



PSRC School Re-Entry 2020-2021

Task Force

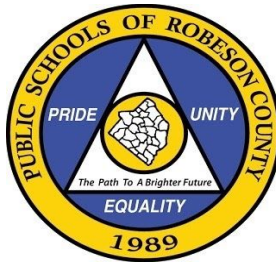
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Public Schools of Robeson County 2020-21 Re-Entry Plan

Phase 1 <i>(Phases may be adjusted based upon changing public health conditions and implementation experiences.)</i>	Remote Learning for all students
1st Nine Weeks (August 17- October 16)	Remote learning is defined as learning that takes place outside the traditional school setting using various media and formats, such as but not limited to video conference, telephone conference, print material, online material, or Learning Management Systems (LMS).
Considerations <ul style="list-style-type: none"> ● Provide clear communication to students and families to share online learning participation expectations, remote classroom materials access, and set protocols to communicate with teachers, to include set office hours and opportunities to collaborate with educators and other students. ● Review Remote Instruction Plan Guidance to ensure targets are being met to provide quality off-site instruction to include regular check-ins with students on a daily/weekly/set intervals. ● Establish clear teacher expectations to support remote learning. Consider including daily check-ins with students. ● Teachers will follow the district Fast Track curriculum for the first 3 weeks of school. ● The plan will include asynchronous and synchronous online instruction and Professional Learning Communities (PLCs). ● Determine modifications needed for teachers with limited connectivity capability. ● Consider the following regular school schedules to avoid meeting conflicts for staff and students. ● Early College Students/Schedules ● Develop roles and responsibilities that support students' educational, emotional, health, 	

and safety needs for all instructional staff.

- Provide equity through Parallel Instructional Plans for Offline Options for students with limited connectivity. Download options.
 - Allow phone-in access.
 - Print instructional packets.
 - Telephone texting services.
 - Apps to provide messaging, links, pictures, videos, and upload assignments
- Screen-sharing video programs to provide short video tutorials for parents or students.
- Instructional videos to DVD for at-home viewing.
- Digital files home loaded onto a loaner device or a USB drive.
- Possible looping for elementary students (site-based decisions).

Phase 2 <i>(Phases may be adjusted based upon changing public health conditions and implementation experiences.)</i>	Blended Learning for PreK-3 and Adaptive Curriculum Students
2nd Nine Weeks (October 19 - December 18)	<ul style="list-style-type: none"> ● Grades Pre-K-3rd enter school on A/B Week Schedule Monday-Thursday with Friday being Remote Learning for All. <i>(Note: As the situation evolves, we will revisit the option for adding 4th-8th)</i>
Considerations	
<ul style="list-style-type: none"> ● Pre-K-3 (approx. 6,700 students) enter the school on A/B Week Schedule Monday-Thursday with Friday being Remote Learning for All. (Parents still have the option to go full Remote Learning for a semester.) ● Grades 4-12 will be participating in full Remote Learning. ● Transportation: 22 Students, Driver and Monitor, Meal delivery, Instruction packet delivery and pick up and Mobile Hotspots ● Child Nutrition: Meals served to students at school and students at home. ● Facilities: 20 Campuses ● Personnel: Human Resources ● Equity and Excellence: (Reaching all students and their needs) <ul style="list-style-type: none"> ○ Wifi hotspots to students in need in homes with reliable cellular service, ○ Free broadband access at community partnership locations (businesses, churches, etc.) ○ Mobile hotspot buses in each school neighborhood. ○ Park and Learn in each school's parking lots. ○ Social and emotional needs - utilize support teams to respond to student needs ○ Provide professional development to ensure that all students have access to quality hybrid learning 	

Phase 3 <i>(Phases may be adjusted based upon changing public health conditions and implementation experiences.)</i>	Blended Learning for Grades PreK-12 and Adaptive Curriculum Students
3rd and 4th Nine Weeks (January 4 - May 28)	<ul style="list-style-type: none"> ● Grades 4th-8th enter the school on A/B Week Schedule Monday-Thursday with Friday being Remote Learning for All. ● High school students (9-12) enter the school on A/B Week/Day Schedule Monday-Thursday with Friday being Remote Learning for All, if schedule permits.
Considerations	
<ul style="list-style-type: none"> ● Scheduling of Classes ● Teacher Availability ● Health Guidelines and Restrictions ● Transportation 	

