



# REMOTE LEARNING PLAN

2020-2021 Academic Year  
Deposit Central Schools





## MISSION

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At Deposit CSD,  
We are a  
community united  
to improve the  
quality of life  
through education.

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# Remote Learning Plan Overview

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For the 2020-2021 school year and in response to the COVID-19 global health crisis, Deposit Central Schools has developed this remote learning plan so our students can continue learning while off campus on remote learning days (whether hybrid or fully remote). This plan represents DCS' commitment to making every effort to ensure the that learning of each and every student continues to be successful.

This plan is founded on the following principles: **(1) supporting continuous instruction, (2) providing access for all students, and (3) maintaining connectedness to the community.**

In both the hybrid and fully remote models, DCS teachers will continue to provide students with instruction that is designed to build upon the learning trajectory already established in the classroom. They will do so using one of the two remote learning options identified in this plan:

- 1 **Teacher-Led Hybrid Instruction** 2
- 2 **Teacher-Led Full Digital Instruction**



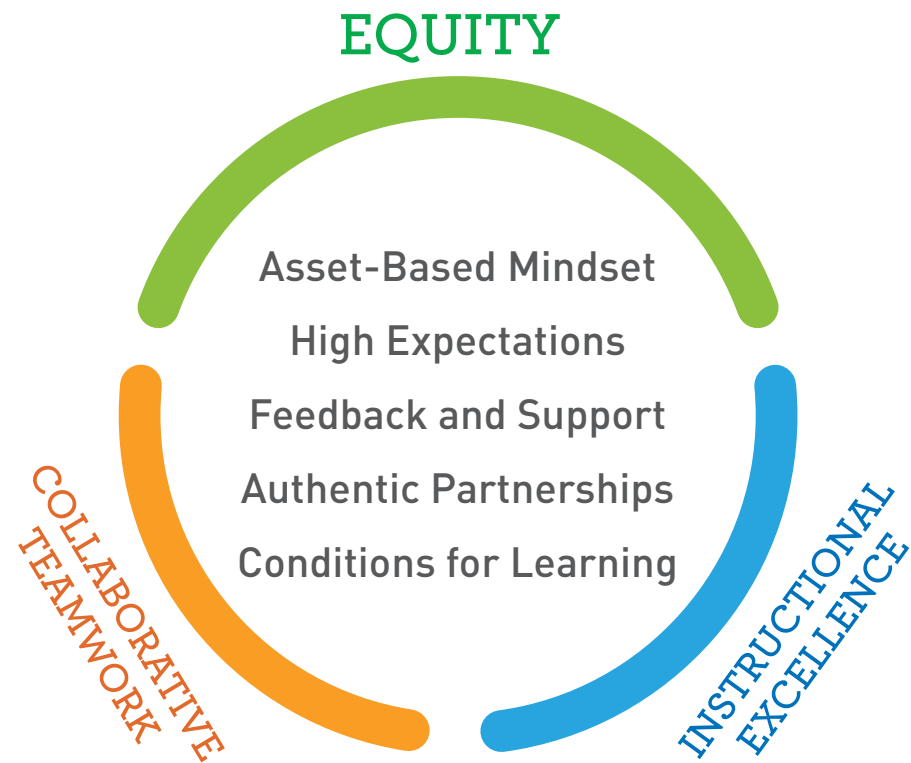
Parents and families can learn more about the DCS Reopening Plan here:  
[https://  
www.depositcsd.org/  
SchoolReopening2020.aspx](https://www.depositcsd.org/SchoolReopening2020.aspx)

# Our Approach to Remote Learning

Equity as our core identity

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**Equity** remains our foundational cornerstone for remote learning. As such DCS remains committed to a **holistic approach** to our remote learning. In addition to academic support, DCS will continue to support students and families with their physical, mental, and emotional health during this unprecedented time.



# The Remote Learning Plan

Leverages distance learning to foster student growth by:



## SUPPORTING HIGH QUALITY INSTRUCTION

The District will continue to support instruction through a variety of digital materials to maintain academic growth for grades PK–12. DCS will support the whole child through best practices, as well as provide flexible learning options and adjustments along the way. Both synchronous and asynchronous learning opportunities will be accessed.



## PROVIDING ACCESS FOR ALL STUDENTS

Deposit CSD is committed to providing device and internet access to all students K-12, and is working closely with community partners to meet this goal. We are focusing on equity of access to learning for our students with disabilities and second language learners. We are working with community partners to get additional materials out to families in need to support remote learning work.



