

Scranton School District

Academic Addendum

Health and Safety Plan Proposal #1: Hybrid Educational Model

	Red Phase	Yellow or Substantial Phase	Green Phase Low/Moderate
All Students	Virtual	Virtual	<p>Schedule</p> <ul style="list-style-type: none"> ● Students will be divided into groups to reduce the number of students in the building on any given day. ● The district will take into account household relationships and try to assign all siblings to the same hybrid learning group. ● In a hybrid model, at every level, each student will receive in-person instruction two days per week and virtual instruction three days per week. ● All teachers will follow the curricular scope and sequence of the standards based Apex Learning or Accelerate Education platforms. ● Students and teachers are expected to follow the schedule. ● All levels will follow the attached hybrid schedule. <p>Performance</p> <ul style="list-style-type: none"> ● Student work will be graded using regular grading practices. ● In a hybrid model, at every level, each student will be provided beneficial learning opportunities, whereby teachers will assign standards based tasks and assess student learning. ● Teachers will plan, evaluate and assign grades based upon each student's individual performance. This will apply to all subject areas and assignments whether completed in school or via a hybrid model. ● Teachers are expected to communicate with students and families to assist in the educational process as needed or if a student is struggling with academic performance. ● A communication log must be maintained by each teacher. <p>Attendance</p> <ul style="list-style-type: none"> ● Student participation and attendance is mandatory and expected for all students, at all levels, for all classes/subject areas, including days when students are not physically present in class during a Hybrid model. ● Attendance will be taken during homeroom each school day and include students who are participating via a virtual instruction day. ● When students are assigned to a virtual instruction day, as in a hybrid model, attendance will be based upon Google Classroom check-ins. ● Each day, teachers will review students' individual, on-line work from the previous day in a hybrid model. ● It is expected that teachers will make every effort to reach students and families who have not been participating. ● A communication log must be maintained by each teacher. <p>Instructional Hours</p>

			<ul style="list-style-type: none"> • As per requirements, all elementary students must be provided with a minimum of 900 instructional hours each school year. • All secondary students must be provided with a minimum of 990 instructional hours each school year. • For in-person instruction, hours will be counted as usual, counting the minutes and hours from each instructional period. • During hybrid on-line instruction, students will be assigned instructional tasks on the same topics that are being covered during in-person instruction that same day. Lessons containing new material must be recorded and posted for all students working in the virtual environment. • Lessons and assigned tasks for any given day should be similar in length and expectations, covering the same material, thus allowing the district to state with relative certainty that both the in-person and on-line instruction offer the same instructional minutes and hours. • Wednesdays will be a virtual instructional day for all students. It will be a combination of live interaction (synchronous) and independent work (asynchronous). Intervention and enrichment of student learning, via small group instruction and individual student check-ins, will occur during this day.
ELL	Virtual	Virtual	<p>Schedule</p> <ul style="list-style-type: none"> • ELL students will receive in-person instruction in their home school 2 days per week (following the A/B schedule model used for all students). • ELL students will be split into two groups. The first group (A) will attend school for in-person instruction on Monday and Tuesday. The second group (B) will attend school for in-person instruction on Thursday and Friday. • All ELL students will participate in cyber Wednesday. • If ELL students choose not to receive in-person instruction, he or she will participate in virtual instruction Monday through Friday. • During hybrid on-line instruction, ELL students will be assigned instructional tasks on the same topics that are being covered during in-person instruction that same day. Lessons containing new material must be recorded and posted for all students working in the virtual environment. <p>Performance</p> <ul style="list-style-type: none"> • Both the ELD Specialists and classroom teachers will be responsible for adapting planned instruction to accommodate the language proficiencies of their ELL students. • ELD Specialists and classroom teachers will plan, evaluate and assign grades based upon each ELL student's individual performance. • The assessments and accommodations which will determine performance and gradings of ELLs may include, but are not limited to, the following: oral assessments, portfolios, projects rubrics and performance criterias, multiple grading (achievement, progress, effort), elimination of some distractors from written assessment, extended time, reading of the assessment to the ELL student, allow the use of dictionaries, allow the use of class notes, allow the use of text. • Collaborative planning will occur between ELD Specialists and non ELD teachers. • Student work will be graded using regular grading practices. <p>Attendance</p>

