

# STELLA NIAGARA

Education Park



## **Continuity of Learning Plan for In-Person, Remote, And Hybrid Instruction**

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# Continuity of Learning Plan

Continuity of Learning Models		
	Definition	Availability
In-person	All students attend school to receive instruction in-person.	Provided for <b>all</b> students of SNEP.
Remote	All students receive instruction from home.	Only provided for all SNEP students if a Mandatory school closure is instituted by state or local authorities.
Hybrid	<p>Some students receive instruction in school while other students in the same cohort receive instruction from home.</p> <p>Note: Hybrid instruction is offered for a 10 to 14 day period due to a covid related illness and must be approved.</p> <p>Hybrid instruction is not offered for students that are absent for a non Covid related illness</p>	<p>Only provided for students currently enrolled for in-person learning at SNEP that meet the following conditions:</p> <ul style="list-style-type: none"> <li>• They are asked to self quarantine due to a Covid-19 health related issue.</li> <li>• They are a family member of a student or a family member with a Covid-19 related health issue that has been asked to self quarantine.</li> </ul>

## Continuity of Learning Plan Overview

The faculty and staff of Stella Niagara Education Park are committed to providing our students with the best educational experience possible in an ever-changing world. The Covid-19 global health crisis has forced all schools to re-examine their educational models, putting safety first. Our plan is designed to guide students, families, and faculty between three learning models with as little transitional stress as possible.

Maintaining a consistent schedule, utilizing teaching practices amenable to both in-person and remote learning, and educating all students, families, and faculty in our blended learning approach are just a few components of this plan.

Student and Teacher Expectations A Comparison of In-person, Remote, and Hybrid Models			
	Learning Models		
Morning Routine	In-person	Remote	Hybrid
Device Login	●	●	●
Launch Virtual Classroom	●	●	●
Attendance	●	●	●
Lunch Count	●		
Check email / ClassDojo/Google Classroom	●	●	●
Morning Work	●	●	●
Check-in with Advisor		●	As needed
Remote Session		●	●
Schedule Begins	●	●	

**Fig. 1**

### Device Logon

Students in Montessori through first grade will be assigned an iPad pre-configured with applications to support learning and communication.

Students in second grade through eighth grade will be assigned a Chromebook.

All students will be instructed on how to login to their device and access their *Virtual Classroom*.

### Virtual Classroom

Each teacher will have a Virtual Classroom developed in Google Slides and published as a dynamic web page. The virtual classroom serves as a landing page, bulletin board, and dashboard. As a landing page, the virtual classroom will be set to automatically appear when the student logs into their device. The classroom will also function as a means of communication with the student through the bulletin board feature. Finally, the students will use the classroom to navigate to applications and sites such as Gmail, ClassDojo, Google Classroom, IXL...

*Note: If Google Classroom is organized by topic, the teacher can post the links to individual topics within the virtual classroom.*

The virtual classroom is a dynamic web page which means that it is created in Google Slides and published to the web. The link is provided to the Systems Administrator, one time, at the beginning of the school year. The site is automatically updated whenever changes are made to the classroom within Google Slides.

[Click here to view an example of a Kindergarten Virtual Classroom](#)

[Click here to view an example of a Technology Virtual Classroom](#)

### **Attendance / Lunch Count**

Depending upon the grade level and the discretion of the teacher, students can check-in and add their selection to the lunch count from the Virtual Classroom interface. The attendance and lunch count will be submitted to the office electronically by the teacher.

### **Check email / ClassDojo**

Email, ClassDojo, and Google Classroom are the primary forms of communication for teachers and staff at Stella Niagara Education Park. Therefore, it is important for students and parents to check these daily to stay informed.

### **Morning Work**

Assigning morning work or a morning routine for students is an important way to engage students and provide structure. Morning work is also an opportunity to bridge the gap of learning missed during the 2019 - 2020 school year.

## **Advisor Check-in**

Advisors will be assigned to each grade to monitor student's progress and intercede when necessary. The primary role of Advisors will be to help students stay on track and help keep them organized.

## **Remote Session**

*Note: The following must be followed if the school is in Remote mode or if a class is in Hybrid mode. A teacher may additionally choose to use Google Meet to record or pre-record lessons for delivery within the In-person mode.*

The teacher begins recording a Google Meet lesson to deliver educational content.

