

Weekly Instructional Plan Guidance 2020 - 2021

Grades K-4



General Guidance

During the 2020 - 2021 school year, three learning scenarios are possible.

- Open - All students attend school 5 days a week.
- Hybrid - Students are attending school 2 days a week (Monday and Thursday or Tuesday and Friday) and learning from home 3 days a week.
- Remote - All students are learning from home 5 days a week.

In an effort to standardize student learning in all three learning scenarios, the following expectations are being set for ALL K-4 Faculty: general education teachers, special education teachers, special teachers and guidance counselors.

OPEN

- Establish a strong digital presence by using Google Classroom or Class Dojo (K Only) to enhance lessons, provide instruction for those who are learning remotely due to illness/quarantine, and allow for a smooth transition between all learning scenarios.
- Utilize Zoom or Google Meet to connect with students who are learning remotely due to illness/quarantine.
- Develop a plan to establish and sustain relationships with students.
- Follow personal protections expectations set by the district.
- Ensure students follow personal protection expectations set by the district.
- Conduct weekly TBT meetings to facilitate collaborative planning.
- Maintain regular communication with students and parents.
 - Respond to parents/students questions/concerns within 24 hours Monday - Friday.

HYBRID

- Establish a strong digital presence by using Google Classroom or Class Dojo (K Only) to enhance lessons, provide instruction for those who are learning remotely due to illness/quarantine, and allow for a smooth transition between all learning scenarios.

- Utilize Zoom or Google Meet to connect with students who are learning remotely due to illness/quarantine.
- Develop a plan to establish and sustain relationships with students.
- Follow personal protections expectations set by the district.
- Ensure students follow personal protection expectations set by the district.
- Students in specific programs may attend school more than 2 days per week.
- Conduct weekly TBT meetings to facilitate collaborative planning.
- Maintain regular communication with students and parents.
 - Respond to parents/students questions/concerns within 24 hours Monday - Friday.

REMOTE

- Teachers and students will follow the grade level [weekly instructional schedule](#).
- Students should be able to complete the majority of assigned work within the allotted instruction time. Work that is not finished can be completed between 2:00 - 3:40.
- The instructional focus will be on quality over quantity and essential content standards
- Google Classroom or Class Dojo (K Only) will be used to deliver instruction.
 - To allow your building principal access to your Google Classroom, share with them your Google Classroom code or add them manually.
- Class Dojo can be used to communicate with parents and send links directing parents/students to Google Classroom to complete assigned work.
- Develop a plan to establish and sustain relationships with students.
- Supplies can be gathered and sent home with students to facilitate remote learning.
- Students will adhere to [remote learning expectations](#).
- Conduct weekly TBT meetings to facilitate collaborative planning.
- Maintain regular communication with students and parents.
 - Respond to parents/students questions/concerns within 24 hours Monday - Friday.

Grading

ALL LEARNING SCENARIOS (Open, Hybrid, Remote)

Feedback will be provided throughout the week as students complete assignments.

- Feedback Options
 - Acknowledgement of Completion
 - Narrative Comments
 - Got It, Almost, Not Yet

Formative assessments will be administered to monitor progress for the purpose of making instructional decisions to guide learning.

Summative assessments will be administered to evaluate mastery of standards.

Marks will be assigned for classwork/assessments that meet the full expectation of the standard according to the K - 4 SBG Grade Scale.

Assignments will be entered into Power School according to the district established dates for each quarter.

Reasonable due dates will be set for students as each student's situation is unique. Allowing students to have multiple days to complete an assignment will allow for that flexibility.

Habits of Success will be entered if learning is in person. (Open or Hybrid)

Parents are to be contacted if students are not completing assigned work/in danger of failing to determine next steps.

When calling a parent, entering *67 before dialing the parent's number will block your number from being shown on the parent's phone.

Remind is also a way to have contact with parents/students while keeping your phone number private.

Be sure to maintain documentation of parent contacts for future reference.

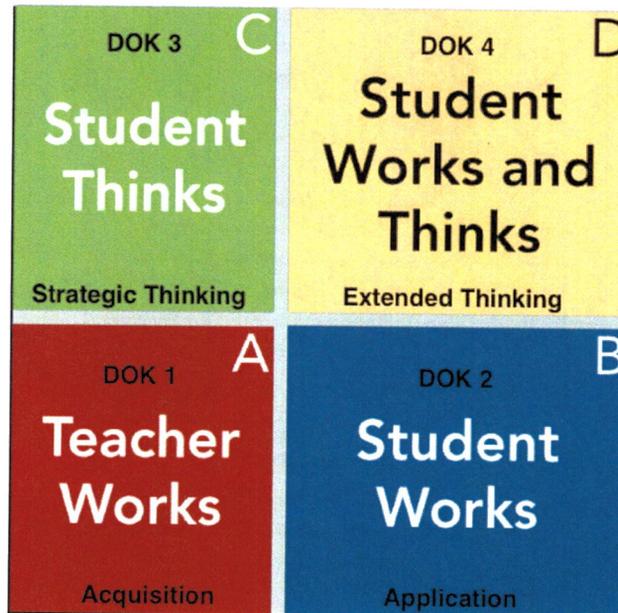
Instructional Expectations

Teachers will continue to deliver high quality, rigorous instruction driven by a standards based curriculum while adhering to the instructional design process, provide feedback to students as assignments are completed, and properly assess student growth in all three learning scenarios. (Open, Hybrid and Remote)

Instructional Design Process

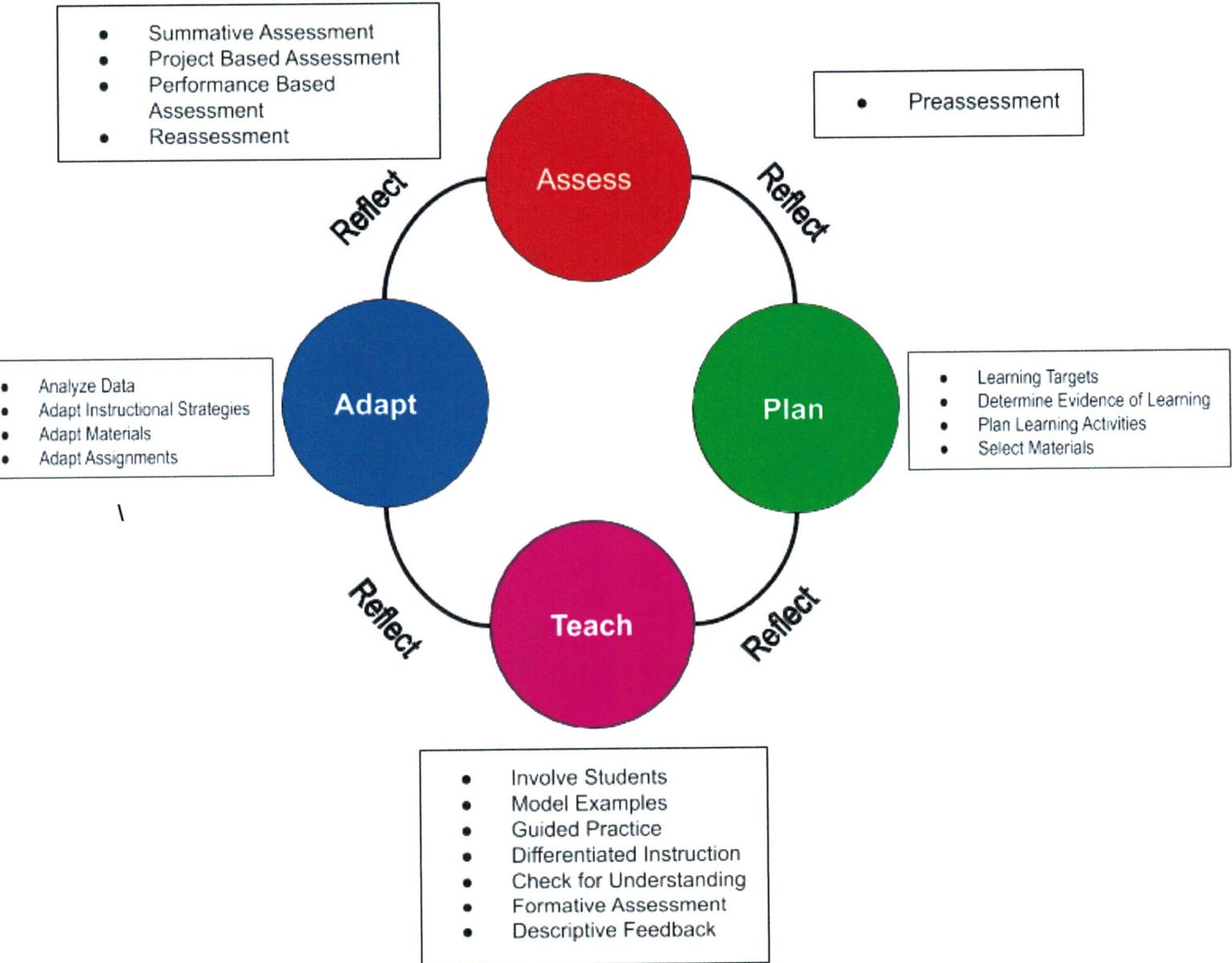
- What is the **outcome/standard**?
- What **strategy** would be most effective for teaching this concept?
- What **tool** would be most effective for teaching this concept?
- What is the **plan**?
- Is the plan **rigorous** and **relevant**?

