

# The Road Forward Plan

## FID 3.0



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# Overview of FID 3.0

## Key Terms

**Flexible Instructional Day (FID):** Flexible Instructional Days (FID) is the moniker that Roxbury School District has used to describe learning environments that differ from the fully in-person typical learning environment. This name was used at the onset of the COVID-19 pandemic which led to the closing of school buildings and has continued to be used for consistency in language.

**Traditional Learning Environments:** Traditional learning environments are best described as the typical school day before the pandemic.

**Live Instruction:** Live instruction is when students are physically in school and receiving instruction from a teacher.

**Synchronous Learning:** Synchronous learning is any type of learning that occurs when a teacher and students are engaged in instruction and learning at the same time. This is best shown through a traditional learning environment or through Google Meets with teachers.

**Asynchronous Learning:** Asynchronous learning occurs when students are not learning at the same time that the teacher is instructing or monitoring the class. An example of asynchronous learning is when a teacher assigns a student to watch an instructional video on their own and then answer questions or synthesize the content.

**Virtual Learning:** The district will define virtual learning as a specific time devoted to learning in our hybrid models where the teacher and students are not all in the classroom simultaneously but are participating in synchronous learning activities. An example of virtual learning is learning during a Google Meet session with a teacher.

**Hybrid Learning:** Hybrid learning is a combination of in-person and virtual learning experiences where a selection of students are in-person with the teacher while the teacher is also streaming students into the classroom virtually through Google Meets for a synchronous learning experience.

**Instructional Technology:** Instructional technology defines a list of digital platforms, learning management systems, and software programs that attempt to increase teacher instruction and student learning through different computer based affordances such as embedding resources, online collaboration, synchronous and asynchronous assessment and feedback. An approved list of the district's instructional technology can be found in the appendices.

**Social Emotional Learning:** Social emotional learning is instruction and learning that helps students better understand their emotional state and develop healthy habits for engaging with others, as well as, develop healthy relationships with oneself and others.

### **Guiding Principles**

The following principles were used to guide the district in its revision of of the Road Forward instruction plan:

- Review and implement mandates from the most current Executive Orders from the Governor
- Examine different options and be willing to adjust based on changing dynamics
- Consider input from the diverse constituencies that make up the district and respond to concerns in a way that seeks to benefit all learners
- Continue to establish and enhance communication between families and the district to support an overall sense of school community

## **Updates for 2021 - 2022 School Year**

- [The Road Forward Plan](#) published by the New Jersey Department of Education outlines guidance and expectations for returning to a more typical learning environment post-pandemic.
- The district will continue to focus on initiatives that support a positive learning experience in a more typical learning environment including:
  - Implementation of Roxbury Portrait of a Graduate
  - Social Emotional Learning
  - Sustainability and Future Ready Practices
  - Inclusive and Equitable Practices
  - High Academic Choice for Students and Teachers
  - Pursuit of National School of Character and No Place for Hate designations
  - Consistent implementation of Roxbury's Philosophy of Grading
  - Future focused/oriented instruction connected to Transfer Goals and Career Readiness
- So long as health conditions and Executive Order(s) permit, students will be afforded a full-time, full-population, in-person instructional model. School days will run a typical duration.
  - Hybrid instruction will be afforded to students who are quarantined due to exposure in school as required by Executive Order as well as those who are quarantined due to an outside exposure and have submitted appropriate documentation.

- In the event that virtual or remote instruction is needed due to a change in community health status, the day will be no shorter than four hours, and whenever possible mirror typical school hours.

## **Hybrid Instruction: Student Responsibilities**

### **K - 12 General Student Responsibilities**

Hybrid instruction will be afforded to students who are quarantined due to exposure in school as required by Executive Order as well as those who are quarantined due to an outside exposure and have submitted appropriate documentation. Students are expected to attend their hybrid streaming sessions at the time designated on the schedule. Students will be held responsible for all material covered in these sessions in the same manner that they would be responsible for an in person lesson; this includes the taking of attendance by the teacher. It is expected that Google Classroom will be used by teachers and students to organize the progression through curriculum including learning targets, activities for application and extension, as well as assignments and assessments with due dates so any student who is streaming has an experience and opportunity commensurate with his/her peers. Hybrid instruction will be provided to students through Google Meets which are linked in the Google Classroom similar to the 2020-2021 school year.

Consistent with best practice in grading and feedback as it pertains to meaningful communication of progress/growth, each assignment submitted by a student, or group of students, will be returned with either a grade or meaningful feedback. Meaningful feedback gives guidance to students on how to improve performance or on possible misunderstandings and is further defined in Appendix C.

## **Hybrid Instruction: Faculty Expectations**

Faculty will include any student who is assigned to hybrid streaming instruction in each class session via Google Meet. During these sessions, faculty will ensure that any student(s) streaming into the class will be afforded as similar a learning experience as their peers as possible including opportunities to collaborate with classmates and submit evidence of learning.

