and all students enrolled in bilingual programming by providing hybrid and/or distance learning models, consistent with the student's grade level and individual needs as determined by formative and summative assessments. In addition, ELL classes and support will be provided to the greatest extent possible while prioritizing the health and safety of students and staff.
Students will be provided English as a New Language services through face-to-face, Zoom, Teams, or through a hybrid-based model.

Supports for Students that are English Learners, delivery of units of study, method of communication, and schedule are to be documented per the students' NYSITELL, 2018-2019 NYSESLAT assessments, and in alignment with ENL/Bilingual Programming. The following are our assurances related to Identification and Placement, Parent Engagement, and Instruction to support our English Language Learners, including students enrolled in bilingual programming.

Identification and Placement:

As we continue to plan for our reopening using in-person or hybrid instruction, RCSD staff from the Office of Student Equity and Placement must complete the English Language Learner (ELL) screening, identification, and placement criteria for our ELL students by administering the New York State Identification Test for English Language Learners (NYSITELL).

The identification process will be completed the required 10 school days of initial enrollment. Guardians may request a waiver to exempt students from the NYSITELL administration based on specific criteria. The students identified as an ELL by the HLQ and interview process, must be provisionally placed in ENL or bilingual programming with ENL until the NYSITELL is administered.

Parent Engagement:

- Regular communication with parents and guardians will include providing parents with comprehensive opening plans and training to use the technology tools (Google Classroom and Seesaw) that may be used for remote learning.
- Communication will be provided in the preferred language or mode of communication. Preferred mode of communication can be documented in PowerSchool.

Instruction:

- Create learning environments that affirm racial, linguistic, and cultural identities.
- Required instructional units of study to all ELLs should be provided based on their English language proficiency level as measured by the NYSITELL (new entrants) or the 2018-2019 NYSESLAT assessment.
- Assess whether students who scored Commanding on the 2018 administration of NYSESLAT need

supplemental former ELL services.
- Establish protocols that promote coordination among ENL and content teachers for delivery of remote and hybrid learning.
- Develop assessment and progress monitoring tools to determine English learning loss during COVID.
- Establish a regular schedule for progress monitoring.
- Utilize the District's process for identifying and monitoring social emotional wellbeing on all students, including ELLs. Students should receive social emotional supports in their home language.
- Resume and create programs to address the needs of SIFE students.
- Leverage home language during instruction for students identified as Emergent Multilingual Learners in Prekindergarten.
- Prioritize 12th-grader students who were not able to complete the Seal of Biliteracy Requirements during the 2019-2020 school year.
- Determine need for technology and Internet to support home learning.
- Train ELL students to utilize the specific technology tools that will be used during any remote and/or hybrid situations.
- Continue to provide professional development to all teaching staff on topics related to teaching ELL students in remote and hybrid environments.

SUPPORTS FOR STUDENTS WITH DISABILITIES FOR REMOTE OR HYBRID LEARNING

Virtual Learning Plans

1. Each student with a disability will have an individualized Virtual Learning Plan written to reflect how the District will implement the student's special education programming and related services in the remote or hybrid learning model.
2. Case Managers (Special Education Teachers/Providers) will create the individualized Virtual Learning Plan in collaboration with parents/guardians.
3. The Virtual Learning Plan will outline the supports, accommodations, consultation, and services needed for the student to access academic materials and how students will be assisted to make continued progress to their aligned IEP Goals and/or Objectives.

Supports for SWDs with Synchronous and Asynchronous Learning
All students with disabilities will receive daily synchronous instruction provided by both the special education and/or general education teachers.

Additional asynchronous instruction will be provided to address IEP goals and objectives. A DSE Parent/Student Support Line for Remote Learning will be available on a daily basis to assist with asynchronous learning activities and troubleshoot individual learning needs.

Special education teachers in both the Integrated Co-Teaching (ICT) and Consultant Teacher models

coordinate efforts with the general education teachers and English as a New Language (ENL) teachers (when applicable) to meet students' needs by differentiating instruction and providing structure and positive social interactions. These Co-Teaching partners should commit to: planning together, smoothly sharing instructional responsibilities, collaboratively reflecting on their practice, and coordinating communication between teaching teams and families.