Rigor and Relevance Framework and Depth of Knowledge (DOK)



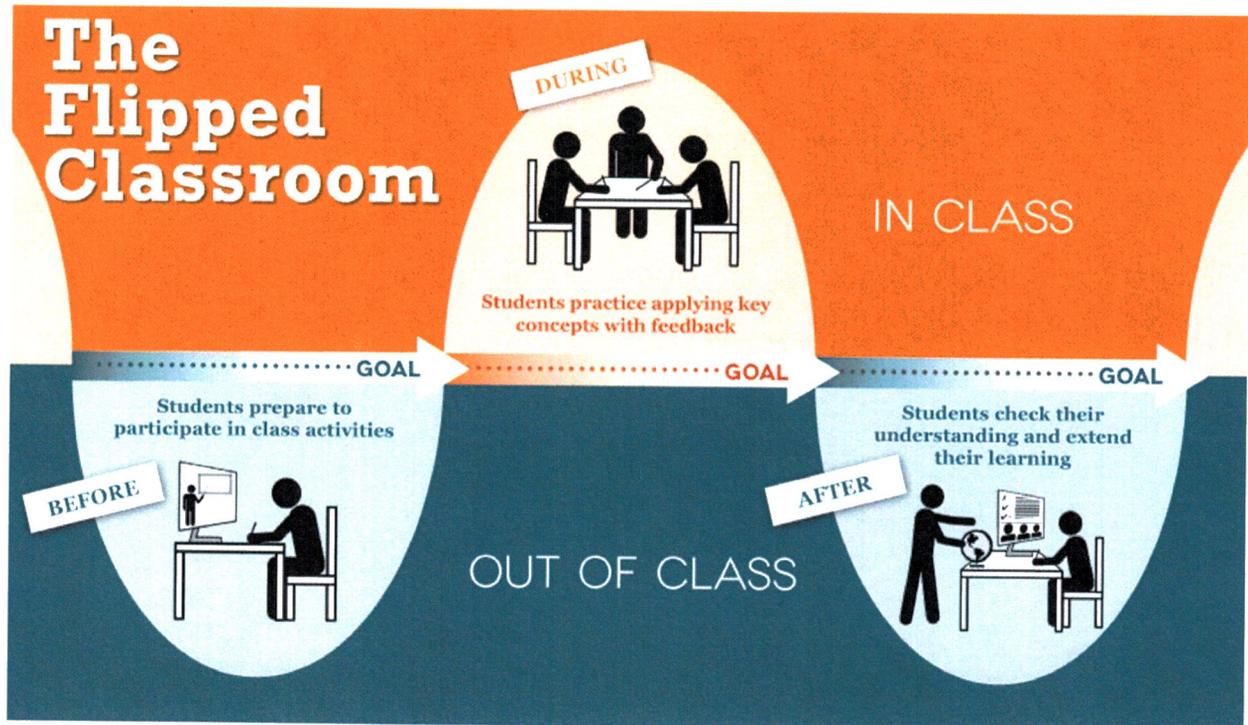
ALL LEARNING SCENARIOS (Open, Hybrid, Remote)

The teaching and learning cycle pictured below illustrates the optimal environment and process in which student learning takes place.



HYBRID and REMOTE

In an effort to maximize in person/live instructional opportunities, a flipped classroom model is highly recommended while implementing the teaching and learning cycle.



As students learn a new concept, the acquisition of knowledge (DOK 1) takes place outside the classroom. When students are in person, they process and apply (DOK 2) what they have learned and are provided feedback to further the understanding of the concept(s). Students then refine their acquired knowledge to further investigate, think through multiple steps and extend their thinking. (DOK 3 and 4) This work can be done outside of the classroom and supported through digital feedback and small group virtual sessions and/or during in person sessions supporting deeper learning.

Advantages of Flipping Your Classroom

- Content is available outside traditional classroom time. Students have access to the videos to prepare for new content, to review, and not fall behind if they miss class.
- Students have the ability to rewind, pause, and rewatch. They can prepare questions ahead of time.
- Allows for a dynamic, interactive learning environment where the educator guides the students as they apply concepts and engage more deeply with the subject matter.
- Students don't go home to practice something wrong or struggle when they actually need assistance.
- Parents are not having to be the teacher at home.

To learn more about the flipped classroom model, review the resources posted by [Jon Bergman](#) and [Catlin Tucker](#).

Hybrid Green Group Instructional Cycle (Monday and Thursday)

Friday	Prepare for Monday - Direct Instruction (Introduction of new concepts) - Check for Understanding (Following in person learning) - Extend Learning (Following in person learning)
Monday	In Person Instruction - Applied learning activities and higher-order thinking tasks
Tuesday	Prepare for Thursday - Direct Instruction (Introduction of new concepts) - Check for Understanding (Following in person learning) - Extend Learning (Following in person learning)
Wednesday	Prepare for Thursday - Direct Instruction (Introduction of new concepts) - Check for Understanding (Following in person learning) - Extend Learning (Following in person learning)
Thursday	In Person Instruction - Applied learning activities and higher-order thinking tasks

Hybrid Gold Group Instructional Cycle (Tuesday and Friday)

Monday	Prepare for Monday - Direct Instruction (Introduction of new concepts) - Check for Understanding (Following in person learning) - Extend Learning (Following in person learning)
Tuesday	In Person Instruction - Applied learning activities and higher-order thinking tasks
Wednesday	Prepare for Friday - Direct Instruction (Introduction of new concepts) - Check for Understanding (Following in person application and strategic learning) - Extend Learning (Following in person learning)
Thursday	Prepare for Friday - Direct Instruction (Introduction of new concepts) - Check for Understanding (Following in person learning) - Extend Learning (Following in person learning)
Friday	In Person Instruction - Applied learning activities and higher-order thinking tasks

Kindergarten and First Grade Weekly Curriculum Plan

- ELA Instruction (Integrate Science and Social Studies)
 - Minimum of 2 live, whole group sessions via Zoom or Google Meet.
 - Applied learning activities and higher order thinking tasks
 - Live sessions are to be recorded and posted to Google Classroom.
 - Small group sessions via Zoom or Google Meet as outlined in the Weekly Instructional Schedule
 - Daily posts to Google Classroom
 - Direct instruction
 - Check for Understanding
 - Extend Learning
 - Literacy Components
 - Phonemic Awareness
 - Phonics Dance
 - Red Words
 - Orton 3 Part Drill
 - Reading
 - Writing
- Math Instruction
 - Minimum of 2 live, whole group sessions via Zoom or Google Meet.
 - Applied learning activities and higher order thinking tasks
 - Live sessions are to be recorded and posted to Google Classroom.
 - Small group sessions via Zoom or Google Meet as outlined in the Weekly Instructional Schedule
 - Office hours as outlined in the Weekly Instructional Schedule
 - Daily posts to Google Classroom
 - Direct instruction
 - Check for Understanding
 - Extend Learning
- Weekly STEAM Instruction
 - Minimum of 1 live, grade-level session via Zoom or Google Meet.
- Weekly PE Instruction
 - Minimum of 1 live, grade-level session via Zoom or Google Meet.
- Weekly Music Instruction
 - Minimum of 1 live, grade-level session via Zoom or Google Meet.
- Weekly Guidance Instruction
 - Minimum of 1 live, grade-level session via Zoom or Google Meet.
- Office hours as outlined in the Weekly Instructional Schedule

