Returning to Virtual Learning @156
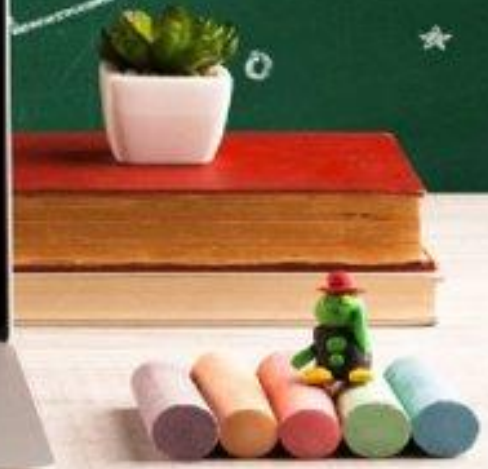
SYNCHRONOUS/ASYNCHRONOUS VIRTUAL INSTRUCTION SCHEDULE

Synchronous Instruction: Time with the teacher; the teacher conducts lessons with the whole class online

Asynchronous Instruction: Independent learning time; the teacher is available for office hours and may work with small groups of students

GRADES 5-6

Periods	A,B,E Days	C,D,F Days
HR (8:05-8:09)	Schoology Announcements: Letter Day	
1 (8:13-8:55)	Synchronous Instruction	Asynchronous Instruction
2 (8:59-9:41)	Synchronous Instruction	Asynchronous Instruction
3 (9:45-10:27)	Synchronous Instruction	Asynchronous Instruction
4 (10:31-11:13)	Synchronous Instruction	Asynchronous Instruction
LUNCH (11:17-11:49)		
5 (11:50-12:32)	Asynchronous Instruction	Synchronous Instruction
6E/6L (12:36-1:18)	Asynchronous Instruction	Synchronous Instruction
7 (1:22-2:04)	Asynchronous Instruction	Synchronous Instruction
8 (2:08-2:50)	Asynchronous Instruction	Synchronous Instruction

SYNCHRONOUS/ASYNCHRONOUS VIRTUAL INSTRUCTION SCHEDULE

Grade 7-12 students will have varying synchronous/ asynchronous instruction times based on when their lunch is scheduled: B Lunch or C Lunch

GRADES 7-12, B LUNCH

Periods	A,B,E Days	C,D,F Days
HR (8:05-8:09)	Schoology Announcements: Letter Day	
1 (8:13-8:55)	Synchronous Instruction	Asynchronous Instruction
2 (8:59-9:41)		
3 (9:45-10:27)		
4 (10:31-11:13)		
5 (11:17-11:59)		
LUNCH (12:03-12:32)		
6L (12:36-1:18)	Asynchronous Instruction	Synchronous Instruction
7 (1:22-2:04)		
8 (2:08-2:50)		

SYNCHRONOUS/ASYNCHRONOUS VIRTUAL INSTRUCTION SCHEDULE

At the end of the 6-day cycle, all students would receive at least 60% of their instruction SYNCHRONOUSLY:

- 50% scheduled synchronous instruction
- At least an additional 10% of the time <u>per student</u> is built-in during ASYNCHRONOUS days via small groups, one-on-one sessions and office hours.

GRADES 7-12, C LUNCH

Periods	A,B,E Days	C,D,F Days
HR (8:05-8:09)	Schoology Announcements: Letter Day	
1 (8:13-8:55)	Synchronous Instruction	Asynchronous Instruction
2 (8:59-9:41)	Synchronous Instruction	Asynchronous Instruction
3 (9:45-10:27)	Synchronous Instruction	Asynchronous Instruction
4 (10:31-11:13)	Synchronous Instruction	Asynchronous Instruction
5 (11:17-11:59)	Synchronous Instruction	Asynchronous Instruction
6E (12:03-12:45)	Synchronous Instruction	Asynchronous Instruction
LUNCH (12:49-1:18)		
7 (1:22-2:04)	Asynchronous Instruction	Synchronous Instruction
8 (2:08-2:50)	Asynchronous Instruction	Synchronous Instruction

ACE/BDF Classes

- Will have adjusted times for Synchronous/Asynchronous learning to comply with instructional minutes: 2 synchronous sessions per cycle:
  - Teachers will inform affected students and parents on their syllabus and introductory letters

VIRTUAL INSTRUCTION EXPECTATIONS...

