

Distance Learning

Source: Iroquois Central School District Re-Entry Plan, pages 41-46, last updated 10/26/2020

Structures and Expectations for K-12 In-Person, Hybrid, Remote Learning

Instructional Day

Student Expectations	In-Person	Hybrid	Virtual
<i>Primary K-4</i>	<p><i>Students will follow the class schedule</i></p> <p><i>8:50-3:00</i></p>	<p><i>Students will have a daily check-in for SEL, single lesson instruction, and asynchronous learning</i></p> <p><i>8:50-3:00</i></p>	<p><i>The instructional day will be from 8:50 am-3:00 pm</i></p> <p><i>This will include:</i></p> <p><i>2-3 hours of direct online instruction</i></p> <p><i>SEL activities, Reading, Math, Science/Social Studies, special area classes. These may be whole or small group meetings.</i></p> <p><i>Rtl and Special Education services will be included, as necessary.</i></p>
<i>Secondary 5-12</i>	<i>7:30-2:35</i>	<i>7:30-2:35</i>	<p><i>The instructional day will be from 8:00 am – 2:30 pm and will follow the schedule for in-person instruction. [SEL activities will be embedded in the day]</i></p>

Grading, Assessment, Feedback and Report Cards

Providing opportunities for students to deepen their understanding of content and skills is essential to every learning situation. Students thrive with specific and timely feedback. It is essential to promote strong student/teacher relationships.

Homework and other assessments assigned to students should be meaningful and purposeful. Teachers should explore and develop multiple modes for assessing student learning beyond an objective assessment. The District recognizes that importance of timely and specific feedback to students for reflection and growth, Therefore, work collected for summative assessment, projects daily homework and classwork shall be returned in a timely manner.

Equity must be promoted. Due dates will be adhered to. However, all members should remain cognizant of students' resources and allow for extenuating circumstances. The purpose of the assignment is to extend and practice their learning. Therefore, having students complete the work is as important as the grade. To the extent possible, zeros will not be earned.

Progress reports will be sent every 5th, 15th, 25th and 35th week. Report cards, will be sent home at the primary levels each trimester and quarterly, using percentages, at the secondary level.

Systems Management

Technology

Technology is essential to move from educational situations smoothly.

Grades K-12 will use a Learning Management System to post assignments, communicate with students and parents, create assessments, and share digital information.

A Learning Management System (LMS) is used to plan, deliver, and manage the learning content for In-Person, Hybrid or Remote instruction. Content is created in other applications and uploaded and organized within the LMS. Learning content may include documents, videos, learning activities, and assessments.

Communication Protocols for Students and Families

To provide learning, in a consistent and easily accessible manner the District will employ the use of a Learning Management System, [LMS]. This will allow for a daily “starting point” for parents, students, and teachers. It will provide easy access for parent/teacher/student messaging, assignment, calendar, and grade book. Additionally, the program provides single sign on access to programs used often. This will prevent the need for students to re-enter credentials each time they access a program.

Teachers will provide clear communication to students and families to share course expectations and online learning participation expectations, including opportunities to collaborate with educators and other students.

- District Welcome Letter sent to all students and families including directions for parent access to the LMS
- Teachers will follow-up with a post to welcome all students and families outlining class/course schedule and online participation expectations, including teacher contact information
- Teachers will commit to a response time for emails, discussion board posts, and submitted work (Suggested Best Practice: Emails-24 hours, Discussion Board-48 hours, and Submitted Work-72 hours)

- In addition to daily class meetings, teachers will provide feedback to individual student questions (Suggested Best Practice: within 24 hours)

Establish remote classroom materials access for students and families

- Provide guidance and ensure all students are able to login to all systems that are a part of the class/course
- Setup, test, and troubleshoot hardware in the audio/video enabled meeting space
- Communicate tech-help protocol for logistical and technical help
- All students will be provided with an electronic device for use at home.
- The District will continue its use of Student and Teacher Technology Support Teams. Resources will continue to be added into the video and document library for access 24/7.
- Outdoor access points to the internet at each school will be provided for students who do not have an internet connection at home. Please see maps of buildings later in the District to locate the access area.
- Keep a regular school schedule with exact times for course/subject area instruction.
- Take attendance for each lesson or course.