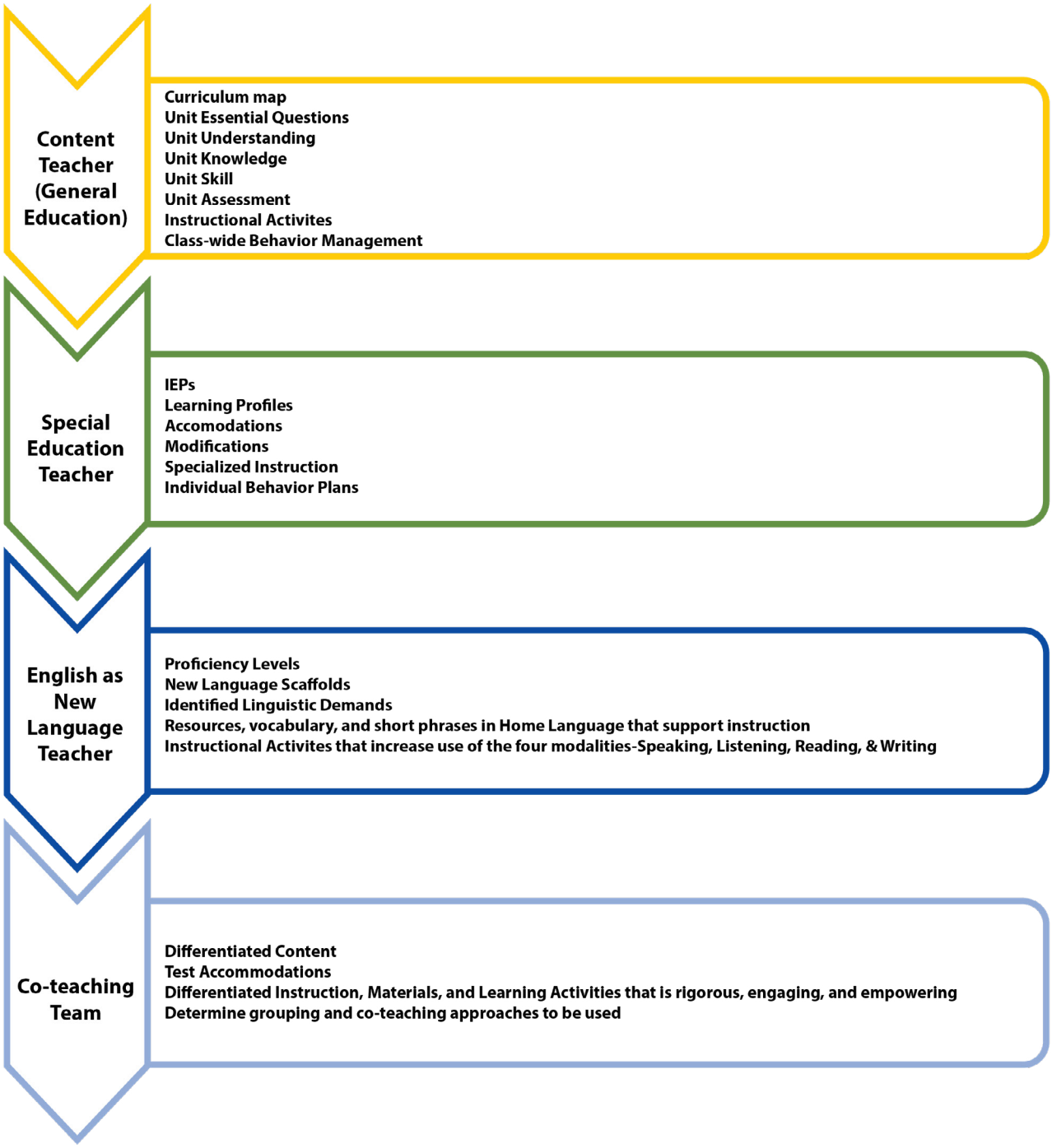
Hybrid/Telepractice Guidelines for Related Services
All students with disabilities will be provided related services (Speech/Language, Occupational Therapy, Physical Therapy, Music Therapy and Psychological Counseling) as outlined on their IEP through Hybrid and/or telepractice model.

In Person & Telepractice Evaluations and CSE/CPSE Meetings
RCSD will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. During Virtual Learning some evaluations or components of evaluations may be completed in person or through telepractice.
Parents will be engaged in CSE/CPSE meetings by choosing one of the three options below:

- Telephone Conference - CSE chairperson calls parent via phone. All other CSE members participate through Video Meeting Code.
- Video/Tele-Conference - Parent dials into Tele-Conference phone call using phone number and access code provided in Meeting Notice.
- Video-Conference - Parent joins video conferences using URL link.

Specialized Programs Supports for Remote Learning

- NYSAA/GEM - Teachers, support staff, and service providers will use Unique Learning Systems, which aligns to the New York State Alternative Assessment standards.
- ASD/Social Communication Special Classrooms - Direct support to students, parents, teachers, and support staff will be provided from Autism Team Specialists.