## **Masks on-site**

In accordance with Executive Order 251, all staff and students will be required to wear masks while in all school buildings unless otherwise authorized by the Superintendent.

## **Vaccinations for Staff and Students**

In accordance with Executive Order 253, beginning on October 18, 2021, all staff will be required to either be fully vaccinated or participate in testing a minimum of once per every seven days. At this time, there is no formal requirement for students to have vaccinations.

## **Provisions for Meal Availability**

Maschios will work to prepare packaged meals for breakfast (Franklin and Nixon only) and lunch.

Students will be afforded opportunities to receive a lunch at no cost to them or their families daily Monday - Friday thanks to a grant from the USFDA, but the receipt of these meals will be catalogued by swiping student IDs. This procedure is different from last year where meals were simply grab and go.

## **Provisions for Closing the Digital Divide**

In the late winter of 2020 and again during the 2020 - 2021 school year, the district surveyed families who may need support with non-existent or unreliable Wi-Fi. All families who expressed a need (or were identified through irregular attendance) were provided an activated internet hotspot. As the 2021-2022 school year begins, principals will reach out to new enrollees to determine if they need assistance in this way and if so, they will be provided with an activated internet hotspot.

The district is fully one-to-one in all grades beginning with the 2020 -2021 school year (K - 12) with Chromebooks.

## Provisions for ELLs

All ELLs students have access to Rosetta Stone through the Roxbury Public Library where they can continue with their high intensity ESL experience. In addition, ESL teachers will support students and teachers with modifying the instructional experience and expectations to focus on core subject areas and high areas of need. Communications will be made to students and families from the ESL teachers, through a translation app called Talking Points. Any staff member can also make use of the Talking Points app to send home communications in students' native language. Additionally, staff will have access to the ELlevation Learning Platform to track student data and progress and gain access to support for lesson planning.

## Measurement of Social Emotional Health

The district realizes that the COVID-19 pandemic has had and continues to have a substantial effect on stress levels. It is therefore important for the district to continue to identify struggling students and provide support structures to them in social emotional health and well-being. The district continues to take the following steps to help increase the social emotional learning and monitoring of students.

**Responsive Classroom 5-8:** Responsive classroom is a culture building instructional program that helps create the structures and practices to better serve the social and emotional needs of students at a time when many students are transitioning from childhood to young adulthood. The program looks to break down barriers between teachers and students, as well as, between students to increase the district's awareness of student needs. Responsive Classroom seeks to connect emotional health with academic learning and school community connections.

**Student Surveying K-12:** Teachers, parents, and students will be periodically surveyed to gain insight into how students are handling the stresses brought on by the pandemic and the continued impact of it. Information from these surveys will be used to better align district resources or change instructional and assessment strategies to better fit the needs of the whole community.

**Embedded Social Emotional Learning Practices K-4:** The district has been working on implementing social emotional learning strategies at the elementary level for the past few years. These strategies help students better understand non-academic stressors, increase positive social behavior, and provide resources for mindfulness and decompression. The district will continue to support faculty and staff on how to best implement these strategies into their classrooms and lessons in either a live, virtual, or asynchronous setting.

**Mindfulness Consultant:** The district has been working with Amy Rubin, a certified mindfulness consultant, to help teachers, students, and families find balance and de-stress during these difficult times. Amy Rubin will continue to provide the district with strategies and resources to better navigate the invisible obstacles associated with the pandemic through mindfulness strategies.

**Calm Application:** The district has purchased a subscription to the Calm application for faculty to help them better destress during this time, and to also play for their students to help build routines of destressing and mindfulness.

**BurnAlong Access:** Staff are all invited to access BurnAlong which is a physical wellness website which allows them to complete not only physical workouts independently and in small groups, but also provides access to other supports such as Yoga, Mindfulness, and healthy living guidance.

## Grading

Grading is an important way of communicating student progress in a course of study to students, parents, as well as, colleges and trade schools. It is, therefore, important that when grades are assigned they are clearly articulated and represent information regarding students' growth toward the mastery of skills found in the curriculum, driven by specific learning standards. The district understands the increased role of grading in providing feedback and guidance regardless of instructional model.

Grading expectations will follow district policy and will be informed by the guidance on “high quality grading practices” (Appendix B). Additional information on grading and feedback can be found in Appendix C.

## Building Maintenance and Cleanliness

Throughout the duration of COVID recovery, all buildings will continue to be monitored, maintained, and sanitized by custodial and Buildings and Grounds staff. After each room is sanitized it is marked with the date and sealed. Similar to the 2020 - 2021 school year, each windowless classroom/office or classrooms where they have been requested are provided with an air purifier. Additionally, the HVAC systems were modified in March 2020 to include iwaves, a ionization process, to enhance air purification. Daily air purging is also conducted in every building.



# Appendices

## Appendix A: Approved District Instructional Technology Tools

### Core, Support & Subscription Applications



**ClassLink** is our single sign on platform that provides access to all of the core, support, and subscription applications available to staff and students. It is the portal that is used to access ALL of the learning applications for grades K-12 below.

