

Clearview Regional School District
Hybrid and Virtual Instruction Expectations and Guidelines
Parents and Students

Introduction & Background

During the Spring of 2020, remote learning was implemented as an emergency response to the global pandemic crisis. Educational systems needed to quickly react to the crisis, with an unknown timeline, little professional development, and limited resources to support teaching and learning from home. Teachers were asked to reinvent their pedagogy in less than one week, while simultaneously managing their own health, safety, child care, and family needs at home. The Clearview students and families we serve were also managing these variables during an extremely stressful time.

We recognize that instruction in the Spring of 2020 wasn't perfect. We are proud of the daily efforts and resilience that our students, families, teachers, faculty, administration, and support staff demonstrated during that time. As a district, we have studied data, surveys, and feedback from our stakeholders in order to re-imagine and refine our approach to virtual instruction. We built upon that knowledge to build a better response moving forward, as outlined in these guidelines.

Teaching and learning for 2020-2021 is a structured and synchronous approach in nearly all circumstances, regardless of the physical setting. It has been evolving and developed after months of input, research, and data, collaboratively with various stakeholder groups, and is supported by many forms of professional development for teachers. Whether in-person or learning from a distance, our core values remain the same: (1) fostering meaningful teacher-student relationships, which will support our strong sense of community and tradition, (2) high-quality, rigorous, engaging instruction, and (3) taking care of our students and staff through advanced health, safety, and social/emotional learning measures.

This document outlines the key principles Clearview will implement during the 2020-2021 school year to provide high-quality learning environments for all students, whether we are learning together in-person or virtually. Please note, procedures and protocols for students with IEP's or 504 plans will follow the accommodations and/or modifications of the IEP document or 504 plan.

Please direct questions regarding these guidelines to any of the following members of the administrative team:

- Mrs. Sherry McAteer, Director of Curriculum and Instruction
- Mr. Keith Brook, High School Principal
- Mr. Pete DeFeo, Middle School Principal

Student Cohorts and Instructional Settings

Families were surveyed in July to select their preferred method of instruction for the 2020-21 school year (hybrid or fully virtual). The results were used to create student cohorts based on geographical location in the district. Students participating in the hybrid model learning were divided into Cohorts A and B in order to reduce the number of students on campus at one time. Siblings living in the same household are scheduled in the same cohort. Students who have opted to start the year fully remotely are identified as follows: Cohort C = fully remote students originally assigned to Cohort A; Cohort D = fully remote students originally assigned to Cohort B. Student cohorts display in PowerSchool next to the student ID number. All students learning from home - whether learning fully at home or learning temporarily at home every other day as part of the hybrid cohort - will adhere to the same virtual learning guidelines. Students placed in our Multiple Disability Program will be able to attend school five days a week, unless their families choose 100% remote learning. The students will see their teacher at least every other day. On the off days, the students will work with paraprofessionals on remedial skill development and IEP Goal progress activities.

2020-2021 Schedules and Calendars

The link below provides a sample schedule for hybrid students in the A and B cohorts, including the daily bell schedules. Click on the first tab at the bottom of the sample schedule for high school, and the second tab for middle school. All students, including students learning 100% remotely, will follow the daily schedule of periods listed in the second and third links, which provide high school and middle school daily calendars.

[Sample Student Schedules - Hybrid Students in A and B Cohorts](#)

[School Year Calendar with Class Periods - High School](#)

[School Year Calendar with Class Periods - Middle School](#)

Health/Physical Education

All students will participate in Health/Physical Education every day, regardless of learning setting.

The traditional timeline for Health courses is one continuous quarter. Due to the flexibility of the schedule and the semester grade reporting format, Health content may deviate from one continuous quarter. However, the Health curriculum remains the same and the timeframe for teaching Health will continue to equal approximately one quarter in total.

When hybrid students are learning virtually, they will participate in Health/PE during periods 0, 8, or 9 as listed in their schedule.

For fully remote students, HPE occurs during periods 0, 8, or 9 (as listed in their schedule) every day. For fully remote students, their HPE/Wellness period is a daily healthy break for them, and they log in to HPE each day during period 0, 8, or 9 as listed in their schedules. For fully remote students, their HPE period (0, 8, or 9) may be asynchronous with activities assigned through Google Classroom every other day.

All students, regardless of learning setting, are scheduled for a class called “HPE/Wellness” each day:

- Middle School: 9:46-10:23am
- High School: 10:33-11:10am

- ***When hybrid students are learning in-person***, this period serves as their HPE period, with no requirement to log in to HPE during periods 0, 8, or 9. On the days a hybrid student is not on campus, they will take a healthy break during the HPE/Wellness period with no requirement to log into any classes. They will fulfill their HPE requirement during periods 0, 8, or 9 as listed in their schedule on their off-campus days.

Refer to the sample student schedule provided in the Cohorts section above for a visual representation of the schedule.

Expectations for Teaching and Learning

Purpose:

The hybrid/virtual learning environment presents a unique set of challenges and opportunities for teachers and students. This environment necessitates a clear definition of guidelines for teachers, students, and parents to ensure an effective, efficient learning environment and instructional continuum. The district's goal in developing these guidelines is (1) to clearly communicate expectations of stakeholders; (2) to identify the level of interaction expected between students and teachers; (3) to maintain a quality school community of continuous learning, effective instructional practices, and personalized feedback, and (4) to support the social/emotional health of our students and staff.

Definitions:

- **Synchronous:** Virtual teaching and learning that occurs in real time, at the same time, via Google Meet (EX: webinars).
- **Asynchronous:** Virtual teaching and learning that occurs at the student's own pace and on a self-determined schedule; however, students must adhere to instructor parameters. The instructor provides materials for reading, lectures for viewing, assignments for completing, and assessments for evaluation to access and satisfy requirements within a flexible time frame.
- **Virtual students:** Students participating in the hybrid model who are learning at home that day because their cohort is not assigned on campus (i.e., a "B" day for a student in the "A" cohort), **and** students who are learning 100% remotely at home. In short, a virtual student is any student learning from home that day.

Common Google Classroom Protocol:

In order to increase efficiency, provide clear and timely communication, and support students, families, and teachers; the district has developed some common practices that all teachers will use in all Google Classrooms.

Naming Conventions for all Clearview Google Classrooms:

- All Clearview Google Classrooms will use the same naming conventions:
 - Teacher's last name, name of class, period, year
 - EX: *Smith, Adv. English I, period 2, 20-21*
- Assignments will be placed in the "Classwork" tab.

- Students will be invited directly to their email addresses, rather than giving them the class code. All students will be invited to their Google Classrooms by the end of the day on Sept. 1.

Expectations of All Clearview Students:

- To ensure a continuous learning experience, all students will attend class every day. Instruction will occur either in-person, on their cohort's day to attend school in-person, or through Google Meets linked to the teachers' Google Classrooms, for virtual students. Attending school for students in the virtual setting is defined as logging in to the teacher's Google Meet and remaining in the Meet for the duration of the period, unless otherwise dismissed by the teacher. Attendance will be taken and recorded through PowerSchool for each class.
 - There will be some exceptions to the opportunities for synchronous, "live" instruction, which could include classes that are taken outside for learning, or class periods that are project-based and working on a project during that class time without direct instruction from the teacher (i.e., some of our project-based Career/Technical Education electives). In these cases, students would log on to their Google Classroom/Google Meet at their assigned times for teachers to record attendance and give instructions. Then, at the direction of the teacher, the remote students can log out where appropriate in these instances. Remote learning students shall adhere to the directions and expectations of the teacher.
- Instruction will be conducted synchronously following the bell schedule located and daily calendar provided in the previous section. In-person students will report to classes before the bell. Virtual students are expected to log into their teacher's Google Meet, provided through their Google Classroom, before class starts and remain engaged in the Meet until the class is over or they are dismissed by the teacher.
- The district is providing the following to all students at the middle school and high school:
 - Chromebooks
 - Clearview-issued Chromebooks are intended for instructional use in school and at home.
 - In order to create the most efficient learning environment for all students, students will use the district-issued Chromebook for all classes, assessments, and schoolwork while at home. This practice allows for teachers to assign secure tests through various

district software and allows for the most confidential and safe online learning environment.