Special Education Teaching Assistants and Paraprofessionals

Special education teaching assistants will support students throughout the school day during large-group and small-group instruction. 1:1 paraprofessionals will support students during asynchronous instruction and independent work completion as well as large-group or small-group synchronous instruction.

Foundations Literacy Program

Speech language pathologists will provide Foundations Literacy instruction weekly for kindergarten

through first grade.

Behavioral Supports During Remote Learning
Behavioral specialists will provide support and professional development to instructional staff as well as direct support to students.

Assistive Technology/Other Services
MATCH, Audiology, Vision/TVI, TOD, Orientation, and Mobility
-Assistive Technology to access instruction will be provided for students as outlined in IEPs.
-Services from providers will occur during synchronous or asynchronous instruction periods.

Out-of-District Programming and Services
District special education staff will provide in-person services for those students who attend a program in a hybrid or in-person model. The goal is to identify providers to do so now to ensure continuity of service.

SOCIAL EMOTIONAL LEARNING AND SUPPORTS

Social-Emotional Learning-SEL support will be provided to students, parents and teachers throughout remote learning. The SEL Toolkit that has been created to support the social-emotional needs of students, parents and teachers can be located here.

At the RocRestorative.org site there are a variety of activities and discussions for teachers to use during the first 15-20 of the daily SEL time allotted. There will also be recreational and community resources and links related to SEL support. This site will be fluid and add resources for students, parents and teachers continually throughout the year. In addition to the SEL Toolkit, there will be an SEL Hotline that will be monitored by social workers and counselors. We will also have Drop-In SEL Sessions throughout the year for students, parents and teachers.
Guidance will be provided by the NYSED SEL-Bench Marks and What is SEL? guide.
SEL can be more than just a 15-20-minute lesson. A systemic approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment and evidence-based practices that actively involve all students in their social, emotional, and academic growth. This approach infuses social and emotional learning into every part of students' daily lives—across all of their classrooms, during all times of the school day, and when they are in their homes and communities. (CASEL.ORG)

5 CORE SEL Competencies
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. (CASEL.ORG)

View the SEL-Toolkit here.

STUDENT ADVISING

Based upon the new reopening plan, students in RCSD will have the option to remain remote or participate in a hybrid model. Thus, both in person and/or virtual options will be available for students in terms advisement. With this being said, the delivery of school counseling supports and activities will vary to meet the needs of students.

Hybrid
All activities listed below may be performed in person when students are participating in the hybrid model.

Remote model
School Counselors will create a Zoom meeting to host virtual office hours to ensure all students on their caseload have access and can meet virtually as needed throughout the remote learning phase. This should be a recurring Zoom meeting link and shared with all students on their caseload, via the students' District email. When students click on the School Counselor's link, they will arrive in the School Counselor's waiting room. If the School Counselor is free, they would be admitted; however, if the School Counselor is meeting with another student, the School Counselor can assign the student(s) another time to return for a meeting. School Counselors will also partner with teachers during the SEL check-ins each morning to provide pertinent information for all students. In addition, asynchronous Wednesdays will be utilized to deliver the school counseling goals and services to students.

Post-Secondary Plans for Seniors
For students who are working towards graduation in June 2021, per the Districtwide comprehensive school counseling plan, the following specific supports will be provided:

- School Counselors will host virtual meeting for the senior cohort
- School Counselors will hold virtual office hours so students can access their School Counselor as needed throughout their senior year
- School Counselors will coordinate one-on-one meetings with seniors to monitor academics, social-emotional needs, and college/career planning
- Every five weeks, each school's Cohort Tracking Team will conduct cohort/transcript reviews in order to monitor progress towards the finish line

Naviance Platform
The Naviance technology platform will be utilized to facilitate both post-secondary planning and the college application process. Each year scholars are assigned three required tasks to further assist them with their post-secondary planning. School Counselors will use EDOCs (electronic documents) and MY Planner applications to monitor and complete the college and career processes. Via Naviance, School Counselors are able to access the list of colleges that scholars are interested in and have applied to. Students can manage their transcript requests and letters of recommendation via Naviance, attend virtual college tours, and apply for scholarships.

School Counselors and community partners will collaborate to ensure students finalize their college application list, create career-related smart goals, and complete the post-secondary/graduation survey. School Counseling / Naviance: College and Career Planning

Rochester College Access Network Partnership
School Counselors collaborate with the Rochester College Access Network (RCAN) to meet post-secondary goals. The partnership will offer two virtual, Districtwide FAFSA (Free Application for Federal Student Aid) events for scholars. Every student who chooses to attend a college or university needs to complete a FAFSA as a component of the financial aid process.