Weekly Practice Activities to be Assigned in **ADDITION** to New Instruction

- Read-to-Self/Someone
- Daily Journaling
- Practice Math Facts
- Practice Edutyping/Type Tastic
- IXL

Second Grade Weekly Curriculum Plan

- ELA Instruction
 - Minimum of 2 live, whole group sessions via Zoom or Google Meet.
 - Applied learning activities and higher order thinking tasks
 - Live sessions are to be recorded and posted to Google Classroom.
 - Small group sessions via Zoom or Google Meet as outlined in the Weekly Instructional Schedule
 - Daily posts to Google Classroom
 - Direct instruction
 - Check for Understanding
 - Extend Learning
 - Literacy Components
 - Language
 - Reading
 - Writing
- Math Instruction
 - Minimum of 2 live, whole group sessions via Zoom or Google Meet.
 - Applied learning activities and higher order thinking tasks
 - Live sessions are to be recorded and posted to Google Classroom.
 - Small group sessions via Zoom or Google Meet as outlined in the Weekly Instructional Schedule
 - Daily posts to Google Classroom
 - Direct instruction
 - Check for Understanding
 - Extend Learning
- Weekly Science Instruction
- Weekly Social Studies Instruction
- Weekly STEAM Instruction
 - Minimum of 1 live, grade-level session via Zoom or Google Meet.
- Weekly PE Instruction
 - Minimum of 1 live, grade-level session via Zoom or Google Meet.
- Weekly Music Instruction
 - Minimum of 1 live, grade-level session via Zoom or Google Meet.
- Weekly Guidance Instruction
 - Minimum of 1 live, grade-level session via Zoom or Google Meet.
- Office hours as outlined in the Weekly Instructional Schedule

Weekly Practice Activities to be Assigned in **ADDITION** to New Instruction

- Read-to-Self/Someone
- Daily Journaling
- Practice Math Facts
- Practice Edutyping/Type Tastic
- IXL

Third and Fourth Grade Weekly Curriculum Plan

- ELA Instruction
 - Minimum of 2 live, whole group sessions via Zoom or Google Meet.
 - Applied learning activities and higher order thinking tasks
 - Live sessions are to be recorded and posted to Google Classroom.
 - Small group sessions via Zoom or Google Meet as outlined in the Weekly Instructional Schedule
 - Daily posts to Google Classroom
 - Direct instruction
 - Check for Understanding
 - Extend Learning
 - Literacy Components
 - Reading
 - Writing
- Math Instruction
 - Minimum of 2 live, whole group sessions via Zoom or Google Meet.
 - Applied learning activities and higher order thinking tasks
 - Live sessions are to be recorded and posted to Google Classroom.
 - Small group sessions via Zoom or Google Meet as outlined in the Weekly Instructional Schedule
 - Daily posts to Google Classroom
 - Direct instruction
 - Check for Understanding
 - Extend Learning
- Science Instruction
 - Minimum of 1 live, whole group session via Zoom or Google Meet.
 - Applied learning activities and higher order thinking tasks
 - Live sessions are to be recorded and posted to Google Classroom.
 - Daily posts to Google Classroom
 - Direct instruction
 - Check for Understanding
 - Extend Learning
- Social Studies Instruction
 - Minimum of 1 live, whole group session via Zoom or Google Meet.
 - Applied learning activities and higher order thinking tasks
 - Live sessions are to be recorded and posted to Google Classroom.
 - Daily posts to Google Classroom
 - Direct instruction
 - Check for Understanding
 - Extend Learning
- Weekly STEAM Instruction
 - Minimum of 1 live, grade-level session via Zoom or Google Meet.

- Weekly PE Instruction
 - Minimum of 1 live, grade-level session via Zoom or Google Meet.
- Weekly Music Instruction
 - Minimum of 1 live, grade-level session via Zoom or Google Meet.
- Weekly Guidance Instruction
 - Minimum of 1 live, grade-level session via Zoom or Google Meet.
- Office hours as outlined in the Weekly Instructional Schedule

Weekly Practice Activities to be Assigned in **ADDITION** to New Instruction

- Read-to-Self/Someone
- Daily Journaling
- Practice Math Facts
- Practice Edutyping/Type Tastic
- IXL

Video Conferencing Guidelines

The following are OCS mandated guidelines for using video conferencing programs to ensure that we are in compliance with federal and state student safety and data privacy laws. These guidelines are in place to protect all students, staff and families when learning remotely.

- Do not use any video conferencing programs or processes other than what the district has approved.
- Do not ever turn ON the camera or audio for the student. Only the student should enable these features.
- Do not record your video conference while student camera and audio are ON.
 - You should pause or end the recording to allow students to participate
- Do not post the recording of the video conference to anywhere but your online classroom (Schoology, Google Classroom, YouTube – unlisted)
- Do not post screen grabs, recording, images, videos, audio files, chat transcripts or any other elements of your video conferencing on social media, email, or any other public forums.
- Remember with video conferencing, you are now looking into someone's home, so be respectful of privacy even beyond what the law requires.

Instructional Programs and Tools

Board adopted curriculum materials/frameworks are expected to be used in OCS classrooms. While these materials/frameworks are intended to be the foundation for instruction, teachers are able to supplement with additional curriculum resources as needed.

The OCS Technology Hub's Reviewed Digital Resources page contains recommended instructional programs and tools. Click [here](#) to access the list.

For many of the instructional tools, instructional videos are available. Click [here](#) to access the OCS Technology Hub.

Most of the recommended instructional programs are accessed through Clever. If students are having trouble logging into Clever, click [here](#) for directions.

Many of the instructional programs and tools noted on the OCS Technology Hub's Reviewed Digital Resources page are already being used in the district but know this is not an exhaustive list. You are welcome to explore and use other resources.

- If you are required to set-up student accounts, you must email Dawn for a review of the company's privacy policy in order to use the program. (See email from Dawn on March 18, 2020 *Caution - Using New Software & Cloud Based Programs*, for more details.)
- If you are required to create a teacher account, no approval is required.
 - Don't forget to ensure that the resource is aligned to standards and that you audit for rigor. Not all resources are created equal.

Parent and Student Resources

Parent Resources

- Wi-Fi and Device Support for Parents
 - Click [here](#).
- Google Classroom Parent Access - Assignments and Materials
 - Click [here](#)

Student Chromebook Tutorials

- Click [here](#) to access instructional videos for the topics listed below. Video links are located on the right hand side of the page under the heading *Chromebook Tutorials*.
 - Split Screen
 - Apps, Extensions and Bookmarks
 - Taking Pictures, Videos and Screenshots
 - Camera App and Google Classroom

Weekly Instructional Plan Guidance 2020 - 2021

Grades 5-6



General Guidance

During the 2020 - 2021 school year, three learning scenarios are possible.

- Open - All students attend school 5 days a week.
- Hybrid - Students are attending school 2 days a week (Monday and Thursday or Tuesday and Friday) and learning from home 3 days a week.
- Remote - All students are learning from home 5 days a week.

In an effort to standardize student learning in all three learning scenarios, the following expectations are being set for ALL 5-6 Faculty: general education teachers, special education teachers, special teachers and guidance counselors.

OPEN

- Establish a strong digital presence by using Schoology to enhance lessons, provide instruction for those who are learning remotely due to illness/quarantine, and allow for a smooth transition between all learning scenarios.
- Utilize Zoom or Google Meet to connect with students who are learning remotely due to illness/quarantine.
- Develop a plan to establish and sustain relationships with students.
- Follow personal protections expectations set by the district.
- Ensure students follow personal protection expectations set by the district.
- Conduct weekly TBT meetings to facilitate collaborative planning.
- Maintain regular communication with students and parents.
 - Respond to parents/students questions/concerns within 24 hours Monday - Friday.

