Remote Learning Protocol

Hybrid Learning Protocol

Corpus Christi School

2020-2021

Contents

DEFINITIONS

Remote Learning - Remote learning provides an opportunity for students and teachers to remain connected and engaged with the content while working from their homes or a location off school campus. It involves both synchronous and asynchronous instruction. Remote learning is something a school should be able to switch off and on based on need. Transitioning to remote learning keeps students on track so that when they return to physical school environments, they will not need to complete a lot of make-up work in order to be prepared for assessments. Remote learning is designed to be able to transition back to in-person instruction at any time. If necessary (State of Connecticut determined), remote learning will transition to distance learning.

Remote Synchronous Instruction – Two-way, real-time/live, online instruction between teachers and students when students are not on campus. In this method, the required amount of instructional time is scheduled each day. Synchronous instruction is provided through a computer or another electronic device.   All instructional methods will address the required curriculum for each specific content area.

Remote Asynchronous Instruction – Instruction that does not require having the teacher and students engaged at the same time. In this method, students learn from instruction that is not necessarily being delivered in-person or in real time. This type of instruction may include various forms of digital and online learning, such as prerecorded video lessons or online posted learning tasks that students complete on their own. Pre-assigned work and formative assessments are integral parts of an asynchronous assignment. Instructional methods will address the required curriculum for each specific content area.

Hybrid Learning Model – When the need arises during the current pandemic, Corpus Christi School will implement a hybrid model that will allow for some in-person learning accompanied by remote learning experiences. The hybrid model decreases the number of students and staff in the buildings at any given time. It also provides extra opportunities for social distancing and cleaning while decreasing opportunities for coming into contact with the Coronavirus.

The Hybrid Learning Model combines Distance Learning with some in school instruction. Corpus Christi School will move to a Group A / Group B schedule where 50% of each class will report to school for two days in a row. Wednesdays will be on-line learning days for students (Grade 1-8) and staff to allow for deeper cleaning to occur in between cohorts switching to in-person learning. On Wednesdays, all staff members will work from home to help allow for a deeper cleaning to take place. On Thursdays and Fridays, Group B from each classroom will report to school for in person instruction. This will significantly reduce the number of students in the classrooms at any given time. When students are not designated to be physically in the building they will be engaged in on-line learning.

COMMON STANDARDS FOR REMOTE LEARNING and/or HYBRID LEARNING

- ❖ Every class will adopt both synchronous and asynchronous instructional methods.
- ❖ Corpus Christi School utilize the online learning platforms of SeeSaw or Google Classroom
- ❖ For scheduled synchronous learning, individual classes may select from technologies such as Google Meets, Loom (Record videos) or the like that provide online whole class learning environments.
- ❖ Opportunities for synchronous learning will take place at least 4 times a week in any grade that has transitioned to remote learning.

Technology Systems to Support Remote Learning

Students in Grades PreK-Grade 3: Seesaw will continue to be the platform used by teachers. This platform is designed to engage students in learning (creating content, sharing feedback, etc.).

Students in Grades 4-8: G Suite for Education Accounts (Gmail, Docs, Classroom, Meet, etc.) will continue to be the platform used by teachers. For video conferencing in small or large groups, teachers will use Google Meet.

Google Classroom will be the primary platform for distributing and collecting assignments and providing feedback. This common platform will ensure consistency for students and parents, especially for families who have students in multiple grades. Exceptions will be made to support individual students' needs.

