

North Collins CSD Hybrid/Remote Learning

August 14, 2020

North Collins CSD will provide clear opportunities for equitable instruction for all students; ensuring continuity of learning regardless of the instructional model used; providing standards-based instruction; ensuring substantive daily interaction between teachers and students; and clearly communicating information about instructional plans with parents and guardians.

- North Collins CSD will have a continuity of learning plan for the 2020-2021 school year. Such a plan will prepare for in-person (Plan A), remote (Plan C), and hybrid (Plan B) models of instruction.
- Instruction will be aligned with the outcomes in the New York State Learning Standards.
- Equity must be at the heart of all school instructional decisions. All instruction will be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities will be aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.
- North Collins CSD will have a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information will be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

PowerSchool will be used to track completion of assignments, grading and attendance. The district will return to grading protocols, policies and procedures in place prior to the closure in March. Work assigned during the remote days will be graded as determined by the classroom teacher. Our district reopening plan provides for a program that includes regular, substantive interaction between teachers and students whether delivered through in-person or remote models of instruction.

Teacher/Student engagement will take place on a daily basis during remote instruction. Certified teachers will provide educational materials to keep students engaged on remote learning days. Examples of teacher/student engagement during remote instruction could include the following:

- Connecting during office hours
- Participating in a Google Meets
- Submitting assignments through Google Classroom
- Return of materials/completed assignments
- Contacting the teacher through Google Suite
- Participating in discussion boards
- Completing a question of the day
- Providing feedback to students on completed assignments
- Remote instruction may include NON Digital activities depending on the availability of devices, home connectivity and/or ability level

North Collins Elementary School Hybrid Plan - Remote Components

Remote Learning capacity:

- Chromebooks will be distributed to all 294 students in Grades K-6
- iPads will be distributed to all 24 students in PreK
- MiFi devices will be made available for families who lack internet access
- Paper materials will be distributed to the extent possible for students who have neither a device nor consistent access

Remote Expectations:

- **All students** will be required to:
 - Sign into small-group, online sessions for 30 minutes per day on alternate Green/Gold remote days.
 - Sign into full class and small group sessions on Wednesdays.
 - complete classwork on 3 virtual days. The format of this work may be electronic or paper-based.
- **Classroom teachers** will be the primary planner & tracker of this work.
- **Remote Teachers** will assist by holding small group virtual meetings on alternating days for Green/Gold groups. They will check in on students' wellbeing, take attendance, ask if there are any questions regarding assignments, and use grade-level materials to review skills and concepts during these times. They will deliver the agreed upon instruction in coordination with the classroom teacher.

Classroom Teacher	Remote Small Group Teacher	Student
<ul style="list-style-type: none"> ✿ Plan lessons/provide instructional materials for all students (Minimum of 3 ELA and Math Lessons a Week. Social Studies/Science and SEL is expected to be once a week.) ✿ Plan and deliver in-person instruction (M, T, Th, F) ✿ Plan and deliver whole group & small group instruction on Wednesdays ✿ Hold "office hours" on Wednesdays ✿ Take attendance daily 	<ul style="list-style-type: none"> ✿ Take attendance (email teacher or put in Powerschool) for small groups(4x weekly) ✿ Welfare checks with students in small groups (4x weekly) ✿ Use grade-level materials to review skills and concepts with students in small groups (4x weekly) ✿ Materials will be provided by the classroom teacher, but collaboration is encouraged 	<ul style="list-style-type: none"> ✿ Attend in-person instruction (2x weekly) ✿ Sign onto small group instruction on opposite days (2x weekly) ✿ Complete electronic or paper-based work on 3 remote days ✿ Sign in to whole group and small group instruction on Wednesday (1x weekly)

Building relationships and making connections:

As we return to school it is critical that we focus on building connections with students and families. Everything else comes second, a distant second. Under normal circumstances, teachers and staff quickly build relationships through “all about me” activities and Open House Night. With limited time in person and no Open House, focus energy and time building relationships with students and families. Use class time to learn students’ names, learn about their pets, passions, and playtime. Use the virtual tools to listen to families. Let them learn about you as well. As Dr. James Comer said, “No significant learning can occur without a significant relationship.”