HYBRID

- Establish a strong digital presence by using Schoology to enhance lessons, provide instruction for those who are learning remotely due to illness/quarantine, and allow for a smooth transition between all learning scenarios.
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- Develop a plan to establish and sustain relationships with students.
- Follow personal protections expectations set by the district.
- Ensure students follow personal protection expectations set by the district.
- Students in specific programs may attend school more than 2 days per week.
- Conduct weekly TBT meetings to facilitate collaborative planning.
- Maintain regular communication with students and parents.
 - Respond to parents/students questions/concerns within 24 hours Monday - Friday.

REMOTE

- Teachers and students will follow the Weekly Instructional Schedule.
Teacher Instructional Schedule Student Instructional Schedule
- Schoology will be used to deliver instruction.
- Develop a plan to establish and sustain relationships with students.
- Supplies can be gathered and sent home with students to facilitate remote learning.
- Students will adhere to [remote learning expectations](#).
- Conduct weekly TBT meetings to facilitate collaborative planning.
- Maintain regular communication with students and parents.
 - Respond to parents/students questions/concerns within 24 hours Monday - Friday.

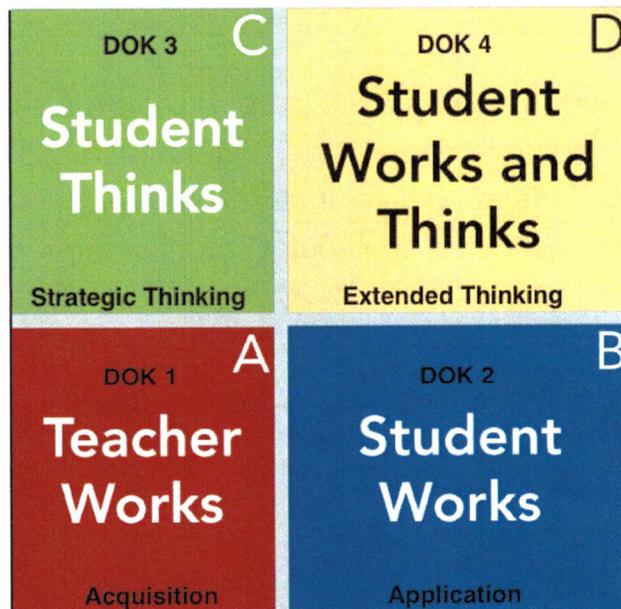
Instructional Expectations

Teachers will continue to deliver high quality, rigorous instruction driven by a standards based curriculum while adhering to the instructional design process, provide feedback to students as assignments are completed, and properly assess student growth in all three learning scenarios. (Open, Hybrid and Remote)

Instructional Design Process

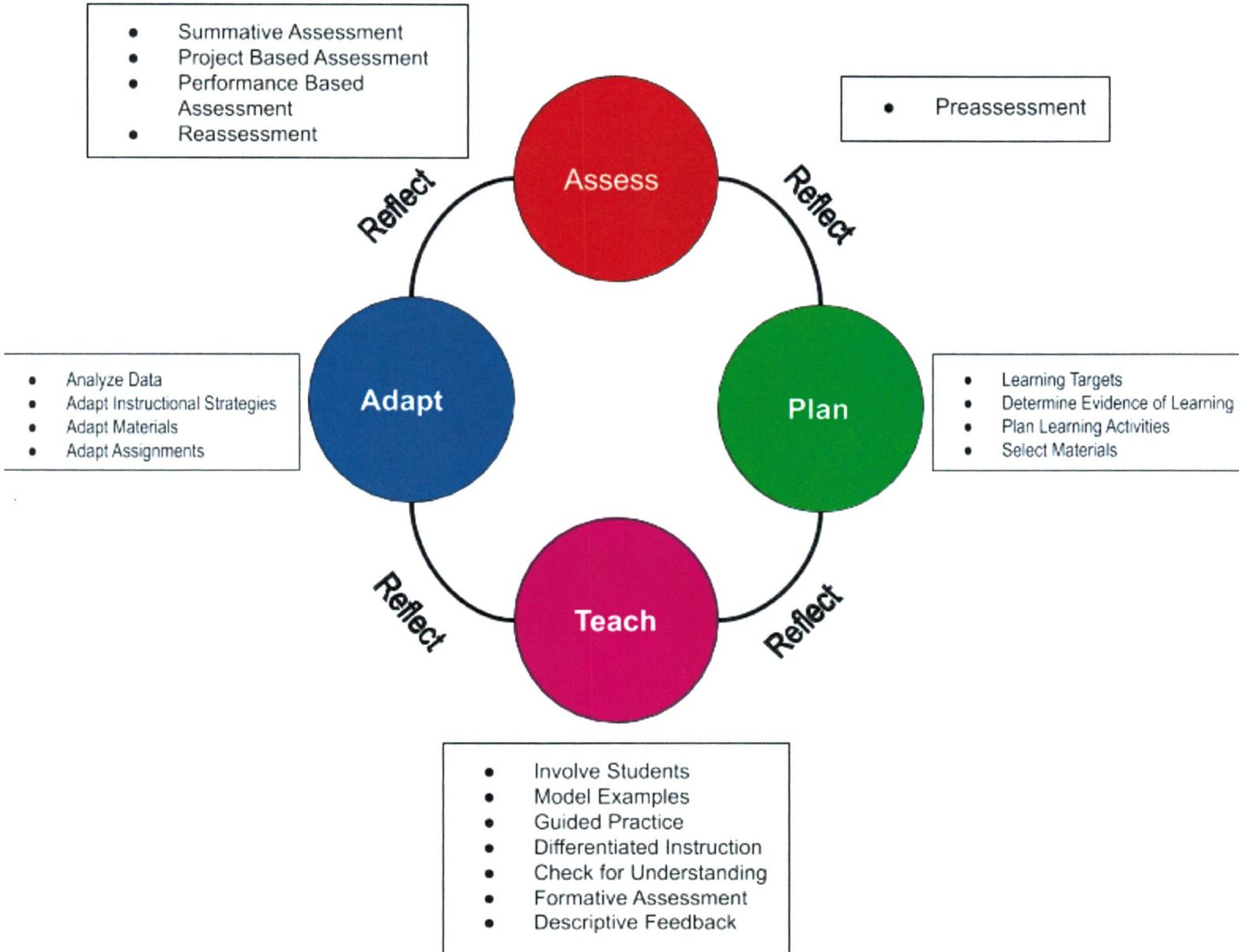
- What is the **outcome/standard**?
- What **strategy** would be most effective for teaching this concept?
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- Is the plan **rigorous** and **relevant**?

Rigor and Relevance Framework and Depth of Knowledge (DOK)



