

SHAMBURG PUBLIC SCHOOL



Blended Learning Model Manual

Office of Teaching and Learning

Grades: K-8

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COMMITTEE MEMBERS

Shamburg Public School Committee Members	
Katie Nieves Licwinko	Superintendent
Duane Penn	Board Member
Susan R. Suarez	Executive Director of Teaching and Learning
Courtney R. Johnson	Executive Director of Information Technology
Aileen Matias-Castro	Executive Director of Operations
Emril Oscar Jr.	Director of Food Services
Vanessa Anderson	Principal
Peter Quinones	Teacher
Helen Johnson	Parent

INTRODUCTION

The Blended Learning Manual drafted by the Shamburg Public School will provide the necessary guidance for teachers, parents, and students regarding transition into blended learning for K-8 students. To streamline protocols, ensure equity, and leverage the efficiency of district resources while decreasing ambiguity, this manual provides a comprehensive outline of the blended learning models for home and classroom application, district goals and objectives, student support services, assessments, and resources. Without this general policy, the how and what to address remains unclear, the transitional into blended learning lacks consistency, and academic growth and development are at risk. Through the use of evidence-based instruments, clearly communicated messages, and input from a diverse group of stakeholders, these standardized procedures will strengthen the instructional program and support services extended to each learner.

The Shamburg Public School has invested \$111,541 of the Coronavirus Aid, Relief, and Economic Security (CARES) Act to purchase enough devices and software to support the 1:1 device initiative. During the 2020-21 academic year, the district will focus on academic instruction with technology integration as well as Social Emotional Learning (SEL). Collectively as educational stakeholders, we will equip students with the skill sets to make informed decisions that lead to healthier individuals who will pursue their unique pathways to lifelong learning. We look forward to seeing the face of each learner whether virtually or in-person.

BLENDLED LEARNING MODELS

What is blended learning?

Blended learning is defined as formal educational programming that pairs online and in-person learning experiences (Horn & Staker, 2015). The four main models are rotation, a la carte, flex, and enriched model. Each of the four main models of blended learning offers learners the chance to combine in-person instruction with online assignments and tasks. Blended learning tends to be more student-centered, drawing from the needs and interests of those enrolled in the class (Pullham & Graham, 2018).

Some design features associated with blended learning include:

- Student control over the timing, pacing, or learning pathway (Horn & Staker, 2015)
- Participation in some capacity in a brick-and-mortar school (Horn & Staker, 2015)
- Access to resources at any time and in any location (Gardner & Bryn, 2006)
- Joining of asynchronous and synchronous learning activities (Graham, 2006)
- Accommodation to support learner needs and interests (Poon, 2013)
- Use of immediate formative and summative feedback for learners (Yen & Lee, 2011)

Why is it a good match for our current climate?

After completing online remote learning for the first part of our school year, moving to blended learning will allow for a smooth transition back into the building. Since blended learning pairs instruction in the physical classroom and an online learning management system, we can safely re-introduce students to the building in smaller cohorts. While one group is learning in the classroom, the other group of students is learning at home. This model will allow us to comply with the guidelines from the Center for Disease Control (CDC), including limiting the number of individuals in the building and keeping class sizes small for social distancing. The separation between groups of students entering the building will provide our custodial staff with time for deep cleaning and disinfecting of frequently used surface areas, such as doors and desks.

Aside from the ability to follow CDC recommendations, blended learning offers academic advantages that benefit our students. Students have a greater sense of autonomy through this system, where they can complete work at their own pace and assume greater responsibility for their assignments (Horn & Staker, 2015). Furthermore, the design of the blended experiences will be student-centered, targeting the standards and skills where students personally need support (Pulham & Graham, 2018). This focal point allows for teachers to narrow in on the individual child and provide reinforcement to work toward skill mastery.

What models might we see in the classroom?

The blended learning models for consideration are rotational, flex, a la carte, and enrichment models. To provide flexibility and allow teachers to make decisions based on the needs of their classes, each of the models of blended learning can be considered. Professional development will be provided to support teachers in each of these models, and teachers will select the model that best supports their students. In some cases, the models can be mixed and matched to provide more customization for learners (Horn & Staker, 2015). Parents will be informed of the model that will be implemented for their child prior to our transition to hybrid instruction.

