

## **Superintendent's Report: 'Virtual Learning Options for the 2021-22 School Year'**

### **Timeline and Parent Communication**

- It is typical for teachers to find out they have a student that is in isolation or quarantine 1 to 2 days after the school is notified of the positive case, or the positive case in the household.
- Parents can certainly reach out to teachers and administration sooner to speed up accessing the curriculum and communicating with the teacher.
- Teachers will need planning and preparation time to be able to adapt to have a student in quarantine or isolation to meet the expectations below.

*If a student will be out for **5 or more days** due to isolation or quarantine, the following expectations will be in place:*

### **Expectations for Curriculum Access and Teacher Communication**

- For any K to 12 classrooms, parents can expect that teachers will provide the curriculum work for their students either in Google Classroom or paper copies that can be picked up at school or some combination of the two. Teachers are expected to keep the curriculum up to date for families in isolation and quarantine.
- Teachers will communicate with students/families *at least weekly* using either Google Meets, Email, or a Phone call to review the curriculum provided and check in on their students/families. This communication can be more frequent based on the needs of the student.
- Depending on the length of the quarantine/isolation and the needs of the students, our schools would look to have "re-entry" meetings with students and families when necessary.
- Schools will work with families to come up with a consistent and workable schedule at home for students to complete their curriculum work as necessary.

### **Possibilities for Further Engagement Between Teachers and Students**

Teachers can choose the following paths to take with their students in isolation and quarantine depending on the communication with the family and the curriculum needs:

- Providing pre-recorded lessons on the curriculum assignments and topics.
- Providing access to online curriculum resources.
- One on one virtual catch-up sessions with students during the school day.
- One on one virtual catch-up sessions with students after the school day.

### Grade Specific Possibilities for Further Engagement

K to 5	6 to 8	9 to 12
<ul style="list-style-type: none"> <li>● EPIC platform</li> <li>● Khan Academy Lessons</li> <li>● Foundations Videos</li> <li>● Pre-recorded read alouds</li> <li>● Pre-recorded songs</li> <li>● i-Ready lessons</li> <li>● Heggerty videos</li> <li>● Math workbook lessons (K)</li> <li>● Scholastic News</li> </ul>	<ul style="list-style-type: none"> <li>● Google Classroom Resources</li> <li>● Khan Academy Lessons</li> <li>● Pre-recorded read aloud</li> <li>● iReady lessons</li> <li>● SORA - independent reading material</li> <li>● Health and wellness activities, record and submit.</li> <li>● Coding and other technology coursework</li> <li>● Math InFocus program accessed online.</li> <li>● Teacher created instructional videos</li> </ul>	<ul style="list-style-type: none"> <li>● GeoGebra</li> <li>● Desmos (Math)</li> <li>● Jamboard</li> <li>● Nearpod(Science)</li> <li>● Google Form: Quizzes</li> <li>● Google Docs: Labs/Essays</li> <li>● Google Sheets: Data/Graphs Infographics / Digital Portfolio Digital Entry / Exit Tickets</li> <li>● Online Lesson Plans</li> </ul> <p> <a href="https://mrsjustersvirtualclassroom.com">mrsjustersvirtualclassroom.com</a>  <a href="#">Sports Medicine Team Infographic</a>  <a href="#">Digital Portfolio</a> </p>

#### **Instances when live engagement with students does work virtually.**

From the prior school year, and this school year, by each grade level, here are the times we have found live engagement with teachers and students can work effectively, and a developmentally appropriate manner:

K to 5	6 to 8	9 to 12
<ul style="list-style-type: none"> <li>● Morning Meetings</li> <li>● Snack Time</li> <li>● Choose Love Lessons</li> <li>● Read alouds</li> </ul>	<ul style="list-style-type: none"> <li>● Directions to assignments.</li> <li>● Brief lectures</li> <li>● Brief Demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>● Directions to assignments.</li> <li>● Brief lectures</li> <li>● Brief Demonstrations</li> </ul>

Live engagement will still mean that students will be passively observing the teacher in the classroom.

### School Specific Details

#### **Elementary Schools:**

1. Parents notify the Principals/Nurse's Office about quarantine. Principals/Nurses notify classroom teachers of the extended absences. Principals ask teachers to reach out to families via phone or email to get a plan for work collection in place for the student.
2. Work is coordinated through See Saw, Google Classroom, or paper materials (Depending on what is developmentally appropriate for the grade level and materials needed).
3. Devices are signed out based on family need.

4. Tutoring sessions can be set up so student can have one on one support with a qualified instructor to have active learning sessions centered on individual student abilities and needs.
5. Google Meets is used for any live meetings/check-ins with teacher and class.
6. When a student returns, the teacher evaluates what was completed during quarantine and uses possible interventionists to help transition the student back to the classroom.

#### **Londonderry Middle School:**

1. Nurses notify the Curriculum Coordinator of those students who will be on a 10-or-20-day quarantine.
2. The Curriculum Coordinator then contacts the grade level counselor who is the first point of contact and immediately reaches out to the student/family. They will remain in contact with the student until they return.
3. School counselor notifies the student's team of teachers that they have a long-term quarantine student.
4. Curriculum Coordinator and/or School Counselor seeks out a tutor from the student's team, who is willing to work with the student during their quarantine and is the point of contact for academic work (2-contacts per student). If we are unable to secure a team tutor, we pull from the list of those who have indicated they are willing to assist students in all grade levels.
5. The tutor sets up dates and times to meet with the students typically (2X over 10 days & 4X over 20 days). If additional tutoring sessions are needed, they will be scheduled based on a student's individual needs.
6. Classwork and lessons are accessed through the Google Classroom through the duration of quarantine.

#### **Londonderry High School:**

1. House Offices are notified by families and / or the Nurse's Office regarding quarantine.
2. Assistant Principals in each House then contact their student's teachers to notify them of the extended absence. They also encourage students to connect with their teachers through Google Classroom or email.
3. A plan is then developed between the teacher and student that could include a variety of options for live interaction, rather than a one size fits all approach. This enables our teachers to use their creativity and individuality to best meet the needs of their students.
4. Google Meets (Virtual Platform) is commonly used as a method for students to access direct instruction / lectures in real time.
5. Some teachers provide pre-recorded lessons and choose a flipped classroom model where students view the lesson online, and then complete work following that.
6. Some teachers have provided Office Hours to connect with students in a one-to-one environment for assistance. Others will call or use email as another form of communication. All teachers provide Weekly Overviews that highlight course objectives.

7. Google Classroom Assignments are posted for students to access independently. This option is most efficient when students are working on an ongoing project, essay, or lab.
8. Resources and embedded links are also provided to students to access curriculum, instruction, and assessments. Some classrooms require digital portfolios to exhibit work.