

## **Distance Learning**

While the preference certainly is in-person instruction for all students, the district recognizes that it is possible that we will need to mandate distance learning at some point in time during the next year, due to health and safety concerns. However, regardless of the mode of instruction, our district remains committed to provide effective instruction for all students.

With this in mind, the district has developed guidelines for remote instruction as follows in an effort to mirror, to the extent possible, the high-quality instruction that takes place every day for our students.

- All students in grades 1-12 will receive a Chromebook to utilize in school or for remote learning. Kindergarten students will be assigned an iPad for classroom use. Devices will be taken home in the event of a shift to remote learning. Students and teachers without Internet service can contact their building principal to borrow a T-Mobile wireless hotspot provided by the district for the duration of the distance learning period.
- All directions for instruction, assignments, projects and due dates will be posted on the Canvas Calendar, regardless of the platform being utilized for instruction. Ex. If Google Classroom is being utilized for a particular lesson, there will be a notation in the Canvas calendar with directions to the Classroom for the daily lesson.
- Attendance will be taken according to the *Guidelines for Online Conduct*, listed at the end of this document.
- Schedules have been delineated for elementary as well as secondary students as noted below. In the event that a school changes to distance learning, parents and staff will be notified by Robocall, email and on the district web site.
- Videos will be available for all parents and teachers with all information that is necessary for distance learning, including Canvas and Google.

Distance learning should combine both synchronous and asynchronous instruction.

- Synchronous instruction, generally by means of videoconferencing, offers an opportunity for solitary students to maintain connectedness and a sense of belonging and for teachers to provide students with real time face-to-face feedback in the course of discussion and guided practice.
- Asynchronous instruction, consisting of instructional videos, readings, Hyperdocs, chat rooms and projects, is self-paced, offering students a greater degree of autonomy as they acquire new information and demonstrate their understanding while working through more complex tasks. In asynchronous instruction teachers are better able to differentiate instruction and provide students with specific and detailed feedback on their work.

## **Schedules**

The following schedules will be utilized at each level. Building administrators and teachers will include a note regarding the day of instruction in the morning announcements, and a notification will be on line at the beginning of each instructional day.

**Elementary:**

The K-5 Distancing Learning Schedule provides for synchronous and asynchronous instruction daily from 9:00am-2:00pm. Built into this schedule is a one hour lunch break so children have the opportunity to eat and move around. Table 1 provides a sample schedule for elementary distance learning.

*Table 1: Sample Elementary Distance Learning Student Schedule*

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Check-in (Morning Meeting)	Check-in (Morning Meeting)	Check-in (Morning Meeting)	Check-in (Morning Meeting)	Check-in (Morning Meeting)
English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts
ELA Small Group Meetings	Physical Education	ELA Small Group Meetings	Foreign Language	ELA Small Group Meetings
Art	Science	Social Studies	Physical Education	Music
Science	Math	Physical Education	Math	Math
<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
Math	Math Small Group Meetings	Math	Math Small Group Meetings	Science
Independent Practice	Social Studies	Math Small Group Meetings	Social Studies	Independent Practice
Check-out (Closing Circle)	Check-out (Closing Circle)	Check-out (Closing Circle)	Check-out (Closing Circle)	Check-out (Closing Circle)

***\*Note: Breaks will be built in daily throughout the schedule***

Instruction will include a combination of synchronous and asynchronous learning that includes:

- Whole class and small group content-area instruction
- Social-emotional learning
- Special area classes (art, music, physical education, FLES (grades 1-5), science lab, media/research)
- Wellness Days will be added as necessary.

Please note the following:

- This schedule depicted in Table 1 is **only** applicable in a Distance Learning environment.
- Classroom teacher schedules will vary based on the special area schedules.

- Students who receive special education and/or reading and math services will receive them synchronously.