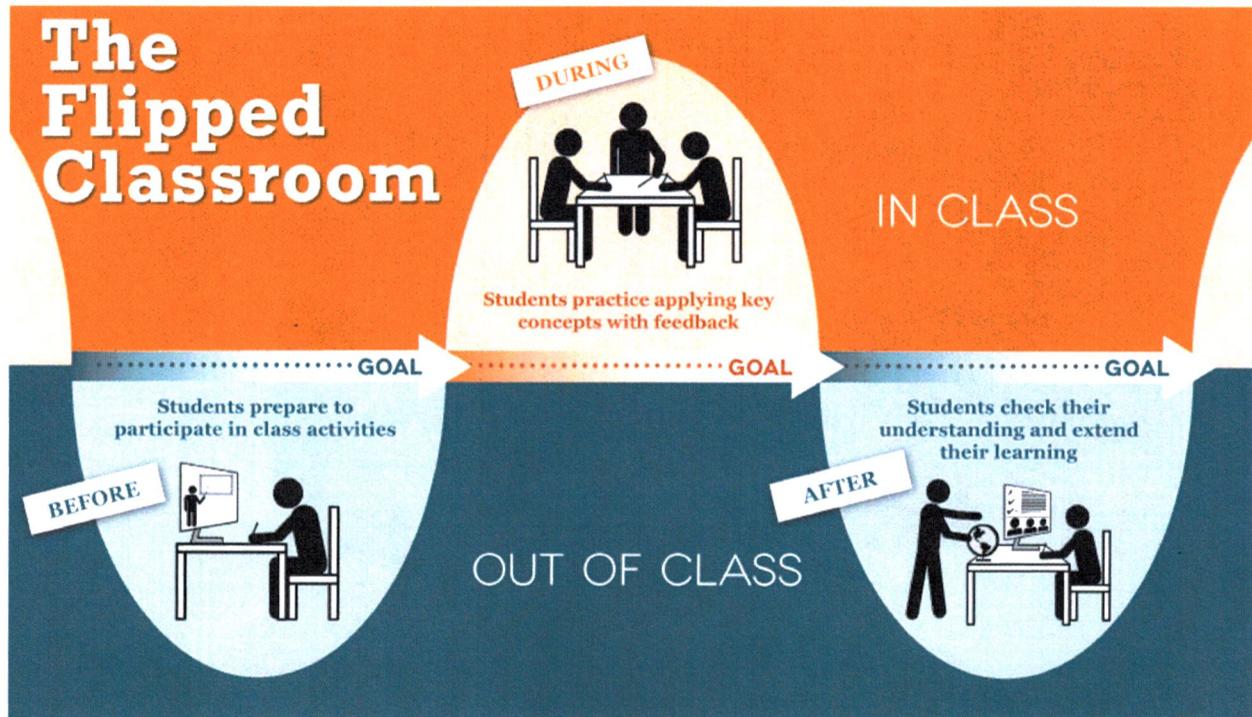
ALL LEARNING SCENARIOS (Open, Hybrid, Remote)

The teaching and learning cycle pictured below illustrates the optimal environment and process in which student learning takes place.



HYBRID and REMOTE

In an effort to maximize in person/live instructional opportunities, a flipped classroom model is highly recommended while implementing the teaching and learning cycle.



As students learn a new concept, the acquisition of knowledge (DOK 1) takes place outside the classroom. When students are in person, they process and apply (DOK 2) what they have learned and are provided feedback to further the understanding of the concept(s). Students then refine their acquired knowledge to further investigate, think through multiple steps and extend their thinking. (DOK 3 and 4) This work can be done outside of the classroom and supported through digital feedback and small group virtual sessions and/or during in person sessions supporting deeper learning.

Advantages of Flipping Your Classroom

- Content is available outside traditional classroom time. Students have access to the videos to prepare for new content, to review, and not fall behind if they miss class.
- Students have the ability to rewind, pause, and rewatch. They can prepare questions ahead of time.
- Allows for a dynamic, interactive learning environment where the educator guides the students as they apply concepts and engage more deeply with the subject matter.
- Students don't go home to practice something wrong or struggle when they actually need assistance.
- Parents are not having to be the teacher at home.

To learn more about the flipped classroom model, review the resources posted by [Jon Bergman](#) and [Catlin Tucker](#).

Hybrid Green Group Instructional Cycle (Monday and Thursday)

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Wednesday	Prepare for Thursday - Direct Instruction (Introduction of new concepts) - Check for Understanding (Following in person learning) - Extend Learning (Following in person learning)
Thursday	In Person Instruction - Applied learning activities and higher-order thinking tasks

Hybrid Gold Group Instructional Cycle (Tuesday and Friday)

Monday	Prepare for Monday - Direct Instruction (Introduction of new concepts) - Check for Understanding (Following in person learning) - Extend Learning (Following in person learning)
Tuesday	In Person Instruction - Applied learning activities and higher-order thinking tasks
Wednesday	Prepare for Friday - Direct Instruction (Introduction of new concepts) - Check for Understanding (Following in person application and strategic learning) - Extend Learning (Following in person learning)
Thursday	Prepare for Friday - Direct Instruction (Introduction of new concepts) - Check for Understanding (Following in person learning) - Extend Learning (Following in person learning)
Friday	In Person Instruction - Applied learning activities and higher-order thinking tasks

REMOTE

Weekly Curriculum Plan

- Minimum of 2 live, whole group sessions per period/class via Zoom or Google Meet for ELA, Math and Specials.
 - Applied learning activities and higher order thinking tasks
 - Live sessions are to be recorded and posted to Schoology
- Minimum of 1 live, whole group sessions per period/class via Zoom or Google Meet for Science and Social Studies.
 - Applied learning activities and higher order thinking tasks
 - Live sessions are to be recorded and posted to Schoology
- Small group sessions via Zoom or Google Meet as outlined in the Weekly Instructional Schedule
- Office hours as outlined in the Weekly Instructional Schedule
- Daily posts are to be made to Schoology per period/class.
 - Direct instruction
 - Check for Understanding
 - Extend Learning

Video Conferencing Guidelines

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- Do not use any video conferencing programs or processes other than what the district has approved.
- Do not ever turn ON the camera or audio for the student. Only the student should enable these features.
- Do not record your video conference while student camera and audio are ON.
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- Do not post the recording of the video conference to anywhere but your online classroom (Schoology, Google Classroom, YouTube – unlisted)
- Do not post screen grabs, recording, images, videos, audio files, chat transcripts or any other elements of your video conferencing on social media, email, or any other public forums.
- Remember with video conferencing, you are now looking into someone's home, so be respectful of privacy even beyond what the law requires.

Grading

ALL LEARNING SCENARIOS (Open, Hybrid, Remote)

Feedback will be provided throughout the week as students complete assignments.

- Feedback Options
 - Acknowledgement of Completion
 - Narrative Comments
 - Got It, Almost, Not Yet

Category weighting will remain at 90% for Summative Assessments and a 10% for Formative Assessments. (Open and Hybrid)

Category weighting will remain at 80% for Summative Assessments and a 20% for Formative Assessments. (Home)

Formative assessments will be administered to monitor progress for the purpose of making instructional decisions to guide learning.

Summative assessments will be administered to evaluate mastery of content standards.

Assignments will be entered into Power School according to the district established dates for each quarter.

Reasonable due dates will be set for students as each student's situation is unique. Allowing students to have multiple days to complete an assignment will allow for that flexibility.

Habits of Success will be entered if learning is in person. (Open or Hybrid)

Parents are to be contacted if students are not completing assigned work/in danger of failing to determine next steps.

When calling a parent, entering *67 before dialing the parent's number will block your number from being shown on the parent's phone.

Remind is also a way to have contact with parents/students while keeping your phone number private.

Be sure to maintain documentation of parent contacts for future reference.

Instructional Programs and Tools

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- If you are required to create a teacher account, no approval is required.
 - Don't forget to ensure that the resource is aligned to standards and that you audit for rigor. Not all resources are created equal.

Parent and Student Resources

Parent Resources

- Wi-Fii and Device Support for Parents
 - Click [here](#).
- Schoology Parent Access

Click [here](#) to access instructional videos for the topics listed below. Video links are located on the right hand side of the page under the heading *PowerSchool, Schoology, Google Classroom, Grade Cards*.

 - Creating a Parent Account
 - Get Notifications
 - See Upcoming Assignment

Student Schoology Tutorials

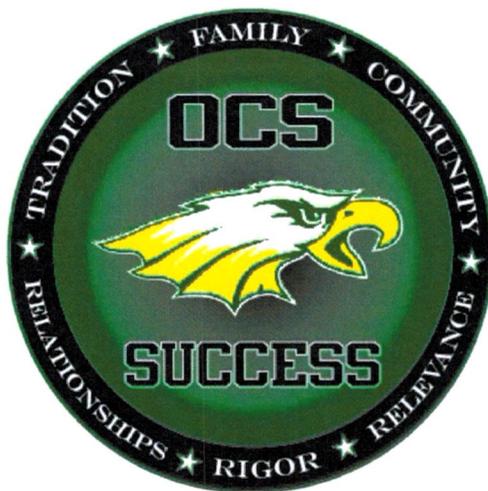
- Click [here](#) to access instructional videos for the topics listed below. Video links are located on the right hand side of the page under the heading *Schoology Tutorials*.
 - Getting Started in Schoology
 - Completing an Assignment in Schoology
 - Completing a Schoology Discussion
 - Your Camera App and Schoology
 - Google Docs Assignments in Schoology
 - Schoology Portfolio Feature

Student Chromebook Tutorials

- Click [here](#) to access instructional videos for the topics listed below. Video links are located on the right hand side of the page under the heading *Chromebook Tutorials*.
 - Split Screen
 - Apps, Extensions and Bookmarks
 - Taking Pictures, Videos and Screenshots
 - Camera App and Schoology

Weekly Instructional Plan Guidance 2020 - 2021

Grades 7-8



General Guidance

During the 2020 - 2021 school year, three learning scenarios are possible.