STUDENT EXPECTATIONS

Synchronous Instruction	Asynchronous Instruction
Students will be expected to...	*Students will be expected to...*

• Login to class on time
• Be an active participant and stay on task:
   o Respond to teacher requests during the lesson
   o Complete tasks assigned
   o Partake in whole group discussions
• Engage in the lesson:
   o Ask questions
   o Share your ideas
• Adhere to the BPS Acceptable Technology Use Policy
	• Complete all assigned work
	• Attend one-on-one sessions, as scheduled by your teachers
	• Attend group sessions, as scheduled by your teachers
	• Reach out when you need assistance:
	   o With your work
	   o With technology
	   o For any social/emotional concerns

VIRTUAL INSTRUCTION EXPECTATIONS....

How we support our special populations... SWDs & ELLs

TEACHER EXPECTATIONS

Synchronous Instruction	Asynchronous Instruction

Teachers will be expected to...
• Teach lessons virtually to their students
• Assess student progress
• Provide appropriate supports for all students
• Communicate progress to students
 	
Co-Teachers will be expected to...
• Plan appropriate supports for students based on IEPs
    ○ Differentiation based on individual students
• Provide one-on-one or small group assistance throughout the lesson via chat function
	Teachers will be expected to...
	• Assign work to students based on instruction provided during the synchronous time
	• Coordinate and lead small groups for students who struggled or excelled during synchronous instruction
	• Coordinate and lead one-on-one sessions for students who struggled or excelled during synchronous instruction
	• Be available for "Office Hours" on Wednesdays based on Department Schedule
	• Communicate progress with parents/caregivers on a weekly basis
	
	Co-Teachers will be expected to...
	• Supplement lessons to address skills student(s) demonstrate difficulties with
	    ○ Pre-Teach vocabulary
	    ○ Recycle previously taught content
	• Coordinate and lead small groups for students who struggled during synchronous instruction
	• Coordinate and lead one-on-one sessions for students who struggled during synchronous instruction
	• Be available for "Office Hours" on Wednesdays based on Department Schedule
	• Communicate progress with parents/caregivers on a weekly basis

EXTENSION ACTIVITIES: Asynchronous Instruction

Student-Centered Learning

FLEXIBLE LEARNING

- **Discussion Boards**
- **Small Group Work**
- **One-on-One Sessions**
- **Online Platforms: Lexia, MobyMax, Castle Learning**

- **Project-Based Learning assignments with check-points built-in**
- **Individual Student Research**
- **Independent Reading Tasks**

EXTENSION ACTIVITIES: Homework

HOMEWORK		
	English, Social Studies, World Languages	Science, Math, Electives	
Grades 5-6	10 minutes maximum per subject*		

*Special Education students will be assigned work at time intervals aligned with their IEP.

HOMEWORK		
	English, Social Studies, World Languages	Science, Math, Electives	
Grades 7-8	15 minutes maximum per subject*		
Grades 9-10	20 minutes maximum per subject*		
Grades 11-12	25 minutes maximum per subject*		

*Special Education students will be assigned work at time intervals aligned with their IEP.

GRADING DURING VIRTUAL & HYBRID INSTRUCTION...

"The existing District grading policy will be implemented equitably in either a hybrid or remote learning model.

Board Regulation 7210R outlines the District's grading procedures. However, in this unprecedented time, we must recognize that some students may be experiencing traumatic situations in their personal lives, may be in unstable living conditions, or may have taken on additional responsibilities in the home. Teachers should take such factors into consideration and allow time extensions and/or provide affected students with the opportunity to revise/resubmit work in order to meet the learning objective of the lesson. In addition, after working with the teacher, a school counselor, and administrator, it may be determined that certain students require further consideration (e.g., death in the immediate family, prolonged illness). If this is confirmed, students may receive an Incomplete for the marking period and be granted an extension to submit work.