RCAN will also be partnering with individual schools to provide a week of intensive college and career support. Several Scholarship Fests will also take place in the spring to provide students with guidance and support with the scholarship application process. School Counselors, in conjunction with RCAN and other community partners, will continue to implement the Senior Launch Guide. Here is the link for the Senior Launch Guide.

Urban League of Rochester GEAR UP
School Counselors are partnering with Urban League GEAR UP to connect seniors to their ambassador program. 2020 RCSD graduates will serve as mentors for current RCSD seniors to further help them reach graduation goals and navigate post-secondary plans.

Monroe Community College
School Counselors will work in collaboration with Monroe Community College (MCC) to bridge the gap between high school and college. MCC will work with School Counselors and other stakeholders to increase MCC Dual Credit programs throughout the RCSD. Students will be provided the opportunity to receive high school course credit as well as earn college credit simultaneously. MCC will be active members in our School Counselors' monthly meetings to provide pertinent professional learning related to post-secondary plans and education.

NCAA Clearinghouse
School Counselors will assist student-athletes through the NCAA Clearinghouse process for those students applying to Division I and II schools. Students and families can also refer to the following; www.ncaa.org and NCAA: The Journey of a Scholar Athlete, for more information.

Below are the post secondary program services and supports our seniors will receive during the second semester of school:

- Individual Annual Reviews
- Cohort Check ins
- Supports with the College Application Process
- Use of Senior Launch Guide - in conjunction with RIT GEARUP/RCAN
- College and Career Awareness Events
- Enroll students school based SAT Suite Day opportunities
- Connect students to FAFSA events
- Scholarship Support
- SEL check-ins

Below are the plans and supports that our Kindergarten thru 11th grade scholars will receive during the second semester of school:

- 9 - 11 Supports
  - SEL Check-in for students
  - Annual one-on-one meetings
  - 3 Naviance activities at each grade level
  - Grade level/Cohort town hall meetings
  - Cohort tracking/ transcript review with teams
  - Advisement Wednesdays
- 7 - 8 Supports
  - SEL Check-in for students
  - Annual one-on-one meetings
  - 3 Naviance activities at grade levels 7th & 8th (academic/ career goals, learning style inventory & overcoming obstacles)
  - Participate in MTSS/ Grade level team meetings
  - Report card review
  - Transition town hall for go 6 go 7 & 8 go 9
  - School Choice Presentations and Application processes
  - Advisement Wednesdays
- K-6 Supports
  - School Counselor Check in meeting for grade level/cohort
  - SEL Check-in for students
  - Annual one-on-one meetings for 6th grade students
  - Advisement Wednesdays
  - School Choice Presentations and Application processes
  - EverFi modules (academic, social-emotional and career tasks)

- Monthly themes related to counseling and character development
  - Goal Setting-January
  - Kindness & Diversity-February
  - Career/College Development & NYS Career Zone, MyNextStep and/or EverFi - March
  - Safety and online etiquette -April
  - Mental Health Awareness & Growth Mindset - May
  - Summer Bucket List & Summer Resources in your community - June

More information regarding academic, college and career plans for students can be found via the Districtwide school counseling comprehensive plan.

School Counselor Webpage
School Counselors' Directory
College Readiness webpage
School Counselors Comprehensive Plan

ATTENDANCE

According to New York State guidance, schools must develop a mechanism to collect and report daily teacher student engagement or attendance. The RCSD will utilize PowerSchool to collect daily student attendance via class attendance. It is important that we reach all of our students every day. Schools will continue using a variety of creative methods to connect to our students and their families who do not engage in virtual learning.

Each school and program should maintain their Attendance Team in order to assist with outreach to students and families as needed. Weekly Attendance Meetings should follow the established protocols using a rolling agenda and addressing the three tiers of attendance. The emphasis for Attendance Teams during remote learning is on reengaging students, providing support for students and families, and building positive relationships with families to meet the challenges of remote learning. Attendance incentives and recognitions are not encouraged due to the pandemic.
Please access the updated 2020-2021 Attendance Agenda here

The following link is the recommended exemplar for schools and programs to utilize for further documentation of attendance and/or engagement: Exemplar Attendance

The following link is an example of a School Attendance Plan. Thank you to Wilson Foundation's leadership team and Attendance Watch Team for sharing your plan with the Office of Student Attendance.

Remote Learning Attendance Plan 2020-21
Student Unexcused Absent Flow Chart

Robo Calls
The RCSD will continue the use of daily Robo-calls to students' homes who are not actively engaged in learning within the first hour of school on Mondays, Tuesdays, Thursdays, and Fridays. Robo-calls will only be generated for students with an Absent-Unexcused attendance code.

