

RANDOLPH CENTRAL SCHOOL DISTRICT
RANDOLPH, NY



iLEARNING
GUIDANCE DOCUMENT

August 2020

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Overview:

It must be acknowledged that iLearning is not intended to replicate the magic of our classrooms in a digital environment. Nevertheless, with our significant investment in technology, and our willingness to integrate this technology into our instructional program, we are well positioned to create powerful learning experiences for our students from afar. Personally, and professionally, COVID-19 will continue to challenge us in ways that we haven't been challenged before. Let's face this disruption to our practice together, seizing opportunities and offering the best of ourselves to support each other and what's best for kids. Working together, we will come out of this safe, healthy, and even more skillful at using technology to personalize learning. Let us acknowledge that we all work hard, and that we will continue our commitment to the highest level of education during these trying times.

Essential Questions:

- How will students access instructional plans and materials?
- How will students receive assignments, submit work and get feedback?
- How will students collaborate with you and with each other?
- How will we collaborate to support each other and our students?

Goals of iLearning:

1. Lesson objectives are clearly communicated.
2. Content and skills will be reinforced and introduced in a variety of ways.
3. Opportunities to interact with the teacher or with other students via video, audio, chat, or discussions will be provided.
4. A variety of formative and summative assessments are intentionally planned, made clear to students, and timely feedback is given.

Instructional Guidelines

Instructional Delivery:

Supported Technology Platforms:

Teachers are encouraged to use a variety of found, and created, content to review and deliver new instructional material. The list below, although not exhaustive, contains ***district approved*** technology tools.

Elementary School (PreK- 6)	Jr./Sr. High School (7-12)
<ul style="list-style-type: none"> • Office 365 • Zoom • Schoology • XtraMath • Reflex Math • iXL • IRLA- Bookshelf and Toolkits • Epic • Wonders Online • Quizizz • Overdrive • Castle Learning • i-Ready • Edpuzzle • Kahoot! • Quizlet • NewsELA • Email • Remind • Blackboard (School Website) • Facebook • YouTube • Class Dojo 	<ul style="list-style-type: none"> • Office 365/Teams • Zoom • iXL • Castle Learning • i-Ready • Email • Remind • Blackboard (School Website) • Facebook • Nearpod • YouTube • Quizizz • NewsELA

Platform Considerations:

- In most cases, these platforms are familiar to students. By emphasizing these familiar platforms, students will have a more seamless iLearning experience.
- If a new platform is remotely introduced, allow time for introduction and exploration so as not to take away from learning.
- *Many web-based platforms are not compliant with educational privacy requirements. If a student must sign-in and provide any identifying information (birthday), secure prior approval from the technology department.*

Guidelines for the Structure of Learning:

Content teachers will be teaching by using NYS Standards, the BOCES created priority standards, and district approved data analysis.

Regional ELA Priority Standards

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
RI.3.3	RI.4.3	RI.5.2	RI.6.2	RI.7.2	RI.8.2
RL.3.2	RL.4.2	RI.5.3	RI.6.5	RI.7.3	RI.8.3
RL.3.3	RL.4.3	RL.5.2	RI.6.6	RL.7.2	RI.8.5
	RL.4.4	RL.5.3	RL.6.2	RL.7.3	RL.8.2
			RL.6.3		RL.8.3

Regional Math Priority Standards

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
3.G.2	4.NBT.5	5.MD.1	6.EE.3	7.EE.1	8.EE.5
3.NF.1	4.NBT.6	5.NBT.6	6.EE.7	7.EE.3	8.EE.8c
3.OA.3	4.NF.1	5.NBT.7	6.G.2	7.EE.4a	8.F.2
3.OA.8	4.OA.2	5.NF.2	6.RP.2	7.RP.3	8.F.3
	4.OA.3	5.NF.6	6.RP.3b	7.NS.3	8.F.4
			6.RP.3c		8.G.9
			6.NS.1		
			6.NS.4		

Schedule for iLearning:

Secondary (grades 7-12) Schedule:

Teachers will communicate with all families and students when assignments are due and changes to the schedule. Students will follow their normal schedule that is listed in PowerSchool.

Sample Elementary (grades Pre-K - 6) Schedule:

Teachers will communicate with all families and students when assignments are due and when online sessions will be held. A list of class times will be posted in One Note and teachers will post their schedules on their online platform.