## MAINTAINING CONNECTEDNESS TO THE COMMUNITY

The District has facilitated partnerships with local internet service providers and Broome-Tioga BOCES to secure additional internet access and/or increased bandwidth to students in our community. In addition, we will provide guest internet access through wireless access points located on the outside of all campus buildings. Students and families will be able to access free internet services simply by visiting the campus.

# Options for Remote Learning



## OPTION 1

### Teacher-Led Hybrid Instruction

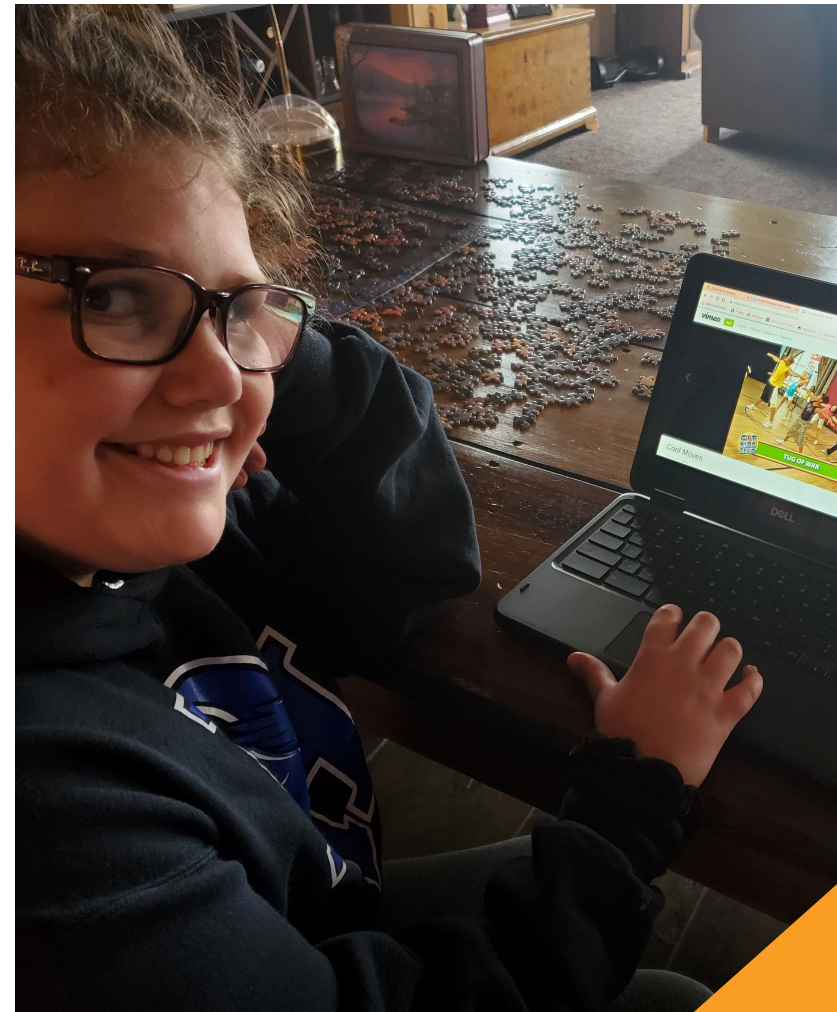
- A model of instruction that can occur at any time – kids independently self-space their learning once teachers share the resources.
- Kids access synchronous learning opportunities (Zoom) on Fridays and as needed/agreed upon by parents and teachers.
- Teachers curate and provide materials digitally (e.g., videos, assignments from district materials or supplemental materials) which students work on independently and submit.
- Student communication through Google Classroom, Zoom, Seesaw, and/or by phone/email.

### IMPORTANT TERMS

**SYNCHRONOUS:** Students access learning together, simultaneously with their teacher

**ASYNCHRONOUS:** Students access learning at different times, and work through it at their own pace

**HYBRID:** Refers to where the learning occurs. Our hybrid model means that learning occurs on campus and at home through digital platforms.