Re-Entry Plan At a Glance (Curriculum and Instruction)

Phase 1- Remote Learning Only for the 1st 9 weeks August 17, 2020 - October 16, 2020

	Elementary school	Middle Schools	High Schools
Grade Configuration	Pre-K-3	4-8	9-12
Type of instruction	Remote Learning	Remote Learning	Remote Learning
Student Grouping	Remote flexible grouping assigned by the teacher	Remote flexible grouping assigned by the teacher	Remote flexible grouping assigned by the teacher
Remote Instruction Format	Seesaw (Pre-K only) Google Classroom (K-2) Canvas (3)	Canvas Learning Management System	Canvas Learning Management System
Encore/Exploratory/CTE	Yes Offered via Seesaw (Pre-K only) Google Classroom (K-2) Canvas (3)	Yes Offered via Canvas during Remote Learning Weeks	Yes Offered via Canvas during Remote Learning Weeks
Child Nutrition	Bus delivery (Breakfast and Lunch) *Parents may pick up breakfast/lunch from a high school.	Bus delivery (Breakfast and Lunch) *Parents may pick up breakfast/lunch from a high school.	Bus delivery (Breakfast and Lunch) *High school students will have the option to pick up lunch at their school.
Start Times/End Times	Flexible depending on student/parent needs.	Flexible depending on student/parent needs.	Flexible depending on student/parent needs.
Schedule	Will vary based on the number of teachers at each school but will be a full day. (TBD by Administrator)	Will vary based on the number of teachers at each school but will be a full day. (TBD by Administrator)	Will vary based on the number of teachers at each school but will be a full day. (TBD by Administrator)

Special Academic Services - Students with IEPs will follow service delivery time as indicated on their IEP. AIG and 504 services will be provided based on individual student needs. Students that qualify as EL, MEP, McKinney Vento, and Foster Care will continue to receive support based on their individual needs and plans.

**Phase 2 - Blended Learning for 2nd Nine Weeks
October 19, 2020 - December 18, 2020**

	Elementary school	Middle Schools	High Schools
Grade Configuration	Pre-K-3 and Adaptive Curriculum students (Pre-K -12)	4-8	9-12
Frequency and type of instruction	<p>A / B Weekly Rotation - Alternating 1 week Face to Face and 1-week Remote Learning (Schedule being Monday-Thursday and Friday remote for all)</p> <p>*Total Remote Learning option available</p> <p><i>(Phases may be adjusted based upon changing public health conditions and implementation experiences.)</i></p>	<p>Remote Learning Only</p> <p><i>(Phases may be adjusted based upon changing public health conditions and implementation experiences.)</i></p>	<p>Remote Learning Only</p> <p><i>(Phases may be adjusted based upon changing public health conditions and implementation experiences.)</i></p>
Student Grouping	<p>Reduced capacity (50% capacity with 6 ft. social distancing requirement). Pre-K-3 students will be assigned by the principal.</p>	Remote flexible grouping assigned by the teacher.	Remote flexible grouping assigned by the teacher.
Remote Instruction Format	Seesaw (Pre-K only) Google Classroom (K-2), Canvas (3)	Canvas Learning Management System	Canvas Learning Management System
Student Movement	<p>Students will remain in the classroom with limited movement.</p> <p>Teachers and staff will transition. Following NCDHHS guidelines.</p>	Not Applicable	Not Applicable
Encore/Exploratory/Resource/Enrichment/CTE	<p>Yes</p> <p>Offered during the Face to Face weeks and via Seesaw/Google</p>	<p>Yes</p> <p>Offered via Canvas during Remote Learning Weeks</p>	<p>Yes</p> <p>Offered via Canvas during Remote Learning Weeks</p>

	Classroom/Canvas during Remote Learning Weeks		
Child Nutrition	Breakfast distributed as students enter the school. Lunch delivered to classrooms. Bus delivery (Breakfast and Lunch) *Parents may pick up breakfast/lunch from high school.	Bus delivery (Breakfast and Lunch) *Parents may pick up breakfast/lunch from a high school.	Bus delivery (Breakfast and Lunch) *High school students will have the option to pick up from their high school.
Start Times/End Times	Staggered start/end times. (To be determined at school level)	Flexible depending on student needs.	Flexible depending on student needs.
Transportation	Elementary only on buses.	Middle School only on buses	None
Schedule	Will vary based on the number of teachers at each school but will be a full day. (TBD by Administrator)	Will vary based on the number of teachers at each school but will be a full day. (TBD by Administrator)	Will vary based on the number of teachers at each school but will be a full day. (TBD by Administrator)

