



HYBRID LEARNING

INSTRUCTIONAL PLAN

2020-2021

August 14, 2020



Table of Contents

Introduction	3
Hybrid Learning Plan Schedule	4
Teacher Expectations of Hybrid Plan	5
Face-to-Face Component of Hybrid Plan	6
Remote Component of Hybrid Plan	13
Social Emotional Support	25



Introduction

In March, with the spread of the coronavirus sweeping the nation, the decision by the Governor to close schools for the remainder of the year was to limit the spread for all citizens. With the City of North Tonawanda being affected, our actions needed to be swift in our effort to provide a continuation of instruction without failing to provide academic learning opportunities to our students during the pandemic.

Teams have organized and worked together to make the necessary adjustments to work through several different learning scenarios. These scenarios would be In-person instruction, Hybrid Instruction and Remote Instruction.

The North Tonawanda City School District Hybrid Learning Plan has three key tenets:

- 1.) *Social Emotional Support*
- 2.) *Instructional Support*
- 3.) *Content Delivery*

- *Social Emotional Support* defines the expectations and supports the district will provide for staff and students to support social emotional well-being during this time.
- *Instructional Support* defines the opportunities for growth in the areas of technology for students, staff and parents.
- *Content Delivery* defines the resources that will be used by students, staff and parents in the online environment.

The Hybrid learning plan is updated on the district website and will be updated as necessary as the district receives guidance from New York State, New York State Department of Education, Niagara County and other community resources. The district website is located at <https://www.ntschoos.org>



HYBRID Learning Plan Schedule

(Students K-12)

<u>Day</u>	<u>Cohort A</u>	<u>Cohort B</u>
Monday	In-person learning at school with social distancing requirements and mask. <i>MS/HS Modified bell schedule.</i>	Remote learning (synchronous & asynchronous) from home. <i>Screen time on devices should not exceed 3 hours for K-6 students.</i>
Tuesday	In-person learning at school with social distancing requirements and mask. <i>MS/HS Modified bell schedule.</i>	Remote learning (synchronous & asynchronous) from home. <i>Screen time on devices should not exceed 3 hours for K-6 students.</i>
Wednesday	Remote learning from home for all students. Social/Emotional check in with all students and classes through Microsoft Teams. All teachers available for live virtual student Q&A at designated times throughout every Wednesday. Teachers will be available to contact parents about questions/concerns they might have with learning. <i>Screen time on devices should not exceed 3 hours for K-6 students.</i>	Remote learning from home for all students. Social/Emotional check in with all students and classes through Microsoft Teams. All teachers available for live virtual student Q&A at designated times throughout every Wednesday. Teachers will be available to contact parents about questions/concerns they might have with learning. <i>Screen time on devices should not exceed 3 hours for K-6 students.</i>
Thursday	Remote learning (synchronous & asynchronous) from home. <i>Screen time on devices should not exceed 3 hours for K-6 students.</i>	In-person learning at school with social distancing requirements and mask. <i>MS/HS Modified bell schedule.</i>
Friday	Remote learning (synchronous & asynchronous) from home. <i>Screen time on devices should not exceed 3 hours for K-6 students.</i>	In-person learning at school with social distancing requirements and mask. <i>MS/HS Modified bell schedule.</i>



Teacher Expectations of Hybrid Plan

(Teachers K-12)

- Teacher plans need to include weekly lessons for in-person learning, as well as virtual lessons/activities in Microsoft Teams not to exceed three hours of screen time total per day in grades K-6, for all classes for cohort of students who are working remotely.
- Wednesday would be a day to check-in with students, as well as “office-hours” for parents.
- Teacher Check In: Teacher to “check in” with students who are not engaged in in-person learning and/or remote learning or “at-risk.” Phone calls need to be initiated first by teachers. All attempts are to be documented in our student information system - eSchool. Teachers will notify school principal(s)/member of Student Support Service Team at the end of every week if “at-risk” students were unable to be successfully contacted. Wednesday can also be used as a Q/A for students/parents.
- Wednesday Schedule for Support Staff: Social/Emotional check in activities approx. 10-15 minutes (survey/pulse check/questions/videos) for each of their “classes.” This will not be included in the grading process. SEL can be conducted in-class and virtually to include possible restorative practice circles, mindfulness practices, trauma informed practices, etc.





