

Albion Central School District

Remote Learning

On March 13th the pandemic altered our educational practices, placing school districts across the country in crisis mode. Few, if any, districts were prepared to provide full-time remote learning without some disruption to teaching and learning. This was due to a multitude of factors which may have included lack of access to connectivity and devices, staff requiring additional professional development, and student immersion into remote learning for the first time.

As the district moves forward with the opening of schools this fall, we have learned that the traditional delivery of instruction will no longer meet the demands of our ever-changing world, especially considering the current health crisis. Educational instruction can no longer just be face to face. A blended model of instruction, in person and remote, allows for more flexibility and creates fluid and continuous opportunities for student learning.

It is evident that disparities in access to computers, home internet connections and varying levels of familiarity in remote instruction from teachers needs to be addressed. The district is committed to addressing these inequities through:

- Assessing the ongoing needs of our families and staff for technology and connectivity (by surveys, interviews, and self-reports).

- Conducting and maintaining an inventory of equipment and other assets which are in use by students, families, and staff. Also identifying purchasing needs and surpluses.
- Procuring, managing, and maintaining hardware, software, licenses, learning management systems, etc. to enable, support and improve virtual instruction and student engagement.
- Identifying professional learning needs for staff and continue to support their development of skills and pedagogy in a virtual learning environment.
- Identifying parent and student needs as it relates to virtual learning and providing ongoing support via parent and student on-line and, when appropriate, in-person workshops/tutorials.
- Providing in-person and online instruction to staff to become proficient at creating pedagogically sound instruction using our online tools.
- Implementing a “Helpdesk” system for parents, students, and staff to report technical issues that might be experienced during remote learning. Communicating protocols and processes on how to access the “Helpdesk.”

Our district plan, in addition to in-person learning, includes both a remote and a hybrid model. Our instruction continues to be aligned with the New York State Learning Standards and assures equity as well as quality for all learners.

Remote/Hybrid Instruction:

- To the extent possible, use a standardized online learning platform (Schoology) and develop a common, coordinated set of expectations for teachers to meet.
- Chromebooks will be provided to students in grades 3 - 12. This will enable a combination of synchronous and asynchronous instruction. Distribution of devices may take place between August 26th through September 18th, 2020. Students without internet access will be provided with wi-fi devices. If there is no possibility of connection using one of the aforementioned devices, the district will supply hard-copy materials for at-home learning in a remote-only situation.
- Instruction will focus on core subject areas and elective courses.
- A blended instructional approach will be used. The teacher will structure time for direct instruction and guided practice, which will utilize Schoology and the digital tools incorporated within. This will support our students in becoming proficient, self-directed learners.
- Instruction/Schedules when possible, will remain the same whether instruction is in person or remote (synchronous instruction). Teachers will make sure their instruction and materials are available for students who are unable to attend at a scheduled time (asynchronous instruction).

- Teachers will provide students with opportunities to directly engage with them and their class peers in experiential learning daily.
- Grading standards will follow previous practices at each of the three individual buildings. Grading practices will reflect student learning, effort, engagement, and mastery of content.
- Teachers will be responsible for their student caseload which will include both in-person and remote learners. The number of remote learners is dependent on parent preference, and the needs of individual students.
- Parent surveys were given to ascertain the number of students returning to school versus those families selecting remote instruction only.