Special Academic Services - Students with IEPs will follow service delivery time as indicated on their IEP. AIG and 504 services will be provided based on individual student needs. Students that qualify as EL, MEP, McKinney Vento, and Foster Care will continue to receive support based on their individual needs and plans.

Phase 3 - Blended Learning for 3rd and 4th Nine Weeks January 4, 2021 - May 28, 2021

	Elementary School	Middle Schools	High Schools
Grade Configuration	Pre-K-3	4-8	9-12
Frequency and type of instruction	<p>A / B Weekly Rotation - Alternating 1 week Face to Face 1-week Remote Learning</p> <p>(with total Remote Learning option available)</p> <p><i>(Phases may be adjusted based upon changing public health conditions and implementation experiences.)</i></p>	<p>A / B Weekly Rotation - Alternating 1 week Face to Face 1-week Remote Learning</p> <p>(with total Remote Learning option available)</p> <p><i>(Phases may be adjusted based upon changing public health conditions and implementation experiences.)</i></p>	<p>A/B/C Rotation (Options) Student population divided into 3 groups. Alternating 1 week Face to Face and 2 weeks of Remote Learning</p> <p>(with total Remote Learning option available)</p> <p><i>(Phases may be adjusted based upon changing public health conditions and implementation experiences.)</i></p>
Student Grouping	Reduced capacity with appropriate 6 feet social distancing utilizing set criteria to assign grouping	Reduced capacity with appropriate 6 feet social distancing utilizing set criteria to assign grouping	Reduced capacity with appropriate 6 feet social distancing utilizing set criteria to assign grouping
Remote Instruction Format	Seesaw (Pre-K only) Google Classroom (K-2), Canvas (3) for students who opt for total Remote Learning	Canvas Learning Management System	Canvas Learning Management System
Student Movement	<p>Students will remain in the classroom with limited movement.</p> <p>Teachers and staff will transition. Following NCDHHS guidelines.</p>	<p>Students will remain in the classroom with limited movement.</p> <p>Teachers and staff will transition. Following NCDHHS guidelines.</p>	During class changes, teachers will monitor for appropriate social distancing
Encore/Exploratory/CTE	<p>Yes</p> <p>Offered during the Face to Face weeks and via Seesaw/Google Classroom/Canvas during Remote Learning</p>	<p>Yes</p> <p>Offered during the Face to Face weeks and via Canvas during Remote Learning Weeks</p>	<p>Yes</p> <p>Offered during the Face to Face weeks and via Canvas during Remote Learning Weeks</p>

	Weeks		
Child Nutrition	Breakfast distributed as students enter the school. Lunch delivered to classrooms. (Community meal site for students on Remote Learning Weeks)	Breakfast distributed as students enter the school Lunch delivered to classrooms. (Community meal site for students on Remote Learning Weeks)	Breakfast distributed as students enter the school Lunch delivered to classrooms. (Community meal site for students on Remote Learning Weeks)
Start Times/End Times	Staggered start/end times. (To be determined at school level)	8:00 a.m. - 3:00 p.m. (To be determined at school level)	8:00 a.m. - 3:00 p.m. (To be determined at school level)
Transportation	Elementary only on buses.	Middle School only on buses.	High School only on buses/car drivers.
Schedule	Will vary based on the number of teachers at each school but will be a full day	Will vary based on the number of teachers at each school but will be a full day	Will vary based on the number of teachers at each school but will be a full day

Special Academic Services - Students with IEPs will follow service delivery time as indicated on their IEP. EL, AIG and 504 services will be provided based on individual student needs. Students that qualify as EL, MEP, McKinney Vento, and Foster Care will continue to receive support based on their individual needs and plans.

