

## District 200 Remote Learning Plan

### Common eLearning terms:

	<b>Synchronous Learning</b>	<b>Asynchronous Learning</b>
<b>Definition</b>	<b>Synchronous learning is remote learning where everyone from a given group is online at the same time using tools such as Google Meet, and/or Canvas Conferences.</b>	<b>Asynchronous learning is remote learning where students access pre-recorded lessons or independent learning tasks at any time during the day.</b>
<b>What does this look like?</b>	<p>Checking in with students regarding their social emotional wellness, building community, and establishing personal connections.</p> <p>Delivering direct instruction on content and engaging students in discussions to ensure understanding of information.</p> <p>Previewing or explaining assignments or expectations of learning tasks.</p> <p>Answering student questions about one of the recorded lessons.</p> <p>Conducting small group instruction.</p> <p>Modeling or sharing examples of final products.</p>	<p>Viewing recorded instructional videos of lessons in a content area.</p> <p>Listening to read alouds and answering questions.</p> <p>Engaging in online discussion by reading and posting responses (i.e. via Canvas, Padlet, Flipgrid)</p> <p>Reading posted literary selections and responding.</p> <p>Responding to and collecting student work.</p> <p>Recordings of performances submitted by students.</p> <p>Completing independent learning tasks and assignments.</p>

## Elementary eLearning Plan

### General Parameters for all:

- PD for staff on eLearning expectations, state mandates, rigor will occur during District School Improvement Days August 12-14
  - PD for technology needs (choice sessions or videos for go at your own pace)
- Consistent daily schedule for students
- Grading- Standards based grading will be used based on assessments from both synchronous and asynchronous opportunities
- Collaborative groups continue to develop resources based on standards, then teachers choose activities to meet students' needs
  - Common planning document where teachers link in assigned lessons
  - Timeline-everything completed by Friday at 9am
- Students identified for targeted interventions will receive support through small group instruction
- Special education and related services will be provided in conjunction with the student's teacher and/or in intervention groups outside of general instruction, depending on each student's IEP.
  - Students in self-contained programs (ED, Target, Life Skills) will follow the same parameters listed below.

### General Parameters to Follow during eLearning for classroom Teachers:

- Synchronous instruction required for each content area using Google Meet or Canvas Conferences
- Small Group instruction will be provided by classroom teacher based upon the needs of students and discretion of teacher
- Common turn in applications by grade level and expectations for what to turn in each day
- District purchased software (RAZ, Reading Eggs, Math Seeds, IXL) can be used for independent skill based practice

### General Parameters to Follow during eLearning for Specials' Teachers:

- Specials teachers scheduled to a grade level at a specific time each day

### **Every other Friday**

- Teachers connect with students about the week before if they were not participating
- Social emotional lesson pushed out to students
- Team collaboration day

**Daily Schedule for Grades K-5**  
**8:00-2:00**  
**300 Instructional Minutes Daily**

<b>Subject</b>	<b>Minutes</b>
<b>SEL/Morning Meeting</b>	20 (synchronous)
<b>Reading</b> Whole group	30 minutes (synchronous)
Independent learning, practice and application	40 minutes (asynchronous)
<b>Small Group Reading</b>	30 minutes (synchronous)
<b>Math</b> Whole group and/or small group	30 minutes (synchronous)
Independent learning, practice and application	30 minutes (asynchronous)
<b>Specials</b>	60 minutes (synchronous and asynchronous)
<b>Writing</b> Whole group and/or small group	30 minutes (synchronous)
Independent learning, practice and application	30 minutes (asynchronous)

### Sample Daily Schedules

Time	Mono	Dual English Teacher	Dual Spanish Teacher
8:00-8:20	SEL/Morning Meeting	SEL/Morning Meeting	SEL/Morning Meeting
8:20-9:20	Math	Specials Group 1	Specials Group 2
9:20-10:00	Reading	English Literacy Group 1 Includes Small Groups	Spanish Literacy Group 2
10:00-11:00	Literacy Small Groups Skill Based Practice	Math Group 1	Spanish Literacy Small Groups- