



## Fact Sheet: Remote Learning

(Revised August 12, 2020)

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The TUFSD model is flexible, and it is built around students having continuity of instruction. Whether students are learning in our classroom or remotely from home, our flexible models follow the traditional school day schedule with slight modifications. The curriculum is consistent with what you would find in a typical school year, but is being presented in innovative ways to meet the unique times in which we find ourselves. Even though there are three different models, **learning is continuous.**

Equity is at the heart of our instructional decisions. Opportunities, aligned with New York State Learning Standards, are being designed so that they are accessible to all students. There will be times for students to interact and seek feedback and support from their teachers.

We understand that for remote learning to succeed, all TUFSD students must have access to reliable, high-speed internet at home and a working computer. In support of remote learning, the district will make computer devices available to students and teachers who need them. Needs will be assessed through the use of surveys - both paper and digital, administered to both students and staff - about ways to improve our 1:1 device program. This will ensure we have knowledge of the level of access to devices and high-speed internet all students and teachers have in their residence. All students and teachers in the TUFSD are given devices, so as to address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.

The district will provide students and their families with multiple ways to contact schools and teachers during remote learning, including email, telephone, and virtual learning platforms such as Google Classroom. There will be multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, to account for the diverse needs of our community's families.

Adequate access to a computing device and high-speed broadband is essential for educational equity. The TUFSD will determine the level of access all students and teachers have in their places of residence; to the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and provide multiple ways for students to participate in learning and demonstrate their mastery of the learning standards in remote and hybrid instructional model.

All Students are provided a chromebook. To support communication with all parents/guardians, the

district will ensure access to hotspot devices for families who qualify. Families who believe they qualify for the hot spots should contact Mr. Christopher Keogh, Director of Curriculum, Instruction and Technology, whose email can be found below:

Christopher Keogh, Director of Curriculum, Instruction, and Technology

[KeoghC@TuckahoeSchools.org](mailto:KeoghC@TuckahoeSchools.org)

The TUFSD will provide instruction on using technology and IT support for students, teachers, and families and will provide professional learning for teachers and leaders on designing effective remote learning experiences. Since all teachers will be teaching all students online, the TUFSD has increased broadband in the district and purchased all teachers microphones. We have also purchased additional tablets for our one-to-one program.

Our hybrid model is designed so that our teachers can deliver instruction simultaneously in-person and virtually. This requires classrooms be set up for videoconferencing capabilities and for students to have access to a personal device. On a given day, half the students in a class are in-person with the teacher and are maintaining social distancing. This is easier to accomplish due to the reduced capacity. Meanwhile, when the teacher provides live instruction, they do so using their device so that students at home can view the lesson and interact.

Students learning remotely can participate online. The flexibility of this model enables it to function for students who may not be able to attend class due to illness, quarantine, or isolation. It is important to note that the goal of this model is to make both the online and in-person experiences equal. Participation in class is necessary regardless of where and how students attend. Class sessions are not meant to be passive observations of a class video stream, but rather to have fully interactive engagements, including Q&A, group work, student practice work and, as appropriate, student presentations. The underlying design ethos behind our model is there is no loss of class time.

Over the summer, our steering committee has engaged in trial runs of these remote models. These have taken place during meetings and lesson simulations. We have identified areas in which teaching through this model poses challenges. These include communicating new concepts through a mask and balancing the delivery of instruction through both an in-person and virtual setting. We have addressed this through the purchase of lapel microphones, and have incorporated the sharing of best practices into our Superintendent's Conference Days. We expect that there will be a learning curve as these new models are implemented throughout the district, and are committed to supporting our teachers in this new endeavor.

## William E. Cottle Elementary School

Instruction will follow a traditional elementary school block schedule, and teachers will use an extensive variety of instructional strategies to promote successful learning for all students. Learning tasks and activities will be aligned with the instructional outcomes, and pacing of lessons will provide students the needed time to engage with challenging content and reflect upon their learning. Instruction will be differentiated to meet students' needs, and the inclusion of such programs as *i-Ready*, *STAR* and *Freckle* will provide additional opportunities for individualized support.

Class time may be used by teachers for introduction to content, direct instruction, guided practice, application of concepts taught, independent or group activities, review/reflection on learning, and assessment.

Students will access online courses or digital instructional materials used by teachers, such as Reading Wonders, Pearson EnVision 2.0 and PNW BOCES SS/ELA Curriculum and Foundations. In addition, Zoom or Google Meets video conferencing will be available to teachers for instruction and meetings. Assessment is integrated into instruction, and students and families will be aware of the school's expectations for participation, assessments, and grading. Building level administrators, counselors and office staff will monitor mandatory student attendance for both in-person and virtual learning times.

## Tuckahoe Middle and High School

With the block schedule, teachers can employ more varied or innovative instructional techniques. Despite the limitations of the modality, efforts will be made to decrease lecture time, and increase independent practice and guided inquiry. Teachers will be supported in their efforts to switch up activities after about fifteen or twenty minutes of class time have gone by. Teachers will be supported in rethinking lesson planning and instructional pacing.

A common technology platform will provide students access to online courses or digital instructional materials. Teachers will generally include software for creating course content, communication tools, assessment tools, and other features for managing the course. Zoom video conferencing will be available to teachers for instruction and meetings. Expectations for participation, assessments, and grading will be made clear and enforced at the school level. Attendance is mandatory for both in-person and virtual settings, and will be monitored by building level administration and counseling offices.