- Open - All students attend school 5 days a week.
- Hybrid - Students are attending school 2 days a week (Monday and Thursday or Tuesday and Friday) and learning from home 3 days a week.
- Remote - All students are learning from home 5 days a week.

In an effort to standardize student learning in all three learning scenarios, the following expectations are being set for ALL 7-8 Faculty: general education teachers, special education teachers, special teachers and guidance counselors.

OPEN

- Establish a strong digital presence by using Schoology to enhance lessons, provide instruction for those who are learning remotely due to illness/quarantine, and allow for a smooth transition between all learning scenarios.
- Utilize Zoom or Google Meet to connect with students who are learning remotely due to illness/quarantine.
- Update Academic Practice Board
 - [7th Grade Academic Practice Board](#)
 - [8th Grade Academic Practice Board](#)
- Develop a plan to establish and sustain relationships with students.
- Follow personal protections expectations set by the district.
- Ensure students follow personal protection expectations set by the district.
- Conduct weekly TBT meetings to facilitate collaborative planning.
- Maintain regular communication with students and parents.
 - Respond to parents/students questions/concerns within 24 hours Monday - Friday.

HYBRID

- Establish a strong digital presence by using Schoology to enhance lessons, provide instruction for those who are learning remotely due to illness/quarantine, and allow for a smooth transition between all learning scenarios.
- Utilize Zoom or Google Meet to connect with students who are learning remotely due to illness/quarantine.
- Update Academic Practice Board
 - [7th Grade Academic Practice Board](#)
 - [8th Grade Academic Practice Board](#)
- Develop a plan to establish and sustain relationships with students.
- Follow personal protections expectations set by the district.
- Ensure students follow personal protection expectations set by the district.
- Students in specific programs may attend school more than 2 days per week.
- Conduct weekly TBT meetings to facilitate collaborative planning.
- Maintain regular communication with students and parents.
 - Respond to parents/students questions/concerns within 24 hours Monday - Friday.

REMOTE

- Teachers and students will follow the Weekly Instructional Schedule.
Teacher Instructional Schedule Student Instructional Schedule
- Update Academic Practice Board
 - [7th Grade Academic Practice Board](#)
 - [8th Grade Academic Practice Board](#)
- Schoology will be used to deliver instruction.
- Develop a plan to establish and sustain relationships with students.

- Supplies can be gathered and sent home with students to facilitate remote learning.
- Students will adhere to [remote learning expectations](#).
- Conduct weekly TBT meetings to facilitate collaborative planning.
- Maintain regular communication with students and parents.
 - Respond to parents/students questions/concerns within 24 hours Monday - Friday.

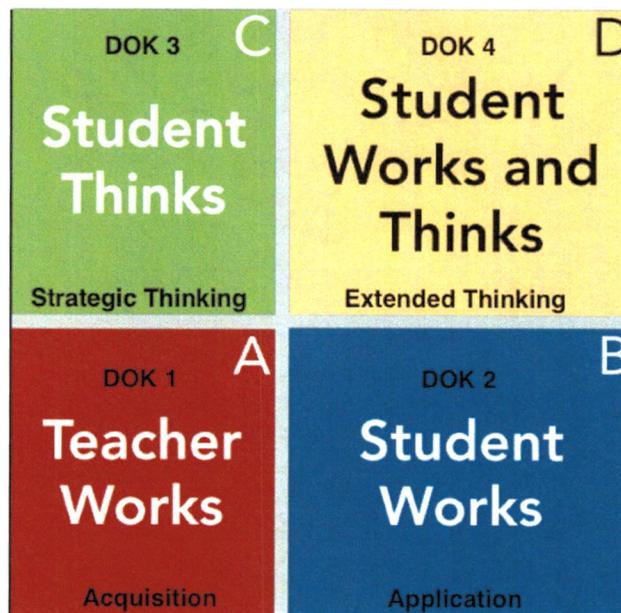
Instructional Expectations

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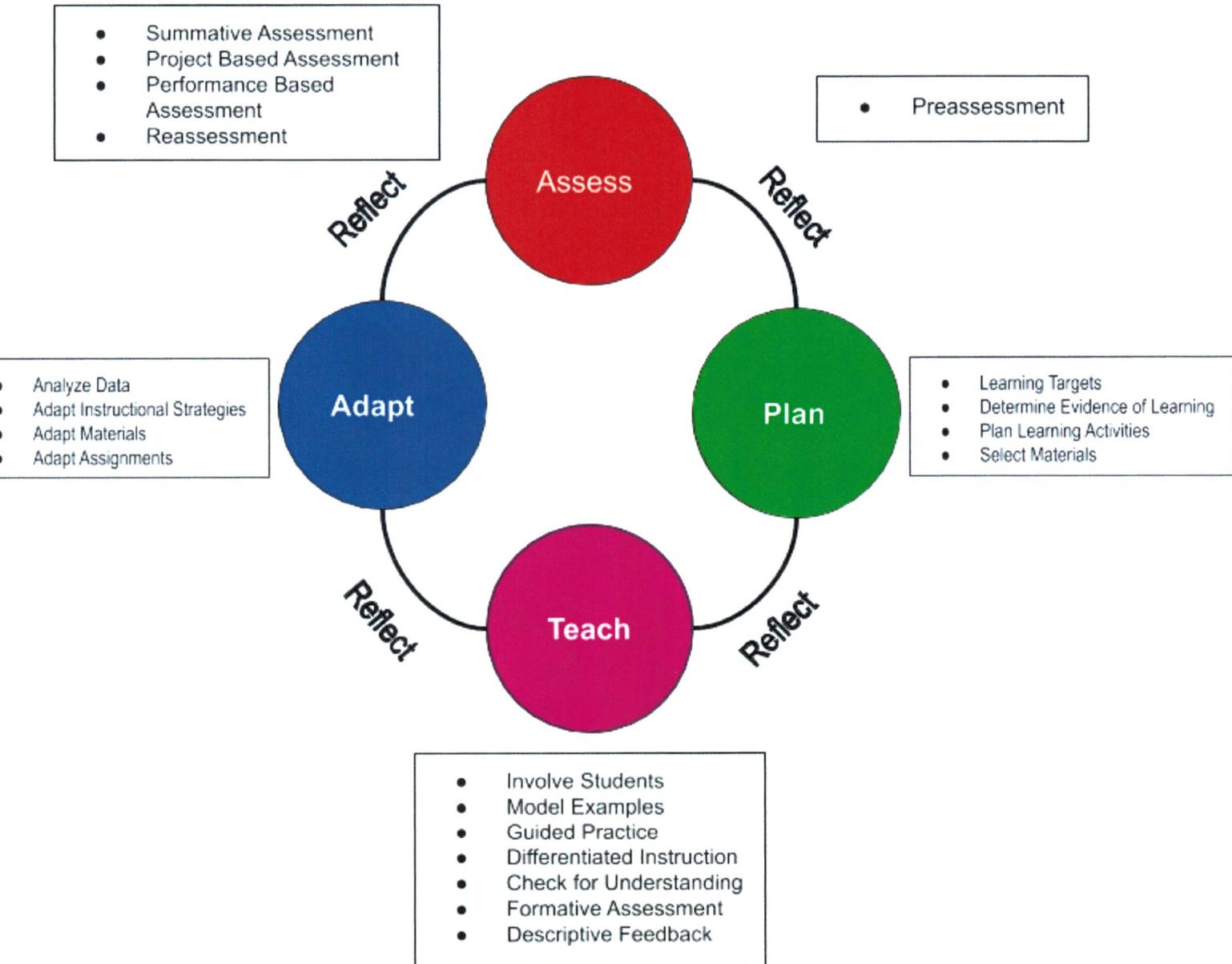
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Rigor and Relevance Framework and Depth of Knowledge (DOK)