**Secondary:**

Distance Learning is most effective when a structured balance of synchronous and asynchronous learning experiences is strategically designed. Tables 2 and 3 outline a daily rotation of synchronous lessons by subject for to the High School and Middle School. It allows for:

- Consistent interpersonal connections as well as live learning interactions among students and the teacher(s) for each class on an alternating daily basis.
- Consistent amount of student daily computer face time (approximately half of each student’s courses on each given day).
- Consistent feedback to students, as well as both remote and in-person opportunities for students to ask questions, gain clarification and support their learning.
- During the days that subjects are scheduled in a Distance Learning environment [Tables 2 and 3], the teacher will have live contact with every student in the class. During these sessions, effective live instruction can take a number of different forms as illustrated in Table 5.

*Table 2: Jericho High School Distance Learning Synchronous Schedule*

<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>
<b>Social Studies</b>	<b>Math</b>	<b>Social Studies</b>	<b>Math</b>
<b>Science</b>	<b>English</b>	<b>Science</b>	<b>English</b>
<b>World Language</b>	<b>Art, Music, Home &amp; Careers, Business Ed, Engineering</b>	<b>World Language</b>	<b>Art, Music, Home &amp; Careers, Business Ed, Engineering</b>
<b>In-school Day 1 Alternating Day Classes, i.e. PE, Health, Science Lab, etc.</b>		<b>In-school Day 2 Alternating Day Classes , i.e. PE, Health, Science Lab, etc.</b>	
<b><i>Guided Study, AIS and Support Services are ALWAYS SYNCHRONOUS as per student schedule.</i></b>			

*Table 3: Jericho Middle School Distance Learning Synchronous Schedule*

Day 1	Day 2	Day 3	Day 4
Social Studies	Math	Social Studies	Math
Science	English	Science	English
World Language	Alternating Day 1: PE, Music, Electives, Tech	World Language	Alternating Day 2: PE, Music, Electives, Tech
Alternating Day 1: PE, Health, Science Lab, Art, FACS		Alternating Day 2: PE, Health, Science Lab, Art, FACS	
<b><i>Guided Study, AIS and Support Services are ALWAYS ASYNCHRONOUS as per student schedule.</i></b>			

Please note:

- This schedules illustrated in Tables 2 and 3 are **only** applicable in a Distance Learning environment.
- Subjects not listed for synchronous instruction will engage in asynchronous learning on the given day.
- This schedule follows a four day cycle.
- The scheduled “day” will be clearly communicated to students, parents and faculty each morning and posted via Canvas.
- The rotation of Day 1-4 in this Distance Learning model does **not** align with the Day 1 and 2 rotation in the In-Person model. A monthly schedule will be provided in advance to students, parents and faculty clearly identifying the rotation for each model. (*A sample monthly schedule is provided in Table 4.*)
- Periodic Wellness Days may be included in the schedule.

Table 4: Sample Month for MS/HS

Monday	Tuesday	Wednesday	Thursday	Friday
		1 Remote Day 1	2 Remote Day 2	3 Remote Day 3
6 <i>Schools Closed</i>	7 Remote Day 4	8 Remote Day 1	9 Remote Day 2	10 Remote Day 3
13 Remote Day 4	14 Remote Day 1	15 Remote Day 2	16 Remote Day 3	17 Remote Wellness Day
20 Remote Day 4	21 Remote Day 1	22 Remote Day 2	23 Remote Day 3	24 Remote Day 4
27 <i>Schools Closed</i>	28 Remote Day 1	29 Remote Day 2	30 Remote Day 3	1 Remote Day 4

Table 5: Synchronous

Type	Intent	Examples
<b>Whole Class Instruction:</b>	The teacher meets live with the whole class. The digital classroom is similar to an in-person class. While whole class discussion should be incorporated, flexible groups are established for digital breakout sessions.	Meet Canvas Conferencing Zoom
<b>Small Group Instruction</b>	The teacher meets live with small groups of students who have been invited for the purpose of remediation, enrichment, or for work on a project.	Meet Canvas Conferencing Zoom
<b>One-on-one</b>	Individual conferences with students or parents as needed.	Meet Canvas Conferencing

		Zoom
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On asynchronous instruction days, students could be taking part in any number of activities and/or grouping configurations as shown in Table 6.