**In-person** - Students do NOT join Google Meet sessions. Remote sessions are for content capture and recording only.

**Remote** - Students only join the session if the school is in Remote Learning Mode

**Hybrid** - Students can join the session, based on parent and teacher discretion. Students may alternately refer to recorded content.

**Schedule** - Click [here](#) for example schedules and times of instruction for remote, and hybrid learning models.

## **Educational Content Delivery Management**

Controlling the electronic delivery of educational content is a critical component of an online experience. Keeping students focused by limiting their online access to only sites pertinent to the lesson being taught will be accomplished using GoGuardian Teacher. GoGuardian Teacher also offers teachers real-time views of student's behavior.

## **Educational Content Delivery**

Delivering rich content to engage students can and should occur in both non-electronic and electronic formats. Electronic delivery of content will occur in both synchronous and asynchronous modes.

Electronic content delivery requires each student to have access to and be assigned a device capable of WiFi access to receive content and run educational applications.

## Synchronous Delivery

In-person instruction is, by nature, a teaching model that uses primarily synchronous (real-time) delivery of content. With the realization that some students may not be able to attend school for a period of time due to health concerns, teachers will utilize the following software and hardware schema to expand content delivery within the Stella Niagara domain if the Hybrid Model needs to be applied.

Software Applications	Hardware Devices
<ul style="list-style-type: none"><li>● Google Meet</li><li>● GoGuardian Teacher</li><li>● Virtual Classroom</li><li>● Google Classroom</li><li>● ClassDojo</li></ul>	<ul style="list-style-type: none"><li>● Chromebook</li><li>● Webcam</li><li>● Document Camera</li><li>● Projector</li><li>● iPad</li></ul>

**Fig. 2**

Teachers will stream and record lessons using Google Meet. Content delivery for remote access will be controlled using GoGuardian Teacher. Remote student feedback and support in the Hybrid Model, will be limited to Google Meet Chat and Google Classroom.

Document cameras can be used in lieu of a chalkboard and in conjunction with a projector and the screen share feature of Google Meet. The advantage of this approach is that the instruction can be recorded and posted to Google Classroom for post-lesson review.

## **Asynchronous Delivery**

**Self-guided lessons in Google Classroom, streaming video content, virtual libraries, pre-recorded lessons, and educational sites such as, but not limited to, Khan Academy, Raz-kids, Castle Learning, IXL..., are all examples of asynchronous resources that teachers may employ to deliver educational content.**

**Asynchronous content can be very useful to supplement and reinforce learning.**

**Teachers will also be delivering non-electronic content through textbooks, workbooks, whiteboards, and student packets. These packets will consist of curriculum-based lessons and activities students will be able to complete independently whether inside or outside of the classroom.**

## **In-person Learning Model**

**The advantages of in-person learning include and not limited to invaluable social interactions, real-time in-person feedback, support, and controlled assessments.**

**The In-person Model will, therefore, be used as the foundational approach for all subsequent models. The Remote and Hybrid Learning Models will use as many of the In-person constructs that can be applied. The fundamental differences will be addressed in the specifics of each model.**

## **Communication**

**During in-person instruction, normal communication between teacher and student and teacher and parent will continue through existing well-established channels. Communication pertaining to assignments, behaviors, and any student issues, will take place either in-person, Google Classroom, email, phone, Remind, or ClassDojo.**

## **Technology and Connectivity**

**Stella Niagara Education Park offers students and teachers high-speed broadband access and a strong WiFi infrastructure which is more than sufficient to meet all electronic educational demands.**

In addition, as of the 2020-2021 school year, all students and teachers are assigned a *dedicated* Chromebook and/or iPad.

### Description of Classroom Hardware

Hardware Device	User	Application
Chromebook	<ul style="list-style-type: none"> <li>● all teachers</li> <li>● students in second grade through eighth</li> </ul>	<ul style="list-style-type: none"> <li>● deliver and receive educational content</li> <li>● organization of work</li> <li>● communication</li> </ul>
iPad	Teachers and student in Montessori through Grade1	<ul style="list-style-type: none"> <li>● deliver and receive educational content</li> <li>● organization of work</li> <li>● communication</li> </ul>
Projector	All teachers	Used to display lesson content
Document Camera	All teachers	Used for projecting images of documents and objects
Printer / Scanner	All teachers (restricted use by Students)	<p>Can be used by teachers to print or scan support materials.</p> <p>Students can print assignments but are not allowed to handle printed material that is to be handed in.</p>
Chromecast	All Teachers and limited by Students	Allows teachers to share their screens from anywhere in the room. Supports social distancing while teaching.