# Options for Remote Learning

## OPTION 2

### Teacher-Led Full Digital Instruction

- Full digital instruction.
- Scope and sequence of learning mirrors the classroom curriculum.
- Resources housed in Seesaw and/or Google Classroom (e.g., videos, readings, activities).
- Synchronous "Zoom" opportunities scheduled daily (M-Th) with a content area teacher and on Fridays with all assigned teachers.
- Student/Parent communication through Google Classroom, Seesaw, and/or phone.

#### ATTENDANCE

*Remote attendance, both hybrid and fully remote is as important as in-person attendance. Student attendance will be taken based on student completion of a daily attendance task in the student learning platform.*





# Best Practices for Remote Learning

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## General Guidance

- **PRIMARY GOAL:** Provide students with opportunities to continue their trajectory of learning in a digital format. This should consist of providing students with access to content, support, and feedback.
- **ESTABLISH STRUCTURE:** Begin by orienting students and families to the new environment and creating structure with a focus on maintaining human interaction.
- **CONTINUOUS IMPROVEMENT:** Maintain a focus on continuous improvement. Practices should evolve and improve as we continue to learn.
- **SUPPORTING TEACHERS AND FAMILIES:** The District will work to ensure all teachers and families have the resources, support, and flexibility needed to promote student learning to the best of their ability.

## Special Education Guidance

- According to Federal guidance from the Office of Special Education and the Office for Civil Rights, if a district closes its schools to slow or stop the spread of COVID-19, and continues to provide educational opportunities to general education student populations, the schools must ensure that students with disabilities also have equal access to the same opportunities. Included in this requirement, schools must implement the IEP of a student with a disability to the greatest extent possible. This means every attempt possible has been tried and documented to ensure equitable access for students with a disability.
- DCS is committed to Equity, and this includes services and programs for students with disabilities. Special Education departments nationally and locally recognize that this will be challenging in certain circumstances and that compensatory services may be necessary to ensure equity for all students. Health and safety is the No. 1 concern.

# Roles in Supporting Remote Learning

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## Students

### STUDENTS WILL PREPARE FOR REMOTE LEARNING BY:

- ✓ Engaging in remote learning activities being offered by their teachers, school and/or the District.
- ✓ Ensuring that they know the usernames and passwords for instructional resources that are accessible via the district portal and/or website.
- ✓ Ensuring they set up a remote work space and calendar to manage their time.



## Families

### FAMILIES WILL PREPARE FOR REMOTE LEARNING BY:

- ✓ Assuring that a device and internet access are available at home by completing the district survey.
- ✓ Ensuring that they are monitoring District communication for up-to-date information.
- ✓ Encouraging their students' participation in remote learning content.
- ✓ Ensuring that they know their students' usernames and passwords for instructional resources that are accessible via the District portal and/or this website.
- ✓ Providing a safe work space to engage in remote learning.

# Roles in Supporting Remote Learning

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## Teachers

### TEACHERS WILL PREPARE FOR REMOTE LEARNING BY:

- ✓ Providing instructional resources and materials through remote means such as Google Classroom and Seesaw.
- ✓ Setting office hours to connect with students and support their learning remotely via Zoom.  
Providing weekly synchronous instruction as scheduled on Zoom.
- ✓ Participating in group professional learning and attending virtual learning sessions intended to support remote learning.
- ✓ Ensuring that they are monitoring District communication for up-to-date information.

## Leaders

### LEADERS WILL PREPARE FOR REMOTE LEARNING BY:

- ✓ Providing socio-emotional support and an overall positive remote school culture.
- ✓ Supporting teachers to provide instructional resources and materials through remote means such as Google Classroom and Seesaw.
- ✓ Reviewing district-supplied remote learning materials.
- ✓ Participating in leader professional learning and attending virtual learning sessions intended to support leading in a remote environment.
- ✓ Ensuring that they are monitoring District communication for up-to-date information
- ✓ Ensuring that communication systems are created and implemented for families.

# A Holistic Approach



At DCS, we are committed to providing equitable and inclusive environments which is in alignment with our goal of support for the Whole Child.

## THIS IS SUPPORTED DURING REMOTE LEARNING BY:

- Use of Culturally Responsive Education and Social Emotional Academic Learning.
- Ensuring that 100% of our students have access to devices and reliable internet services.
- Prioritizing learning standards and curriculum.
- Providing support and interventions services to students as needed.



## Providing Access for All Students

# Distribution of Devices

All students at DCS will have a device available for at home use.



### DISTRIBUTION OF DEVICES

- All students will receive their devices prior to the start of school. Times will be communicated to families for scheduled pick-up.