*Table 6: Asynchronous*

<b>Type</b>	<b>Intent</b>	<b>Examples of Technology</b>
<b>Instructional videos</b>	<p>Teacher records a video for students in which new content is introduced. In a typical “flipped classroom,” this would consist of introducing enough information and modeling for students to be successful in practicing before application and transfer.</p> <p>Either screencasts or videos explaining the following:</p> <ul style="list-style-type: none"> <li>• Aims for the unit or aims for the week.</li> <li>• Learning Objectives including content and practice</li> <li>• Performance Task Assignments for peer writing and editing assignments</li> <li>• Video recordings of lectures by experts</li> <li>• Assignments for student research</li> <li>• Discussion Boards</li> <li>• Assignments for student-created videos</li> </ul>	<p>Nearpod            Pear Deck            EdPuzzle            Flipgrid            Screencastify            Jamboard            Kami            Padlet</p>
<b>Slide Shows</b>	Teacher posts a slideshow for students to view. They answer questions or contribute feedback.	<p>Google Slides            PowerPoint,            Nearpod            EdPuzzle            Screencastify</p>
<b>Readings</b>	Students respond to a reading assignment (essays, poems, short stories, literature, etc.)	Canvas
<b>Discussion Boards/ Chat Rooms</b>	Students contribute to class discussions/ readings/ performance tasks in order to make meaning of content.	<p>Canvass            Google Suite            FlipGrid            Hyperdocs</p>
<b>Group Projects</b>	Students contribute to class discussions/ readings/ performance tasks in order to make meaning of content.	<p>Google Docs            Dropbox</p>

## **Extra Help**

Live Extra Help should be offered weekly and should include:

- Students who have been identified and invited to the extra help session because their work or responses indicate a need for extra support, re-teaching, etc.
- Students who opt to attend because they may have questions or need additional guidance regarding concepts taught during the week.

## **Assignments**

Due dates and times for all submissions will be assigned by the teacher according to the complexity of the assignment. Students who have an issue with submitting an assignment need to inform the teacher by the due date/time.

## **Grading**

As when in school, students' grades will reflect the degree to which they have demonstrated the understandings stated in the learning standards for each course. Students in the elementary grades will receive number grades for each trimester, and students in MS and HS will receive letter grades for each quarter that they are enrolled. Some examples of assignments that would generate grades could include performance tasks, essays, Hyperdocs, online tests/ quizzes, responses to online videos or articles, inquiry-based lab designs, reflections, research projects, etc. Assignments that will be graded will be noted in Canvas.

## **Guidelines for Online Conduct**

While schools are closed your teachers/educators may provide the opportunity for virtual meetings via Google Hangouts, Google Meet, Zoom, or other video conferencing tools. Participating in video conferences is a great way to stay connected with your teachers and classmates, but it is important for you to follow these rules and guidelines. NOTE: only teachers can initiate virtual meetings and only teachers can video meetings. Video recordings may be archived only by the teacher.

- Log on before the start of class, so you join the class on time, following teacher instructions.
- Attend online classes with **video on** and **microphones muted**. Teachers will be taking attendance for each class period based upon these guidelines.
- Remember that you are on camera and live. To the extent possible, find a quiet place to work. Sit in front of your Chromebook or personal device and dress appropriately for class. Be mindful of your background.
- Follow the same classroom rules that you would follow in school.
- You are not anonymous. Be mindful of your speaking tones and what you say.
- If your teacher enables the Chat feature, think before you type and use language that is appropriate in a classroom.
- Class chats should only be used for class-related purposes.
- Maintain trust with your teacher and other students. Do not share videos, documents, chats, etc.
- Stay in frequent communication with your teachers. Email your teachers if you are unable to complete an assignment or to ask for help.
- Keep distractions to a minimum. Avoid using your phone or having tabs open that do not apply to classwork.