**Fig. 3**

### Assessment

**Formative Assessments** will be integrated on a consistent basis informally and formally through strategies not limited to: observations, reflection journals, exit tickets, quizzes, checking for understanding, and further independent assignments.

**Summative Assignments** will take place formally at the conclusion of a unit. This also includes such assessments such as tests, midterms, finals, state exams (regents), SRI's, and Terra Nova.

# Remote Learning Model

Remote learning is challenging for teachers, students, and families. Well defined roles, good communication, and standardization of procedures across all grade levels will maintain structure and reduce stress when transitioning to a remote model.

The major elements that comprise this plan are:

- The time school starts will remain the same.
- The morning routine will remain the same for students. (See Fig. 1)
- All students will have access to a virtual classroom that is dynamically updated on a daily or weekly basis. The virtual classroom will provide all students with a fun, easy way to navigate through their day.
- Students will be asked to log into one remote session per day and the teachers that work with that class will “push in” to that remote session during their designated time. This will help students stay focused and lower the chance of them missing a lesson.
- Each homeroom teacher has a faculty member that will help guide students and assist with organization. They will work closely together to ensure student success on assignments and deadlines.
- All remote lessons will use GoGuardian Teacher to limit student distractions by only allowing access to sites that pertain to the lesson.
- Google Meet will be used to deliver synchronous instruction.
- All remote lessons will be recorded using Google Meet and posted for students’ review.
- Student schedules will vary by grade level. NYSED has left required remote times of instruction out of the reopening plan except for certain grade levels and content areas. Examples of possible times of instruction can be accessed by clicking [here](#). *Note: Actual remote schedules will be developed and added to this plan by all teachers before school begins.*
- Teachers will have access to additional hardware including a document camera and a printer/scanner to scan worksheets and prepare non-electronic packets. The printer can also be used to print student’s work for correcting.

*Note: this plan does not address but strongly encourages teachers to explore non-electronic materials to integrate into the remote learning process. Teachers should also have students take multiple breaks throughout the remote session to reduce screen fatigue.*

In the event of a mandated school closure at a local or state level during the

**2020 - 2021 school year students and teachers will adopt the Remote Learning Model.**

## Roles in Supporting Remote Learning

Student's Roles	Family's Roles
<ul style="list-style-type: none"> <li>◆ Know usernames and passwords</li> <li>◆ Identify a comfortable, quiet space in your home where you can work effectively and successfully</li> <li>◆ Regularly monitor online applications (Google Classroom, Classroom Dojo, email, etc.) to check for announcements and feedback from your teachers</li> <li>◆ Engage in remote learning following your daily schedule</li> <li>◆ Complete assignments with integrity and academic honesty, doing your best work and meeting deadlines</li> <li>◆ Communicate proactively with your teachers if you cannot meet deadlines or require additional support</li> </ul>	<ul style="list-style-type: none"> <li>◆ Assure internet access is available at home</li> <li>◆ Establish routines and expectations</li> <li>◆ Define the physical space for your child's study</li> <li>◆ Monitoring district communication for up-to-date information</li> <li>◆ Begin and end each day with a check-in</li> <li>◆ Establish times for quiet and reflection</li> <li>◆ Encourage physical activity and/or exercise</li> </ul>
Teacher's Roles	Leader's Roles
<ul style="list-style-type: none"> <li>◆ Provide engaging instructional resources and materials through remote learning</li> <li>◆ Set up office hours to connect with students and support during remote learning</li> <li>◆ Stay up to date on district information and professional development that supports remote learning</li> </ul>	<ul style="list-style-type: none"> <li>◆ Provide socio-emotional support and overall positive remote school culture</li> <li>◆ Support teachers and provide resources and materials</li> <li>◆ Connect with parents to support remote learning for students</li> <li>◆ Monitor District communication for up-to-date information regarding school closures and remote learning plans to then ensure communication systems are created and implemented for families</li> </ul>

**Fig. 4**

## Workspace

Find a good workspace to complete assignments. For video conferencing an area with a window or light in front of the student is preferable see Fig. 2. It helps teachers when they can see everyone. Proper lighting is very important.