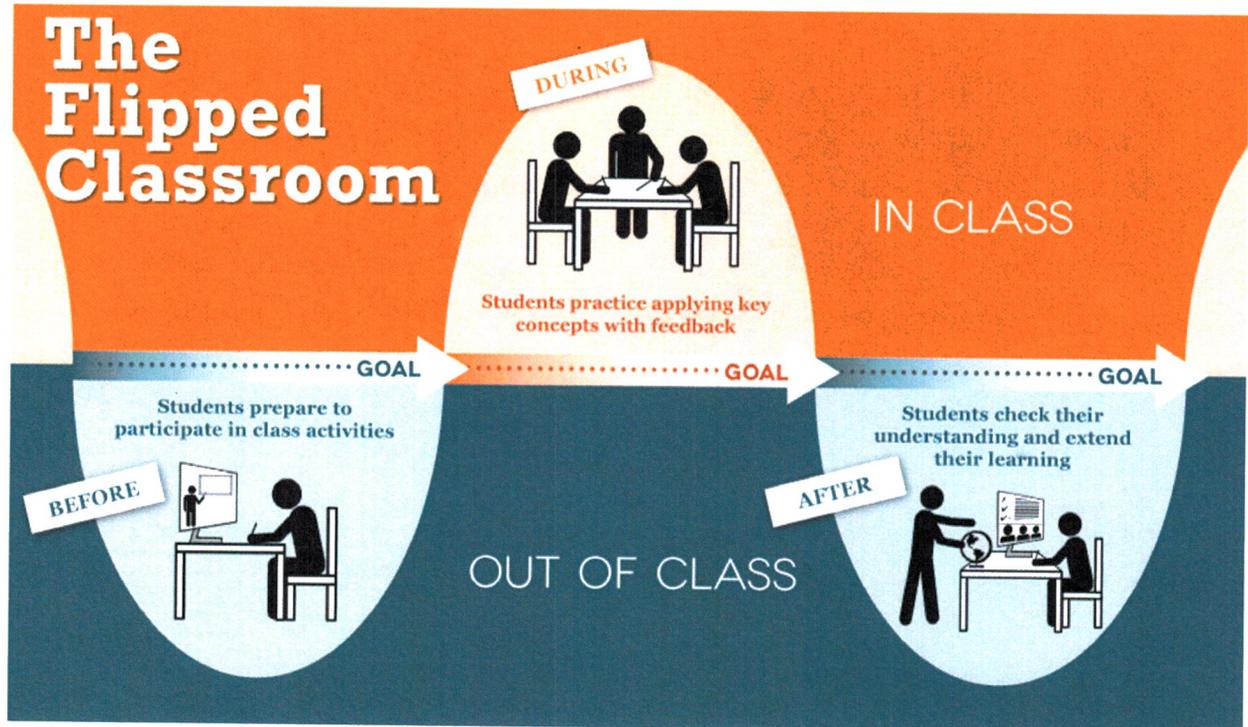
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The teaching and learning cycle pictured below illustrates the optimal environment and process in which student learning takes place.



HYBRID and REMOTE

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Advantages of Flipping Your Classroom

- Content is available outside traditional classroom time. Students have access to the videos to prepare for new content, to review, and not fall behind if they miss class.
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Hybrid Green Group Instructional Cycle (Monday and Thursday)

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Thursday	In Person Instruction - Applied learning activities and higher-order thinking tasks

Hybrid Gold Group Instructional Cycle (Tuesday and Friday)

Monday	Prepare for Monday - Direct Instruction (Introduction of new concepts) - Check for Understanding (Following in person learning) - Extend Learning (Following in person learning)
Tuesday	In Person Instruction - Applied learning activities and higher-order thinking tasks
Wednesday	Prepare for Friday - Direct Instruction (Introduction of new concepts) - Check for Understanding (Following in person application and strategic learning) - Extend Learning (Following in person learning)
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REMOTE

Weekly Curriculum Plan

- Minimum of 2 live, whole group sessions per period/class via Zoom or Google Meet.
 - Applied learning activities and higher order thinking tasks
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- Daily posts are to be made to Schoology per period/class.
 - Direct instruction
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Video Conferencing Guidelines

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- Do not post screen grabs, recording, images, videos, audio files, chat transcripts or any other elements of your video conferencing on social media, email, or any other public forums.
- Remember with video conferencing, you are now looking into someone's home, so be respectful of privacy even beyond what the law requires.

Grading - 7th and 8th Grade Courses

ALL LEARNING SCENARIOS (Open, Hybrid, Remote)

Feedback will be provided throughout the week as students complete assignments.

Category weighting will remain at a minimum of 90% for Summative Assessments and a maximum of 10% for Formative Assessments.

- Formative assessments will be administered to monitor progress for the purpose of making instructional decisions to guide learning.
- Summative assessments will be administered to evaluate mastery of content standards.

Assignments will be entered into Power School according to the district established dates for each quarter.

Reasonable due dates will be set for students as each student's situation is unique. Allowing students to have multiple days to complete an assignment will allow for that flexibility.

Parents are to be contacted if students are not completing assigned work/in danger of failing to determine next steps.

When calling a parent, entering *67 before dialing the parent's number will block your number from being shown on the parent's phone.

Remind is also a way to have contact with parents/students while keeping your phone number private.

Be sure to maintain documentation of parent contacts for future reference.

Grading - Courses for High School Credit

ALL LEARNING SCENARIOS (Open, Hybrid, Remote)

Feedback will be provided throughout the week as students complete assignments.

Grades for assignments and assessments should be entered into PowerSchool according to established building/classroom procedures.

Category weighting will remain at a minimum of 75% for Summative Assessments and a maximum of 25% for Homework/Formative Assessments.

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REMOTE

- Exams - To be determined during 2nd quarter
- Semester grade - To be determined during 2nd quarter

Instructional Programs and Tools

Board adopted curriculum materials/frameworks are expected to be used in OCS classrooms. While these materials/frameworks are intended to be the foundation for instruction, teachers are able to supplement with additional curriculum resources as needed.

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Parent and Student Resources

Parent Resources

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Weekly Instructional Plan Guidance 2020 - 2021

Grades 9-12



General Guidance

During the 2020 - 2021 school year, three learning scenarios are possible.

- Open - All students attend school 5 days a week.
- Hybrid - Students are attending school 2 days a week (Monday and Thursday or Tuesday and Friday) and learning from home 3 days a week.
- Remote - All students are learning from home 5 days a week.

In an effort to standardize student learning in all three learning scenarios, the following expectations are being set for ALL 9-12 Faculty: general education teachers, special education teachers, special teachers and guidance counselors.

OPEN

- Establish a strong digital presence by using Schoology to enhance lessons, provide instruction for those who are learning remotely due to illness/quarantine, and allow for a smooth transition between all learning scenarios.
- Utilize Zoom or Google Meet to connect with students who are learning remotely due to illness/quarantine.
- Develop a plan to establish and sustain relationships with students.
- Follow personal protections expectations set by the district.
- Ensure students follow personal protection expectations set by the district.
- Conduct weekly TBT/department meetings to facilitate collaborative planning.
- Maintain regular communication with students and parents.
 - Respond to parents/students questions/concerns within 24 hours Monday - Friday.

HYBRID

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- Develop a plan to establish and sustain relationships with students.
- Follow personal protections expectations set by the district.
- Ensure students follow personal protection expectations set by the district.
- Students in specific programs may attend school more than 2 days per week.
- Conduct weekly TBT/department meetings to facilitate collaborative planning.
- Maintain regular communication with students and parents.
 - Respond to parents/students questions/concerns within 24 hours Monday - Friday.