Face-to-Face Component of Hybrid Plan

Staff Policies and Protocols:

General Staff Expectations

- The safety of our staff is our top priority. The following guidelines were designed to safely transition all staff to the workplace. Flexibility will be important. Please discuss concerns and needs as they evolve with your supervisor.

Handwashing/Hand Sanitizing and Respiratory Etiquette

- Staff are expected to wash their hands regularly throughout the work day (wash with soap for at least 20 seconds).
- Hand sanitizer is available throughout the district.
- Staff are expected to cover their mouth and nose when coughing or sneezing.

Masks & Face Covering

- For the safety of others and yourself, staff must wear facemasks upon entry to the building and throughout the course of the contractual day. All teachers must wear a face covering when they are within six feet of another person. These spaces include, but are not limited to, hallways, bathrooms, or other areas where social distancing can be compromised. A staff member sitting in an office, classroom, or work space, into which others do not walk, is not required to wear a mask. If another employee enters your space and comes within six feet of you, it is required that you also put on your mask.
- We welcome and encourage staff to utilize comfortable, appropriate masks which meet the requirements based on your job description. In the event that an employee needs a mask or face covering, one can be obtained through your building principal.

Social Distancing

- Workspaces should be spread out. Open office spaces require a distance of six feet between staff. It may be possible/necessary to move an individual workspace in shared environments.
- Limit in-person meetings. Use email, virtual meetings, or phone calls to communicate as needed. Where face-to-face meetings are needed, practice proper social distancing protocol (utilize large



HYBRID LEARNING INSTRUCTIONAL PLAN

spaces where people can sit six feet apart from each other, wearing face masks and coverings where appropriate). Avoid any physical contact, such as shaking hands and hugging.

- Eliminate unnecessary travel between schools/sites.
- Do not congregate in break rooms, hallways, elevators, copier rooms or other areas where people socialize. Keep six feet apart whenever possible. Avoid visiting other's workspaces unless necessary to conduct business.
- Visits to break rooms or lunch rooms should be limited or avoided. Consider eating lunch at your desk or outside. Limit use of shared refrigerators, coffee makers, etc. When used, practice good hygiene (wash hands, use hand sanitizer) and be respectful of colleagues (wipe down areas you have used).
- Limit visits to your office/worksites. Instead, encourage email, phone, or virtual conferences.

Screening Expectations

- All staff will participate in a daily self-monitoring check for symptoms of COVID-19.
- All staff and students will be trained to know and recognize possible symptoms of COVID-19 and what to do when they believe an individual is experiencing symptoms.
- Students will also be screened as they enter the school each day.

Preparation for Return:

Communication with Families

- The District administration researched and worked diligently to create reopening plans.
- The District reopening plan will be posted on the District website.
- The District will review the plan with leadership of each collective bargaining unit.
- The District will update District Plans and Documents or Meet with Committees
 - District Wellness Committee
 - District Safety Committee (Fire/Police)
 - District Code of Conduct
 - District Attendance Procedures
 - Informing/Training Staff - The District will train staff in Health and Safety Measures, as well as their responsibilities for monitoring personal and student health.



Identifying At-risk Staff and Students

- The District will provide information regarding medical conditions accepted as high risk for contracting/being impacted by COVID-19 and potentially eligible for accommodations.
- All students and staff seeking accommodations for potential high-risk medical conditions will follow District procedures.

Facilities Preparation (Cleaning/Sanitizing School Facilities)

- Each school building needs to determine the capacity of each traditional classroom to maintain a six foot distance from another individual.
- Determine the capacity of large normally communal stations such as gymnasiums and cafeterias for a six foot distance.
- Each school building must determine protective barriers required in each room to accommodate instruction that must take place with the six foot minimum distance between students/staff.
- Stockpile required cleaning, disinfecting and PPE for staff and students for the start of the year.

Monitoring/Maintaining Physical Health and Well Being:

Communicating Safe Practices

- The District will identify and communicate practices enhancing the safety of all students and staff including frequent handwashing, use of face coverings, cough etiquette, social distancing.
- All students will be provided age-appropriate training regarding COVID-19 symptoms, impacts, mitigation strategies, proper use of masking and social distancing, and building expectations/protocols for all.
- The district will post appropriate signage throughout all school facilities promoting everyday protective measures and how to stop the spread of germs/virus via handwashing and face coverings.

Handwashing/Hand Sanitizing

- Touchless hand Sanitizing stations will be established at all entry ways and in shared spaces throughout the school.
- Each classroom will be provided hand sanitizer for student and staff usage. All students will apply hand sanitizer every time they enter a new school space.
- Each school will develop protocols for all students and staff to engage in consistent hand washing during the school day.