Some examples may include a bedroom desk, dining room table, etc. A designated quiet area in which students can read, write, participate during classes does wonders for them and reminds them it's school time and time to get down to business.

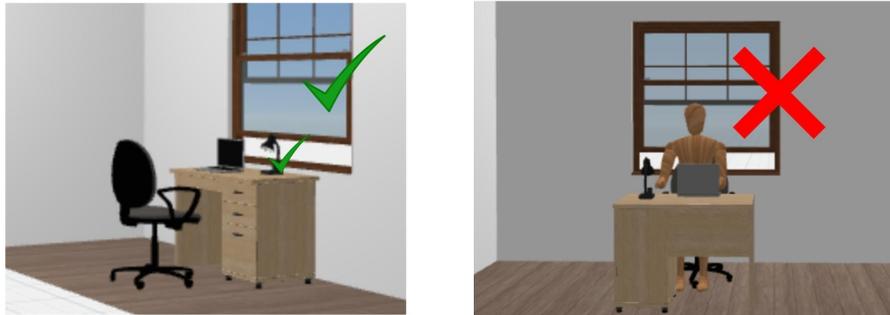


Fig. 5

## Communication

Reach out to the teachers. This is for parents and students. We are all in this together and here every step of the way. Communication is key during this time so please feel free to reach out to us when needed and remind students if they need assistance to just ask and it can be set up with the teacher.

Channel	Audience	Description & Access
Email	Faculty, Staff, Parents, Students	Email will be used for all major communications and announcements, including those from Sister Margaret. Faculty will also use email to communicate, although they will use other applications to interact with their students as well.
Google Classroom	Teachers, Students, and Parents	Google Classroom is an online application to create, distribute, and assign grades. The primary purpose of Google Classroom is to streamline the process of sharing files and assignments between teachers and students.
ClassDojo	Parents and Students at the primary level (M-3)	ClassDojo connects teachers, students, and families through communication features, such as a feed for photos and videos from the school day, and messaging.
Google Meet	Teachers and Students	Is a video conferencing application
Public Website	General Public	Stella Niagara will maintain general information for the public at <a href="http://stella-niagara.com">http://stella-niagara.com</a> .

**Fig. 6**

## Google Classroom Guardian Summaries

Parents can request Google Classroom Guardian Summaries from their child's teacher. The Guardian email summaries include:

**Missing work**—Work that's late at the time the email was sent

**Upcoming work**—Work that's due today and tomorrow (for daily emails) or that's due in the upcoming week (for weekly emails)

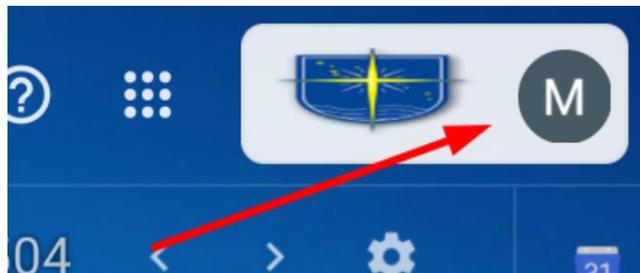
**Class activity**—Announcements, assignments, and questions recently posted by teachers

## Direct Access to Your Child's Google Classroom

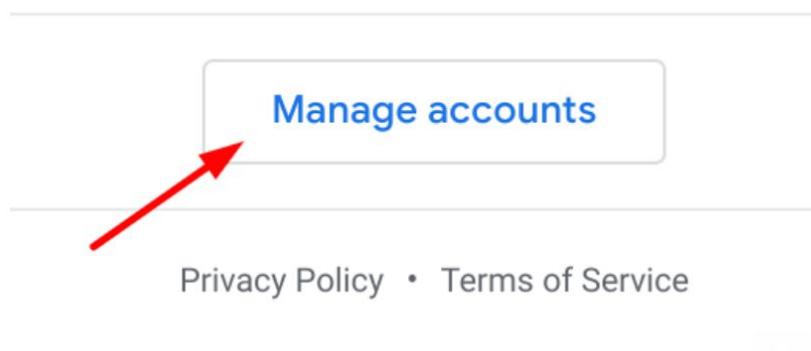
Although the Google Guardian Reports provide a lot of useful information about pending, missed, and late assignments. You may want to view the actual work that your son or daughter is turning in. To do this, you will need direct access to their Google Classroom account.