Attendance:

Attendance will be taken daily. Students will be marked present for attending in-person instruction, attending virtual meets, and will be given attendance credit for completing assignments. Students are expected to put forth their full effort to continue studies from home for all classes on the student's schedule. Students who do not participate will see a negative impact on their report card grades and are in danger of repeating the grade level. In Grades 4-6, it is the student's responsibility to communicate if problems are limiting participation. In Grades PreK-3, it is expected that the parents will bear responsibility to communicate if problems are limiting participation. School should remain a primary time commitment of the student on each and every school day.

Alternating Green/Gold Small Group Schedule and Flexible Grouping:

All students following the Hybrid Model will be placed in either a Green or Gold Group, which will determine the days of in-person and remote instruction. Students will receive in-person classroom instruction from their assigned homeroom teacher. Remote instruction will be delivered by a second faculty member, under the direction of the homeroom teacher. The homeroom and secondary teachers will collaborate regularly to assure continuity of instruction.

Definitions:

- Asynchronous - Taking place at different times. For example, the teacher posts an assignment on Monday that is due Thursday. The student works on the assignment on Tuesday and Wednesday for the Thursday submission.
- Synchronous - Taking place at the same time. For example, the teacher sets up a Google Meet at 9:00 AM on Tuesday and the students log on at 9:00 AM on Tuesday to attend virtually. Both the teacher and student are working through the same lesson at the same time.

All School Virtual Day Expectations:

Wednesdays and days during school closures will be completely virtual for teachers and students. It is important that a consistent schedule is set-up and adhered to between teachers at each grade level. Virtual platforms must include both synchronous and asynchronous learning opportunities. Synchronous opportunities should ideally include both whole group and small group instruction. The minimum expectation for synchronous learning FOR EACH STUDENT is a minimum of 40 and a maximum of 120 minutes a day, plus office hours for support. The district recognizes that younger students (grades PK-1) benefit from more hands-on activities and will need time to build stamina for longer periods of virtual, video-based instruction. Additionally, students in grades PK-1 need substantially more parental support to access video conferencing platforms.

Remote Learning-All School Virtual Day Expectations:

- Total Time Per Day should be at least 5 hours of instruction (synchronous and asynchronous)
- Synchronous Remote Instruction
 - Minimum of 3 Hours Synchronous Instruction Per Week
 - Maximum of 5 Hours Synchronous Instruction Per Week
 - Can be provided as small group or whole class instruction

Examples of **synchronous** learning schedules for grades K-3:

	Example 1	Example 2	Example 3	Example 4 (PK-1)
Early Morning	SEL Morning Meeting (30 minutes)	SEL Morning Meeting (30 minutes)	SEL Morning Meeting (30 minutes)	Green Group Instruction (20 minutes)
Late Morning	Small Groups (4 groups/30 minutes each)	Small Groups (4 groups/30 minutes each)	Small Groups (4 groups/30 minutes each)	Gold Group Instruction (20 minutes)
	Prep/Lunch	Prep/Lunch	Prep/Lunch	Prep/Lunch
Afternoon	Whole Class meeting Science/Social Studies Focus (30 minutes)	Individual Sessions (rotating schedule for assessment in younger grades) 30 minutes	Whole Class Meeting (30 minutes)	Time for individual conferencing (2 hours)
				Whole Group Session (20 minutes)
Live Teacher Total Online Time:	3 hours	3 hours	3 hours	3 hours
Office Hours	2 hours	2 hours	2 hours	2 hours
Student Total Time:	90 mins	60-90 mins	60 mins	40 mins

Example **Synchronous** Layout for Grades 4-6

	Example 1	Example 2	Example 3
Early Morning	SEL Morning Meeting (30 minutes)	SEL Morning Meeting (30 Minutes)	Gold Group Instruction (60 minutes)
Late Morning	Small Groups (4 groups/30 minutes each)	Small Groups-Literature Circles(4 Groups/30 Minutes Each)	Green Group (60 minutes)
	Prep/Lunch	Prep/Lunch	Prep/Lunch
Afternoon	Whole Class meeting Science/Social Studies Focus (30 minutes)	Small Groups (2 Groups/30 Minutes Each) or 1 whole class lesson 30 minutes	Whole Class (30 Minutes)
Live Teacher Total Online Time:	3 hours	3 ½ to 4 hours	2 ½ hours
Office Hours	2 hours	1-1 ½ hours	2 ½ hours
Student Total Time:	90 mins	60-90 mins	90 mins

Asynchronous Instruction

- English Language Arts and Math Assignment Daily
- Science and Social Studies Weekly
- About 1-2 Hours Per Day
- Minimum of 5 Hours Asynchronous Instruction Per Week
- Maximum of 10 Hours Asynchronous Instruction Per Week
- Examples

