



Genesee Community Charter School
at the Rochester Museum & Science Center

657 East Avenue · Rochester, NY 14607 · (585) 271-4552 x 460 ·
www.GCCSchool.org

Phase III: Strategic and Consistent Curriculum and Instruction from a Distance

Phase III (beginning the fourth week of closure) is designed to ensure students are receiving consistent and targeted instruction that builds on three new goals for remote instruction:

1. To reignite student engagement through multi-disciplinary expeditions
2. Increase rigor using project-based learning
3. Focuses on deeper learning through culturally-responsive instruction (based on Zaretta Hammond's work)

The benefits of remote instruction allow students to have stronger engagement through the use of a device and teachers can receive immediate feedback on student understanding through the use of online platforms. Additionally, teachers and students strengthen relationships by being able to share personal and cultural connections on a new and virtual level. For instance, teachers can introduce students to their homes showing their pets and perhaps interacting with their own children. These natural opportunities to connect on a cultural level allow teachers to respond to student interests more deeply than they would in the classroom. Therefore, teachers will be utilizing their new-found information to support deeper cognitive instruction that spark student interest and engage in more challenging tasks such as academic puzzles and vocabulary word sorts. Teachers will utilize their homebase platforms for daily “exit tickets” and quizzes to assess understanding. i-Ready, Epic, and Zearn (among other targeted skill-based applications) will continue to be utilized as a form of skill practice and assessment of learning.

Teachers will create online ELA and Expedition lessons that are specifically aligned to standards that were already part of curriculum plans for the third trimester this year. A predictable daily and weekly schedule will be created that ensure students are receiving a balance of subject areas each day totaling approximately 2-3 hours of instruction daily. Families will receive information regarding “priority” instruction daily so they can guide their children to accomplish extremely important instruction first if they are unable to complete all of the coursework for the day. Priorities will focus on reading and math most of the time. For families who are unable to have full online access, teachers will support students by providing additional packets of similar work and one adult will be assigned to tutor students by phone each day. Additionally, the Special Education and Instructional Intervention Task Force Crew will convene with teachers frequently to ensure lessons are meeting student IEP goals, 504 accommodations, and are supporting vocabulary and language development. Naturally, some 504 accommodations will be met through online instruction (such as “preferential seating, extra time on assignments, separate locations for assessment”), however, the Coordinator of Special Education will individually speak with families about accommodations that need to be met while at home. Special education teachers and intervention specialists will also provide individualized instruction on a daily basis using IEPs and 504 plans as guides for support.