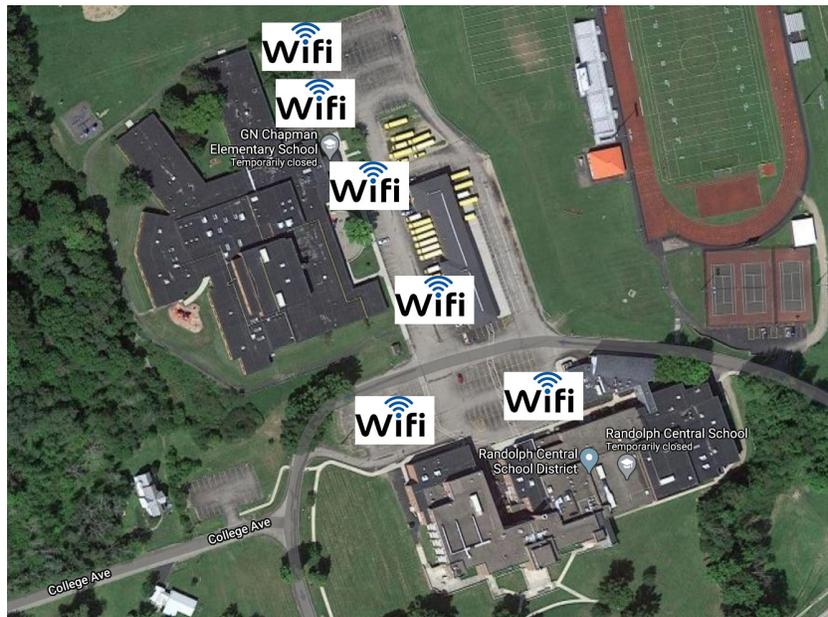
Monday	Tuesday	Wednesday	Thursday	Friday
ELA	ELA	ELA	ELA	ELA
Math	Math	Math	Math	Math
Science	Social Studies	Science	Social Studies	Science
Special	Special	Special	Special	Special

Posting Guidelines and Instructional Support:

- Asynchronous (recorded) daily lessons/activities will be posted as set by the teacher and communicated to the parents/students. The posting of these should be consistent each day/week.
- Teachers should not exceed 2 activities a day within a given block. (for example, an ELA lesson could include a phonics activity and a writing activity)
- Teachers are expected to support the education of students for a period of time each day that does not exceed the existing contractual day. It is understood that due to a variety of complicating factors, teachers will need flexibility regarding how this time is distributed throughout the day.
- Teachers will track student progress to ensure participation and check-in with students if students are struggling or non-participatory. Compassion and understanding should always govern decisions.
- The District will communicate with parents' clear expectations with regard to how they can best support their students during iLearning. Building administrators will continue to support the appropriate involvement of the parent community.
- Student attendance should be taken based on participation and/or submission of assignments.
- Teachers are expected to accommodate iLearning students as well as the students who do not have access to live technology through the use of jump drives. Teachers will email lessons to the school secretary as well as the building principal. These assignments will be distributed to the students. Once assignments are completed, teachers will receive assignments via email from the school building secretary or administrator.
- For students who cannot attend the live class, the teacher will provide a video of the lesson, or will contact the student via phone call.

Assignment Distribution:

- Students who have access to the internet, will use their device to access iLearning instruction. This will include attending online classes, receiving assignments, and handing in assignments to a teacher electronically. Assignments can be handed in via Schoology, Teams, email, Office 365, or Dropbox. Each teacher will communicate with their students on how to hand in assignments.
- Students who do not have internet access or a device, you will need to contact the school to pick up your device. There will be free Wi-Fi available in the following locations:
 - The RCS parking lot – please call (716) 358-7007 to receive the security key. Wi-Fi locations are available based on the map below.
 - The Randolph Free Library, 26 Jamestown St, Randolph, NY, The Kennedy Free Library, 649 2nd St, Kennedy, NY, The Ellington Farman Library, 60 Thorton Rd, Ellington, NY, The Salamanca Public Library 155 Wildwood Ave, Salamanca NY, and the Seneca Nation Library 830 Broad St, Salamanca, NY.
 - A limited number of hotspots are available, please contact the RCS Information Technology Department to discuss you needs – (716) 358-7077
- If students have difficulties with their provided device(s), please contact (716) 358-7077 or email techsupport@randolphcsd.org.



Recommended Total Lesson/Activity Times:

Grade	PK	K-1	2	3-4	5-6	7-12
Time spent by student on specific class during that day	15 minutes per lesson 3 classes per day +IRLA Total: 60 mins/day	15 minutes per lesson 4 classes per day +IRLA Total: 75 mins/day	20 minutes per lesson 4 Classes per day +IRLA Total: 95 mins/day	25 minutes per lesson 4 Classes per day +IRLA Total: 115 mins/day	30 minutes per lesson Up to 4 Classes +IRLA Total: 135 mins/day	Students will follow their normal PowerSchool Schedule

Lesson / Class Guidelines:

A predictable daily format will help students navigate this new way of learning. Consider these important components as you design and post each learning experience:

- Purpose: The objective of the lesson
- Agenda: Map of expectations for lesson
- Instruction: Clear and specific guidelines for students to follow
- Engagement: Ways for students to actively participate (practice, discussion, reflection, application, connection)
- Assessment / Feedback: Opportunities to check in on student learning
- Exceptions from the time frame are any advanced, college credit bearing course
- Grading of assignments will follow the individual classroom grading scale

Professional Support for Staff:

- Building and District leadership will continue to support and oversee the teaching and learning process. In order to support the teaching and learning process as well as the professional learning of staff, administrators may request access to iLearning experiences and student instructional plans as necessary.
- Leadership and staff will continue to partner to support student learning and engagement.