	<u>Remote Learning M/T</u>	<u>Remote Learning W</u>	<u>Remote Learning Th/F</u>
<u>Social Emotional Learning</u>	-Google Form Check-in -Digital Journal -Second Step Supplemental Materials	-Google Form Check-in -Digital Journal -Second Step Supplemental Materials	-Google Form Check-in -Digital Journal -Second Step Supplemental Materials
<u>English Language Arts</u>	-Grammar -Spelling/vocab -Close Reading and Skill Practice -Project-based Learning	-Grammar -Spelling/vocab -Literature Circle Role	-Grammar -Spelling/vocab -Close Reading and Skill Practice -Project-based Learning
<u>Math</u>	-Morning Work -Think Central Lesson with Independent Practice -Go Math reteach pages for lesson previously taught lesson -Go Math Homework	-Morning Work -Independent Practice	-Morning Work -Think Central Lesson with Independent Practice -Go Math reteach pages for lesson previously taught lesson -Go Math Homework
<u>Science/Social Studies</u> Teach only one of these subjects at a time within a unit and provide project based assignments.	-Presentation of Content -WebQuest -Digital Task Cards -Project-based learning -Mystery Science -Scholastic News	-Scholastic News	-Presentation of Content -WebQuest -Digital Task Cards -Project-based learning -Mystery Science -Scholastic News

- **Classroom Resources Available to Teachers**

- Small Group and Whole Group Instruction
- Flipped Classroom Approach
- Technology Resources (suggested list)
 - Google Classroom
 - Zoom or Google Meet
 - Nearpod (Interactive Presentations)
 - Commonlit.org (Thousands of Supplemental Resources and Activities and Book Pairings)
 - Think Central Interactive Lessons
 - Accelerated Reader
 - Reflex Math
 - WebQuests
 - Digital Task Cards
 - NewsELA
 - TedEd
 - Readworks
 - Lexia
 - Mystery Science
 - Scholastic News
 - Brainpop
 - Boom Cards
 - Plickers
 - Epic!
 - Amplify Science

Examples of Weekly Layouts:

Green Group

Monday	Tuesday	Wednesday	Thursday	Friday
Teach SEL using Second Step curriculum, Math, Reading, Writing in person NEW LESSONS	Provide assignments and materials for remote instruction	Virtual Day	Teach Math, Reading, Writing in person NEW LESSONS, Teach Science or Social Studies	Provide assignments and materials for remote instruction

Gold Group

Monday	Tuesday	Wednesday	Thursday	Friday
Provide assignments and materials for remote instruction	Teach SEL using Second Step curriculum Math, Reading, Writing in person NEW LESSONS	Virtual Day	Provide assignments and materials for remote instruction	Teach Math, Reading, Writing in person NEW LESSONS, Teach Science or Social Studies

Virtual Instruction Idea Bank:

- Wednesdays could be a great day to utilize Scholastic News/Science Spin with the younger grades
- Virtual MVPs- one student of each color group is that week's MVP. Schedule an individual Google Meet with just them, let them share something during a whole group meeting, etc.
- Prioritize the curriculum: reading and math take place every day. Science/ social studies once a week. Integrate if possible.
- Provide a Weekly Plan to parents regarding what topics will be covered and what work will be completed during remote learning days
- Must Do/May Do Checklist for Students
- Different Classrooms for Green and Gold Groups on Google Classroom
- Weekly Due Dates
- Missing Work/Corrections Document
- Bitmoji Classrooms

Framework for a Hybrid/Remote Learning Model

Junior-Senior High School

Remote Learning Capacity:

- Chromebooks will be distributed to all students in grades 7-12.
- MiFi devices will be made available for families who lack internet access.
- Paper materials will be distributed on a limited basis as necessary.

Learning platform for all classrooms: GOOGLE CLASSROOM

*All teachers will set up a google classroom for their students to access materials and videos.

Tools in the G Suite platform include Google Classroom, Google Docs, Google Slides, Google Meet, and much more. As a resource designed specifically for educators and students within the K-12 environment, multiple opportunities exist for the effective organization of content and resources and the delivery of teaching and learning, providing feedback to and collaborating with students, and connecting and communicating with students in interactive and engaging ways. In addition, G Suite's streamlined yet dynamic structure allows for ease of use, accessibility, and customization. Other valuable learning and communication tools also work seamlessly with the platform, so the development of comprehensive, rich, and robust learning experiences can be achieved.