Sample Remote Learning Schedules

Administration at each school will monitor the quality of remote instruction through evaluation of lessons for alignment, ensuring instructional time is adhered to following all guidelines, and through contact logs with teachers, students, and parents. The lessons will include the grading rubric and submission timeframe. Students and parents will have time to navigate the platforms, materials, and tools. Students will be provided with the flexibility to demonstrate targeted knowledge and skills. Instructional purpose and alignment with NC standard(s) are explicitly stated or easily inferred.

Teachers will display and communicate the following:

- Identify the standard to be taught
- Learning target/I Can
- Sequence of instruction

Standards mastery and learning progression will be documented and communicated to parents on a regular basis to include a progress report and report card once every nine weeks. Grades will be available for parents in PowerSchool. Ongoing communication between parents, students, and teachers using a variety of tools to include written and verbal feedback. Rubrics will be developed to guide grading and feedback. Feedback will also be given using the LMS, digital tools, helpline, office hours, written feedback, etc.

Please see the table of expectations as it relates to class time and workload requirements for students. These time requirements include review, new instruction, coursework, and homework practice. In addition, staff cannot require students to be online at a certain time of day. Having an asynchronous learning format will allow students to work at their own pace to complete work and remain flexible with due dates.

Levels	Class Time and Workload Recommendations
High School (9-12)	One hour per course (Total of 4 courses)
Middle School (6-8)	45 mins per course with breaks
Elementary School (3-5)	30 mins per core course with short breaks
Primary (Pre-K-2)	1 hour with short breaks

Elementary Remote Sample Schedule (1)

Time	Monday through Thursday	Friday
A.M.	Class Meeting	<ul style="list-style-type: none"> ● Student Asynchronous Learning ● Individualized Student Support ● Individual and Collaborative Planning ● Grading ● Professional Development
	Mathematics (Iready, Tumblemath, NC Tools for Teachers)	
	English/Language Arts (Letterland Phonics, Iready, Tumblebooks)	
	Lunch	
P.M.	Social-Emotional Lessons, Small Groups, Interventions or Supports	
	Science or Social Studies	
	Art, Music or P.E	
	Office Hours	

Elementary Remote Sample Schedule (2)

Monday/Tuesday		Wednesday/Thursday		Friday
Teacher-Led Instruction	Small-Group Instruction	Teacher-Led Instruction	Small-Group Instruction	
8:15-8:30 A.M. Class Meeting		8:15-8:30 A.M. Class Meeting		<ul style="list-style-type: none"> ● Student Asynchronous Learning ● Individualized Student Support ● Individual and Collaborative Planning ● Grading ● Professional Development
8:30- 9:00 A.M. Mathematics	A.M. Period 1	8:30- 9:00 A.M. Mathematics	A.M. Period 1	
9:30 - 10:00 A.M. English/Language Arts	A.M. Period 2	9:30-10:00A.M. English/Language Arts	A.M. Period 2	
10:00 - 10:30 A.M. Break	10:00 - 10:30 A.M. Break	10:00 - 10:30 A.M. Break	10:00 - 10:30 A.M. Break	
10:30-11:00 A.M. Social Emotional Lessons, Small Group Interventions or Supports	A.M. Period 3	10:30-11:00 A.M. Social Emotional Lessons, Small Group Interventions or Supports	A.M. Period 3	
Lunch 11:00 - 11:45 A.M.	Lunch	Lunch 11:00 - 11:45 A.M.	Lunch	
11:45 - 12:15 P.M. Science/Social Studies	P.M. Period 4	11:45 - 12:15 P.M.. Science/Social Studies	P.M. Period 4	
12:30-1:00 P.M. Art, Music or PE	P.M. Period 5	12:30-1:00 P.M. Art, Music or PE	P.M. Period 5	