On January 4, 2021, the Communications department will update the message parents receive emphasizing the importance of parents contacting schools immediately when a child will be absent from school. This is an important step in communicating potential COVID-19 concerns in order for the school to follow up appropriately.

- Elementary Robo-calls will begin at 10:00am. Secondary Robo-calls will begin at 9:30am. It is important to record attendance in PowerSchool prior to the end of the first hour of school to ensure calls are made only to students not engaged in learning or present at school.
- A midday robo call will be sent to families of all students to encourage daily engagement.
- Parents/Guardians of secondary students will receive a third Robo-call each evening that will reflect absences from specific classes for the day.
- There will be no attendance Robo Calls to Pre K students.
- There will be no attendance Robo Calls on Wednesdays.

Suggested Messaging:
Your child is marked absent unexcused today. Please contact the school immediately to report the reason for absence. It is important to report COVID-19 symptoms and exposure. Students with unexcused absences are prohibited from returning to school until COVID-19 status is communicated to school by the family.

Attendance Codes
Attendance is mandatory every day of the week, including Wednesdays. Period by period attendance will be recorded in PowerSchool for grades 7-12. Homeroom and Specials' attendance will be recorded in PowerSchool for grades K-6. Teachers should document contact in PowerSchool via the comment box when inputting attendance or in Attend Actions as applicable. Attendance will not be locked daily for the first ten weeks of school while the RCSD is in remote learning, allowing teachers access to adjust attendance as needed. Attendance will continue to default to Unsubmitted and will require that teachers input attendance for each student.

In Person Attendance Codes
Present in Person-P
Student was present during in person learning environment.
Absent Excused in Person- Ab Ex
Student is absent for one of the following reasons:

- Child's illness
- Doctor or Dentist Appointments
- Sickness or death of an out of town family member for up to three days within New York State or five days outside of the state.
- Court appearances
- Religious observances

Absent Excused in Person- Ab Ex
Student is absent for one of the following reasons:
- Oversleeping
- Family vacations
- Missing the bus

All unexplained or undocumented absences are considered to be Unexcused

If there is no contact with a student/parent or no evidence of engagement, the student should be marked absent unexcused. If a student completes assigned school work while absent for excused or unexcused reasons, student should be marked P-Async.

Remote Codes
Present-Sync - Use drop down option for P-Sync
- Student was present in a synchronous learning environment
- Student participated in teacher's office hours

Present-Async - Use drop down option for P-Async
- Student was present in an asynchronous learning environment
- Student had a daily check-in, a two-way communication, with the appropriate teacher(s)
- Student was working but experienced technical difficulties with logging on
- Student engagement with daily assignments, either online or offline
- Student completes their daily assignments, either online or offline

If a student completes assigned school work while absent for excused or unexcused reasons, student should be marked P-Async.

Absent Excused Remote- Ab Ex Remote
- Student was absent from remote learning for one of the following reasons:
- Child's illness
- Doctor or Dentist Appointments
- Sickness or death of an out of town family member for up to three days within New York State or five days outside of the state.
- Court appearances
- Religious observances

***Absent Unexcused Remote –Ab Unex Remote**
- Student was absent for one of the following reasons:Oversleeping
- Family vacations
- All unexplained or undocumented absences are considered to be unexcused.

During Phase One, all students can access remote learning if unable to attend in person school for excused or unexcused absences. Students should be marked absent or present according to the above criteria. Tardy codes are still an option. They are ultimately Present codes.
*Please do NOT refer to COVID-19 in Attend Actions documentation due to confidentiality considerations.

Students may be marked Absent-Unexcused, initially each day, in order to generate a robo call to engage the student in remote learning. If the student does not login for the entire day, it is the responsibility of the classroom teacher and/or school personnel to make contact with the family to garner an understanding of why the student has missed class. The teacher and/or school personnel should then update the student's attendance code and/or record the outcome of outreach in Attend Actions on PowerSchool.

When students are unable to participate in live instruction, teachers can use other methods of contact for counting attendance. It is the responsibility of the following to make initial contact with students:

- At the elementary school level, the homeroom teacher will be responsible for making the first contact with families of absent students on a daily basis.
    - Students who do not engage will be referred to the Parent Liaison and Attendance Team for further attempts to re-engage in the online platforms.
- At the secondary level, staff members will be assigned a group of students to monitor absences and make daily contact if absent. Students who do not engage will be referred to the Home School Assistant and Attendance Team for further attempts to re-engage in the online platforms.
- Counselors, social workers, and administrators will be able to record attendance for P-Async in PowerSchool in the SEL class period to document attendance/engagement