Communication Plan for Jr/Sr High teachers with students/families:

- Teachers make and share a weekly agenda with students on google classroom or google calendar.
- Teachers respond to emails/phone calls in a timely manner.
- Teachers set up Remind classes (with students and/or parents) in order to prompt students to participate in remote classes and complete assignments.
- Teachers utilize Google Classroom and/or Calendars to share Google Meet/Zoom meeting days/times.

Plan for IEP and 504 implementation

- Teachers will communicate with special education case managers for IEP students to ensure that student's individual needs are met.
- Students will receive their resource room instruction in school and remotely.
- Students with 504 plans will continue to receive their accommodations as appropriate both in school and remotely.
- Teachers will consider alternate options for submission of work and support when necessary.

Grading

- Teachers and students will be held to the same standard as pre-covid in terms of teaching, completing assignments and grading.
- Teachers will choose their grading scales and/or total points for their individual classrooms. This information will be communicated to students and families via syllabus.
- Attendance and participation grades may be given for remote assignments and meetings.

Plan for submission of work

- Teachers will use digital submission of assignments whenever possible.
- Teachers will communicate the method of submission of assignments.

For the days in which students will be learning in school:

Students will be following their school schedule with additional time between classes for cleaning and sanitation. It is expected that students will bring all required materials, especially their school-issued chromebooks. Students will have limited access to their lockers in order to maintain social distancing.

For the days in which students will be learning remotely:

A remote online learning model will be implemented when students access their learning through a distance or virtual learning model in lieu of participation in the hybrid model. This model incorporates the following:

- *Synchronous learning* - direct instruction and engagement facilitated by the teacher/educator remotely, happening in real time.
- *Asynchronous learning* - digital instructional materials and resources provided by the teacher/educator to students for their individual access (e.g., recorded and video-based lessons); can be revisited on multiple opportunities if desired or needed.
- *Independent student practice* - meaningful engagement of students as they apply the skills and strategies gained and demonstrate understanding of their learning; also includes engagement with resources and activities not requiring a device.
- *Office hours/support for students and parents* - opportunities for students and parents to interact directly with the teacher for any additional assistance needed or to ask questions.

[Expectations for Video Conferencing](#)

Teachers will be utilizing one or both of the following methods for remote instruction:

Synchronous Learning (Live Streaming lessons)

- **Live Streaming** - teachers will have the option to live stream their lessons during the scheduled class time. Both in-person and remote students will participate in the class simultaneously. Students who are remote will need to use links from their Google Classroom or calendar to join the Zoom or Google Meet.
- **Attendance** - every teacher will have a plan to certify student attendance each day, and a plan to address lack of attendance and/or engagement.
 - Attendance will be taken at some point during the lesson either by the teacher or another way (google form submission, game login, etc.) Teachers will explain on their syllabus how they will take attendance remotely.
 - [Student Attendance Rubric Example](#)
 - IF students are not attending classes remotely, teachers may:
 - Set up Remind in order to send students reminders or prompts to log-in for their meeting.
 - Check-in with students on their regular school days regarding expectations to attend remote classes.
 - Make phone calls or email to parents and/or students.
 - Make-up Assignments
 - If students have an excused absence (even on remote days), they will have 5 days to make up an assignment.
 - If students do not have an excused absence, then no make-up assignment has to be given (see the code of conduct for more information)
- **Student Participation and Engagement**
 - Students will be expected to participate and engage in remote learning meetings and activities.
 - Some possible ways that teachers will engage students:
 - Google form submission (answer a question)
 - District provided white boards (hold up while attending google meet or zoom)
 - Electronic whiteboards
 - Play a game: kahoot, quizlet live (individual instead of team), quizizz, etc...
- **Plan for technology interruption**
 - Students should communicate to their teacher that they are having issues with accessing remote instruction through email or Remind. If they cannot do either of those, they should call the main office and inform them.
 - Students will have the phone number to join Zoom/Google Meet in case they cannot connect with their chromebook.

- If you need technical support with your chromebook, contact the main office.
- Teachers who are live streaming will ensure that there is a back-up plan in place.