This document contains a definition and the characteristics for each of the models. Please use the QR code or the link to learn more about each model.



<https://bit.ly/3l4eb62>

The table below displays the options for blended learning models that students might experience, including how each might look in our district. Considerations from the CDC that will be taken under advisement when implementing these models are also documented.

Model	Our District Format	CDC Considerations
Rotation Model (Station, Lab, Individual, Flipped Classroom)	<p>Station: Students will move between 3-4 learning activities, including one teacher-led instructional station</p> <p>Lab: Students will spend half the period in the classroom working with the teacher and half the period in the “open” classroom spaces for independent tasks</p> <p>Flipped: Students will view a pre-recorded video from their teacher at home and use the time in class to work on application activities and review</p> <p>Individual: Students will receive a playlist of options from their teacher to complete during the week either independently at home during their remote week or in class. One of the stations will be working directly with the teacher</p>	<ul style="list-style-type: none"> • Socially distant desks or workstations • Task cards will be laminated and cleaned after each use • Students will not physically rotate; the materials will be rotated to them (if applicable) • Virtual manipulatives and materials whenever possible • Collaboration through individual devices • Sanitization of spaces after usage • Use of 1:1 device and personal equipment
Flex Model	<ul style="list-style-type: none"> • To be used as an intervention course • Digital intervention programming will be provided • Students will have access to a teacher for additional support and guidance 	<ul style="list-style-type: none"> • Students will work in a socially distant open space within the school (i.e., gymnasium, auditorium, cafeteria) • Sanitization between space usage • Use of 1:1 device and personal equipment
A La Carte Model	<ul style="list-style-type: none"> • For grades 6-8 only • Connected to national accredited online school • Students will work in a 	<ul style="list-style-type: none"> • Students will work in socially distant open spaces (i.e., gymnasium, auditorium, cafeteria) • Sanitization between space usage

	designated space but can request access for resources and other learning spaces as needed for the course	<ul style="list-style-type: none"> • Use of 1:1 device and personal equipment • Request must be made for use of specific classrooms or materials for the course, such as needed access to the lab for science projects)
Enriched Model	<ul style="list-style-type: none"> • For grades 6-8 only • Work will be done remotely through an online platform • Students will come in one day a week for “in-person” activities (i.e., labs, projects, presentations) 	<ul style="list-style-type: none"> • Staggering the in-person time to allow for fewer students in the building and classrooms • Use of 1:1 device and personal equipment • Sanitization following space usage

For Teachers: Which Model is Most Effective for Our Classroom?

Use the QR code or the link below to determine which model will work for your classroom?



<https://bit.ly/3iSJlpk>

HOME APPLICATION

Student Responsibilities

When we developed the model for Shamburg Public School, we knew we needed to understand student perspective and motivation (Horn, 2019). This learning model is different from what students are accustomed to and we wanted to incorporate support to help structure daily activities.

We want our students to engage and interact with friends, teachers, and the rest of the Shamburg school family. And we also want our students to have a winning experience through progress and accomplishments.

Students are expected to:

- Create weekly individual learning goals with teacher assistance
- Participate to demonstrate attendance
- Log-on to Google Classroom during remote days during class time
- Work towards achieving individual learning goals using the resources and lessons on Google Classroom
- Seek guidance and support from teachers
- Check their email at the start of school and at the end of the school day
- Respond to communications from their teachers, guidance, and support services

CLASSROOM APPLICATION

Faculty Responsibilities

The role of the teacher is shifting from instructor as the primary source of knowledge to coach and mentor. It is a rewarding change with much responsibility and opportunities for achievement, recognition, and growth.

Teachers are expected to:

- Report the names of students who are not engaging in online learning or completing assignments.
- Develop SMART goals and objectives to drive instruction and implement curriculum
- Assess daily instruction technology use using PICRAT model
- Make data part of an ongoing cycle of instructional improvement
- Teach students to examine their own data and to set learning goals
- Set expectations for the evidence students must provide of their learning
- Establish standards for acceptable and unacceptable work
- Articulate behavior norms for remote and face-to-face instruction
- Clearly communicate the support that is available to students and under what conditions students can obtain the support