- The District will communicate with parents the clear expectations with regard to how they can best support their students during iLearning. Building administrators will continue to support the appropriate involvement of the parent community.

Professional Connections and Support for Students:

- How will we collaborate to support each other and our students?
 - Grade level teachers of the same subject will offer consistency within reason.
 - Teams may share lessons to assist in workload.
 - Teachers should feel connected with colleagues of the same subject/course and are encouraged to maintain these professional connections.
- Give the students learning that can be done without a device as much as possible. Lessons should capitalize on the home environment. Reduce screen time and include physical activity as much as possible.

Special Area Teachers:

- At the elementary level, special area teachers (Art, Music, STEAM and PE) will teach their classes based on the model above. Special area teachers will work with the students and families to provide weekly activities.
- At the secondary level, elective teachers teaching a class that is a middle school requirement, high school graduation requirement, or college class will meet regularly at their normal PowerSchool scheduled time. All other electives will meet on Wednesdays. Teachers will post the times in their Teams page for each class.
- All special area teachers can hold a zoom meeting or require assignments to be done. If that is the case, the teacher must communicate with the families of the expectations.
- Librarians will provide instructional support for technology integration and iLearning.

Special Education Teachers:

- Special education teachers will continue to support students on their assigned caseload.
- Special education teachers will continue to collaborate with their cooperating teachers to ensure equitable access to instruction.
- To the extent possible, Special Education teachers will continue to support the Individual Education Program (IEP) plan for each student.

Specialists and Interventionists:

(Reading, Math, Speech and Language Pathologist, Occupational Therapist, and Physical Therapist)

- Specialists and interventionists will develop a distance learning instructional plan to meet the needs of each individual student on their caseload.
- Specialists and interventionists will structure communication plans to work with students and parents.
- To the extent possible, related service providers will continue to support the Individual Education Program (IEP) and 504 plans for each student.

Counselors, School Psychologists, and Social Workers:

- Counselors, school psychologists, and/or the social worker should focus on the academic progress and social-emotional well-being of students during iLearning.

- Counselors, school psychologists, and/or the social worker may need to advocate for modified iLearning expectations for students who are unable to advocate for themselves.
- Teachers may contact counselors, school psychologists, and/or the social worker if a student needs social or emotional support, and the counselors, school psychologist, and/or social worker will follow up as necessary.
- Counselors, school psychologists, and/or the social worker are available to families and students to offer assistance with the challenges of iLearning and will respond and support as much as they can from afar for other low-level social/emotional needs. High School Counselors will continue to support during the post-secondary admissions process.
- Counselors, school psychologists, and/or the social worker should clearly communicate to all students their availability to connect if students are sad, overwhelmed, frustrated, or confused.
- Counselors, school psychologists, and/or the social worker will be available to staff to confer about student progress.
- To the extent possible, counselors, school psychologists, and the social worker will continue to support the Individual Education Program (IEP) and 504 plans for each student.

Teaching Assistants and Teacher Aides:

- Teaching assistants and aides will continue to serve as a resource for our students and teachers. They will provide feedback to our students and help assist teachers.
- Teaching assistants and aides will be assigned student(s) with whom they will conduct daily check-ins (with the guidance of the teacher) to support student learning.
- Where applicable and appropriate, teaching assistants and aides will be included and participate in the iLearning environment.

Nurses:

- Nurses will continue to support the physical well-being of our students during iLearning.
- Nurses will continue to stay informed and participate in updates on the emerging developments which may impact our school community.
- Nurses will medically clear students for sports.
- Nurses will consult with families regarding school attendance parameters and specific needs.

Faculty/Staff Availability:

We recognize that synchronous opportunities for student-teacher interaction are an important part of the teaching and learning process. We also realize the complexity of this in the virtual environment. All educators will be available and will identify how they will engage in the opportunity daily, timely and through feedback. Acceptable platforms may include video-conferencing, conference calling, a discussion board, chatroom, etc. This time may be structured by appointments or drop-in interactions as appropriate. Each teacher will communicate with students their specific availability during the school day, providing and posting an announced opportunity each day for students who need direct instruction.

CPSE, CSE and 504 Meetings:

Teachers will be available for scheduled CPSE, CSE and 504 meetings that can be performed by phone and/or video conference. Teachers will not be required to activate their device camera in these cases. Every effort will be made to evenly distribute these responsibilities.

NYSED Regulation and Law:

All provisions described are subject to change based on changes to NYSED Regulation, mandates, or changes to State Law.

Gail N. Chapman Elementary School iLearning Teacher Class Schedules will be posted in Schoology.

Randolph Jr. /Sr. High School iLearning Teacher Class Schedules will be posted in PowerSchool.