HYBRID LEARNING INSTRUCTIONAL PLAN

Staying Home When Sick

- All students and staff will be informed about the importance of staying home when sick.

Screening of Students/Staff

- All staff will participate in a daily self-monitoring check for symptoms of COVID-19.
- All staff and students will be trained to know and recognize possible symptoms of COVID-19 and what to do when they believe an individual is experiencing symptoms.
- Students should be screened at home before they enter the school, as recommended in guidance.

Responding to Symptomatic Students/Staff

- Staff and students do NOT report to schools if they are exhibiting symptoms.
- All staff and students will follow NYS DOH and CDC guidance related to testing positive for COVID-19.

Visitors

- Each school building will limit all non-essential visitors to school buildings.
- Volunteers or activities involving outside groups will not be permitted in most cases.
- Teachers and schools will develop alternative/ remote means of providing virtual activities and remote “visits” in lieu of field trips, assemblies, and parent events/programs.

Cleaning/ Sanitizing School Facilities

- The Buildings & Grounds department is committed to providing a clean and safe environment for all staff. They will regularly clean and disinfect our buildings throughout the day and at the end of each work day, with special attention to high-touch areas.
- The District will follow all cleaning and disinfecting procedures as outlined by the CDC, NYSDOH, and OSHA.

Shared Classroom Spaces

- Teachers will sanitize shared high touch areas in their classrooms such as door handles and desktops.



HYBRID LEARNING INSTRUCTIONAL PLAN

Bathrooms/Restrooms

- Lavatories will be “socially distanced” to a maximum of 50% capacity. Other opportunities will be made available for restrooms use when needed.
- High touch locations throughout the building in shared locations in each school will be identified. These high touch areas will be thoroughly cleaned by custodial staff.

School Configuration/ Physical Distancing Considerations:

General Guidelines

- The North Tonawanda City School District will implement all mandatory provisions established by NYSED, and the NYSDOH and other recommended guidelines as feasible with the goal of providing all students and staff the opportunity to safely return to school on a daily basis.
- The North Tonawanda City School District will take steps to ensure that all individuals maintain physical distancing to the maximum extent possible and feasible in all district facilities and transportation.
- The North Tonawanda City School District will require all staff to wear face coverings while on school campus. All staff will wear face coverings in classrooms whenever teaching. Staff may use the district-provided face shields.
- All students in grades K-12 will wear face coverings while on school campus. Students will be expected to provide and maintain their own face cover. If they do not have a face cover, they will use a District-provided face cover.

Classroom Guidelines

- The District and each school building will manage staffing in order to maintain the lowest class sizes possible in each course.
- Extra/Unnecessary furniture will be removed from rooms to create the maximum space possible between individuals in shared spaces.
- Students will be seated at individual desks to the maximum extent possible. All student furniture will be positioned to face in the same direction.
- In order to minimize mixing of students, students in grades K-6 will remain in room locations for core academic classes to the greatest extent possible.
- Reconfigure large spaces such as cafeterias, libraries, auditoriums, gymnasiums or large group instructional spaces as additional spaces for nontraditional instruction.

Student Movement/Passing Time Guidelines

- Each building will make adjustments to student schedules as feasible to allow for reduced or staggered passing times to minimize the number of students in a hallway at any given time.



HYBRID LEARNING INSTRUCTIONAL PLAN

- Each school building will determine to what extent they can identify cohorts of students and scheduling courses and/or rooms to minimize traffic and congestion in the school.
- Students will not utilize lockers at the secondary level except to store coats upon arrival as necessary, and other staff directed times. Electronic textbooks will be utilized to the maximum extent possible. Students will carry all other materials in backpacks for transport class to class.
- When feasible, teachers in grade 7-8 core academic subjects (math, science, ELA, Social Studies) will move between rooms to the students. Students will move as a cohort led by a teacher or staff member through the hallways to non-core classes maintaining social distancing and wearing face covers.
- Each building will design protocols and signage to guide student movement during passing times to minimize bi-directional traffic.
- Bathroom usage will be reduced both in quantity and by capacity.
- Each school building will establish protocols to determine which bathrooms will be available to students, how they will be available to students.
- Each school building will develop protocols and procedures to manage usage and capacity to minimize congestion and to maintain social distancing inside the bathroom.