A grading committee will be called to provide feedback and make recommendations for continued improvement of related policy and procedures. "

GRADING & COMMUNICATION WITH FAMILIES

HR Check-In
- Teachers, Assistants, Aides
- Small Groups
- Individualized Attention

Attendance Team
- Absences
- Connectivity Concerns

SST
- Attendance Referrals
- Social-Emotional Referrals
  - Group Supports

Administration
- Individual Support Plans
- Parent/Teacher/Student Conferences

What is the Check & Connect System?

STAFF
   (FAMILY LIAISONS)

PARENTS

ADMINISTRATORS

SST & SUPPORTS

Two Levels of Support

1. Daily Check & Connect:

SOCIAL-EMOTIONAL SUPPORT

- During Homerooms
- Participation in "circle time"
- Participation in a group via Schoology/TEAMS for daily check-in
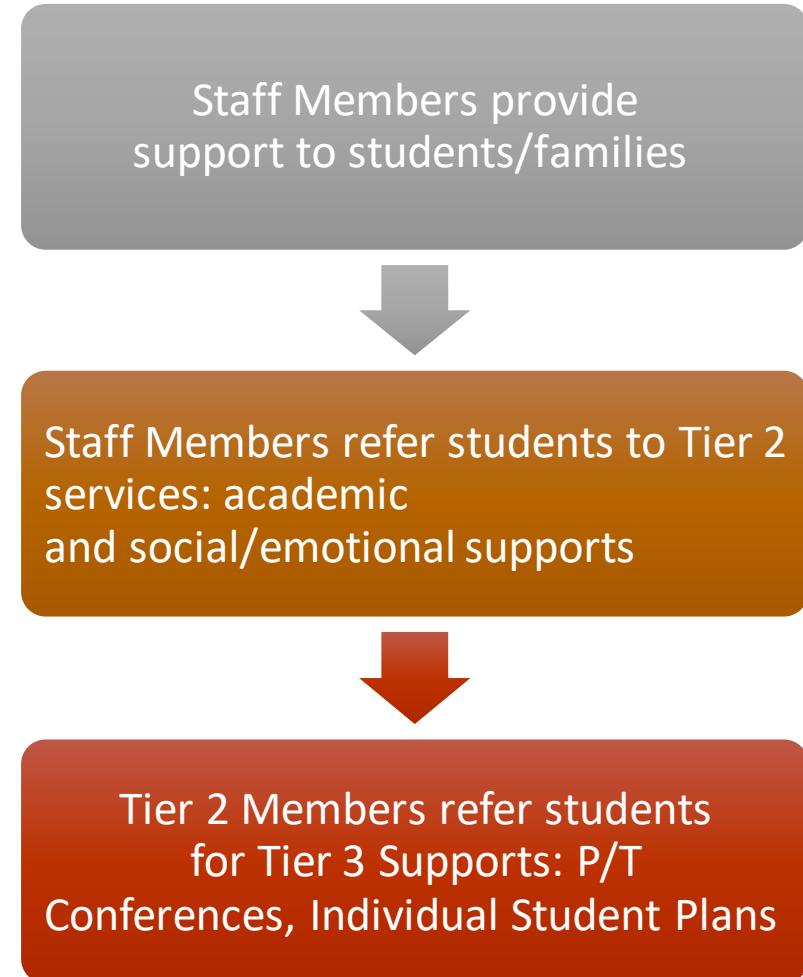
2. Weekly Check & Connect:

ACADEMIC SUPPORT

- Communication with families from classroom teachers
- Teachers may reach out to discuss students who struggled/excelled during the week
- Teachers may email parents: encouragement, highlighting accomplishments

Check & Connect Groups

- **Grades 5-6: Mrs. Potempa & Ms. Tomaino**

- **Grades 7-8: Mr. Fredo & Ms. Lukasik**

- **Grades 9-10: Mrs. Dulak & Mrs. LaRuffa**

- **Grades 11-12: Mrs. Cotto & Mr. VanRemmen**

Staff Members provide support to students/families

↓

Staff Members refer students to Tier 2 services: academic and social/emotional supports

↓

Tier 2 Members refer students for Tier 3 Supports: P/T Conferences, Individual Student Plans

GRADING & COMMUNICATION WITH FAMILIES

A++ Fantastic!

