

TRCS 2 Remote Instruction Plan Addendum to District Emergency Response Plan

The Renaissance Charter School 2 has developed an emergency remote instruction plan, based on the school's successful Remote Learning Program implemented in school year 2020-21 and sustained through school year 2021-22, during The COVID-19 Pandemic.

In the event of school closure due to an emergency, when in-school instruction would normally take place, TRCS2 will provide a **"100% remote learning program"** in which all students will engage in direct and interactive online learning from their home with TRCS2 teachers providing instruction over Zoom or a similar online platform and using Google Classroom and other online learning resources. The remote learning program will mirror the program of the in-person instructional day it replaces.

Communication

The school community will receive official notification with information of school closure due to an emergency and the implementation of the remote instruction plan for the period of closure.

Remote Instruction Program Design

TRCS2 will provide a rigorous standards-aligned educational program to all students through virtual means. In this model, all TRCS2 students will engage in synchronous and asynchronous online learning in all subjects and will participate in daily online advisories and interactive, project-based learning. In implementing this mode of instruction, TRCS2 will provide students with meaningful learning experiences that are substantially similar to those that students would engage in in the physical classroom. TRCS2 will provide "live," synchronous online instruction through Zoom or other remote learning platforms. Live teacher-facilitated Zoom classes will be delivered in "real time" to students learning from home, and they will be recorded and made available to students to reinforce learning and help address "screen fatigue." TRCS 2 students will also engage daily in online community-building activities including Morning Meetings, Advisories, Read A-louds and Closing Circles that will support social emotional growth and help them develop social and interpersonal skills.

Students will also be able to interact with teachers during online office hours, and they will participate in project-based learning, field learning and related learning experiences through distance learning technologies. Students will also be able to access online counseling, tutoring and other supports.

Students and families will be notified by teachers and support staff by email with their class schedule for the day and Zoom links. Attendance will be taken during every class and recorded on PowerSchool.

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Technology and Connectivity

Technology is essential to both the Emergency Remote Instruction Plan and the overall academic experience at TRCS 2. All students participate in a curriculum that can be delivered digitally, whether in the classroom or at home. All students and staff members have access to technology (Chromebooks and conventional laptops) to support digital learning, both in the classroom and at home. Students and staff members can utilize their school-issued devices to deliver and participate in remote instruction, as well as a personal computer or device, that is appropriate for learning.

Additionally, TRCS 2 maintains a large inventory of Chromebooks sufficient to cover breakages, failure and other contingencies.

Students will utilize their own internet when participating in remote learning at home. In situations where students do not have internet access, TRCS 2 will provide information to families regarding public access points and/or reasonable accommodations to ensure that students are able to receive instruction. TRCS 2 maintains an active list of students and families who have technological needs and limited internet access at home.

In situations where the school building can be accessed by staff, TRCS 2 may maintain a minimal on-site staff to issue technology to families who need a device for use at home, especially during extended periods of remote instruction. During these periods, families are reminded regularly that they can stop by the main office to help resolve any technical issues. Additionally, TRCS 2 maintains a technological support team that can provide support on-site and remotely to resolve certain issues. School based operational staff will reach out to non-responsive families to determine why their children did not attend virtual school.

As has been the case in the past, TRCS 2 leadership will continue to monitor weather and world events to ensure as smooth as possible transition to remote learning prior to an actual declaration.

Special Education, ELLs, and Student Support

TRCS 2 will ensure that all students are offered remote that mirrors in person instruction inclusive of Special Education and ELL students. Zoom allows for small break-out groups so that teachers, teaching assistants, SPED, and ELL team professionals can continue to utilize small-group instruction. TRCS 2 will continue to provide accommodations as prescribed by the student's IEP, and TRCS 2 will continue to partner with families and the NYC DOE's Committees on Special Education (CSEs) to secure academic and related services that are provided to certain students by agencies that the school

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partners with. The school cannot guarantee that these services will be provided in the event of extraordinary circumstance that may prevent access by providers.

TRCS 2 also has social workers that are available to support students who are struggling or need to talk through whatever issues they may be struggling with.

Expectations of Faculty and Staff to ensure sufficient Remote Instruction Time for Students

The typical instruction schedule discussed above, when paired with asynchronous work assignments, online educational resources and any supplemental 1:1 or small group meetings are equivalent to the in-person instructional day length. Administrators and support staff monitor and ensure remote instruction time expectations are met. Operations staff will track attendance and contact students who are missing remote instruction to determine what obstacles may be impacting their presence in online learning. In the case of longer term remote learning periods, TRCS 2 may pursue a similar in-person remote learning arrangement such as we implemented during the extended COVID closures.