Middle School Remote Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Teacher-Led Instruction	Small-Group Instruction	Teacher-Led Instruction	Small-Group Instruction	<ul style="list-style-type: none"> Student Asynchronous Learning Individualized Student Support Individual and Collaborative Planning Grading Professional Development
8:15 - 9:00 A.M. <i>Period 1</i>	8:15 - 9:00 A.M. <i>Period 1</i>	8:15 - 9:00 A.M. <i>Period 1</i>	8:15 - 9:00 A.M. <i>Period 1</i>	
Break 9:00 - 9:15 A.M.	Break 9:00- 9:15 A.M.	Break 9:00 - 9:15 A.M.	Break 9:00- 9:15 A.M.	
9:15 - 10:00 A.M. <i>Period 2</i>	9:15 - 10:00 A.M. <i>Period 2</i>	9:15 - 10:00 A.M. <i>Period 2</i>	9:15 - 10:00 A.M. <i>Period 2</i>	
Exploratory 10:00 - 10:45 A.M.	Exploratory 10:00- 10:45 A.M.	Exploratory 10:00 - 10:45 A.M.	Exploratory 10:00- 10:45 A.M.	
10:45 - 11:45 A.M. Office Hours	10:45 - 11:45 A.M. Period 3	10:45 - 11:45 A.M. Office Hours	10:45 - 11:45 A.M. Period 3	
Lunch 11:45 A.M. - 12:30 P.M.	Lunch 11:45 A.M. - 12:30 P.M.	Lunch 11:45 A.M. - 12:30 P.M.	Lunch 11:45 A.M. - 12:30 P.M.	
12:30 - 1:30 P.M. <i>Period 3</i>	12:30 - 1:30 P.M. <i>Period 4</i>	12:30 - 1:30 P.M. <i>Period 3</i>	12:30 - 1:30 P.M. <i>Period 4</i>	
Break 1:30 - 1:45 P.M.	Office Hours 6:00 - 7:30 P.M.	Break 1:30 - 1:45 P.M.	Office Hours 6:00 - 7:30 P.M.	
1:45 - 2:45 P.M. <i>Period 4</i>		1:45 - 2:45 P.M. <i>Period 4</i>		
2:45 - 3:45 P.M. Office Hours		2:45 - 3:45 P.M. Office Hours		




High School Remote Sample Schedule


Monday	Tuesday	Wednesday	Thursday	Friday
Teacher-Led Instruction	Small-Group Instruction	Teacher-Led Instruction	Small-Group Instruction	<ul style="list-style-type: none"> • Student Asynchronous Learning • Individualized Student Support • Individual and Collaborative Planning • Grading • Professional Development
8:15 - 9:15 A.M. <i>Period 1</i>	8:15 - 9:15 A.M. <i>Period 1</i>	8:15 - 9:15 A.M. <i>Period 1</i>	8:15 - 9:15 A.M. <i>Period 1</i>	
Break 9:15 - 9:30 A.M.	Break 9:15- 9:30 A.M.	Break 9:15- 9:30 A.M.	Break 9:15- 9:30 A.M..	
9:30 - 10:30 A.M. <i>Period 2</i>	9:30 - 10:30 A.M. <i>Period 2</i>	9:30 - 10:30 A.M. <i>Period 2</i>	9:30 - 10:30 A.M. <i>Period 2</i>	
Break 10:30 - 10:45 A.M.	Break 10:30- 10:45 A.M.	Break 10:30- 10:45 A.M.	Break 10:30- 10:45 A.M.	
10:45 - 11:45 A.M. Office Hours	10:45 - 11:45 A.M. <i>Period 3</i>	10:45 - 11:45 A.M. Office Hours	10:45 - 11:45 A.M. <i>Period 3</i>	
Lunch 11:45 A.M. - 12:30 P.M.	Lunch 11:45 A.M. - 12:30 P.M.	Lunch 11:45 A.M. - 12:30 P.M.	Lunch 11:45 A.M. - 12:30 P.M.	
12:30 - 1:30 P.M. <i>Period 3</i>	12:30 - 1:30 P.M. <i>Period 4</i>	12:30 - 1:30 P.M. <i>Period 3</i>	12:30 - 1:30 P.M. <i>Period 4</i>	
Break 1:30 - 1:45 P.M.	Office Hours 6:00 - 7:30 P.M.	Break 1:30 - 1:45 P.M.	Office Hours 6:00 - 7:30 P.M.	
1:45 - 2:45 P.M. <i>Period 4</i>		1:45 - 2:45 P.M. <i>Period 4</i>		
2:45 - 3:45 P.M. Office Hours		2:45 - 3:45 P.M. Office Hours		

[Learning Management System \(LMS\) Walk-Through Form \(Course Evaluation\)](#)


