Return to School Plan

Fall 2020

Remote Learning Plan

Lifelong Learning!

Remote Learning Rationale

Remote Learning is designed to:

- ► Provide rigorous content when in-person instruction is not possible.
- ► Promote instruction focused on **Essential Content**
- ► Communicate a commitment to our high educational standards through regular and meaningful contact with each student and/or family.
- ► Promote independence and responsibility for our students as learners.
- ► Promote flexible learning in a family-friendly manner.
- ► Model technology use in the digital age.

Essential Content

For the purposes of this document, **Essential Content** refers to the knowledge and skills a student must master to be successful at the next level of instruction. **Essential Content** is fully aligned to the district's standards for each course.

Family-Friendly Instruction

For the purposes of this document, Family-Friendly Instruction means:

- ► Flexibility when possible.
- ► Flexible ways for students to work on mastering and demonstrating mastery of **Essential Content**.
- ► Clear, consistent and reliable ways for students and parents to receive support from teachers.

Student Attendance

Attendance is required during Remote Learning, however since remote learning can take place under a variety of conditions, how it will be taken can vary. When remote learning is taking place simultaneously to in-person instruction, attendance may be based on connecting the class through a Google Meets during a lecture. When remote learning is more schoolwide (school closure or class quarantine), attendance may be based on check in points defined by teachers. No matter which process is used, the school will clearly communicate the process to the student and family.

Grading

While Remote Learning must be flexible in how Essential Content is presented and how students demonstrate mastery of this content, grading between in-person and remote instruction is consistent. For Kindergarten through 2nd-grade students, grading is reported by standard. For 3rd-grade through 12th-grade students, grading is reported by course. Grades are calculated for in-person and remote learning in a similar manner based on the policies in the individual classes.

Entrance into Remote Learning

In addition to a classwide, schoolwide, or districtwide closure, there are three possible situations when an individual student could receive remote learning instruction.

1 **Medically Fragile Student:** A medically fragile student may receive permission to receive remote learning instruction for a semester or a full year at a time. The parent must provide the school with a doctor's note indicating that a student has a qualifying medical condition that puts the student at higher risk of being more negatively affected by the Covid virus.

2 **Extended Illness:** A student may receive permission to receive remote learning instruction if he/she is sick for three or more days for any reason, whether it is Covid-related or not. A doctor's note is required to activate remote learning instruction.

3 **Healthy Quarantine:** A student may receive permission to receive remote learning instruction if there is a legitimate need for the student to be quarantined as a healthy individual. A healthy quarantine may be initiated by either the school or a parent.

▶ **School-Initiated:** When the school is requiring a student to quarantine at home due to an exposure at school or an identification of a number of specific Covid symptoms.

▶ **Parent-Initiated:** Remote learning for a parent-initiated, healthy quarantine requires a parent to complete a form explaining one of the below qualifications, the specific circumstances, and the expected or requested duration of the quarantine.

▷ When the student is self-quarantining at home for more than three days out of an abundance of caution after exposure to another person outside of school who has the Covid virus.

▷ When there is a medically fragile individual in the same household as the student who would be put in great danger if the student were to attend school.

▷ When a request has been made by a parent and approved by the administration. Approval must be granted for one full quarter of the school year at a time and must be renewed each subsequent quarter.

Curriculum

Curriculum for in-person and remote instruction should focus on Essential Content. This content should be clearly communicated to students and their families, along with what the expectations of mastery are. Some of the Essential Content taught in a course is not easy to learn or demonstrate mastery of remotely. Teachers, students and families will need to work together creatively to address this challenge.

Assignments

Students need to know when and how content/assignments are available. The district is using the Learning Management System Schoology to make this more uniform. Schoology allows students and parents access to the content provided in class.

Remote learning has unique challenges. Since the learning environment is not as structured as in-person learning environments, flexibility is crucial. Therefore, content/assignments should:

▶ Be well-communicated so that students know when assignments are coming and due.

▶ Be aligned to the **Essential Content.**

▶ Allow for reasonable flexibility to complete.

▶ Allow students to provide evidence that learning has occurred.

▶ Provide opportunities for students to be creative.

▶ Allow students to demonstrate mastery of the **Essential Content** in new/different ways.

▶ Be provided in a blend of

▷ **Asynchronous Instruction:** Material that is posted for a student to work on at his/her own pace.

▷ **Synchronous Instruction:** Material that a group of students, or a student and teacher, are all interacting within real-time.

Parent Contact

Remote learning requires staff and parents to work together to create a positive learning environment and consistent expectations. Therefore, communication with parents should:

▶ Communicate remote learning expectations.

▶ Ensure that students have a quality educational environment in the home and a set time and place for learning.

▶ Verify that educational activities are being received and to encourage student participation.

▶ Ensure that their student is understanding the expectations of the educational activities.

▶ Communicate the student's progress and participation in the educational activities.

▶ Get the parents' perspectives on the effectiveness of remote learning in general.

There may be times when Remote Learning becomes the primary delivery of instruction because of whole school or district closures. In those cases, roles and responsibilities for employees may change.

Schedule for Schoolwide/Districtwide Closure

In the event of a schoolwide or districtwide closure that would extend longer than a week, Mondays, Tuesdays, Thursdays and Fridays would be days where new material would be provided to students. Wednesdays would be reserved for providing additional support.

STAFFING:

Administration

The Administration will be available in the building from 8 a.m. - 3 p.m. They are responsible for:

▶ **Monitoring Learning Activities.** Expectations and variety should be consistent between teachers and buildings.