			<ul style="list-style-type: none">● Participation of ELL students is mandatory and expected through in person instruction or virtual learning.● It is expected ELD specialists will make every effort to reach students/families who have not been participating.● The language support staff will be available Monday through Friday and located at assigned buildings to assist ELL students in participating in virtual and in person instruction via phone or in person.
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Special Education

Virtual

Virtual

Special Education Programming – HYBRID MODEL

Scranton School District will offer a hybrid learning model that includes a combination of in-person and virtual learning. Students with disabilities will receive services in-person within the school setting and in the virtual setting as outlined in the current IEP.

Direct Academics:

- Students with disabilities will receive in-person instruction in their home school 2 days per week (following the A/B schedule model used for all students).
- Students with disabilities will be split into two groups. The first group (A) will attend school for in-person instruction on Monday and Tuesday. The second group (B) will attend school for in-person instruction on Thursday and Friday.
- Wednesdays will be designated as a full virtual day for ALL students in the Scranton School District.
- When students are not attending school for in-person instruction, they are expected to participate in virtual / remote learning.
- Virtual instruction will be delivered by a combination of cyber instructional programming, remote conferencing, recorded videos, live lessons, and/or paper-based instruction via teacher prepared printed materials
- Special education teachers, general education teachers, and related service personnel will provide instructional support on a daily basis
- Progress monitoring will be conducted both in-person and virtually as indicated in each student's IEP. Data collected through progress monitoring will be used to identify progress or regression in academic areas; the information gleaned through progress monitoring will be used to drive instructional planning.

Related Services in Speech & Language Therapy, Occupational Therapy, Physical Therapy, and Vision Therapy

- Scheduled in-person sessions in a controlled environment will be arranged for students who receive programming in the school setting.
- Individual teletherapy and/or virtual sessions will be scheduled for students while participating in programming in the virtual setting.
- Group virtual therapy will be arranged via video conferencing for students while participating in programming in the virtual setting.

Other IEP Supports

- Other supports necessary to facilitate IEP Goals will be determined by the IEP team and provided to the greatest extent possible when appropriate in a virtual learning environment (ex: pre-vocational, social emotional, behavioral, transitional, etc.).

Performance

- Special education teachers, general education teachers, and related service personnel will work collaboratively to implement programming and monitor progress toward goals as outlined in the IEP.

			<ul style="list-style-type: none">● Special education teachers and general education teachers will work collaboratively to plan, evaluate, and assign grades based upon each student's individual performance.● Student work will be graded using regular grading practices and/or as indicated in the IEP. <p>Attendance</p> <ul style="list-style-type: none">● Participation of all students is mandatory and expected through in-person instruction and/or virtual learning.● Special education faculty will monitor attendance and will make every effort to reach students/families who fail to fulfill established participation expectations.● Special education faculty and support personnel will be available for consultation and to provide support to students on a daily basis during scheduled hours.● Attendance will be taken during homeroom each school day and include students who are participating via a virtual instruction day.● When students are assigned to a virtual instruction day, as in a hybrid model, attendance will be based upon Google Classroom check-ins.● Each day, teachers will review students' individual, on-line work from the previous day in a hybrid model.● A communication log must be maintained by each teacher. <p>Instructional Hours</p> <ul style="list-style-type: none">● As per requirements, all elementary students must be provided with a minimum of 900 instructional hours each school year.● All secondary students must be provided with a minimum of 990 instructional hours each school year.● For in-person instruction, hours will be counted as usual, counting the minutes and hours from each instructional period.● During hybrid on-line instruction, students will be assigned instructional tasks on the same topics that are being covered during in-person instruction that same day.● Lessons and assigned tasks for any given day should be similar in length and expectations, covering the same material, thus allowing the district to state with relative certainty that both the in-person and on-line instruction offer the same instructional minutes and hours.● Wednesdays will be a virtual instructional day for all students. It will be a combination of live interaction (synchronous) and independent work (asynchronous). Intervention and enrichment of student learning, via small group instruction and individual student check-ins, will occur during this day.
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