****This link will force a copy for your ownership.**

CIA BlendED Classroom Walkthrough Tool

	Teacher Role	Look Fors	Ask Students
<p>Digital Content</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Developing daily lesson plans utilizing digital content to ensure a balanced approach to standards aligned <input type="checkbox"/> Appropriately supporting rigorous activities and assessments 	<ul style="list-style-type: none"> <input type="checkbox"/> Types of digital content used <input type="checkbox"/> Students are knowledgeable about how to navigate through the digital content <input type="checkbox"/> Students interacting with digital content <input type="checkbox"/> Alignment between digital content and offline content 	<ul style="list-style-type: none"> <input type="checkbox"/> Can you show me a digital lesson/assignment? <input type="checkbox"/> What is the objective of the digital lesson assignment? <input type="checkbox"/> When is the assignment due? <input type="checkbox"/> What are your thoughts on digital learning?
Notes:			
<p>Guided Instruction</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Accessing and utilizing digital content data to guide instructional activities <input type="checkbox"/> Using instructional time wisely to maximize individual student needs <input type="checkbox"/> Provide modifications to ensure all students are able to attain standards <input type="checkbox"/> Facilitate part of the lesson intentionally 	<ul style="list-style-type: none"> <input type="checkbox"/> Selected blended model supports instruction <input type="checkbox"/> Clear and consistent expectations for all students <input type="checkbox"/> Intentional groups of students <input type="checkbox"/> One-on-one and small group direct instruction to personalized learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Do you have a choice of what you are working on? <input type="checkbox"/> What do you do if you need help and your teacher is working with another student/group? <input type="checkbox"/> Do you know your progress data in the digital content?
Notes:			
<p>Student Reflection and Ownership</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Explicitly and implicitly communicates a growth mindset to students <input type="checkbox"/> Creates project learning opportunities to extend student learning <input type="checkbox"/> Promotes student persistence <input type="checkbox"/> Allows students to struggle productively, as individuals or as a group 	<ul style="list-style-type: none"> <input type="checkbox"/> Project learning utilizing digital tools <input type="checkbox"/> Student data notebooks <input type="checkbox"/> Evidence of student reflection <input type="checkbox"/> Teacher feedback on reflections <input type="checkbox"/> Students' ability to articulate what they are learning 	<ul style="list-style-type: none"> <input type="checkbox"/> How do you keep track of what you do online? <input type="checkbox"/> Does your teacher check in with you or meet with you about your work? <input type="checkbox"/> What are you learning about today? <input type="checkbox"/> Have you used technology to create fun projects?
Notes:			

<p>Data-Driven Decisions</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Using student work to develop groups to pull for small group instruction <input type="checkbox"/> Consider students' IEP goals and other specific learning needs <input type="checkbox"/> Making sure all students are meeting the minimum due dates 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of data being used to drive groupings or small group instruction <input type="checkbox"/> Differentiation of material that reflects student needs at the current level <input type="checkbox"/> Data walls 	<ul style="list-style-type: none"> <input type="checkbox"/> Does your teacher know how you're doing with the digital lessons? <input type="checkbox"/> Does your teacher check in with you about your progress? <input type="checkbox"/> What does your teacher do when you struggle or when you do well?
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Notes:

<p>Environment and Engagement</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Displays that support and focuses on student learning (exemplars/models of work, word walls, lesson agenda) <input type="checkbox"/> To the greatest extent possible, space itself fosters learning <input type="checkbox"/> Providing specific, concrete, sequential, and observable directions for behavior and academics <input type="checkbox"/> Addressing all negative and off-task student behavior immediately <input type="checkbox"/> Investing time in knowing individual students and informing relationships to support their learning 	<ul style="list-style-type: none"> <input type="checkbox"/> A blend of digital instruction and face-to-face instruction <input type="checkbox"/> Rotations are efficient and well-managed <input type="checkbox"/> Percentage of students independently actively engaged in learning <input type="checkbox"/> Student working in pairs or groups <input type="checkbox"/> Flexible seating 	<ul style="list-style-type: none"> <input type="checkbox"/> Why are you learning online? <input type="checkbox"/> Does everyone have to do the same thing at the exact same time in their digital lessons? <input type="checkbox"/> Are you responsible for your own learning outcomes? <input type="checkbox"/> What do you like about this classroom? <input type="checkbox"/> Are you able to work and think in this classroom environment? <input type="checkbox"/> What is your favorite thing about blended learning?
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Notes:

Overall classroom impression:

