



Half Hollow Hills: Remote Learning Pull-out Section

Hybrid Instruction – pg. 63-67 of Reopening Plan

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our district has developed a hybrid learning model and schedule that can continue as is in a fully remote environment.

Instruction will not only focus on “core” subject areas to the exclusion of elective courses. Consideration has been given to prioritizing social emotional learning, hands-on and lab-based activities while students are onsite in school buildings. All instruction will continue to be aligned to the New York State Learning Standards.

As noted previously, student schedules will remain the same whether instruction is in person or remote so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously.

In a hybrid model, the student cohort that is home on a particular day will have remote learning opportunities that include an emphasis on the continuity of instruction. This will enable students to make curricular progress and return to school the following day without the need for the teacher to repeat a lesson. While in a hybrid model, students at home will be required to log in to Canvas for their core area classes as per the regular bell schedule. Once connected, students may be asked to participate live with the class or receive a recorded lesson that aligns with that day’s curricular objectives.

To ensure high-quality remote learning experiences, all students and teachers will utilize Canvas as our learning management tool. Teachers will continue to follow basic protocols and procedures for its use to ensure a level of consistency within and across the curricular areas.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students’ mastery of course content. We will use a five-scale grading rubric based on levels of competency/mastery, which can then be aligned to numeric bands (for GPA purposes).

For information on school schedules, visit the School Schedules section of our reopening plan.

Elementary Level

The hybrid model at the elementary level considers the unique learning needs of our district's youngest learners, striking a careful balance of shared instruction (screen time for students at home) and focused, small group instruction for students during live, on-site instruction. On any given day, approximately one-half of the class will be present and on site, while the other half is joining and learning from home. The morning portion of the day will provide for shared learning experiences for all students, regardless of an on-site or at home learning day. A portion of the afternoons will be designated for teachers and students together in the classroom to have authentic learning experiences together, including but not limited to: guided reading, writing, and other small group instructional needs. This time of the day will enable our teachers to place their full focus on the students present in the classroom, tailoring the instruction to best meet their skills and needs. Students at home that day will be provided independent practice that directly connects to the skills taught during the shared experience earlier in the day, or a skill taught earlier that week. The next day, the students that were at home will also be provided that same opportunity of a designated time of the day for focused, small group instruction with the teacher.

In this model, all of our students will receive a combination of distance learning from home and in-person instruction at school. Approximately 50% of our students will attend school on any given day, while the other 50% (groups designated as blue and green) join for shared experiences in the major subject areas.

As part of this model:

- SEL and community building will be embedded throughout the week, with classroom teachers utilizing opportunities available to them each day. SEL opportunities will also be integrated across subject areas through literature and class dialogue. Teachers will incorporate times where the students in school and the students at home can share these opportunities together when possible. In the hybrid model, this shared experience is likely to take place in the morning as they begin their first lesson of the day.
- Programs for Students with Disabilities, Academic Intervention Services, and ENL supports will be scheduled throughout the day.
- Special Area Teachers in Art, Music, and Library will push in to classrooms for instruction on the In-Person Day while the students remain in the same classroom space. Students will have the opportunity to participate in special area learning experiences remotely.
- The special area schedule will rotate with each trimester to ensure students can receive an authentic in-person experience in each special area throughout the school year.
- Physical Education classes will take place outside, whenever possible.

- Students will eat lunch in their classrooms. Recess will be outside, whenever possible.

Secondary Level

Throughout the district, students will be grouped by household into two cohorts - Blue and Green. All household members will be grouped into the same cohort, regardless of the building they attend.

Once logged in to Canvas, students will follow the posted directions from their teacher. In the hybrid model, remote instruction will consist of one of the following:

- Recorded screencast that is aligned to in-person instruction
- Recorded, asynchronous instruction from a prior class or lesson
- Synchronous instruction from the classroom

In a hybrid model, it is unlikely that remote instruction will be a full period in length, as teachers must also focus their attention on the students in class. As described in the "Educational Practices" section, it is also unlikely that a teacher would use direct instruction for a full period while in class. Students at home should expect an instructional component, as described above, and then collaborative or independent student work to demonstrate their understanding.

In addition to the instructional components listed above, teachers will make themselves available at a clearly designated time during the day to address student questions, clarify concepts or provide feedback.

Student expectations - In addition to the expectations outlined in the Half Hollow Hills Code of Conduct, students will be expected to:

- Follow all health and safety protocols, including wearing a mask and maintaining social distance.
- Log in to Canvas at the designated times each day for each class. Attendance is required and will be recorded in both in-person and remote instructional models.
- Utilize your camera during remote instruction to participate in class activities. If there are extenuating circumstances, please have a conversation with your teachers.
- Submit work on time, either in-person or remotely.
- Bring your district-provided laptop, charged, each day.
- Reach out - there are people here, in-person or remote, who can help.

