

Grand Island Central School District Reopening Plan

REMOTE LEARNING

Remote Model – When Schools Are Closed Due to a High Level of Infection as Defined by the Department of Health and the Governor’s Office:

Students will not attend school in the physical building. 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.

Structures and Expectations for K-12 Remote Learning

A predefined set of structures has been established for remote learning. When planning for and delivering instruction, all faculty and staff will follow the expectations outlined below:

Systems Management

Grades K-12 will use the Google Classroom to post teacher directed instruction, communicate with students and parents, create assessments, and share digital information.

- All students will be provided with an electronic device for use at home. (Devices for Sidway are on back order but expected by November. Students K-12 have 1:1 Chromebooks.)
- Portable connections to the internet will be provided for students who do not have an internet connection at home.
- Attendance will be taken for each lesson or course.

Communication Protocols for Students and Families

The District has established a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. District protocols for communication include, but are not limited to:

- Provide clear communication to students and families to share course expectations and online learning participation expectations, including set office hours and opportunities to collaborate with educators and other students.
- Teachers will follow-up with a Google Classroom 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 host regular office hours for individual student questions (Suggested Best Practice: two sessions each week, opposite days of class meetings)

- 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

Setting Learning Objectives

- Establish daily/weekly instructions that can be followed 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/set intervals.
- Teachers need to plan for providing students with additional time and support for assignments, activities, and assessments in consideration of the diverse home experiences for remote learning.

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 inperson learning experience.

Using video conferencing (Google Meet) software for daily live (asynchronous or synchronous) lesson instruction.

- 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.

Recording each video conference lesson (asynchronous) and store the saved file to an easily accessible location for sharing with students.