

To: OA Faculty, Staff, Parents, and Guardians

From: OA District Leadership Team

RE: Hybrid and Virtual Academic Learning Plan

Date: September, 2020



Dear OA Community,

As we move into the new school year, we will take what we have learned during last year's remote learning portion of the school year through student, parents, and teacher feedback to improve virtual and hybrid instruction.

We view this as a challenge to build upon last year's experience to continue expanding our teaching tools in a virtual learning environment. Even though we are in a continuous cycle of reflection and improvement, our work last spring along with the advances over the years with our 1:1 device program and the implementation of our learning management systems has positioned us well to handle both hybrid and virtual learning environments.

This Hybrid and Virtual Learning Academic Learning Plan was developed using survey input from students, parents, and teachers. Please be aware that information released at a later date by the NYS Education Department and the Governor, changes may need to be made in our plan. As always, we will keep you updated, remain flexible as an organization, and we will continue to collect feedback from the school community and make adjustments. Any changes in this Hybrid/Virtual Learning Plan will be communicated.

Throughout this year, it is essential that we continue to provide the best instruction possible to our students along with focusing on:

- The mental health of our students and staff.
- Focus on making strong connections with students and parents throughout the year. We have seen in our distance learning experience from last year that positive relationships with families helps to increase student participation, engagement, and academic performance.

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Social-Emotional Learning

Support students by:

- Focus on student and parent engagement in the learning process. Keep in mind the fact that COVID 19 has been stressful for everyone.
- Monitoring and engaging students in learning
- Prompting discussions, collaboration, feedback, assessment.
- Considering ways to focus on relationships and connections with students via various means, including phone conversations, various e-resources, and other social media platforms.
- Spend time in class getting to know students and allowing them to get to know you.
- Give students choices within their learning environment.
- Spend time finding out why a student is acting/behaving a certain way and focusing on implementing strategies that support the students social/emotional well being.
- Increase a sense of community at the school and classroom levels through the implementation of activities that support/engage students.

Strategies/Examples:

- Club and activities. Ex. gaming club,
- Building and classroom level bonding experiences. Ex. tie dye day, awards for effort, etc.
- Building Virtual Classrooms. Ex. Google Slides

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Engaging Families

- Use consistent communication methods which allows family members to become comfortable with that form of communication (e.g., phone calls, Remind messages, email, text messaging, and/or online conversations).
- Communicating expectations for students to students and parents/guardians.
- Ask families how they feel they can best support their student's success.
- Creating daily schedules and routines and providing direction for parents/guardians to do the same.
- Developing family partnerships and support mechanisms.
- Connecting families with educational and social-emotional supports from school and within the community.
- Find out from families the best way and times for communication.

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Content and Delivery

- The start of the school year should emphasize instruction that helps students become digitally independent learners. Students should be well versed in the use of digital platforms and apps that will be used in class.
- Instructors should determine the gaps in instruction from the previous school year along with the essential learning skills/standards needed for success in the sequential coursework, grade level, and/or to meet postsecondary goals.
- A clear and consistent communication plan should be created to ensure that parents/guardians are partners in this process. Try to utilize the communication channels currently in place:
 - Communicate with parents and students via email, remind messages, text messages, or phone calls.
 - Groups can be an effective means to communicate with our students, parents, and guardians.
- Real-time instruction and pre-recorded mini lessons can be used, but frequent face to face contact should be occurring on a regular basis for teachers to create a classroom community, facilitate discussions, and to formatively assess student comprehension.

Additional Considerations

Regarding any new content that is being covered, instructors should chunk content into smaller pieces to match students' needs and be flexible with pacing.

Bandwidth may vary depending on the time of day and the number of people streaming video and audio. This may affect streaming quality in live video classes and the ability to view or upload videos in pre-recorded classes. Connect with parents when connectivity issues arise.

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Feedback

- Feedback needs to be consistent, ongoing, incremental, formative, as a means of keeping students engaged. Feedback based on formative assessment should occur multiple times during a lesson both formal and informal.
- Formative assessment and frequent feedback should be used to encourage and motivate learners to access content and engage in the learning. Suggested activities such as discussions, discussion boards, reflections, short essays, video recordings, etc. may facilitate the formative assessment and feedback process.
- Feedback should be informative and tailored to the assignment(s) given:
 - With the goal of resubmission for proficiency or mastery of content and/or skill.
- Teachers should give personalized feedback on content materials (submitted or not submitted).
- Teachers should be able to provide a means (i.e., rubric) of how students will be assessed on the assignment(s) they are receiving. Assignment(s) should be accompanied with an understanding of the goals and objectives.

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Integrating Learning in Authentic Ways

Learning modules that integrate various kinds of content and learning are encouraged. Keeping this in mind, we can:

- Use thematic approaches to make connections across content.
- Encourage the arts as much as possible. Music, song, storytelling, drama, crafts, textile arts, and visual arts all provide enormous cognitive, emotional, and cultural benefits.
- Embrace inquiry, problem, and project-based learning. Prompt students to brainstorm the questions they genuinely want to pursue, and prompt them to engage in authentic inquiry-based learning in the context of their everyday life. Invite students to find ways to address the problems they identify as needing their attention. The experiences they are having or creating for themselves in this current context can become part of the inquiry process. The more we ground learning expectations in questions and actions that are relevant to their lives, the more they will feel engaged and empowered by the experience.
- Utilize technology to integrate learning across content areas for practical application.

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Responsibilities of District Staff:

Administration (K-12): Principals and Assistant Principals will be engaged in supporting teachers, students, and families. They will provide building-level communications and updates to families. Each administrator will support teachers, along with communicating with students and parents.

