

HERMON-DEKALB

REMOTE LEARNING PLAN

Allowing students the freedom and agency to work through something on their own timeline can relieve stress for some and prevent boredom-based attention-seeking behavior from others. Even better, asynchronous learning doesn't have to be limited to online or hybrid educational models. Asynchronous learning can be used in traditional brick-and-mortar classrooms too." - Emma Pass, The Hybrid Teacher

PK-6 Remote Learning

Students will access lessons and assignments online daily through Google Classroom. Families will be required to assist students in completing their daily lessons and assignments. Assignments will be graded and assessments will need to be completed regularly to assess student learning. Engagement will be defined as turning in assigned assignments, communication with the teacher from parents and students in regards to posted assignments, tasks assigned to students completed, video recordings assigned by the teacher to document progress of learning or any combination of these. Parents will be expected to support their students in completing all instructional tasks and communicate with teachers regarding questions and concerns.

Our elementary students will be a targeted group of students for our district. With the unexpected closure in Spring of 2020, these students are ones who will be receiving as much face-to-face instruction as possible. Our instruction will be high quality, rooted in research based best practices, rigorous and meet the New York State Learning Standards for each grade level. Our instruction will also meet the needs of our students with special education services and students who struggle academically, as well as challenging for students who excel in the classroom.

For students who choose remote learning or if we move to a model of remote learning, our staff will provide daily instruction in reading, math, phonics (for grades K-2) and writing. Each week students will be assessed on their knowledge of the content through different means--formal assessments (tests) or informally through exit tickets and tasks completed. Classwork will be posted in Google Classroom and submitted to the teacher through this learning platform unless otherwise stated. Although work may be done remotely (asynchronous), our teachers will also provide times when students will be required to be in a synchronous environment.

Attendance

Attendance will be taken daily and participation is required by the New York State Education Department.

Each teacher will let parents know what is expected in their virtual learning classroom to receive credit for attendance. If your child is sick and unable to do virtual learning, it is the family's responsibility to work with the teacher to make up missed lessons and assignments. It is important to note that the workload for an at-home learner will be the same quantity as if they were in school. **This will be a substantial increase from what students did during the Spring remote emergency learning**

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7-12 Remote Learning

All students will be learning remotely from home. Students will access lessons and assignments online daily through Google Classroom or Schoology (determined by the teacher). Engagement will be defined as turning in assigned assignments, communication with the teacher from parents and students in regards to posted assignments, tasks assigned to students, video recordings assigned by the teacher to document progress of learning or any combination of these. Parents will be expected to support their students in completing all instructional tasks and communicate with teachers regarding questions and concerns.

Student expectations will be determined by the course instructor and based on what is being learned. As an example, students in an ELA class may be assigned independent reading or writing, while students in a Math class may watch the day's lesson live from home or a recorded lesson posted by the teacher.

Our high school students will receive a minimum of 180 minutes of instruction per week for each full year class. This is not solely time spent in front of the teacher, but also time engaged in standards-based learning under the guidance of the teacher. This could include online independent work, watching videos, responding to posts or online discussions, collaborating with other students on an assigned project, working independently or in small groups with the teacher.

If students and families choose remote learning or our district is following the remote learning model, students are expected to have daily contact with the teachers from classes they would be in based on the in-person student schedule. Each teacher will provide students and parents with their personal expectations for synchronous and asynchronous learning.

Science teachers will continue to conduct mandatory lab requirements based on the NYSED guidelines. New York State mandatory labs will be completed and submitted. Lab experiments will be conducted in flexible ways including, but not limited to, watching videos, watching the teacher's demonstration, working individually and maintaining all social distancing and face covering regulations along with any safety regulations set forth by the science teacher.

Attendance

Attendance will be taken daily and participation is required by the New York State Education Department. **Each teacher will assign an exit ticket from their class. Students are required to complete online work and the exit ticket within 24 hours of the scheduled class in order to receive credit for attendance within the class.** If your child is sick and unable to do virtual learning, it is the family's responsibility to work with the teacher to make up missed lessons and assignments. **This will be a substantial increase from what students did during the Spring remote emergency learning.**

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Expectations For All Grade Levels

We have established a [HDCS Online Platform Must Haves](#) for all teachers to put into place to make it easier for parents. Online Learning Platforms will be limited to Google Classroom and Schoology. Staff may use other resources, but the work assigned and turned in will be through Google Classroom or Schoology.

Our district has also established an [HDCS Grading Policy](#) that will be implemented for grades K-12 during any of the models we have established. Grades will continue to be put into SchoolTool in a timely manner for parents to view. If you need online access to SchoolTool please contact the Guidance Office. Report cards will be mailed home every ten weeks no matter what learning model we are utilizing at that time.

Arts

Our arts department will create lessons that will allow our students to continue to refine their skills and express themselves in an artistic and creative way. Students in band and chorus will still participate in small group practice sessions with the instructors at a mutually agreed upon time.

Physical Education (PreK-12)

Physical Education remains an important part of students' health and wellbeing. Our students will continue to receive instruction in physical activities that will continue to help them improve their mental and physical health. Students will be provided with choice activities by a certified Physical Education teacher to complete at home for credit.