WEDNESDAY check in

Infinite CAMPUS

A

TTENDANCE

CADEMICS

TTITUDE

ion	Attendance Summary	Parent Teacher Correspondence
Library Privileges	40 Wk Avg	CTE MY NEXT MOVE ONET
Assessment	Behavior	Transportation	Fees

Envelope   Documents

First Days of School: Week of 9/7

- TUESDAY 9/8 -- First day for students (Synchronous Instruction ALL DAY)
- WEDNESDAY 9/9 -- B Day Asynchronous/Synchronous Instructional Schedule followed
- THURSDAY 9/10 -- Synchronous Instruction ALL DAY
- FRIDAY – D Day Asynchronous/Synchronous Instructional Schedule followed
    - *Teachers will…*
        - Build in time for relationship-building
        - Be FLEXIBLE – expect technology concerns to arise
        - Begin curriculum/pacing guides on 9/21/20

First Days of School: Tuesday 9/8 and Thursday 9/10
Synchronous "Meet and Greet" Days

Periods have been shortened to 21 minutes

Grades 5-6	Grades 7-12 B LUNCH	Grades 7-12 C LUNCH
Periods		
HR (8:05-8:09)	HR (8:05-8:09)	HR (8:05-8:09)
1 (8:13-8:34)	1 (8:13-8:34)	1 (8:13-8:34)
2 (8:59-9:20)	2 (8:59-9:20)	2 (8:59-9:20)
3 (9:45-10:06)	3 (9:45-10:06)	3 (9:45-10:06)
4 (10:31-10:52)	4 (10:31-10:52)	4 (10:31-10:52)
LUNCH (11:17-11:49)	5 (11:17-11:38)	5 (11:17-11:38)
5 (11:50-12:11)	LUNCH (12:03-12:32)	6E (12:03-12:24)
6E/6L (12:36-12:57)	6L (12:36-12:57)	LUNCH (12:49-1:18)
7 (1:22-1:43)	7 (1:22-1:43)	7 (1:22-1:43)
8 (2:08-2:29)	8 (2:08-2:29)	8 (2:08-2:29)

"Meet and Greet" Days – This is the 1st Day of Instruction

- Time for Teachers and Students to check if technology works.
- Time for an initial meet and greet - quick "get to know" activity with follow-up assignments for the synchronous/asynchronous instructional day that will follow.

First Day of School 9/8/2020-Best Case Scenario

Log on

Log on to Schoology, you will be following your schedule.

See

At the top, you will see Courses, Groups, Resources and Grades. Click on Courses. You should see your first period course listed.

Have

Your teacher will have directions after you click on that course. The directions should include a link to "Microsoft Teams". Once you click the Microsoft Teams link, you will see your teacher.

Follow

Follow the schedule above and sign into each class in this format.

First Day of School – Worst Case Scenario

- If on 9/8/2020 you can't log on to Schoology, email your homeroom teacher and they will email you back at some point during the day with further directions.

- If on 9/8/2020 you can log on to Schoology but your first period course is not listed, please do not panic. Just log off and try again second period. Continue to do this for all of your courses at their scheduled time. It may not work all day. That is something that we hope does not happen, but we do not want anyone panicking if students can't see courses or have live instruction. The Schoology platform will take you to your courses. The Microsoft Teams link will take you to live instruction with your teacher. If neither work on 9/8, then try again during homeroom on 9/9.

- Mrs. Cotto will send a Schoology message to all students on 9/8 at 8:05am, 10:50am, and 2:25pm with updates.