▶ **Promoting Collaboration.** Collaboration should occur between grade level teachers across the district or within departments at the junior and senior high school.

▶ **Promoting Support.** Help coordinate the needs of staff with other teachers, coaches or IT. This is a very new experience, so the goal is not for evaluation but to assist.

Counselors/Librarian

Counselors/Librarians need to be available through email, blog, chat or phone from 8 a.m. - 3 p.m. They are responsible for:

▶ **Notification.** Counselors/Librarians who cannot complete their responsibilities for the day need to let the building administration know.

▶ **Communication.** Counselors/Librarians need to communicate with students and staff through both synchronous (phone, chat session, or Google Meets) and asynchronous (email, Google Classroom, SeeSaw, video) means. It is up to each counselor/librarian to determine which model is most appropriate for each learning activity.

▶ **Collaboration.** Counselors/Librarians need to collaborate with the staff. Collaboration should be for ensuring consistent access to resources for students and staff across the district.

▶ **Engagement.** Counselors/Librarians should find interesting and unique ways to engage students and staff in the resources. For students and staff who are not active, pursue them to find ways to engage them. Some students and staff may never engage, but you should never stop pursuing them.

▶ **Professional Development.** Counselors/Librarians need to engage in professional development during this time. This should include both learning new teaching strategies yourself, as well as helping colleagues learn something new.

Instructional Coaches

Instructional coaches need to be available through email, blog, chat or phone from 8 a.m. - 3 p.m.. They are responsible for:

▶ **Notification.** Instructional coaches who cannot complete their responsibilities for the day need to let the Director of Curriculum and Technology know.

▶ **Communication.** Instructional coaches need to communicate with students and staff through both synchronous (phone, chat session, or Google Meets) and asynchronous (email, Google Classroom, SeeSaw, video) means. It is up to each coach to determine which model is most appropriate for each learning activity.

▶ **Collaboration.** Instructional coaches need to collaborate with staff. Collaboration should be for ensuring consistent content and presentation of learning activities. Coaches should encourage and create collaborative opportunities for staff.

▶ **Engagement.** Instructional coaches should find interesting and unique ways to engage staff.

▶ **Professional Development.** Instructional coaches need to engage in professional development during this time. This should include both learning new teaching strategies yourself, as well as helping colleagues learn something new.

Paraprofessionals

Paraprofessionals can and should be engaged in the educational process to the extent to which they can be engaged remotely. Faculty should work with administrators to coordinate their involvement when necessary. Paraprofessionals should be able to help with:

▶ **Communication.** Paraprofessionals can help teachers communicate with students. This can be done through both synchronous (phone, chat session, or video conferencing) and asynchronous (email, postings, video) means. It is up to teachers to determine which model is most appropriate for each learning activity.

▶ **Collaboration.** Paraprofessionals need to collaborate with teachers. Collaboration should be for ensuring consistent content and presentation of learning activities.

▶ **Engagement.** Paraprofessionals can be used to increase the engagement of our students by increasing the frequency of contact with our students.

▶ **Professional Development.** Paraprofessionals need to engage in professional development during this time. This should include both learning new teaching strategies yourself, as well as helping colleagues learn something new.
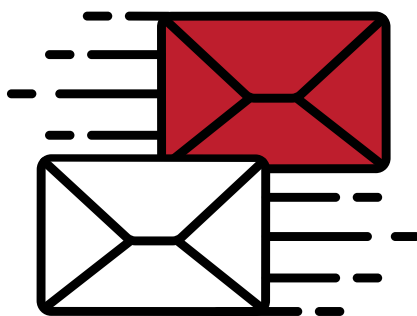
Special Education Services Faculty

Content/Assignments should be ready for students by 10 a.m.

▶ **Notification**. Faculty who cannot complete their responsibilities for the day need to let the building administration know.

▶ **Communication**. Faculty need to communicate with students and staff through both synchronous (phone, chat session, or Google Meets) and asynchronous (email, Google Classroom, SeeSaw, video) means. It is up to each person to determine which model is most appropriate for each learning activity.

▶ **Collaboration**. Faculty need to collaborate with general education teachers, related service members, and other Special Education Teachers. Collaboration should be for ensuring consistent content, presentation of learning activities, and consistent support/service.

▶ **Engagement**. Faculty should find interesting and unique ways to engage students in the content. For students who are not active, pursue them to find ways to engage them. Some students may never engage, but you should never stop pursuing them.

▶ **Professional Development**. Faculty need to engage in professional development during this time. This should include both learning new teaching strategies yourself, as well as helping colleagues learn something new.

Teachers

Classroom teachers need to be available through email, blog, chat or phone from 8 a.m. - 3 p.m. They are responsible for:

▶ **Notification.** Teachers who cannot complete their responsibilities for the day need to let the building administration know.

▶ **Communication.** Teachers need to communicate with students and staff through both synchronous (phone, chat session, or Google Meets) and asynchronous (email, Google Classroom, SeeSaw, video) means. It is up to each teacher to determine which model is most appropriate for each learning activity.

▶ **Collaboration.** Teachers need to collaborate with grade-level or department peers in order to share and work more efficiently. Collaboration should also ensure more consistent content and presentation of learning activities.

▶ **Engagement.** Teachers should find interesting and unique ways to engage students in the content. For students who are not active, pursue them to find ways to engage them. Some students may never engage, but you should never stop pursuing them.

▶ **Professional Development.** Teachers need to engage in professional development during this time. This should include both learning new teaching strategies yourself, as well as helping colleagues learn something new. (For example: chat sessions and video conferencing)