Breakfast/Lunch Guidelines

- Student breakfasts and lunches will be consumed in the classroom for grades K-3. Opportunities for students to eat in the cafeteria will be on a staggered schedule to maintain social distancing.
- Students in grades 7-12 who eat breakfast, will report to the cafeteria, pick up their bagged breakfast, to eat in their first period class. Students who do not eat breakfast will report directly to their first period classroom.
- Students grades 7-12 will wear face coverings at all times in the cafeteria whenever they are not seated within the barrier or separated by 6 feet; including arrival, securing food, and returning trash.
- All condiments, plasticware, and napkins will be pre-packaged.
- Students will not be allowed to share food and there will be no buffet style food stations.
- A standardized menu K-12 with age appropriate portions will be served. Meals will promote fresh healthy menu options that are individually plated, as per the Child Nutrition Program.
- Food service workers will be monitored on a daily basis and self-reporting any COVID-19 type symptoms as per Aramark requirements.
- Kitchen areas will be cleaned and disinfected on a daily basis. Food service workers will wear face coverings at all times. Equipment, including high touch objects will be disinfected daily or more often given the rate of usage.
 - Ensure gloves, masks, disposable aprons, and other supplies are readily available.
 - Disposable trays will be utilized and all food items will be protected with “to go” containers or other appropriate packaging.
 - Work stations are reorganized for proper physical distancing during meal preparation and meal service.



HYBRID LEARNING INSTRUCTIONAL PLAN

- Physical barriers, such as sneeze guards and partitions at POS and other areas where maintaining a physical distance of 6 feet is difficult, will be installed, as necessary.
- Cafeteria tables will be disinfected between each lunch period.

Departure Procedures

- Each building will create protocols for staggered departure of students. Students will be dismissed and directed to move immediately to their busses.
- Student dismissal/ departure should be done in groupings.
- Multiple student dismissal locations should be established to minimize potential congregation of students and move students outside as quickly as possible.
- Students will wear face coverings throughout the dismissal process as well on busses.

Alternate Configuration Guidelines

- Conditions related to transmission of the COVID-19 virus either within a school, district or the community at large may change the level of risk tolerance in school operations. Such shifts may trigger the need to modify the configuration model being utilized.

School Arrival Guidelines

- Each school will develop a plan to maximize use of multiple entry locations to minimize student congregation. Students will be directed to enter the school one busload at a time per entry way.
- Signage on the ground will indicate a student spacing stand while waiting to enter. Students will follow signage to move to their arrival location. Students will be required to move directly to designated locations.

Curriculum and Instruction

A Plan for Curriculum and Assessment

- In order to gauge critical content from the prior year, the following may be used: curriculum-based assessments, teacher observations/notes, existing data, discussions with previous year's teachers, and student work.
- Upon completion of beginning of the year assessments, teachers will work collaboratively to disaggregate data to create plans to close instructional gaps.
- Teachers will provide timely feedback to students and families on their progress in learning.



Remote Instruction Component of the Hybrid Plan

The remote instruction component of the hybrid plan has three key components: *Content Delivery*, *Instructional Support* and *5 Core Competencies of SEL*. The following table provides a concise overview of the components.

	<p>5 Core Competencies of SEL</p>	<p>Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions¹.</p>
	<p>Instructional Support</p>	<p>Instructional Support will be geared towards supporting the content delivery of the remote learning experience.</p> <p>Students, staff and parents will be provided regular opportunities to grow and learn which allow a continuous flow of content delivery.</p> <p>Access to instructional supports will be provided in additional areas as needs arise.</p>

¹ "What is SEL? - casel." <https://casel.org/what-is-sel/>.



	<p>Content Delivery</p>	<p>K-12 adapted learning experience via Microsoft Teams, Schoology (4-12) or SeeSaw (K-3) (District supplied device (iPad) provided upon request)</p> <p>Students will access content for a blended remote learning experience in which students will experience synchronous and asynchronous instruction.</p>
-----------------------------------------------------------------------------------	--------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Five Core Competencies of SEL

SEL is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Relationships will be key to the success of the virtual environment. The first week of instruction will be building relationships and understanding the virtual environment. Community building activities will occur and continue throughout the course of the school year.



Five Core Competencies of SEL²

Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and

² "Core SEL Competencies - casel." <https://casel.org/core-competencies/>.