School Counselors & School Psychologists (K -12): This ongoing public health crisis is causing stress for both staff, students, and our extended families.

a) will be available to students and staff and;

b) will send out information to staff and families regarding self-care and wellness.

Teachers and counselors, K-12, continue to work together to identify students who may need more wellness support during this time.

Teachers (PreK-6th): Teachers will create and teach daily lessons for students whether they are in person or virtual. Instructional materials will be shared with students and parents use the following platforms:

- Pre K-6 - Google Classroom or Schoology by grade level

Teachers (7th-12th): Teachers will create and teach daily lessons for students whether they are in person or virtual. Instructional materials will be shared with students and parents use the following platforms:

- Schoology

Special Education Teachers: Students with disabilities are particularly vulnerable during times of disruption and change. To ensure ongoing growth and progress, our teachers will focus their planning efforts on how to continue serving hybrid and virtual learning students, to the greatest extent practicable, by tailoring the support for the hybrid and virtual learning students that provides for the educational needs of students with disabilities.

Working in tandem with general education teachers, special education teachers will provide any modifications or accommodations provided to students with IEPs or 504 plans to the greatest extent possible. General education teachers work as a team member with special education teachers to provide support outlined in students' IEP or 504.

Roles of Related Service Professionals: Related service professionals play a vital role in the daily instruction of students with IEPs. It is essential during hybrid and virtual learning that these professionals are a part of the continued learning of our students. These individuals work in collaboration with other educators to meet the needs of students with disabilities:

- Assist in contacting families and providing educational/therapeutic resources as needed.
- Chunk activities; provide students with structured ways to approach their learning goals.
- Provide resources for families in need of assistance, such as mental health resources and crisis lines.
- Therapists will offer in school or teleservices to students for speech, counseling, occupational therapy and physical therapy in consideration of students' current circumstances.

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Elementary Grades PK - 6

Elementary students currently use district-provided devices to access online books, digital resources, and mobile Apps as part of their everyday learning. This practice will be continued in both in-person and virtual learning this year.

To better support continued student engagement, the teachers will provide websites or apps with grade-level specific resources; including suggested readings, activities, and instructional materials to allow students to maintain skills and concept awareness. Elementary students in grades Pre K-6 will access class materials using either Google Classroom or Schoology, which will be determined by grade level. In addition, teachers will use Zoom to deliver their virtual instruction.

If you are using a new app, it is recommended that you fully introduce it to students during live instruction and be ready for follow-up questions from students or parents. Do not overwhelm the student's with apps.

ALL elementary students will engage with teachers and instructional content on a set schedule. Classroom teachers will create a schedule and follow daily, whether in-person or virtual. Each grade level will be given the latitude to develop their daily schedule and communicate it to parents.

PLC/Planning: PLC times have been determined by the schedule of students in the two models for the elementary schedule. Grades K, 1, 3, 5 with PLC in the afternoon. Grades UPK, 2, 4, 6 will be in the morning.

Learning Guidelines for Elementary

Grade Levels	Instructional Guidelines
Grades Pre-K-6	<ul style="list-style-type: none"> ● Utilize Google Drive to share, collect and demonstrate content with students. ● Video conference to connect with small groups of students to review concepts, touch base, provide tutoring or support. ● Provide ongoing feedback. ● A variety of tasks can be assigned to provide a balance of online and offline activities and learning. ● Check ins and Quarterly assessments will continue ● Have at least 3 points of face-to-face contacts daily with students.

AES and OES Arrival and Dismissal Schedule(s):

Students Arrival K, 1, 3, 5: 7:30am/ Dismissal - 1:30pm

Students Arrival 2, 4, 6: 8:30am/ Dismissal - 2:30pm

***** UPK Arrival: 8:30am/ Dismissal - 1:30pm**

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Secondary Grades 7-12:

Secondary students currently use district-provided devices to access online books, digital resources, and mobile Apps as part of their everyday learning. This practice will be continued in both hybrid and virtual learning this year.

To better support continued student engagement, the teachers will provide websites or apps with grade-level specific resources; including suggested readings, activities, and instructional materials to allow students to maintain skills and concept awareness. Secondary students will use Schoology to access class materials. In addition, teachers will use Zoom to deliver their virtual instruction and the links to these sessions will be placed in Schoology for all students 7 -12.

If you are using a new app, it is recommended that you fully introduce it to students during live instruction and be ready for follow-up questions from students or parents. Do not overwhelm the student's with apps.

PLC/Planning for Secondary: PLC time will be during 10 am - 11 am which is the time between period 2 and 3.

Learning Guidelines for Secondary

Grade Levels	Instructional Guidelines
Grades 7- 12	<ul style="list-style-type: none"> ● Utilize Google Drive to share, collect and demonstrate content with students. ● Provide ongoing feedback. ● Check ins and Quarterly assessments will continue this school year. ● Assignments focused on essential learning standards. ● Multiple interaction points with students during each class session (Using Zoom) ● Teachers will use 0-100 point scale when determining student grades.

Schedule for Secondary: Grade 7-12

Monday: **Red** in-person; **Blue** Virtual

Tuesday: **Blue** in-person, **Red** Virtual

Wednesday: **All students are virtual**

Thursday: **Red** in-person; **Blue** Virtual

Friday: **Blue** in-person, **Red** Virtual

Conduct and Digital Use:

We will follow the rules outlined in the School Board Policy Manual, School Code of Conduct, and the student signed Digital Use Policy. As always, please follow the Golden Rule and communicate respectfully with each other.

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