Attendance Interventions

School staff should continue to document parent contact regarding attendance in the Attend Actions/ Attendance Intervention page of PowerSchool. Please see the attached PowerPoint for directions on how to use the Attendance Intervention function in PowerSchool.
PowerSchool 2020-21 Attendance Interventions

Pre K Attendance Procedures 2020-2021 Update

We need to "meet families where they are": Attendance and participation is especially challenging for Pre K students. Our youngest learners are completely reliant on their families or caregivers for signing into Zoom and See Saw. Many families do not have consistent access to technology and the internet. Therefore we need to be supportive, encouraging, and grateful for whatever time students can spend participating in our Virtual Learning Schedule. We also need to be creative in supporting families with learning opportunities that are not based solely on technology. Due to the above circumstance:

- Pre K students will NOT be dropped from their programs due to lack of or poor attendance.
- There will be NO robo calls or Attendance Letters sent to Pre K families.
- Awards, incentives, or negative consequences are not developmentally appropriate for Pre K. Pre K attendance is about developing relationships with families and building on positive experiences so families continue to participate.
- Daily attendance is mandatory for Mondays, Tuesdays, Thursdays, and Fridays.
- Asynchronous learning activities for students will occur on Wednesdays. For Wednesdays only, attendance will default to P-Async for all classes.
    - If a teacher or service provider meets with a student remotely, attendance can be changed

to P-Sync. It is the District's expectation that Wednesday's attendance would be updated by Friday.

- Students will be marked Present-Sync if:
  - Student was present in a synchronous learning environment (Small Group ELA or Math, Morning Message / Meeting, Work Time / Facilitated Play)
  - Student participated in an individual Zoom with the teacher or phone call.
- Students will be marked Present-Async if:
  - Student was present in an asynchronous learning environment (Large Group)
  - Student had a daily check-in, a two-way communication, with the appropriate teacher (Service Provider)
  - Student was working but experienced technical difficulties with logging on
  - Student participated in a pre-recorded See Saw Lesson or Activity
  - Student engaged in daily assignments, either online or offline (Active Learning, Hands on Activities, Projects, Reading & Discussing Books with family)
- Students will be marked Absent-Unexcused if:
  - There is no contact with a student/parent or no evidence of engagement.

Professional Learning

As we prepare to launch the 2020-21 school year, we have many new opportunities to meet the virtual environment. Therefore, ongoing professional learning is needed to equip staff with the skills, knowledge and dispositions to effectively support students and families in this new environment. These professional learning opportunities will ground staff in strategies and protocols of the district while also ensuring strong and safe instructional practices.

To ensure an appropriate amount of time for professional learning, the Rochester City School District in collaboration with bargaining units has moved all Superintendent's Conference Days to take place September 8-11. During this time, teachers will be empowered with updated pacing for priority standards in Math and ELA, tutorials in online instructional platforms such as SeeSaw and Google Classroom, tools to support the social emotional health of students and families, as well as workshops dedicated to equity and supporting all students in the classroom.

In addition to the September professional learning, teachers will have Wednesdays to participate in Professional Learning Communities and collaborate with colleagues to plan strategic and engaging lessons. The District will also continue to offer high-quality professional learning through all departments outside of the regular school day via eLearning and True North Logic, a hub for teachers to find and participate in learning opportunities. The professional learning opportunities represented in this plan are grounded in concepts that promote equity and serve to connect staff, students, and families with opportunities that will support key learning. Ongoing professional learning and support are designed to ensure academic rigor and success, safe practices, and strategies that support the social emotional well-being of staff, students, and families

The Rochester City School District provides a high quality system of professional learning aligned to key district initiatives. Successful adult professional learning will result in a highly-effective staff that provides coherent and equitable instruction and services for students and their families, resulting in measurable gains in student achievement.

Professional development is a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work.

Our Mission:

Our mission is to strive to develop meaningful learning opportunities through collaborative and embedded professional learning experiences so that Educators can then engage students in rigorous instructional activities evident in increased students understanding and achievement.

Our Vision:

Our vision is to provide the highest quality professional learning experiences for adult learners to become the "engine that drives school improvement and student achievement."

Our Work:

As the Office of Professional Learning moves from control over professional development into a role of consultation, monitoring, and providing additional support to school-based efforts for improving the academic performance of all Rochester students, we will use the framework for professional learning to guide our work.

PARENT AND FAMILY PROFESSIONAL LEARNING

The circumstances of the past few months have required students, staff, and families to make incredible shifts in practices, routines, and expectations—it has not been easy! As educators and students learned new technologies to support learning, we have reached out to parents and families to provide assistance in understanding how best to help their children navigate the demands of remote learning. Now that we have a better understanding of what remote learning looks like, and what challenges our students may encounter, we are working to further develop the parent and family professional learning to make sure everyone has the tools needed to succeed.