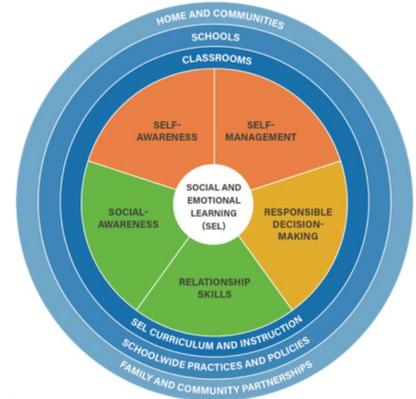
HYBRID LEARNING INSTRUCTIONAL PLAN

working toward achieving personal and academic goals.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.



Additional Vocabulary:

Bias: prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Discrimination: the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.

Equity: the quality of being fair and impartial.



Instructional Support

Instructional Support will be geared towards **supporting the content delivery** of the remote learning experience. **Students, staff and parents** will be provided regular opportunities to grow and learn which allow a continuous flow of content delivery. Access to instructional supports will be provided in additional areas as needs arise.



Staff Instructional Support will include:

- Ongoing professional development as additional needs arise
- Set times to attend both optional and required PD sessions to ensure staff is using the provided digital resources efficiently.
- [Microsoft Teams Quick Start Guide](#)

Student Instructional Support will include:

- Ongoing feedback
- Class lectures/notes/discussions
- Self-directed learning
- Small group work
- Projects
- Collaborative Learning
- [Microsoft Teams Quick Start Guide](#)

Resources for Staff and Student Use

All staff will use their home computers and/or their work computer/iPads. Students will use their home computers OR will be assigned one of the district's iPads to use at home. Parents without access to the internet can call their school and notify district personnel that they require digital resources for their children to engage with remote learning.

Distribution of Digital Resources

The district distribution process will be decentralized at each building where parents can drive up and take possession of their iPad on designated days that will be communicated by the District.

Elementary and Secondary students can access ALL Core Program materials and Specials materials through Microsoft Teams (K-12), Schoology (4-12), and SeeSaw (K-3).



Internet Access

The district has identified a number of internet providers who will provide access to the internet for families who do not already have access to the internet. In addition to commercial internet providers, the district is identifying and sharing Internet Hot Spots throughout the community.

Parent Instructional Support

- Provide schedule and workspace
- Provide pacing support and keeping child on track
- Facilitate support and encouragement
- Maintain communication with teachers and administrators
- Encourage independence
- [Microsoft Teams Quick Start Guide](#)

The following are some guidelines or helpful hints to help parents/guardians support students becoming learners at home. It is important to remember that home is not school, so things will look and feel different for your children as they transition into this model.

- Explain the need for the changes that are occurring at home and with school. Talk about how school will look for them now and that it is important that they are still learning and participating in an educational experience.
- Set up a daily schedule for your family. This will be very important not only because schedules provide consistency for young children, but also for families who have multiple children working and learning from home.
- Post the schedule in a common area so everyone knows the expectations and can reference it when there are questions. Find a space for your child that will be conducive to their learning. This may be at the kitchen table, in the family room or elsewhere. But you will want it to be in a place where you can monitor and provide help when needed.
- Remember, this isn't going to look like a typical school day. Some students may go quickly through daily learning assignments and some may need extra time to complete them. You know your child best. Don't make this a power struggle, though. Let them work at their pace, set the expectation that they do the work, but in the end, after that set amount of time, know it is okay to be done for the day.
- If your child is confused about something and you are unable to help them, reach out to their teacher – that is what they are there for! It is okay to ask for help. We know that our children often work better for the teacher than mom or dad. Let the teacher know!
- Adhere to a daily schedule as a family – bedtimes, wake up times, baths, outside time, game time, school time. Keeping things consistent and letting children know what to expect is helpful in helping them to accept where we are at this time in our world.



Content Delivery



K-12 adapted learning experience via **Microsoft Teams (K-12), Schoology (4-12), and Seesaw (K-3)** (District supplied iPad provided upon request.)

Glossary

Students will access content for a blended virtual learning experience in which students will experience synchronous and asynchronous instruction.

Adapted Learning - Adapted Learning is providing learning experiences outside of the traditional classroom. Other terms also used include temporary remote education and eLearning. All of these terms have the same meaning.

Asynchronous learning - Asynchronous Learning is when learners participate in an online learning course at different times. Asynchronous learning allows learners to go through a course at their own pace and on their own schedule.

Synchronous learning - Synchronous learning is when learners participate in an online learning course at the same time but in different locations, it is known as synchronous learning. Synchronous learning allows learners to interact with the instructor and other participants.