Setting Learning Objectives

- Establish weekly checklists with clear instructions that can be followed on- or off-site.
- Create standards-aligned lessons that work toward mastery of the learning targets for instruction in a traditional classroom, adhering to health and safety recommendations.
- Provide resources for students to create evidence of their knowledge in a variety of formats to demonstrate mastery.
- Create customized learning pathways, where learning goals and objectives are linked to explicit directions for completion.
- Ensure targets are being met to provide quality off-site instruction to include regular check-ins with students on a daily, weekly, and set intervals.
- Students will be provided with additional time and support for assignments, activities, and assessments in consideration of the diverse home experiences for remote learning.

Engagement Strategies and Online Tools

Definition of Terms

Asynchronous Learning - Asynchronous virtual learning occurs when students work independently on learning activities and assignments. Teachers provide lesson content through written materials and video presentations. Students show what they know by completing interactive learning activities, self-grading and teacher graded assessments, and teacher-graded written work and projects.

Synchronous Learning - Synchronous virtual learning occurs when students join an audio/video enabled meeting space at the same time. This space is greatly enhanced when the meeting space includes an interactive whiteboard, chat, and breakout rooms. This synchronous session may include whole group instruction led by the instructor and small group work amongst the learners. The structure of this session is much like an in-person

- Using video conferencing (Microsoft Teams) software for daily live (synchronous) lesson instruction.
 - Online Tool: Chat
 - One way to keep students engaged in the learning process during the lesson is to pose questions that they must respond to. Students who may not raise their hand in a face-face classroom may feel more comfortable sharing a response in chat. Students can also ask questions and provide insights during the lesson.
 - Wait time is important when asking questions in the classroom. This gives students time to prepare a response. Wait time is especially important in the virtual classroom. Students may have delays in video and audio feed due to equipment, network, or bandwidth limitations. Students may type or click at different speeds.
 - Online Tool: Interactive Whiteboard
 - During class meetings, instructors can use the whiteboard to keep learners engaged in the material. Design activities that learners must respond to using the whiteboard tools by typing or drawing. Remember that using the whiteboard will be new for most learners. Offer a practice activity to give them the time and opportunity to figure out how the tools work.
- Record lessons (asynchronous) and store the saved file to an easily accessible location for sharing with students based upon best practice.

Instructional Models

In-Person Model

100% of Staff and students will attend school in the physical building for a full day on each scheduled school day, and instruction will be delivered in traditionally scheduled courses/subject areas with established precautions for maintaining health and safety. Social distancing measures will be in place and masks are to be worn. Using this model, students will be actively involved in the school learning environment. In addition, instructional programs, for the most part, will maintain their current integrity.

Hybrid Model

Students will be back in school based upon one of the two hybrid models to reduce student population within the building. Students will attend school in-person their assigned day[s] and the rest of the time they would engage in remote instruction. Social distancing measures will be in place. Using this model, students will be actively involved in the school learning environment in a smaller group setting. The school year will begin by using ***Hybrid Option One*** and switch to ***Hybrid Option Two*** based on metrics which shall include, infection rate within the community, transmission rate within a school, and attendance percentages.

Additionally, a cohort model that isolates two or more distinct cohorts of students who attend school shall be implemented to the extent practical.

Students with disabilities in self-contained classrooms will attend for full-time in-person learning each day.

Hybrid Option One

District Wide: 50% of the students will attend each day with the remaining students attending via remote instruction.

There will be two cohorts of students. Each cohort of students will be assigned the days they attend in a five-day [M-F] cycle. Each cohort of students will attend either Monday/Tuesday or Thursday/Friday and alternate Wednesdays. Parents shall have the choice of having their child attend in-person or be taught through remote instruction.

Hybrid Option Two

District Wide: 100% of the students will attend each day.

Parents shall have the choice of having their child attend in person or be taught through remote instruction.

Remote Model

Students will not attend school in the physical building. Teachers may be in attendance if DOH allows. Instruction will be conducted digitally through online methods. The structure of the classes, expectations for students and teachers, and protocols for taking attendance, delivering lessons and instructional materials, assessing student work, and grading/providing feedback will be explained.