First, you will need to have Google Chrome installed as a browser on your device. Second, you will need your child's email and password. Your teacher can provide your child's credentials if needed.

The final step is to add the student's profile to the parent's device. To do this the parent will need to click on the Google Account icon:

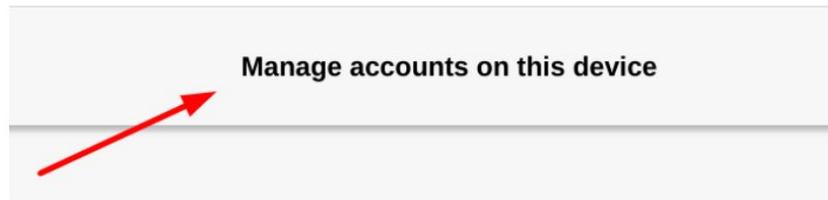


Next Click Manage Accounts



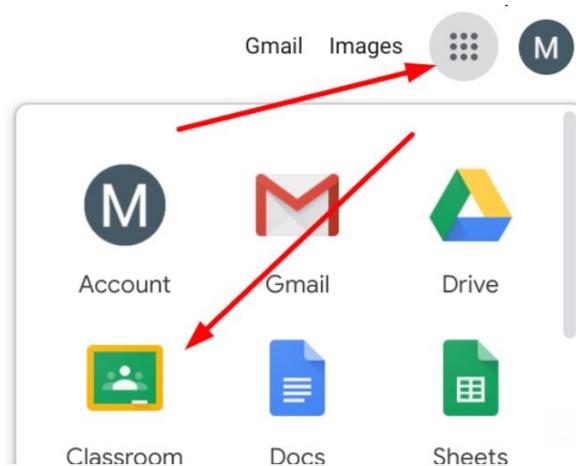
The next step can be a little confusing because there are two similar options. The correct selection is at the bottom of the dialog box where it says

Manage accounts on this device



The last part is easy. Click add account and enter the student's credentials. Switching between accounts is then as easy as clicking on the Google Accounts icon and selecting a different user.

Once the student account is selected the parents can Click on the Waffle icon and select Google Classroom:



## Technology and Connectivity

It is strongly recommended that students use devices provided by SNEP for all remote instruction. SNEP devices are preconfigured, monitored, and secured to provide students with a safe, controlled environment conducive to learning.

**Description of Remote Hardware**

Hardware Device	User	Application
Chromebook	All Teachers and Students in Grade 2 through Grade 8	Deliver and receive educational content. Organization of work. Communication
iPad	Teachers and Students in Montessori through Grade 1	Deliver and receive educational content. Organization of work. Communication
Document Camera	All Teachers	Used for projecting images of documents and objects.
Printer / Scanner	All Teachers (restricted use by Students)	Can be used by teachers to print or scan support materials. Students can print assignments but are not allowed to handle printed material that is to be handed in.
Router / Access Point	Supplied by Families	See my router description below

**Fig. 7**

### My Router

**A note from Mr. Simpson;** *"The remote learning experience caused me to reevaluate my home router. After considerable research, I purchased a dual-band [Eero router](#). My primary objective was to be able to manage my son's access to his devices. I can easily schedule, using a mobile app, when his Chromebook and wifi-based phone turn off and I can even turn off the smart tv. The added benefit is that they have parental controls available through a paid subscription. There are multiple systems available that offer*

*similar features. My only hope in sharing my experience is to help parents control their online experience."*

## **Assessment**

**Traditional assessment will have an emphasis on providing formative feedback as students work through assignments and tasks rather than just grading and sending back. This feedback will be frequent and specific. In regards to summative assessments, detailed rubrics that highlight the learning goals at the end of the assignment and demonstration will be provided as needed. Different assessment tools will also be implemented such as presentations, power points, videos, handmade projects, and others. Attendance and participation will also be factored into the grading process.**

# Hybrid Model

SNEP's hybrid model will be invoked during times of in-person learning for students that for reasons of Covid-19 health-related concerns, are unable to attend school for a short period.

## Communication

Communication through this model will consist of a combination of the in-person and remote learning communication strategies as listed above.

## Technology and Connectivity

Please refer to the Remote Learning Technology and Connectivity section.

## Assessment

Hybrid Assessment will consist of a mixture of in-person and remote learning assessments dependent on the amount of the time the student is out of the classroom as mentioned above.