

Junior High Distance Learning Draft Model (Fall 2020)

Operating Guidelines:

1. All students are given the option to choose between engaging in full distance learning or the hybrid model of in-person schooling.
 - a. Families must indicate their selection by August 1, 2020 and inform the school.
 - i. There may need to be a cap on the number of students who can engage in the hybrid model, depending on the size of classrooms and ability to remain socially distant.
 - ii. 12 - 14 students should fit into most classrooms while remaining socially distant, which caps hybrid learners at 28 per section.
2. All currently scheduled classes and class rosters remain the same - no change to master schedule.
3. All classes are built to accommodate both full distance learning and the hybrid model (Google Classroom).
 - a. Teachers build Google Classrooms for each section of the rotation, create assignments and assessments that students can complete regardless of the learning model they have selected, and either record or live-stream all classes using a Chromebook for distance learning students.
4. All classes will be on a two-class, four-week rotating schedule. For example:

Rotation	Rotation 1	Rotation 2	Rotation 3	Rotation 4
Dates	August 24 - September 18	September 21 - October 23	October 26 - November 20	November 23 - December 18
Periods in Schedule	1st Period and 3rd Period	4th Period and 5th Period	6th Period and 7th Period	8th Period and 2nd Period

- a. All students will take two classes, and two classes only, for the full rotation, then two new classes in the next rotation.
 - i. Corresponding periods in each rotation will vary by site.
 - ii. Dates and rotations will be consistent across sites
5. All students, regardless of model, are provided with necessary resources between August 3, 2020 and August 14, 2020 (these dates are flexible, depending on instructional start date)
 - a. Textbook/ Chromebook/ Hotspot Checkouts similar to March, 2020

Hybrid Model:

1. Students will be on campus one morning per week from approximately 8:30 AM to approximately 11:40 AM, either Monday or Tuesday, depending on their alphabetic group. For example:
 - a. Mondays - last names from A - L
 - b. Tuesdays - last names from M - Z
2. Students will take both classes for the corresponding rotation each time they are on campus.
3. Students will attend their tutorial class each time they are on campus for the purpose of connection and social/ emotional support.
4. Monday and Tuesday schedules will be identical with two separate groups.
 - a. See alphabetic grouping above.

	Staggered Arrival	Block 1 (EX: Period 1 class)	Tutorial	Block 2 (EX: Period 3 class)	Staggered Dismissal
	8:15 - 8:30	8:30 - 9:45	9:50 - 10:05	10:10 - 11:25	11:25 - 11:40
Notes	Consider staggering by grade-level. All students go immediately to Block 1 class. Handwashing? Temp Checks? Face Covering Check?		Passing periods could be staggered by grade-level.		Grab and go lunches brought to classrooms prior to dismissal. Consider staggering by grade-level.

- All SH, SDC, and II students attend school BOTH days, as the programs are self-contained and small enough to maintain social distancing.

Advantages:

- Current master schedules, class rosters, and sections remain in-tact.
 - If a return to traditional school is possible at the beginning of 2nd semester:
 - Student schedules can remain the same.
 - All students will have had an equal amount of each class during 1st semester.
- Students are only being asked to engage in two classes at a time during each four-week period, which supports student organization, time management, and depth of engagement.
- Teachers are able to focus on a maximum of 70 students during a four-week period and provide relevant intervention and support.
- Teachers have significant time outside of instructional time to facilitate (plan, grade, deliver) distance learning and the hybrid model.
 - Mondays and Tuesdays from 12:15 - 3:30 (after 30-minute lunch)
 - Wednesdays - Fridays from 8:00 - 3:30 (minus 30-minute lunch)
- Teachers with young children or other personal commitments are able to work remotely outside of instructional time

Questions:

- If teachers are in a high-risk group or otherwise unable to facilitate any in-person learning, could the teachers on prep for that period serve as substitutes for the in-person classes?
 - EX: Could the teacher of record facilitate the online platform and have the teacher on prep that period teach from a pre-designed lesson plan?
- How could we adjust back to traditional learning if we are able to do so between January and June?
- Is four weeks enough time to cover 1st semester essential standards?
- Will there be significant learning loss for students between rotation 1 or rotation 2 and January?
 - Will teachers be re-teaching to the point that they are unable to cover essential 2nd semester standards?
- If we reach the "cap" for hybrid learners, how do we select who will attend school?

6. Some students will not have any rigorous courses during certain rotations and have only rigorous courses during other rotations - how will we ensure that students remain engaged, are not overly burdened, and do not experience learning loss?
7. Would the support available for special education students effectively meet their needs and be in compliance with their IEPs?
8. Can case managers have assigned weekly times, outside of the Monday/ Tuesday instructional time, to meet with individual students in-person &/or virtually?
9. Should all teachers continue to have office hours outside of the Monday/ Tuesday instructional time?
10. How will we use Aeries to reflect student performance?
 - a. Can we change the grading periods?
 - b. Would we use NM if the student hadn't taken the course?
11. How will we take attendance for the hybrid model? Distance learning model?
12. Can students change models during the semester?
13. How frequently will teachers meet with all students virtually? Will there be a schedule of virtual classes that aligns with Monday/ Tuesday schedule?
 - a. Virtual class block 1 - Wednesday and Friday morning from 8:30 - 9:30, block 2 - Wednesday and Friday morning from 10:00 - 11:00
14. Should collaboration time for teachers be built into the schedule? Monday/ Tuesday afternoons?
 - a. Is this an appropriate time to begin PLC work?
15. Custodial?