Technology Platforms during Remote Learning

Platform Name	Purpose	Grade Usage
G Suite for Education Accounts (Docs, sheets, slides, email, meets, forms, classroom, etc)	Multi-purpose	All Staff and students in Grade 4-8 at Corpus Christi School
Brainpop, Brainpop Jr, BrainPOP Español	Learning, Assessments, and fun!	All students and staff at Corpus Christi School
IXL Math	Practice Math Skills	All students and staff at Corpus Christi School in grade K-8
IXL Language Arts	Practice Language Art Skills	All Students & Teachers in Grades 5-8
Kami	Edit PDF	All Students & Teachers in Grades 5-8
Loom Pro	Record Videos	All Staff at Corpus Christi School
EpicBooks https://www.getepic.com/	Reading Books online	Grades K-4
Lexia	Help increase reading and comprehension skills	Grades 1-4
Aww Board App https://awwapp.com/#	Whiteboard application	All Students & Teachers in Grades PreK-8
Prodigy https://www.prodigygame.com/	Practice Math skills learned	Grade 1-8
Notepad on smartphone	Scan documents with camera on phone	All staff
Seesaw	Platform for interacting with students	Preschool to Grade 3
Microsoft Paint	Tool to Edit graphic files	All Staff
Chromebooks, Chargers, Case	Physical computer device	Available for Grades 5-8
GoGuardian	Manage School issued Chromebook	Any school issued chromebook.

GENERAL EXPECTATIONS FOR REMOTE LEARNING and/or HYBRID LEARNING

This coming school year presents the possibility of having to transition to a remote learning and/or a hybrid learning environment. In a remote learning setting, our goal is to mirror a typical in-person day to the extent possible. The following expectations provide guidelines for students and teachers:

- ❖ Each subject will have a live, synchronous component.
- ❖ Class routines and schedules will be determined and adhered to throughout the remote learning period.
- ❖ Classes will begin on time.
- ❖ Assignments are expected to be completed in the allotted amount of time, as is the expectation in school, adhering to appropriate deadlines for remote learning environments.
- ❖ Students should give their best effort, exhibit appropriate online class conduct, and attend classes regularly, health permitting.
- ❖ Students should attend online classes in school uniform or appropriate clothes for school. (While shoes are optional, pajamas are not considered appropriate school clothes.)
- ❖ Students should sign on from their remote location in a room that is distraction-free and conducive for studying and learning.
- ❖ Students should have their cell phones in a different room during class time.
- ❖ Stay in contact! Teachers will stay in touch with students and students should stay in contact with their teacher(s).

SCHEDULES: Remote and/or Hybrid Learning

At each grade level, the schedule of full-time remote learning classes (including children choosing to learn from home) and hybrid learning classes will be the following:

Pre-Kindergarten

- ❖ Pre-kindergarten programs will continue to operate in schools during the green, red or yellow phase. The only exception to this is if the governor closes down all day care centers in the state due to significant increase in virus data.
- ❖ Teachers and aides are expected to wear masks. Children will be taught how to wear a mask, however, are not required to wear masks while indoors.
- ❖ Teachers will make every effort to promote social distancing to the extent possible at this age level.

Kindergarten Through Grade 3

- ❖ Kindergarten will remain open during the yellow phase. If schools are required to minimize building capacity, kindergarten will remain in person.
- ❖ Kindergarten will transition to remote learning in a red phase.
- ❖ Synchronous live, whole group instruction will occur at least 4 days a week for K-3 and will schedule time for religion, all the English language arts, math, and alternate science and social studies. Interdisciplinary instruction will be planned to the extent possible.
- ❖ Small group and differentiated instruction for individual students will be scheduled as part of synchronous learning times as often as necessary.
- ❖ Live session for specials will occur.

Grades 4 and 5
- ❖ Synchronous live whole group instruction will occur at least 4 days a week and will schedule time for religion, all the English language arts, math, and alternate science and social studies. Interdisciplinary instruction will be intentionally planned in each designed unit to the extent possible.
- ❖ Small group and differentiated instruction for individual students will be scheduled as part of synchronous learning times at least twice a week.
- ❖ Asynchronous learning will take place to schedule time for independent project work or completion of assignments.
- ❖ Live session for specials will occur.

Middle School
- ❖ Synchronous, live whole group instruction will occur at least twice a week in each content area (ELA and Literature may be combined in one block period of time).
- ❖ Small group and differentiated instruction for individual students will be scheduled as part of synchronous learning times as often as necessary.
- ❖ Students may receive individual or small group instruction in any content area as needed.
- ❖ Asynchronous learning will take place to schedule time for independent project work or completion of assignments.
- ❖ Live session for specials will occur.