First Days of School: Week of 9/7

- Implementation of District Lessons: 9/8 - 9/18
  - COVID-19 : Physical Education Department
  - Social-Emotional Learning: English Department
  - Culturally and Linguistically Responsive Initiatives: Social Studies Department
  - Instructional Technology: Math Department

- ***All teachers will receive professional development in the above areas***
- ***Teachers will incorporate materials in other subject areas***

Technology Help

- IT Help Line: 816-7100

- Walk in assistance/laptop/hot spot pick up: 1515 South Park Ave.
  - 12-6:30 on 9/3, 10-4 Monday-Friday beginning 9/8

- Schoology Training for families: https://forms.gle/UKWoe9xMy5Jv7zmo6?fbclid=IwAR248mtDWEu5Lfkl4vfpeRgBZ7pzMWSYBV9jDVb6yvxnnOwmsk8a0Vp-qho

- Free Microsoft Teams training through Microsoft: https://www.microsoft.com/en-us/education/training-and-events

- Email cdulak@buffaloschools.org for any questions or concerns

How Parents Can Help

1. Establish routines and expectations

- It is important to develop good habits from the start. Chunk your days into predictable segments. Help students get up, get dressed and ready to learn at a reasonable time. Keep normal bedtime routines, including normal rules for digital devices. Adjust schedules to meet everyone's needs but don't default to staying up late and sleeping in.

2. Choose a good place to learn

- Your family's regular learning space for occasional homework might not work for extended periods. Set up a physical location that's dedicated to school-focused activities. Make sure it is quiet, free from distractions and has a good internet connection. Make sure an adult monitors online learning. Keep doors open, and practice good digital safety.

How Parents Can Help

3. Stay in touch

- Teachers will mainly be communicating regularly through our online platforms. Reach out to teachers, school leaders and counselors but understand it may take a day or two for us to respond. If you have concerns, let someone know.

4. Help students 'own' their learning

- No one expects parents to be full-time teachers or to be educational and content matter experts. Provide support, encouragement, and expect your children to do their part. Struggling is allowed and encouraged! Don't help too much. Becoming independent takes lots of practice. At Olmsted, your child usually engages with other students and any number of adults hundreds of times each day. Many of these social interactions will continue from a distance, but they will be different. You cannot replace them all, and that's OK.
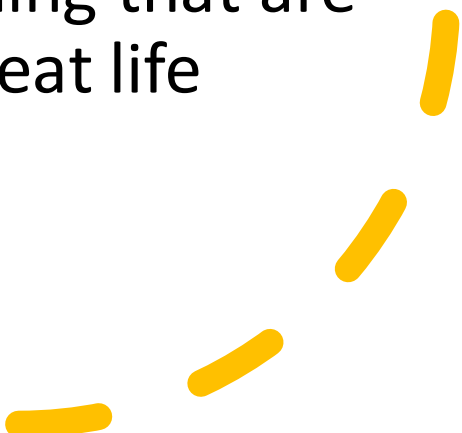
How Parents Can Help

5. Begin and end the day by checking-in

- In the morning, you might ask:
  - What classes/subject do you have today?
    - Do you have any assessments?
    - How will you spend your time?
    - What resources do you need?
    - What can I do to help?

- At the end of the day you might ask:
  - How far did you get in your learning tasks today?
  - What did you discover? What was hard?
  - What could we do to make tomorrow better?

How Parents Can Help

These brief grounding conversations matter. **Checking in** with your child helps to process instructions they received from their teachers, and it helps them organize themselves and set priorities – older students too. Not all students thrive in distance learning; some struggle with too much independence or lack of structure. These check-in routines can help avoid later challenges and disappointments. They help students develop self-management and executive functioning that are essential skills for life. Parents are great life coaches!

We're all in
this together!
Even if we can't hold
hands right now.

As a team, we can make this year one of our best years! Let's hold on the Olmsted values that foster *innovation*, *creativity*, and *reflection* in a family of learners.