### Core Technology Applications

### Supporting and Subscription Technology Applications

## *Appendix B: Grading Guidelines*

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***What is the purpose of grading and how does it benefit student learning?***  
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### ***ABSTRACT***

Providing grades is one of the most universal and timeless aspects of education. Over time, the beliefs surrounding the purpose of grades and the characteristics of what makes them valuable have changed based on various factors including the perception of education as a process for preparing students for their unknown future.

Essentially the current literature surrounding grades has focused on their usefulness being connected to providing feedback to students (and their parents) regarding progress toward mastery of learning standards. This mentality is a far cry from a more traditional understanding where grades were incident-specific reflections of an isolated performance.

The reality of student learning shows us that grades:

- provide information to students and parents about growth toward mastery based on discrete events.
- create a critical feedback loop that communicates performance expectations to students (parents)
- has the greatest impact when it is grounded in feedback for student growth and should represent the shared accountability for learning between a student and his/her teacher.
- provides opportunities for students to prove proficiency, even after an initial assessment.

It should be easy to see how an “A” in one class does not necessarily mean the same thing as an “A” in a different class or from a different teacher. It is then critical, in order to fully leverage grades, for us as educators to consider the meaning of an “A”. Does it mean “learned everything” or “answered the questions correctly” or “appropriately applied learning” or “demonstrated maximum growth” or something different?

Consider these points and questions as you report grades to students both during typical instruction and now while in Flexible Instructional Days. Flexible Instructional Days provides us a perfect opportunity to consider grading and its impact, especially as it pertains to **the importance of flexibility and grading gently to encourage participation in learning.**

If you would like to review additional information on this topic, click [here](#).

## **Appendix C: Instructional Best Practices**

### **General Virtual Instructional “Best Practices”**

The following paragraphs give a broad overview of what is expected when planning for instruction in a hybrid or virtual environment. The focus of lesson design should be on creating: multiple means of representation when presenting information, multiple means of expression for students to represent their learning, and multiple means for student engagement. These guiding principles are more important in a digital environment because of the likelihood of student disengagement and isolation.

The following are more important online and should be used when constructing lessons:

- Our focus should be on anchor standards...those that are the most important. These need to connect to the enduring understandings and essential knowledge as identified in the current curriculum documents.
- Instruction needs to tap into student strengths, interests, and motivation to increase meaning making.
- Instruction should provide a presentation that shares information and content in different ways to support learning. This can be challenging in a virtual learning environment so it requires advanced planning.
- Instruction should allow for differentiation in assessment and knowledge sharing to support strategic, goal-directed learning.
- Multiple means of representation for learning should allow for choices directed by students, but not so many that students do not feel overwhelmed by the choices provided.
- Online learning does not allow a teacher to “feel the room” the way that normal classroom interaction does. This means that we need to over scaffold the experiences online to ensure that a teacher can harvest misunderstanding and ensure engagement.
- Try to make the room smaller. Put students in smaller groups and have them work and rely on each other. Teachers can be present in a facilitating role and increase engagement and a sense of community.
- In an online setting feedback and formative assessment are more important since it is more challenging to make the on the spot corrections.

- You should think about giving less formal grades but more feedback rich assignments.
- Consider using voice recorded feedback such as Google Voice Notes.
- “Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils” (Black and Wiliam, 1998)
- Create an agenda for lessons to make sure students and supports at home do not get overwhelmed and confused as to “what comes next”.
- Release material for students when ready.
  - Use conditional releases for assignment (do not allow students to see the next assignment, or the next step without completing the first step in the learning process)
- Create ways to collect cues from virtual students
  - Post a FAQ for assignments.
  - Focus use on instructional materials that enhances/support progress toward lesson targets/objectives.
    - First identify the specific learning goal/targets (What is the purpose of this lesson?)
    - Then identify what resource(s) best support growth toward achieving this goal/target.
  - Utilize feedback routines and formative assessment that collect misunderstandings and/or questions about learning progress.
    - These can/should occur during and after individual class lessons.
- Building an learning community that includes all students
  - Cognitive Presence: Make sure that you design lessons to keep learners thinking and engaged (actively thinking about or working on progress toward learning targets for the lesson).
    - Students should be working directly with content specific material and thinking through it (sometimes requiring them to embrace struggle and extended thought).
  - Social Presence: Lessons need to be structured to encourage meaningful student to teacher and student to student interactions online.
    - Interactions should be student-led.

- Student groups should be heterogeneous in “academic ability”
- Student groups should be diverse in perspectives
- Student groups focus on building trust relationships.
- Teaching presence: Teachers must be actively engaged in designing a learning experience and facilitating a learning experience.
- Space Design: Teachers should think about virtual space like they think about classroom space.
  - This may require teachers who utilize classroom walls as instructional supports to post anchor charts or other learning materials (or pictures of them) on a tool such as Google Classroom or a Google Slides presentation. [Here](#) is a link to a site that provides various templates.