

Rochdale Early Advantage Charter School (REACS)

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Ms. T. Muniz, Business/Ops. Manager
Purpose ~ Passion ~ Proficiency

School Schedules

Schools must create a comprehensive plan for a schedule that includes:



In-person Instruction



Remote Instruction



Hybrid Instruction
(in-person and remote)



Plans should be clearly communicated with as much advanced notice as practicable to students, families/caregivers, and staff.

In our model we will maintain our curriculum and instructional approach, provide as much consistency as possible for students and teachers; and prioritize accessible, engaging and rigorous standards aligned curriculum, clear systems, routines and structures, and a predictable schedule; and community building. Therefore, our instructional priorities are to:

- ensure equity of access to high quality instruction (i.e. leveraging technology)
- address learning gaps and academic needs
- address social-emotional needs
- create space and time for community building
- maintain Core Value informed learning and instruction
- provide small group instruction

- provide individualized support and feedback
- be responsive to current events
- continue to identify best practices for our blended learning and fully remote cohorts and make adjustments accordingly

In our continuity of learning plan, we have highlighted that our objective regarding instruction is to maintain our curriculum and our instructional approach; provide as much consistency as possible for students and teachers; and prioritize accessible and engaging curriculum, clear systems, routines and structures, a predictable schedule and community building. Additionally, we will maintain the integrity of our school model which includes: co-teaching, including shared planning, instruction and assessment; community building; and building relationships and clear communication with students and families.

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Guiding Principles for Ensuring Continuity of Learning for Our Scholars

- **Teacher Responsibility.** Teacher's primary responsibility is to ensure that teaching and learning is prioritized for students, and that we have sufficient flexibility in our instructional practices to ensure that our students continue to learn and grow in the event of a school closure.
- **Designing for Different Age Groups.** Instructional design and plans for support must be aligned with the skill level of age groups.
 - For example, those serving the K-2 might have to consider creating instructional materials for both students and parents, while our older students are more likely able to successfully maintain independent learning.

- Supporting System Training. Training is necessary for faculty, staff, students, and parents on the use of continuity of learning systems to ensure fidelity and accessibility. (Google Classroom, Swivl, Flipgrid, etc.)
- Ensuring Accessibility. Not all students have access to the Internet, phone lines, TV or radio reliably, or at all, during a prolonged school closure or student absence. Additionally, within a diverse-by-design culture, socioeconomics may be a barrier to access. We must also account for students with special learning needs as much as possible. Our scholars have been given individual devices to utilize.
- Accessibility is a core planning principle.
- We will use Google Classroom, ClassDojo, and Zoom unless we find a platform that is more robust and suitable to our needs.
- Most instruction will be live, and to closely resemble a school day.
- Live instruction will include mini-lessons, but also prioritize small group instruction and individualized instruction, much like instruction in the physical classroom.
- Effective Continuity of Teaching and Learning requires a clear flow of communication and meeting structures

We will hold Office hours as it is a core structure of our school. Office hours are a time for parents/students to ask questions about assignments and to receive extra help. Parents and scholars can reach out to the teachers during this time at the end of the school day.