Teachers may:

- Record one class daily to post online prior to 2:30 that students can watch if they cannot attend class period due to technology interruption or illness
 - Provide an alternate assignment.
- **Assessments** - multiple types of assessments will be used during hybrid learning including the following:
 - Formative assessments - teachers check for understanding during lessons in order to provide appropriate feedback for students (this can be done remotely and in person).
 - Alternative types of assessments - projects, essays, research papers, etc.
 - Giving assessments remotely - castle learning; google forms, quizizz, etc..
- **Wednesday Synchronous Day**
 - All students are remote on Wednesdays. All teachers will be live-streaming or meeting via Zoom or Google Meet during their regular scheduled class time. All students will be expected to attend and participate.
 - Office hours will still be held from 2:25 - 2:59.

Asynchronous Learning on remote days

- Occurs through Google Classroom without real-time interaction.
- Attendance/Participation rubric may be used - a plan to certify student attendance each day (36 minutes of learning each day). [Link](#) to example.
 - Students achieve their attendance (36 min per day) on remote days by completing work assigned (for example: watching videos and answering questions, submitting a google form, submitting reflections, remote journal entries, etc...)
- Daily Office Hours: All teachers will have daily office hours from 2:25-2:59 for students who are remote that day. Students who are struggling with a remote learning assignment should attend those office hours for help. If a teacher invites a student to attend, they should be there. If not, it's the same as not showing up for 10th period while in school and a disciplinary referral may be issued as per the code of conduct.

Types of Learning that can work in a Asynchronous/Remote Model:

- Flipped Model - The Flipped Classroom is a blended learning model in which traditional ideas about classroom activities and homework are reversed, or "flipped." In this model, instructors
- Have students interact with new material for homework first. They then use class time to discuss the new information and put those ideas into practice.
- Project-based learning - Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.
- Problem-based learning - Problem-based learning (PBL) is an approach that challenges students to learn through engagement in a real problem. It is a format that simultaneously develops both problem solving strategies and disciplinary knowledge bases and skills by placing students in the active role of problem-solvers confronted with an ill-structured situation that simulates the kind of problems they are likely to face as future managers in complex organizations.
- Video lessons
- Demonstrations (over video)
- Learning Activity - Kahoot, Quizlet, etc.

Jr-Sr High School Bell Schedule for Hybrid/Remote Instructional Model

Period	Time	
Students not using district transportation may enter the building. Students get grab and go breakfast, go to locker and proceed to 1 st period	7:50 a.m.	First buses arrive at 7:25, proceed to the cafeteria for grab and go breakfast. Socially distance until 7:41, must be in class by 7:50. As buses arrive after 7:41, students will grab breakfast and proceed to lockers, then directly to 1 st period classroom.
1 st extended for staggered arrival	7:45 – 8:36 a.m.	Teachers without a first period class will be assigned areas of the building for supervision of students.
Announcements	8:36 – 8:40 a.m.	
2	8:42 – 9:18 a.m.	
3	9:24– 10:00 a.m.	
4	10:06 – 10:42 a.m.	
5	10:48 – 11:24 a.m.	
6	11:30 – 12:06 a.m.	Lunches: Students will choose between eating lunch in the Cafeteria or in their assigned study hall.
7	12:12 – 12:48 p.m.	
8	12:54 – 1:30 p.m.	
9 th extended for staggered arrival	1:36 – 2:21 p.m.	Staggered dismissal: when the 1 st round of buses are called and walkers are dismissed, the remaining students will be released to the gymnasium to be supervised before until the last round of buses arrive. This allows teachers to start office hours.
10	2:25 – 2:59 p.m.	Remediation/Virtual Office Hours

NC District Technology and Connectivity

Adequate access to a computing device and high-speed broadband is essential for educational equity. Schools and districts must 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 models. Schools and districts should provide instruction on using technology and IT support for students, teachers and families and provide professional development for teachers and leaders on designing effective online/remote learning experiences.

Student access: Students in grades K-12 are provided a Chromebook, which allows students to engage with our Learning Management system (Google Classroom), email teachers via their District provided email, and access supplemental instructional programs and resources included, but not limited to online textbooks, websites and programs to reinforce skills. MiFi wireless internet devices are available for families who do not have sufficient internet access required for learning in the remote and hybrid instructional models.

Teacher access: Teachers are provided a Chromebook to provide instruction and communication to students and families. MiFi wireless internet devices are available if required for internet access in remote and hybrid instructional models.

North Collins CSD will provide professional development for teachers and staff via in person training and remote learning opportunities throughout the school year. Students and families will be provided instruction on effective remote learning by teachers and leaders. Technology support is provided to teachers, students, and families by the North Collins CSD technology department.