Peer collaboration

Collaboration - specifically, students working together in small groups to accomplish a task - is a critical component of contemporary education. In many ways, remote instruction has made it more difficult for teachers to manage collaborative work within

a synchronous lesson. It has also become much easier for students to initiate and manage their own collaboration with the ubiquity of Zoom, Skype, FaceTime and other conferencing tools.

As we prepare for September, teachers will be encouraged to establish collaborative groups that span both the blue and green cohorts, and use those groups creatively to enhance instruction and provide students with opportunities to connect with their peers.

Additionally, as a district, we will be establishing the following designations for assignments and/or assessments. Teachers may choose to use or not use them at their discretion, but it is important for all students and parents to understand the following terminology:

- **Collaborative (C)** - Students are encouraged to work with a group of their choosing or their designated collaborative group, as determined by the teacher. It is expected that students working together will submit work that may have strong similarities and / or common language.
- **Independent (I)** - Students are expected to complete this work on their own, with original thoughts, ideas and language. Outside sources, including peers, may be utilized for assistance, but the final product should be individual work.
- **Secure (S)** - Students are expected to demonstrate their understanding independently, without outside assistance or support. Parents may be asked to verify that assignments or assessments in this category were completed in good faith, with the understanding that they will likely be used to measure student comprehension and/or direct future instruction.

Extra help - In both the Hybrid and Full Remote Models, extra help will be provided remotely. Teachers will be asked to post a time each day when they would typically be logged in and responding to emails or Canvas messages. Students may email or message teachers at any time, but it is reasonable to expect that a response would be sent within 24 hours, and typically during the designated time each day. Although it may happen frequently, it is not reasonable to assume that responses from teachers will be immediate.

Grading structure - All grades, regardless of the educational model, will be recorded in a numeric format, as in a typical year. Quarterly and final averages will be numeric and weighted as described in the student handbook. There will be no pass/fail options. Individual grading policies will be determined at the teacher, course or department level and outlined in a course syllabus.

Elementary Opt-in Full Remote Model (Optional) - In the event that we begin the school year with a full attendance or hybrid model, we are offering elementary families the option of receiving instruction remotely. Students who opt in to our **Fully Remote Model** for our first trimester will remain home, even when school is open for in-person instruction, and receive their lessons remotely.

As part of this model:

- Students will receive instruction from select classroom teachers, as well as our elementary math and reading specialists.
- Programs for Students with Disabilities, Academic Intervention Services, and ENL supports will be scheduled throughout the day.
- Special area instruction will occur remotely.
- Upon deciding to return to in-person instruction, placement will be determined by class ratios/spaces within the grade level.

Full Remote Instruction – pg. 62-63 of Reopening Plan

Elementary Level

Should schools close at any time during the school year, all students will transition to the Full Remote Model. In this model, all of our students will remain home and receive instruction remotely. The Full Remote Model directly correlates with the Hybrid Model, with both ELA and Math instruction occurring in the early part of the day.

As part of this model:

- A daily morning meeting is scheduled each day. This will provide an opportunity for the teacher and students to greet one another remotely each day and for the teacher to set the table for the learning that day. SEL experiences will be a large part of this time. Teachers will utilize resources such as Sanford Harmony, SEL literature, and various conversational prompts to engage students and keep them connected and motivated.
- Programs for Students with Disabilities, Academic Intervention Services, and ENL supports will be scheduled throughout the day.
- Special area instruction will occur remotely.

Secondary Level

In the event of a full closure, students will not be permitted into school buildings for any in-person activities. Under those circumstances, all academic activity will take place online.

- Core classes would meet four times per week for synchronous instruction, with the option to meet a fifth day for synchronous or asynchronous instruction when deemed necessary for curricular progress. As in a normal school year, students would be expected to complete additional independent work (comparable to homework) outside of class time.
- All other courses will meet synchronously 5 days per week, or according to a regular A/B schedule. It is expected that the majority of the required curricular work will be completed within these class periods each day, thereby limiting the amount of additional work and screen time.
- Students in AP courses should expect to be engaged in synchronous learning five days per week, at teacher discretion, with additional work commensurate with that of a typical year.
- Teachers have been asked to be mindful of cumulative screen time in their instructional practices. As there are no bells or physical transitions between periods, teachers are encouraged to end a lesson at a natural ending point and not hold students for the duration of the period unless it is useful. Teachers may elect to use the last several minutes of a class to address individual questions, but may release students whom may not find those questions helpful.