Roles in Supporting Virtual Learning

Students:

- Dedicate appropriate time to learning, using the time on task recommendations or as guided by your teacher(s).
- Check the online platforms for information on classes, assignments, and resources daily.
- Ensure that you know your usernames and passwords for instructional resources that are accessible via the District portal and/or website.
- Identify a comfortable and quiet space to learn and study.
- Engage in online learning activities being offered by your teachers and/or provided through online resources.
- Submit all assignments by due dates established by your teacher(s).

Teachers:

- Develop high-quality virtual learning lessons/assignments for students that address course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction.
- Use appropriate strategies for English Language Learners (ELL) and provide appropriate accommodations for Students with Disabilities (SWD) and students with Section 504 plans, to the extent practical.
- Observe established office hours that include, but are not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions.
- Provide instructional resources and materials through digital learning means such as Google Classroom, Seesaw, eLearning, Microsoft Teams, ClassDojo, or other tools of your choice.
- Communicate regularly with parents and families regarding expectations and student progress. If students are not engaged in the lessons and assignments, teachers should contact parents and/or the school counselor.
- Participate in professional development and virtual learning sessions intended to support virtual learning, as applicable.

- Ensure that you are monitoring District and school communications for up-to-date information regarding school closures, instructional continuation plans, and virtual learning resources.

Parent and/or Guardian:

- Limit distractions and interruptions during school hours.
- It is important for your child(ren) to achieve their best work and to accomplish this it is suggested to provide them with a dedicated space. This space should be different from where they normally play games and watch television.
- Maintain routines and schedules. Routines are extremely important for children at school, and this is no different in their at-home school. Setting alarms similar to those they would encounter at school can be helpful for keeping them on a schedule.
- Allow for your child to interact with their friends through video chat to keep connected.
- Ensure your child is engaging in a mixture of traditional school tools and technology. Children should be able to read, write, and compute using paper and pencil tools as well as on their Chromebooks.
- Instructional materials are readily available for your child(ren). Follow the plans from your homeschool around accessing materials.
- Maintain open lines of communication with your child's teacher. Providing content on how to connect with you is valuable.

Family Communication (summarized but subject/grade level specific):

First Day of School is September 14, 2020

- Schedule for School:
  - Elementary School Hours: 9:00AM – 3:30PM
  - Secondary School Hours: 8:30AM – 3:30PM
- Chromebook and material distribution to students in Kindergarten-4th grade will continue to take place at your child's home school. Please call first if you can before you go and pick up the materials requested.

RESOURCES FOR PARENTS AND GUARDIANS:

- All resources for families will be located on the District's reopening website, which can be accessed here: www.rcsdk12.org/reopens.
- Updated information will be shared on social media platforms.
- Please contact your home school for any questions or concerns. All phones numbers for each school can be located on their specific websites.
- Any questions around special education can be directed to 262-8220.
- Student Placement Office: 262-8241
- Student login information to Chromebook and MiFi: http://rcsdk12.org/RCSDLearns
  - Username:890######@rcsd121.org
  - Password: MMDDYYYY (birthdate)

Learning Space

- Creating a learning environment to support your students' learning is a huge piece with supporting the success of the child. We suggest identifying a secure, quiet location within your home that is away from where they normally play or watch TV.
- Families looking to reduce distractions may want to consider creating a divider on a table to assist. Using a tri-fold poster board or cutting up a box to create a division are a couple of suggestions.
- Having materials easily accessible helps prepare your child for a productive learning experience.
- If you are in need of supplies, such as pencils and paper, you can call and schedule an appointment to pick up some from your child's home school.
- To ensure longevity of the Chromebook, place them on a table or any hard surface. Placing them on a lap or pillow will reduce the likelihood of them working correctly.
- Keep a watchful eye on your child's posture. Hunching over for a long period of time is not healthy for your child's physical development. Taking breaks and standing up, stretching and walking around is recommended.

Health and Wellness

- Resources are available on our reopening website found here: www.rcsdk12.org/reopens.
- All schools will have access to additional resources.
- Mobile Crisis at 275-5151 or 211 (family meals, mental health, housing support)
- Please contact your home school counselor or social worker for additional needs and support.