Instruction

The method of instruction will depend on the blended learning model selected by each teacher. Teachers will take several elements into consideration when making their decision. They will need to consider the greatest challenges that need to be solved immediately following our transition from remote learning. They will need to consult with their grade or department-level teams for consistency. They will need to decide where and how students will have control over their learning (Horn & Staker, 2015). Technology will need to be addressed, including the

student 1:1 devices, bandwidth, and cameras for any student working remotely. Finally, individual room situations will need to be reviewed, so the teacher can determine which model will work best in their space while still addressing CDC guidelines. Regardless of the model, one of the main goals for a successful transition into blended learning is ensuring all students are adequately prepared and aware of the expectations (Harris, 2017). As a result, teachers will spend some time at the beginning of the transition teaching students about the format of their blended learning classroom, as well as the location of activities and resources. Collectively, teachers will be creating student-centered learning environments, so students can expect instruction tailored to their interests and needs. It is important to note that not all activities will include the use of technology, following the definition of true blended learning. Instead, students will have options for offline and screenless activities to complement online coursework (Harris, 2017). Examples of the potential structure of each classroom model at the elementary and middle school level can be found in the following document. Use the QR code or the link to access the examples.



<https://bit.ly/34azIns>

SCHEDULES

In-person and remote learning occurs on alternate dates (A/B schedule).

Blended Learning Schedule 2020-21SY					
	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	In-person	Remote	In-person	Remote	In-person
Group B	Remote	In-person	Remote	In-person	Remote
Instructional Schedule (K-8)					
8:00AM-11:30AM 30-minute lunch included Elementary Grades K-2		11:30AM-3:00PM 30-minute lunch included Elementary Grades 3-5		9:00AM-1:30PM 30-minute lunch included Middle School Grades 6-8	

COMMUNICATION

Communication: Student/Parent/Faculty

Communication is essential to ensure ongoing engagement and build instructional relationships. Our technology infrastructure allows for safe asynchronous and synchronous messaging.

Parent/Teacher Communication:

- Asynchronous communication is through email. Parents and teachers should allow for one business day before a response.
- Synchronous communication is set through appointments and may take the form of a phone call, conference call, or Google Meet.

Student/Teacher Communication:

- Asynchronous communication is through email. Parents and teachers should allow for one business day before a response.
- Synchronous communication is face-to-face or scheduled as a Google Meet event.
- If a student is unresponsive, the teacher will email the parent and call the parent number on record before reporting non-communication to administration.

ASSESSMENTS & FEEDBACK

Assessments are utilized to gauge understanding of pertinent content covered in class. Teachers use assessments to reflect on what changes need to be made in their instructional design to target students' specific needs. Formative assessments will take place on a weekly basis. Teachers will provide students with feedback within 24 hours; if an assessment takes place on Friday, feedback will be provided by the end of the school day on Monday. Our grading system will account largely on weekly formative assessments, as it is a way for students to obtain ongoing feedback on their progress. For this reason, it is imperative that students log in during school days to ensure that they do not fall behind on the expected weekly goals and tasks. Individual teachers will provide students with corresponding rubrics for all summative assessments. Teachers will make every attempt to work alongside families that have expressed a need for extensions. During these trying times, our ultimate goal is to not compromise our rigorous instruction.

Below, you can access the rubrics that will be utilized for weekly formative assessments.

Grades K-2 Rubric



Grades 3-8 Rubric



EQUITY

Our goal is to provide a quality education for every child as we integrate into a hybrid blended model. In particular, this section is dedicated to outline the services that will be provided for our English Language Learners (**ELLs**), students with **IEPs**, students with a **504 Plan** and those students who qualify for basic skills (**BSI**).

- **ELLs** and students with **IEPs** will have the option to attend school daily with meals and transportation provided on an as-needed basis. Our Child Study Team (CST) will reach out to parents/guardians to discuss what specific model format best meets the needs of each child, and an individualized plan will be outlined accordingly.
- Case managers and/or the school nurse will closely monitor the implementations made to address the modifications and accommodations outlined in each individual **504 Plan**. A collaborative effort will be made to ensure that all necessary modifications are met during hybrid and remote instruction.
- **BSI** students qualify for additional one-to-one or small group targeted instruction, which will be conducted on a virtual platform. Parents will be notified of the updated schedule and provided with supplemental materials.

