

# NORTH COLLINS JR.-SR. HIGH SCHOOL

## Framework for a Hybrid/Remote Learning Model

### 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 supports 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 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.