RCSD Food Distribution Sites

The following Rochester City School District schools will provide grab-and-go breakfast and lunch between 10:00 a.m. and 2:00 p.m., Monday through Friday:

School	Address
John Williams School No. 5	555 Plymouth Ave., 14608
Virgil I. Grissom School No. 7	31 Bryan St., 14613
Roberto Clemente School No. 8	1180 St. Paul St., 14621
Dr. Martin Luther King Jr., School No. 9	485 Clinton Ave., 14605
Anna Murray-Douglass Academy School No. 12	999 South Ave., 14620
John Walton Spencer School No. 16	321 Post Ave., 14619
Enrico Fermi School No. 17	158 Orchard St., 14611
Dr. Charles T. Lunsford School No. 19	465 Seward St., 14611
Henry Hudson School No. 28	450 Humboldt St. 14610
John James Audubon School No. 33	500 Webster Ave., 14610
Pinnacle School No. 35	194 Field St., 14620
Abelard Reynolds School No. 42	3330 Lake Ave., 14612
Mary McLeod Bethune School No. 45	1445 Cifford Ave., 14621
Helen Barret Montgomery School No. 50	301 Seneca Ave., 14621

School	Address
Dr. Freddie Thomas Campus	625 Scio St., 14605
Jefferson Campus/ Rochester International Academy	1 Edgerton Park, 14608
Wilson Foundation Academy	200 Genesee St., 14611
Franklin High School	950 Norton St., 14621
James Monroe Campus	164 Alexander St., 14607
Nathaniel Rochester Middle School	85 Adam Street, 14608

Child Care Resources

Here is the link to the Child Care Resources that may be available for families:

RCSD Covid Resources

RCSD Reopening Plan

REFERENCES

1. AASA Covid-19 Recovery Task Force Guidelines for Reopening Schools: An Opportunity to transform Public Education
2. CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again, May 2020
3. Operational Issues in the Reopening of Schools during the COVID-19 Crisis; Facilities, Transportation, and Security. Council of Great City Schools (June 2020)
4. Reopening Washington Schools 2020 – District Planning Guide. Washington Office of Superintendent of Public Instruction
5. Strong Schools NC – Public Health Toolkit (K-12): Interim Guidance as of June 8, 2020
6. Stronger Together – A Guidebook for the Safe Reopening of California's Public Schools – California Department of Education, June 2020
7. Jones E, Young A, Clevenger K, Salimifard P, Wu E, Lahaie Luna M, Lahvis M, Lang J, Bliss M, Azimi P, Cedeno-Laurent J, Wilson C, Allen J. Healthy Schools: Risk Reduction Strategies for Reopening Schools. Harvard T.H. Chan School of Public Health Healthy Buildings program. June 2020.

APPENDIX

A. Pre-K Guide
https://drive.google.com/file/d/1-4OlNlOvZbx68ugjOJ3aFsgNIjJ7v6t6/view
B. ELA Instructional Pacing K-6 Guide
https://docs.google.com/document/d/14X8vwEUklmm5gdd1nGKnb4bbvelVvzk2d-ie5uDtHDk/edit
C. ELA Instructional Pacing 7-8 Guide
https://docs.google.com/document/d/1HvPRjIPkcGPknbdDMR_6EMmWfJQSRzXSKtrFIa3DW7c/edit?ts=5f3d778d
D. ELA Instructional Pacing 9-12 Guide
https://docs.google.com/document/d/1x32ZetI18o8KwT2t6telA-39AERVAwbxS_8Essk_liw/edit
E. Math Instructional Pacing Guides
https://docs.google.com/document/d/1EuJkiotqGGnuv-B4kb6WJrHPtvFT_N2PcR_KWzDSvTk/edit?usp=sharing
F. Content Delivery Pacing Guide – Dance, Heath, Library, Music, Physical Education, Theatre, Visual Arts
https://docs.google.com/document/d/1HL8fpS98Bg0yyJMRXfL1Sg61NmUpoLkwEisEU8l8tGM/edit
G. RCSD 2020-2021 Assessment Plan
https://docs.google.com/document/d/1TYL_ATdWd_RrwDxcjyGuI_y2v6voq_X-QlV-6j57JQQ/edit
H. Supports for English Learners: Dual Language Reopening Guidance
Schools 9, 12, 17, 22, 28, 33, 35, Edison, Upper and Lower Monroe, & Wilson
https://docs.google.com/document/d/1yqrpqfk9F0zJkYKwRrZ8lcppUd0RSoH7NIffhS1gqQk/edit
I. Supports for English Learners: ENL Only Reopening Guidance
https://docs.google.com/document/d/11I1CPTQtsb8KKdzz6kMYjwlBHGmPokHxhdEibRRXJYg/edit
J. Supports for English Learners: ELL Grading Recommendations
https://drive.google.com/file/d/1XMHQNMAN993Nyd3hQgb-Ok2QKGE5fYYK/view?usp=sharing
K. Student Learning Schedules
https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/5740/StudentLearningSchedules.pdf