REMOTE

- Teachers and students will follow the Weekly Instructional Schedule.
Teacher Instructional Schedule Student Instructional Schedule
- The instructional focus will be on quality over quantity and essential content standards
- Schoology will be used to deliver instruction.
- Develop a plan to establish and sustain relationships with students.
- Supplies can be gathered and sent home with students to facilitate remote learning.
- Schedules to facilitate CTE contact hours can be developed.
 - Schedules are to be approved by the CT Director before being distributed to students and parents.
- Students will adhere to [remote learning expectations](#).
- Conduct weekly TBT/department meetings to facilitate collaborative planning.
- Maintain regular communication with students and parents.
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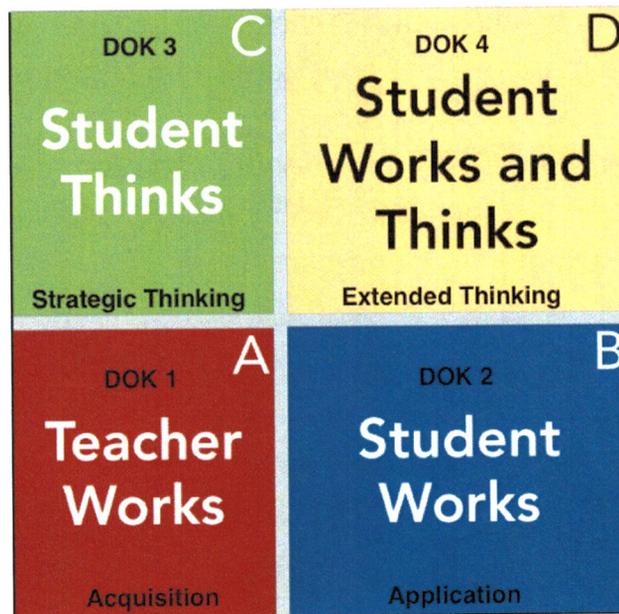
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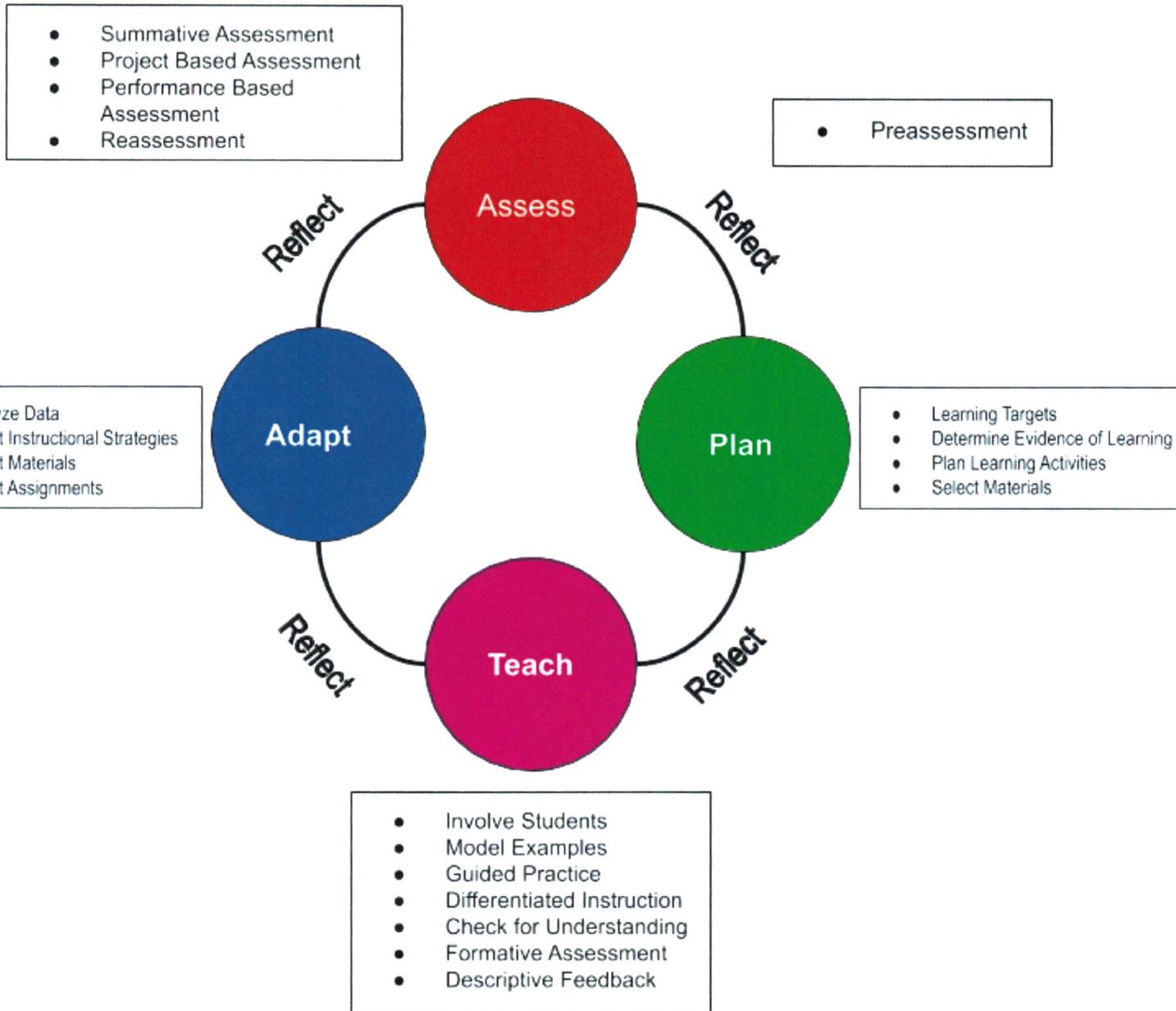
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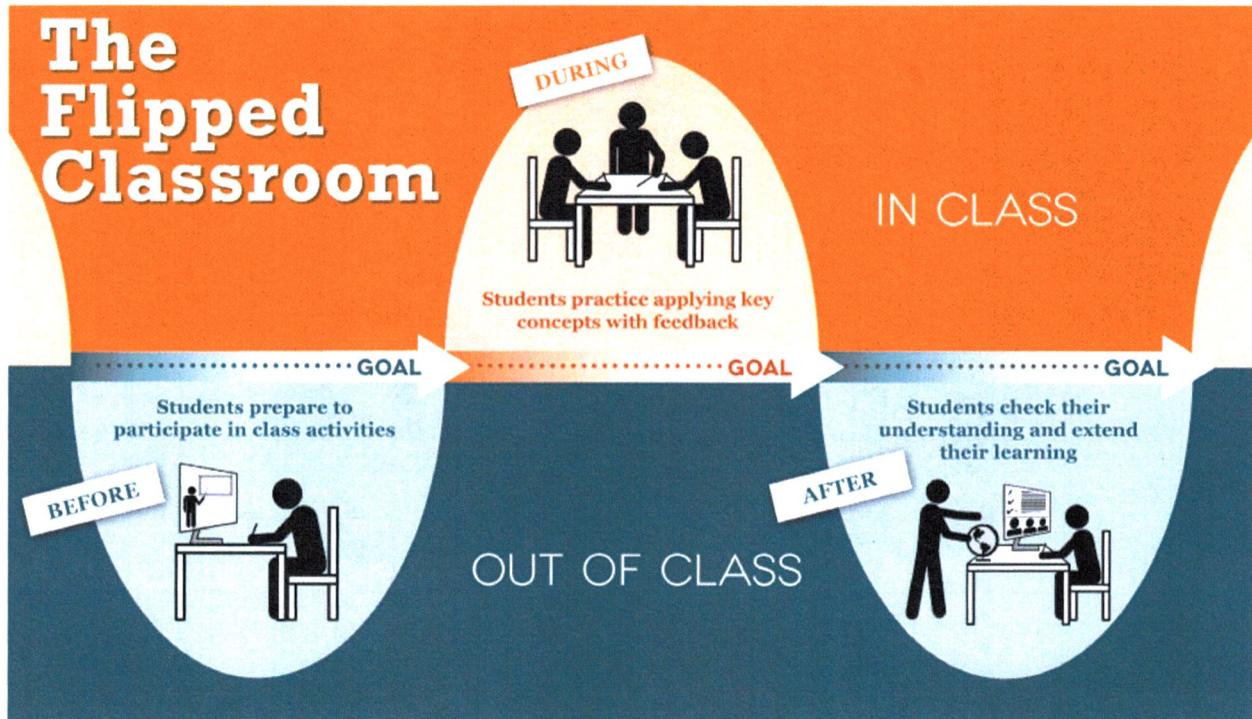
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