### USE OF DEVICES

- Students who are fully remote and will maintain their devices at home.
- Elementary students who are hybrid can also keep their devices at home. Devices will be available to students for on-campus days.
- MS/HS students who are hybrid will need to transport their devices to school and home each day.



# Student Data Privacy

Technology is an integral part of the teaching and learning experience in the Deposit Central School District. The ever-increasing availability of online teaching and learning resources comes with inherent risks and concerns regarding student data, privacy and student work. We as a district have a responsibility to ensure that students' data and privacy is adequately protected while using any online digital resource for school work.

Below are a few links with information/resources for parents, teachers, and the community so that they can better understand what student data is, how student data is collected and used and the laws and practices that the district adheres to in order to protect student data and privacy.

## *What is Student Data?*

<https://dataqualitycampaign.org/why-education-data/>

## *A Parent's Guide to Student Data Privacy*

[https://studentprivacycompass.org/wp-content/uploads/2015/09/parents\\_guide-1.pdf](https://studentprivacycompass.org/wp-content/uploads/2015/09/parents_guide-1.pdf)

## *NY State Education Law 2-D*

<https://www.nysenate.gov/legislation/laws/EDN/2-D>

At Deposit Central Schools we take Data Privacy for our students and staff very seriously. When we purchase technology tools at DCS we have the vendor sign a Data Privacy Agreement in order to keep our students' information safe in a remote learning environment.



## Lessons Learned

The closing of our campus from March to June 2020 caught us off guard. We were all forced to reinvent our educational system in the period of one week. During that time, we implemented many new things and learned by trial and error. The results of our parent survey this summer were clear: On-line learning needs to be streamlined for our students, families and staff. We've taken your input and have implemented the following for the upcoming year:

- Only 1 learning platform will be used per grade level: PK-2 (Seesaw) 3-12 (Google Classroom)
- Parents will continue to have access to all teachers, but only one teacher will contact parents to report any issues or concerns. This is in response to the request that the district streamline classroom communications to parents.
- Asynchronous instruction will allow students and families to access the learning at a time that works with their schedules. Asynchronous activities will serve as the basis for attendance for remote days.

## Online Resources

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We know that our families will need assistance from time to time with technology at home. If you are having issues with technology, please call our help desk at: 607-766-3800 or visit this website where you'll find resources for Chromebooks, student logins and learning platforms such as Google:

<https://sites.google.com/btboces.org/school-closure-technology-supp/>

Need help learning the features of Google Classroom or Seesaw? We know that parents want to be able to check student grades, assignments and messages. Check out these videos which point out important features for parents.

Google Classroom for Parents: <https://www.youtube.com/watch?v=IgS-hoSIjnw>



Seesaw for Parents: <https://www.youtube.com/watch?v=pzlrtDR84KY>



# Sample Schedule Breakdown

## SAMPLE HYBRID SCHEDULE

This schedule is an example of a hybrid student's weekly responsibilities.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Student participates in learning on campus from 7:55 AM – 1:40 PM	Student accesses asynchronous instruction. Synchronous (Zoom) interaction is offered at scheduled times.	Student participates in learning on campus from 7:55 AM – 1:40 PM	Student accesses asynchronous instruction. Synchronous (Zoom) interaction is offered at scheduled times.	Student accesses asynchronous instruction. Synchronous (Zoom) interaction is provided at scheduled times for all courses.

## SAMPLE FULLY REMOTE SCHEDULE

This schedule is an example of a fully remote student's weekly responsibilities.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Student accesses asynchronous learning. Synchronous learning is scheduled for one specific content area, i.e. ELA or Math. Opportunities for <u>one:one</u> meetings are available upon request.	Student accesses asynchronous learning. Synchronous learning is scheduled for one specific content area, i.e. ELA or Math. Opportunities for <u>one:one</u> meetings are available upon request.	Student accesses asynchronous learning. Synchronous learning is scheduled for one specific content area, i.e. ELA or Math. Opportunities for <u>one:one</u> meetings are available upon request.	Student accesses asynchronous learning. Synchronous learning is scheduled for one specific content area, i.e. ELA or Math. Opportunities for <u>one:one</u> meetings are available upon request.	Student accesses <u>asynchronous</u> instruction. Synchronous (Zoom) interaction is provided at scheduled times for all courses.