



Remote Learning Plan for HCS Jr./Sr. High School

The following plan has been established for remote learning delivered by HCS Jr./Sr. High School teachers. It is important to keep in mind that even the highest quality remote learning experience cannot replicate the value of in-person interactions with students in the classroom; curricular expectations will be adjusted to focus on the essential learning standards and skills that can be taught in the remote environment.

Definitions

Asynchronous learning - these are learning experiences that the student will be expected to engage in that will NOT involve a live, real-time interaction with the teacher. Asynchronous learning experiences may take the form of a pre-recorded video of the teacher providing direct instruction, a link to an article for a student to read and respond to, a math or science problem set to be worked on and submitted for feedback, etc.

Synchronous learning - these are learning experiences that involve live, real-time interaction with the teacher. Synchronous learning may be used for large group, small group and/or individual direct instruction, collaborative discussions, student conferences, intervention services, and community building/social emotional learning experiences.

Attendance

Students will be required to attend instruction on a daily basis, even when that instruction is being provided in a remote environment. Daily attendance will be taken by instructional staff for each class for both synchronous and asynchronous learning. Teachers and students will be expected to engage in daily interaction.

Schedule

Students will follow their typical class schedule for courses based on days and times as a general framework to ensure completion of synchronous and asynchronous learning activities.

Core courses (Math, Social Studies, Science, English) will be delivered synchronously on Mondays, Wednesdays and Fridays as regularly scheduled. Electives and special area courses will be delivered synchronously on Tuesdays and Thursdays as regularly scheduled.

Every Friday afternoon, teachers will communicate the following week's learning objectives and asynchronous learning activities.

*****Information for students opting out of in-person instruction:***

- *Courses required for a Regents diploma will be scheduled, any additional electives and coursework will be provided based on staff availability*
- *Synchronous instruction will be scheduled and delivered based on teacher availability each week*

Special Education/504

Services that a student qualifies for and receives through the school district will continue to be provided in a remote learning environment. To the greatest extent possible, those services will continue to be provided at the same level of frequency and intensity in the remote environment as they are provided when we are present in the school building. In some cases, there may be individual student needs which will require us to modify the delivery of services in the remote environment.

Assessments

Formative and summative assessments will be used, as appropriate, in the remote learning environment. Teachers may need to modify the format and/or content of some of their assessments for the remote environment. To maintain academic integrity in the remote setting, unless specifically directed to do so by their teacher, students are expected to work independently on all assessment related tasks and submit their own work.

Work submitted for grading may take the form of writing pieces, response to an online assessment, a one-to-one conversation between student and teacher, or any other means deemed acceptable by the teacher.

Grading

Grading in the remote learning environment will reflect the in-person practice to the greatest extent possible utilizing the scale of 0-100%.

Students will continue to receive progress reports and report cards, approximately every five and ten weeks respectively.

Feedback

Feedback will be provided both synchronously and asynchronously by the teacher of record over the course of the instructional week that directly aligns to the learning objectives and NYS learning standards.

Social Emotional/Mental Health Needs

As a district, we recognize the correlation between academic learning and the social emotional and mental health of our students. We recognize that if students are not feeling safe and secure - physically, socially, and emotionally - they cannot optimize their learning. Therefore, we remain committed to attending to the social emotional and mental health needs of our students under all learning circumstances.

Administrators and all members of our mental health staff (counselors, social worker, school psychologist, and school nurse) will continue to support individual students and families during remote learning.

Platform

Google Classroom will be the Learning Management System that students and teachers will utilize as their “virtual classroom space.” Students and parents will receive an “orientation” to Google Classroom as a part of the opening of the school year from classroom teachers. Teachers will organize their virtual classroom spaces in a way so students can access content and materials, and clearly understand the expectations associated with synchronous and asynchronous classwork, assignments and assessments.

Zoom will be the video-conferencing platform that students and teachers will utilize for synchronous instruction during their regularly scheduled class times.