DAILY SCREEN TIME ALLOTMENTS

In a remote or blended learning environment, considerations must be taken regarding recommended screen time at various age levels. Balancing synchronous and asynchronous instruction is imperative. Keeping this in mind while complying with minimal instructional minutes to constitute a school day, the following guidelines will be used in a remote learning phase:

- ❖ Kindergarten through 2nd grade – minimum 90 instructional minutes (not necessarily consecutive)
- ❖ 3rd through 5th grade – minimum 180 instructional minutes (not necessarily consecutive)
- ❖ Middle School – minimum 240 instructional minutes (not necessarily consecutive)

ATTENDANCE

If Corpus Christi School must transition into a remote learning environment, regardless of how long the period of time, daily attendance will be tracked. Monitoring attendance requires tracking and reporting each student's time both in the school and during engagement in remote learning.

Attendance will consist of a three-tier approach to account for the differences in instruction: in-person instruction, synchronous remote learning, and asynchronous remote learning.

Attendance During In-Person Instruction
Attendance related to in-school instruction will be taken in the same manner as it normally is when students are in school. For students who choose to participate through live streaming, attendance will be monitored as though they were in the classroom.

Attendance During Remote Synchronous Instruction

This method replicates the current in-school method of taking daily attendance. In a remote synchronous learning environment, students who are logged in at the teacher's scheduled official class time are marked remote synchronous present for that day (RSP), and students who are not logged in at the teacher's scheduled official class time are marked remote synchronous absent for that day (RSA).

Teachers will take and post attendance in the school's management platform for attendance as if the students were physically present in the classroom.

Just as with traditional in-school attendance, official attendance will be taken at 7:50 A.M. If the student is not participating remotely, the student would be marked absent for the day.

Attendance During Remote Asynchronous Instruction or Hybrid Blended Model

During remote asynchronous plans, Corpus Christi Schools will consider evidence of participation (or lack thereof) to measure attendance with consistent expectations communicated to the students. Evidence of participation may include, but is not limited to:

- ❖ Daily logins with the teacher
- ❖ Daily interactions with the teacher to acknowledge attendance
    - o i.e.: messages, emails, text messages, telephone calls, video chats, etc.
- ❖ Assignment completion

These methods allow for the flexibility to determine daily attendance through an approved plan for providing high-quality instructional practices with daily engagement measures. Attendance can be determined through asynchronous instructional methods OR through a combination of asynchronous and synchronous instruction together.

For students who typically attend school on campus but may periodically generate daily attendance via a remote asynchronous instructional method due to extended medical absence, quarantine or accommodations that allow for extended remote asynchronous learning, will be coded as remote based on their schedule.

For students who opt to learn from home in a streamed classroom, daily attendance will be taken as if in class. Students will not have the option of choosing daily if learning will be streamed or in-person. Opting to stream a school day will be planned either for a full-term marking period (9/1-12/1, 12/2-3/10, 3/11-6/15) or mid-term (9/1- 10/15, 12/2- 1/22, 3/12-5/4) period so not to disrupt the learning environment in the class and for the student.

EXCUSED ABSENCES:

In a remote learning environment, certain considerations will be taken into account to determine absences. Factors to consider include but are not limited to:

- ❖ Temporary internet outage for individual students or households;
- ❖ Unexpected technical difficulties for individual students such a password resets, software upgrading, or Wi-Fi connectivity issues during a teacher-led synchronous lesson;
- ❖ Student absence during COVID-19 until alternative arrangements can be made
- ❖ Additional flexibilities to support students and families.

Medically Excused Absence:

Corpus Christi School's policy for a medical reason during this pandemic:

A medically excused absence occurs anytime a student is out of school due to illness or medical visit. Medical excuses will be accepted in the form of doctor's note within five school days of the absence or parent call-in on the day of the absence. A student may have up to 10 medically excused absences without a doctor's note, but with a parent call-in. Medical excused absences will be accepted through this process for students participating both in-person and remotely. This policy will be extended beyond 10 days if the student or someone in the student's family is in quarantine due to COVID-19 or experiencing symptoms of COVID-19.