Academic Intervention Services

Students in grades K-8 who are at risk of not achieving State Learning Standards in ELA, Math, Social Studies or Science are entitled to receive Academic Intervention Services. The NYS Assessments in ELA and Math are only one of our screening tools for determining these services students' needs. Since those assessments were not given in the Spring of 2020, other local measures will be used to include, but not limited to, classroom averages, reading levels from informal assessments, iReady diagnostic testing, teacher observations, and School Based Intervention Meetings data and results. Our district will continue to follow our approved Response to Intervention Plan for all students.

Technology and Connectivity

Our district understands the importance of technology knowledge and skills being vital for full participation in 21st century life, work and citizenship. Digital technology can assist educators in

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differentiating and personalizing learning, flexibility in scheduling and pace; and provide different ways for students and families to engage in learning.

In order to meet the needs of students in any of our three instructional models, technology integration will be crucial. Currently our district has enough devices available for every student in grades PreK-12 to have their own device. We also have enough devices to service our special education students who attend outside programs should we move to a full remote learning model. All students will be assigned a device which will be only used by them to prevent the spread of COVID-19 through multiple people using the device. Frequently cleaning and disinfecting of devices while at school will take place coordinated by our technology director and staff. All teachers needing a device for remote learning will be provided with one as well. This includes access to cameras and microphones to assist in virtual teaching, as well as subscriptions to allow access to critical programs to make virtual learning easier for students, parents and teachers.

Broadband internet access is a challenge in rural districts. To help accommodate the lack of internet for some students the district has put into place some assistance. All families will be surveyed to find out their need for a device at home as well as internet access prior to school beginning. Devices will be assigned to students who need them for home use. Our district has also invested in hot-spots which can be assigned to individual homes where internet access is not available. Our technology director will deliver the hot-spot to homes and provide training for parents and students on the use of the hot-spot and the availability of data on the hot spot. Our district is also purchasing internet towers which will go on top of our school and send an internet signal up to ten miles. Each home in that area without internet will be provided with an internet box which will pick up the signal from the tower and allow high speed internet access to the home. Should our district have a large population needing these towers which are out of the ten mile radius of school, another location for the tower will be found. These towers will only be available to families where high speed internet is not available or other extenuating circumstances which will be reviewed by our technology committee individually. If internet access is available to the home, these towers will not be able to be utilized.

Our district will also continue to provide free internet access available in our parking lots for students and families to utilize if needed. We will also work with public and private businesses and agencies in our district to see if access to high speed internet is available for our families near their business or location. Our technology director will work individually with families to assess their needs and provide devices to the best of our ability.

Teachers will also be provided with devices and high speed internet to the best of our ability to allow for remote teaching to happen. Teachers are also encouraged to come to their classrooms to utilize the school technology if they are unable to teach from home.

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Should access to high-speed internet not be resolved the district will provide the family with alternative ways to demonstrate learning through paper packets.

During the summer of 2020 most teachers in our district participated in professional development in the creation of online learning management systems and how to create courses to meet their needs. Professional development will be on-going for staff throughout the year. Staff will be surveyed about their needs for professional development and the district leaders will work with the Business Manager, our technology director and our Instructional Technology Coach to provide teachers with needed training. Teachers will also be able to participate in on-going training through our local BOCES providing them with skills necessary to teach in the hybrid or remote learning situations. Teachers will be provided with a required list of elements to include in their learning management system to help all classes be set up the same so parents have an easier time navigating these platforms and helping their child(ren) from home. All programs utilized by teachers will be Education Law 2-d compliant and screened by our technology director for compliance.

After discussing remote learning in the Spring of 2020 with parents, students and teachers it was found that parent and student education on the use of the learning management system is critical. Our district will offer multiple parent training sessions prior to school starting. Students will also be trained. We know all parents will not be able to attend in person training sessions, so they will be recorded and available on our website and within learning management systems to watch at another time.

While developing our master schedule for 2020-2021, we took into consideration the number of classes students would be responsible for engaging in each day and created a balance that would work in all three learning models.

Meals

Students who are out on remote learning or in quarantine will also have access to school meals. Our district will apply for waivers from the NYSED Office of Child Nutrition. We will also apply for bulk meal waivers to assist in limiting the number of delivery days during the week, as well as Parent/Guardian Meal Pick-up to allow flexibility for families.

Special Education

Students with IEPs will be provided Free Appropriate Public Education no matter what instructional model our school is following. Special education programs and services provide equity and access for students with disabilities to be involved in and to participate in the general education curriculum. IEPs are developed to meet the unique needs of each learner and prepare them for their future.

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Student's related services and special education programming will take place through online platforms. Special education teachers and related service providers will coordinate with parents to provide services daily. Special education teachers will work with regular education teachers and parents to provide all Program Modifications, Assistive Technology needs and Testing Accommodations while learning from home.

CSE and CPSE will continue to schedule and hold annual reviews, re-evaluation meetings and program reviews meeting all established timelines by NYSED. Initial evaluations and re-evaluations will be conducted in accordance with the regulations established by NYSED. During meetings it will be discussed by the committee if regression due to the lack of services is evident and the student would benefit from compensatory services. All documentation from services providers for the extended closure period will be reviewed to help determine the need for additional services. Our district will also continue to follow all regulations for providing parents with procedural safeguards, prior written notices and notice of recommendations in accordance with NYSED established timelines.