- Headsets
 - Headsets are being provided to all students for use while learning at home in order to provide a confidential classroom environment that reduces distractions for students.
- Chromebooks and headsets will be distributed from August 31-September 4 on a schedule organized by last name. Please visit this link to access directions for Chromebook distribution: [Student Chromebook Distribution Plan](#)
- **For virtual students**, the district has adopted a phase-in approach to student interactions with the teacher.
 - **Phase 1:** Classes are synchronous. Students will log into their classes daily through the Google Meet located in the teacher's Google Classroom. Students will mute themselves upon entry to the Google Meet. Students will not turn on their video/cameras or microphones during their live instruction. Students will not use the chat feature during this phase. Students learning at home will be able to see and hear the lesson in the Clearview classroom. The format is similar to that of attending a webinar. The status of phase 1 will be assessed during the month of September to determine how quickly we can move into Phase 2. Virtual students can use the daily teacher office hours as defined below to meet with their teachers interactively, ask questions, and gain clarification on the day's lesson during Phase 1.
 - **Phase 2:** Classes are synchronous. Students will log into the Google Meet via Google Classroom as described in Phase 1. Students are not required to turn their cameras on. Students will not use the chat feature during this phase. However, if students choose to turn their cameras on, they can. Students who choose to enable their cameras must follow the school dress code at all times. Instruction will occur on two-way video only if the student decides to turn on their camera. Once all teachers have been thoroughly trained and have had more time to practice live, virtual interactions; and based upon variables such as the comfort levels of students and teachers; we plan to move forward with creating an interactive environment for the students learning virtually.
 - **Phase 3:** Classes are synchronous. Students will log into their classes daily through the Google Meet located in the teacher's Google Classroom. Students will not be required to turn their cameras on, but can if they choose. Students who choose to enable their cameras must follow the school dress code at all times. The chat feature in Google Meet can be

used, and students can unmute themselves, at the discretion of the teacher. These features will be implemented in order to provide virtual students with the opportunities for small group work and student-to-student interaction.

- **Note:** Teachers with advanced experience and comfort levels using Google Meet as an interactive teaching tool may choose to go directly into Phase 2 or Phase 3 at any time during Phase 1. The teacher will communicate directions to the students if they choose to advance the phase of instruction.

Norms for Students Learning While at Home:

- Follow all instructions outlined in these guidelines, as well as all instructions from teachers.
- Minimize distractions within the home, to the extent possible. A separate room, where you are learning independently, with no or minimal background noise is recommended.
- To join your class:
 - Put on your headphones.
 - Log in to class on time. Attendance will be taken for all students.
 - Turn off your camera*. (Exceptions: If your teacher communicates that he/she is moving to phase 2 or 3 of the virtual learning guidelines).
 - Remain on mute*.
 - Do not use the Chat feature.*
 - *(Exceptions: If your teacher communicates that he/she is moving to phase 2 or 3 of the virtual learning guidelines).
 - Never record any sessions.
 - Students who violate these requirements will face disciplinary action and/or be disabled from the class by their teacher.
- Be present/fully engaged. Do not engage in chats on other devices or your cell phone during class. Put your cell phone away.
- Organize your materials.
- Set daily goals.
- Have a back-up plan if you get disconnected. This could include re-joining the classroom Google Meet using your cell phone only if absolutely necessary.
- Complete tasks/assignments on time. Notify your teacher if you're going to be late with an assignment as soon as possible.

- Be prepared ahead of time with any class materials or online resources. Test out joining the Google Meets and join the Google Classrooms before the first day of school.
 - Reach out to your teacher for help when needed.
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Recommendations and Expectations for All Clearview Parents:

- Parents will receive an email summary from each teacher's Google Classroom weekly. In general, the summary may include items such as a list of submitted assignments, missing assignments, and/or upcoming assignments due, which can vary by course or teacher. Whether or not all Google Classroom assignments receive a grade in PowerSchool varies by teacher. Parents are also encouraged to check PowerSchool to confirm this information.
- Parents have ongoing access to PowerSchool. Please check your child's grades. PowerSchool will be updated as required by teachers. Department coordinators will review gradebooks to ensure that they are up-to-date as described in our district policy.
- Students and/or parents are responsible for contacting teachers if they need additional assistance to successfully complete assignments or master a concept. Teachers will also reach out to students and parents with any notable concerns.
- Failure to attend live, synchronous sessions may result in an unexcused absence for the student. Absences should be communicated to the school office following school procedures.
 - If your child is a hybrid-model student and is not well enough to come to school, but is able to attend class virtually, communicate the status with the office when you call your student out of school so that s/he can be marked present. Your son/daughter or you should also notify the teachers that he/she will be attending class virtually that day.
 - To report a high school student absence: (856) 223-2769
 - To report a middle school student absence: (856) 223-2743
- Help your child establish a daily routine. We recommend maintaining as much of a regular schedule as possible. Include time for school, meals, physical activity, and down time.
- Identify a working space for your son/daughter. Some students may be able to work in their bedrooms, but most will need a clear separation between school work and personal time.
- Ensure that your child has the technical tools they need. Reach out to your son/daughter's school for support with devices or internet connection.

