

BIONDI ELEMENTARY, MIDDLE, AND HIGH SCHOOLS **REMOTE LEARNING PLAN**

Teaching and Learning During Remote Instruction

In continued adherence to federal, State, and City health guidelines and federal and state laws regarding educating students with disabilities, we are continuing our Summer School remote learning plan for students receiving remote instruction during the regular school year. Since quality remote learning includes both synchronous and asynchronous instruction, the remote instructional model will include a mix of both as defined in this document. Additionally, this section outlines expectations about the instructional models we will use during remote instruction.

All Staff will be required to report to work daily during any period of fully remote instruction. Following CDC guidelines for social distancing, teachers and teaching assistants will conduct synchronous and asynchronous instruction from their classrooms. This will provide them with access to required instructional materials, newly enhanced technology, mutual instructional support, in-person and real-time guidance and support from their principals, and continuation of professional development.

In-person Instruction for Residential Students during any period of Full Remote

Specific Middle/High School Teachers, Teaching Assistants, Clinicians, and Residential Students' 1:1 TAs will be required to provide daily in-person instruction to Residential Students in available program spaces of the RTC and the Administration Building. This instruction will be provided in accordance with CDC guidelines for social distancing and will help ensure educational equity for our residential students.

What is Synchronous Instruction?

As part of remote instruction, synchronous instruction will occur daily. Synchronous instruction is defined as some live interaction between the teacher and a student or students each day at a scheduled time at the discretion of the teacher, communicated in advance to parents and students and in consultation with the site supervisor.

- Daily synchronous instruction can be done with the whole class, in small groups, or with individual students, as determined by the teacher.

- The teacher is responsible for determining the appropriate form of daily synchronous instruction, which may include but is not limited to the following live approaches using Google Meet, Zoom, and phone conferences, combined with real time discussion boards:
 - Daily social and emotional wellness check-ins with students

 - schoolwork progress check-ins with students

- Conferences with students or families
- In the case of live, whole class, small group and/or individualized live instruction, the teacher must establish the time for engagement

What is Asynchronous Instruction?

Asynchronous instruction will occur daily and serve as a complement to daily synchronous instruction. For instance, while some students are engaged in synchronous instruction, others may be engaged in asynchronous instruction and learning. Asynchronous learning means instruction and learning that do not occur at the same time for all students. This enables students to work at their own pace and allows for students to learn the same material at different times independently.

- Asynchronous instruction consists of daily tasks or assignments for students to work at their own pace as determined by the teacher and informed by student data.
- The teacher is responsible for determining the appropriate form of daily asynchronous instruction, which may include but is not limited to the following approaches:
 - Activities, assignments, or tasks
 - Projects
 - Discussion on Google Classroom
 - Email communication
 - Feedback on student learning

Teachers will create a work-day schedule in consultation with the building administration that includes but is not limited to:

- Synchronous whole and small group instruction and individualized student support
- Planning for asynchronous self-paced student activities, tasks, and assignments
- Monitoring student engagement and completion of asynchronous, self-paced activities
- Assessing student work and providing feedback to students
- Individualized or small group check-ins to support work progress
- Supporting students and families with navigating remote learning instructional materials and platforms
- Other duties related to remote learning

Since synchronous instruction may occur whole group, small group or with individual students, not every student will receive the same amount of synchronous instruction each day. The amount of synchronous instruction each student will receive will vary based upon academic and social emotional needs as outlined by the student's IEP.

In addition to the above, teachers will:

- Review student IEP goals participate in IEP meetings, and progress monitoring with students and parents accordingly. Provide progress notes and documentation mandated by the IEP.
- Work in coordination with other teachers, related service providers, and parents to develop and implement student programs and services
- Provide direction and guidance to teaching assistants in providing instructional support to students

Clinician's workday:

Clinicians will create a work-day schedule in consultation with the Director of Clinical Services that include but are not limited to:

- Synchronous individual and small group teletherapy and individualized student support
- Planning for asynchronous tasks
- Daily social and emotional wellness check-ins with students
- Individualized or small group check-ins to support work progress
- Participation in IEP meetings and documentation related to progress notes, FBA/BIPS and IEP mandates
- Other duties related to teletherapy

Remote Instruction

Grades 1-8

The following synchronous activities will occur daily:

- Instruction in ELA: 45 minutes per day of whole and small group instruction and individualized student support (iReady, *Reading Street, *Epic, Teacher Made Materials)
- Instruction in Math: 45 minutes per day of whole and small group instruction and individualized student support (iReady, *Happy Numbers, Teacher Made Materials)
- Other remote learning duties (social and emotional wellness or work progress check-ins, conferences with families, office hours): 20-30 minutes per day

*Grades 1-6

Grades 9-12

The following synchronous activities will occur daily for the specified times:

- Total instruction across sections/courses: 45 minutes per day of whole and small group instruction and individualized student support
- Total other remote learning duties (work progress check-ins, conferences with students, etc.): 30-50 minutes per day

Career and Technical Education

We work in close partnership with Bronx Community College and will follow their guidelines regarding in-person sessions for our security, HVAC, plumbing and office assistant programs. Our students will attend virtual synchronous sessions at the start of the school year. We have a salon in our school for our barbering and cosmetology program. We will utilize plastic barriers and all safety procedures as a regular salon would utilize to maintain minimal contact and safe spacing.

Athletics

We will follow the guidelines of the NYSPHSAA regarding Fall sports

- Delay fall sports start date until Monday, September 21st
- No regional and state championships
- Waive seven-day practice rule