

Hybrid Model for Secondary Students

In order to comply with the social distancing guidelines, while still providing secondary level students the opportunity for consistent in-person interaction with their teachers and peers, students in grades 6-12 will attend school using a hybrid model.

Schedule

Using the hybrid model, on defined days some students will learn remotely and others will learn at school. As required, this reduces the number of students in classrooms and in hallways at one time, given available space and staffing constraints.

The majority of the student population will be divided alphabetically or by neighborhood (TBD) into two relatively equal size groups. BRMS and MHS will use a consistent alphabetic split, as will CRMS and SHS, in order to guarantee siblings within a household are on the same schedule.

Group 1 will attend school on Mondays and Thursdays; remote learning will take place on Tuesday, Wednesday, and Friday. Group 2 students will attend school on Tuesdays and Fridays; remote learning will take place on Monday, Wednesday, and Thursday. A third group of students, to include English Language Learners and special education students in our district based classes*, will attend school Monday, Tuesday, Thursday, and Friday and participate in remote learning on Wednesday.

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	In School	Remote	Remote	In School	Remote
Group 2	Remote	In School	Remote	Remote	In School
Group 3	In School	In School	Remote	In School	In School
Staff	In School	In School	In School	In School	In School

All students will be learning from home on Wednesdays. Staff will be expected to connect remotely with their students on Wednesdays in whole or small groups, giving students and teachers important experience with remote learning in the event we need to pivot to full time remote learning at any time during the school year.

Teachers and support staff members will be working from school every day.

Attendance and Accountability

Daily attendance and meaningful engagement in each class is expected regardless of whether students are learning in school or remotely in the hybrid model.

Administration will support teachers and families relative to student engagement with learning protocols and expectations within the hybrid model, including regular attendance, work completion, and behavior.

Special Education/English as a New Language/Reading Resource/504 and AIS services

Services that a student qualifies for and receives through the school district will continue to be provided in the hybrid learning environment, through a combination of remote and in-person learning experiences. English Language Learners and students enrolled in district-based special education programs* will attend in-person school four days each week and participate in remote learning only on Wednesdays. Learning specialists will continue to collaborate with their general education colleagues and provide co-teaching and/or consultant teaching services in the hybrid environment. Due to scheduling constraints, some 504 services and AIS reading and math small group services may need to be provided to students remotely on the days when they are learning at home.

Curriculum, Assessments, and Grading

Teams of teachers have been working together since late last spring to identify and plan for the learning gaps that can be expected as a result of last year's emergency COVID-remote instruction. Curriculum will be adjusted, as necessary, to allow for additional time to fill those gaps while still providing students with an engaging and rigorous experience with their current grade level curriculum. Using information gathered from the use of frequent, unobtrusive pre-assessments, teachers will be able to target areas needing additional whole group, small group, or individual remediation.

Formative assessments (part of the feedback cycle) as well as summative assessments will be used, as appropriate, in the hybrid learning environment. Teachers may need to modify the format and/or content of some of their assessments for the remote portion of the hybrid environment. To maintain academic integrity, unless specifically directed to do so by their teacher, students are expected to work independently on all assessment related tasks and submit their own work.

Work submitted for grading may take the form of writing pieces, traditional "pen and paper" tests, responses to an online assessment (via FORMS, for example), the submission of a video recording, audio recording or photo of student work, a one-on-one conversation between student and teacher, or any other means deemed acceptable by the teacher.

While operating under the hybrid learning model student work **will be graded**, in keeping with the PCSD Grading Philosophy and associated grading practices. Students will continue to receive a report card.

Feedback to Students

Effective, growth-producing feedback is necessary in order for learning to take place. As such, all teachers will be expected to provide students with regular feedback on their learning as it relates to progress towards established learning targets. Our common technology platforms provide multiple opportunities for feedback to be provided to students during the learning process, whether students are working from school or from home. Feedback may be provided using a variety of strategies, taking into consideration the hybrid learning environment, the developmental needs of the student, and other factors. Teachers should also build in opportunities for students to be engaged in self-assessments as well as peer feedback to the extent this is possible in hybrid learning environment.

Addressing Social Emotional/Mental Health needs during remote learning

As a district, Pittsford acknowledges the correlation between academic learning and the social emotional and mental health of our students. We recognize that if students are not feeling safe and secure - physically, socially, and emotionally - they cannot optimize their learning. Therefore, we remain committed to attending to the social emotional and mental health needs of our students under all learning circumstances.

As always, classroom teachers will prioritize maintaining a positive, supportive, and respectful classroom community, both in person and within the remote environment. Time will be allocated for teachers to facilitate class meetings and community circles. Administrators and all members of our mental health staff (counselors, social workers, school psychologists, school nurses, and behavior specialists) will continue to support individual students, teachers, and families while operating within the hybrid learning model.

Technology Platforms

Microsoft Office Teams has been identified as the common technology platform to be used by all teachers at the secondary level. This platform will provide for a consistent communication and delivery method of learning materials for both in-person and remote learning, as well as a vehicle for collaboration between and among students and teachers.

Teachers will introduce students to the use of Teams at the start of the school year, and will integrate it as a regular part of their instruction throughout the year. This will ensure that students are comfortable with, and adept at using, these tools for both the hybrid model and in the event that we need to pivot to full time remote learning.

Teachers will also be able to access Zoom to be able to connect with students while they are learning from home.

Parent education on the use of our identified technology platforms will be provided through the use of written documentation and access to parent training videos on the District's website.

*District based classes at the secondary level are limited to the following programs:

- BRMS 12:1:1 and 12:1:3:1
- CRMS 8:1:1
- MHS 12:1:1 and 12:1:3:1