To ensure every child receives a quality education during this transitional period, we have an Equity Officer, Mrs. Helpalot, that can provide assistance in navigating this school year, she can be reached at (973) 555-1234. Any and all changes will be discussed with parents as concerns arise to establish realistic and attainable goals to achieve a learning environment every child can thrive in. Mrs. Helpalot will serve as a liaison during this transitional period; providing outreach, resources and advocacy to ensure equitable resources are provided for every child.

SUPPORT SERVICES

A foundational goal for the Shamburg Public School is to have an ongoing platform of resources to support everyone's mental health. Change can be a huge trigger for stress; therefore, we have strengthened our partnerships within local community members to offer quality resources within our neighborhood.

Social Emotional Learning, (SEL) components are strategically placed within our instructional practices. Teachers will routinely go over breathing exercises and have brain breaks throughout the day. These activities will be guided and integrated throughout the daily schedule. In addition, our Guidance Department has launched Blended with Love series. These are weekly online workshops for parents and guardians. These workshops will vary in topic, but share the common goal of providing mental support to provide strategies for managing stress and change that will be inevitably encountered. Text BlendedwLove to 12345 to receive weekly reminders on all of our upcoming community events.

We have also partnered with Tech University to extend a one-to-one tutoring opportunity for students. Tech University has modified their student-teacher field practicum experience to provide assistance to our students with homework after school hours. This support is an extension from the classroom that will relieve our teachers, as well as enrich your child's understanding of materials covered in various content areas. These free 20-30 minute virtual sessions can be scheduled on our website, using our online management system under the Support Services tab.

If you require additional help or have any questions regarding the aforementioned, please contact our Guidance Department at ext. 321.

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Appendix A: Technology

SECURITY

Security and safety in a blended learning environment are of the highest importance to our district. As a result, we have developed the following safeguards and management options to ensure the safety of our learners and staff:

- Teachers will be using Google for Education (G Suite) for all assigned work. G Suite offers the following security measures for our district:
 - All data is owned by the school and not sold to third-party vendors
 - No advertisements will appear on the core service apps
 - FERPA and COPPA compliant
 - ISO/IEC 27018:2014 certification and compliance
 - Chromebooks are secure from most viruses and malware
 - YouTube videos require audience identification, ensuring that children do not have access to non-COPPA compliant material
- Potentially harmful websites will be blocked through the district server to avoid student exposure to inappropriate content
- Live-streaming will be permitted in classrooms for students working in the remote cohort. We will ensure this accommodation is compliant with FERPA Statute 20 U.S.C. § 1232g and FERPA Regulations 34 CFR Part 99 by:
 - Cameras will be pointed at the whiteboard in each classroom, which prevents desks and students from coming into view
 - Personally identifiable information (PII) will not be disclosed in live-streaming lessons
 - Cameras will only be turned on during explanation or direct instruction (not small group instruction or independent work)
 - Lessons will not be recorded. Absent students will receive a re-teaching of the lesson upon their return to in-person instruction
- Students will continue to receive continued digital citizenship instruction through their computer-based elective, where they will review protection against password theft, phishing, and other cybersecurity issues.

- 1:1 Chromebooks will be equipped with GoGuardian for teachers and administrators. Personal devices are not eligible for this software. GoGuardian's software allows for the monitoring of student devices, which will be used in the following ways:
 - Teachers to see student work and provide feedback while working remotely
 - Teachers to privately message students for support while working remotely
 - Administrators to receive alerts to any potentially harmful websites viewed by students both in-school and at home
 - This feature allows for intervention if necessary
- The monitoring hours for GoGuardian will be from the beginning of the day until the final bell. Teachers and administrators will not monitor student devices outside of school hours
 - Please be advised that this software does not collect information from webcams and cannot record students. It can view work on the screen but not the individual student

TROUBLESHOOTING

We understand issues with technology will arise. Students will be able to bring their Shamburg-issued devices to school to be repaired on their face-to-face days. In order to ensure quickest resolution, parents or students should email the technology department prior to visiting the office.

Parents:

Unable to log into systems:

Email techtech@shamburg.org

Problem with student equipment:

Email techtech@shamburg.org to create an appointment for your student's subsequent face-to-face day

Students:

Unable to log into systems:

Check your login sheet in your Google Drive

Unable to log into Google Classroom:

Email techtech@shamburg.org

Faculty:

Unable to log into systems:

Reset your password to ensure quickest access

Unable to log into Google Classroom:

Email techtech@shamburg.org