Expectations

Synchronous Learning Classes

- Students attend class on time - per their class schedule.
- Students will follow the District dress code.
- Students are ready to learn.
- Workspace is designated for the student.
- Students will show their face on the screen to engage with the teacher remotely.
- Students will participate in the class.

Asynchronous Learning

- Complete asynchronous activities assigned each day.
- Students show proof of participation in daily remote learning by satisfactorily completing assignments to demonstrate evidence of student learning (i.e., video, picture, or activities submitted as lessons and/or completing assignments.) Please note, not all lessons must have an



assignment, as there will be teacher discretion on the number of assignments, as they follow the NTCSD grading guidelines.

- Students and parents will communicate with the teacher when needing additional assistance, tutoring, etc.

Elementary/Intermediate Program Kindergarten- Grade 3:

Ohio, Spruce, and Drake Elementary (Grades K-3)

All assignments are housed in **Seesaw** and organized by week.

Districtwide programs:

- Teacher's College Units of Study for Reading, Writing, and Phonics
- Investigations Math
- Boces 4 Science/Mystery Science
- NYS Framework for Social Studies
- IXL; Learning A to Z

Intermediate (Grades 4-6)

All assignments are housed in **Schoology** and organized by week.

Districtwide programs:

- Teacher's College Units of Study for Reading & Writing
- Boces 4 Science/WozEd/Mystery Science
- PNW BOCES SS/ELA - NYS Framework for Social Studies
- IXL; Learning A to Z

Direct Instructional Time Guidelines Per Day For K-6

- All students will be engaged in standards-based instruction in all curricular areas. Best instructional practices will be utilized.
- All students will have access and interaction with a certified teacher on a regular basis.
- Students will receive a total of 180 minutes of instruction per week, which can include (but not limited to) both face to face, remote learning and on-line modules.



HYBRID LEARNING INSTRUCTIONAL PLAN

- Students will be provided instruction to build digital fluency.
- Students will be required to attend two in-person instructional days each week. Students will also be involved in two remote days of learning through the class's SeeSaw (K-3) or Schoology (4-6) account with three hours of virtual instruction/activities on each of these days. There will be 1 day designated each week for students to all work remotely. Activities on this day will be designated for students to catch up on grade level activities, interact with the teacher to ask questions, etc., as well as have remediation and "teacher check in." This day will also include remote SEL learning activities, as well as authentic learning activities.
- Classroom teachers will distribute elementary materials through SeeSaw (K-3) or Schoology (4-6). At the beginning of each week, the teacher will have all the week's activities including Microsoft Teams, etc. in SeeSaw (K-3) or Schoology (4-6). This work will be completed on the days that the cohort is working remotely and not to exceed 3 hours of instruction/activities.

Assessment For K-6

- Formative district and/or diagnostic assessments will be used to determine student's needs. Students will be assessed and progress will be monitored and communicated to parents and caregivers. Pre-assessments will be used and formative assessments will be part of the curricular areas. District assessment tools will also be utilized.

Elementary Assessment Guidelines

- Formative assessment data for elementary students will be collected through parent and care-giver interviews and (where appropriate) student self-reports in which we will gather information about students' progress on tasks and content presented through SeeSaw (K-3) or Schoology (4-6). The questions posed in these interviews will be carefully crafted by teachers, special educators, and other service providers as they thoughtfully record, then analyze responses. Educators will be able to provide feedback to students and care-givers, as well as to modify and refine instructional plans in order to best structure future experiences for each individual child.
- Summative assessment data will be collected at the conclusion of the remote learning experience and will be conducted by the students' teachers. This data will measure students' acquisition and retention of essential learning targets from throughout the academic year. Reporting on student learning will be based on formative data collected over the course of the virtual learning experience, and will be considered in progress until summative data is collected.



Secondary Program Grade 7- Grade 12:

- Secondary materials will be distributed through the Schoology platform and Microsoft Teams.
- At the beginning of each week the teacher will have the week's assignments housed in Schoology. Students will follow their assigned schedule throughout the week and can attend scheduled class meets and independent assignments during that time.
- Secondary materials used will be based on the subject areas being taught.

Direct Instruction Time Guidelines Per Day For 7-12

- Students will be required to attend two days a week for face-to-face instruction and follow their traditional schedule. Two additional days will be remote learning where students will follow their schedule and learn online in the class's Schoology account and/or Microsoft Team. Lastly, one day will be committed for students to catch up on work, check in with their teacher(s) along with engaging in social/emotional learning.