- Review and respond to any pertinent emails from teachers and school counselors regularly.
 - Please be mindful that email is not intended to be an immediate form of communication. Teachers are teaching classes and engaged with students during office hours for most of their work day. Our district expectation is that staff respond to emails within 24 hours.
- Encourage your son/daughter to keep in touch with friends and trusted adults. Utilize the School Counselors and Child Study Team staff to access wellness and social-emotional supports. Please see your school's website for more information on how to coordinate services.
- Take care of yourself!

Office Hours

Teachers will provide daily office hours virtually on Google Meet for students, Monday through Friday from 1:35pm to 2:35 pm. Both hybrid and virtual students may use this time to ask questions, gain clarification on directions, check-in with the teachers, and/or receive instructional support and enrichment. These office hours provide personalized support and feedback to all students, regardless of learning setting. Attending office hours is not a daily requirement for students; it is an option to communicate live with their teachers. Teachers, school counselors, and/or administrators **can require** students to attend office hours as part of their school day at any time, at their discretion, if they feel extra assistance or academic support is necessary for the success of the student. To ensure office hours are maximized, teachers shall:

- ❑ Proactively reach out to students and parents to personally invite the students who may need additional motivation to attend. Informally take note of students who do/do not attend when invited. While we encourage students to advocate for themselves, teachers will not rely solely on students to initiate office hour meetings.
- ❑ Communicate with the school counselor and assistant principal if a student is required to attend office hours and continually does not attend.
- ❑ Personalize a review on concepts with feedback given on applications of the material for students requiring more targeted assistance.
- ❑ Be mindful that some students may only be available for half of the office hours time on a given day due to their virtual HPE period. Teachers should communicate with students and be flexible with their schedules within this time.

Grading/Assessment

- Students will be held accountable for the NJ Student Learning Standards for their grade level/course, following the requirements of the NJ Department of Education.
- Students will be held accountable for all course content and expectations laid out in the district curriculum.
- Students will be held accountable for the expectations set forth by their teachers, in alignment with the goals and vision for instruction during the 2020-2021 school year and the Clearview ReOpening Plan.
- The Clearview Regional School District will continue to use a semester model for grading, as we used in the Spring of 2020. Report cards will be posted twice during the 2020-2021 school year - at the end of the first semester, and the end of the school year. Teachers will continue to enter grades in their gradebooks as per the Board of Education policy, “as soon as possible, but no later than 10 days from the assignment’s due date.” Interim progress reviews will also occur mid-semester.
- Grading weights will revert back to our pre-COVID procedures of percentage weights for each assessment category (major, minor, daily). A minimum number of assessments will also apply *per semester* and has been adjusted to reflect the new learning environments for students, families, and teachers in 2020-2021:
 - Majors: 4-6 (range)
 - Minors: 4-6 (range)
 - Dailies: 10 minimum, no maximum
 - Total of 20 grades minimum per semester
- Lateness/Failure Protocols for Semester 1:
 - Students will be given a 24-hour grace period beyond the due date to submit all assignments, including test-taking, with no grading penalty (24 hours defined as 2:30 on the following day after deadline).
 - The minimum grade of 50 will be used for all courses at the end of semester 1 (a pre-COVID practice).
 - The administrative team will re-evaluate school status, health status, and the level of student success at the conclusion of semester 1. If needed to support student success, there may be a revision to the grace period for assessment deadlines and/or the activation of a “failure floor” for individual assignments for the second semester.
- Assessment calendars/schedules are not applicable in 2020-2021 under current conditions due to rotating schedule and the 24-hour grace period.