Assessment For 7-12

- Formative assessments will be conducted in both in-person and online learning, whereas summative assessments will be conducted during the face-to-face instructional days.
- Grading for all courses will follow the same grading policy as the courses in the face-to-face model. Courses that earn high school credit will count in GPA calculation and class rank.
- Elementary and Secondary assessments will be both formative and summative.

Secondary Assessment Guidelines

- Formative assessments are journal entries, discussion threads, assignments, or projects that are completed through SeeSaw/Schoology. Teachers will offer written and verbal feedback as appropriate to help the students gain understanding and proficiency.
- Summative assessments will generally be conducted during the face-to-face learning, when students are in the physical classroom setting.



Attendance Requirements:

- Teachers will take attendance daily for student cohorts during their assigned in-person learning days, but the meaning of attendance will change for student cohorts during their assigned remote learning days. Attendance will be more about ENGAGEMENT rather than physical presence.
- All students are expected to have contact with their classroom teacher each week.
- Daily attendance/participation for student cohorts during their assigned remote learning days will include:
 - Attending Microsoft Team sessions
 - Participating in threaded discussions
 - Submitting work in SeeSaw/Schoology
 - Taking an assessment online and/or paper/pencil
 - Uploading a video
 - 1:1 communication via phone/email/etc
- If attendance requirements are not possible, the district will develop other means to check on families or students who do not regularly check in with their child's teacher. The district will consider safe welfare checks that maintain social distancing to deliver supplies and transfer homework assignments. The district may involve members of the Student Support Service Team if attendance is not documented within 5 school days.

Accountability:

- Elementary and Secondary teachers will be expected to continue to meet in their grade level or departmental teams and answer the following questions:
 - What is it we need students to know?
 - How will we know when they've learned it?
 - What will we do if they have not learned it?
- All staff will be expected to make weekly contact with their students, monitor progress, and offer assistance as needed.
- Elementary and Secondary Staff will be expected to be available between their normal hours of operation of the building they work in.
- All staff will be expected to maintain accurate records of progress and performance.



Students with Individualized Learning Needs:

- The district is committed to provide and support an equitable education for all students and provides the following guidelines for students with disabilities, English Language Learners, students in Housing Transition or have a Section 504 plan.

Individualized Learning Providers

- Special Education staff will engage in learning best practices for specialized instruction in a "distance learning" format.
- Special Education teachers will collaborate with General Education teachers to determine individual student needs and to design and provide instructional supports, modifications, and accommodations to address those needs.
- Special Education teachers will provide instructional opportunities utilizing online and/or web-based programs that were previously used by individual students.
- Special Education teachers, paraprofessionals and related service providers will make direct contact with students and/or parents based on a mutually designed schedule.
- Special Education staff members may provide "hard copy" educational activities for students to engage in at home either through USPS or by delivery to home address.
- Special Education staff may identify additional learning programs to provide differentiated opportunities to students to access remotely as determined by student progress.
- Related Service Providers (RSP) will provide services as closely as outlined on the student's IEP. Teachers will be encouraged to invite RSP to classroom meets.

English Language Learners

- ENL teachers will collaborate with General Education teachers to determine individual student needs and to design and provide instructional supports and accommodations to address those needs.
- ENL teachers will provide instructional opportunities utilizing online and/or web-based programs that were previously being used by ELL students.
- ENL teachers will make direct contact with students and/or parents/legal guardians minimally two times per week.
- ENL Staff members may provide "hard copy" educational activities for students to engage in at home either through USPS or by delivery to home address.
- ENL staff may identify additional learning programs to provide differentiated opportunities to ELL students to access remotely as determined by student progress.



Students in Housing Transition

- Liaisons will be in contact at least two times per month or more frequently with students and families to check on basic needs (food, shelter, other basic needs).
 - If a need is identified, the liaison will work with families to provide resources or connect with community needs. Students experiencing housing transition will be assisted by the liaison to be prepared for virtual learning with a focus on communication from the student and family with their teachers and schools.
- Liaisons and teachers will adjust instruction if a digital format is not workable for the student's location.
- Student progress will be monitored by teachers and liaisons. Monitoring and support will include academic progress and social-emotional needs.

504 Students

- All students who have an active 504 will be provided their specific accommodations by their general education teacher.
- Teachers will provide instructional opportunities utilizing online and/or web-based programs that were previously being used by the 504 students.
- Teachers may provide "hard copy" educational activities and/or technology devices (if used prior to school closure) for students to engage in at home either through USPS or by delivery to their home address.
- Teachers may identify additional learning programs to provide differentiated opportunities to 504 students to access remotely as determined by student progress.





Social Emotional Support:

Elementary

To support students who need mental health support due to the experience of the pandemic and now continued remote learning, supports will be provided through virtual and in person supports. Administrators, School Counselors and Social workers will connect with students regularly.

- Students with services will continue to receive weekly counseling sessions with the Social Worker.
- Teachers, counselors, social workers will integrate SEL activities and practices into classroom lessons.
- Provide support for high risk students to regularly check in with an adult (as needed) as well as opportunities for students to reflect upon and practice various social emotional competencies.

High School

To support students with needed mental health support due to the experience of the pandemic and now continued remote learning. Supports will be as needed through remote and in person supports. Administrators, School Counselors and Social workers will connect with students regularly.

- Virtual office hours
- Weekly updates regarding resources, programing and post-graduation planning
- Support with securing outside resources if necessary.

Parent Support

- Provide opportunities for families/parents to check in regularly with a staff member in the event additional SEL support is needed.
- Virtual office hours
- Supports may include making a plan with the family individually (i.e., Crisis Plan)
- Provide families with additional outside resources

Staff Support

Opportunities for staff to check in regularly with a staff member in the event additional SEL support is needed will be available at all times.

In effort to support the staff the following SEL materials can be connected to via clicking the links below.



Adult Self-Care

- [Flexibility in the Midst of Crisis \(via Psychology Today/Dr. Gil Noam\)](#)
- [Managing Anxiety Around COVID-19: Tips for You and Your School Community \(via Yale Center for Emotional Intelligence/RULER\)](#)
- [Regulating Emotions in a COVID-19 World \(via Tom Hollenstein\)](#)
- [Virus Anxiety Resources](#)
- [Mindfulness Resource Pack for District Leaders \(via Panorama\)](#)
- [Adult SEL Toolkit \(via Panorama\)](#)

Resources for Educators and School Communities

- [8 Strategies for Building a Sense of Belonging With Students and Families Virtually \(via Panorama\)](#)
- [5 Equity-Centered SEL Strategies for Addressing Learning Recovery \(via Panorama\)](#)
- [17 Apps to Help Kids Stay Focused \(via CommonSense Media\)](#)
- [Apps That Act Like Math and Science Tutors for Homework Help \(via CommonSense Media\)](#)
- [5 Online Learning Resources to Build Belonging and Connectedness with Students and Families \(via Panorama\)](#)
- [How Student Services Leaders Can Adapt to Distance Learning \(via Panorama\)](#)
- [CommonLit Resources to Support Teleschool Plans: COVID-19 \(via CommonLit\)](#)
- [Distance Learning Reflection and Planning Toolkit \(via Achievement Network\)](#)
- [E-Learning Tools for Distance Education \(via Yale Center for Emotional Intelligence/RULER\)](#)
- [Free BrainPop Access for Schools Closed Due to the Coronavirus \(via BrainPop\)](#)
- [Free SEL Activities and Practices \(via Greater Good in Education\)](#)
- [Managing Anxiety Around COVID-19: Tips for You and Your School Community \(via Yale Center for Emotional Intelligence/RULER\)](#)
- [Movement Apps, Games, and Websites \(via CommonSense Media\)](#)
- [Most Schools Are Not Ready For Coronavirus, But They Can Be \(via Digital Promise\)](#)
- [Navigating Uncertain Times: How Schools Can Cope With Coronavirus \(via EdSurge\)](#)



HYBRID LEARNING INSTRUCTIONAL PLAN

- SEL and COVID-19 (via CASEL)
- Top Time-Management Apps (via CommonSense Media)
- Digital and Civic Literacy Skills (via Teaching Tolerance)
- Trauma-Informed SEL Toolkit (via Transforming Education)

Diversity, Equity & Inclusion

- Speaking Up Against Racism Around the New Coronavirus (via Teaching Tolerance)
- Coronavirus: Countering Biased Responses (via Morningside Center)
- The Coronavirus Surfaces Fear, Stereotypes and Scapegoating (via Anti-Defamation League)
- 3 Key Equity Considerations for Distance Learning From Education Leaders (via Panorama)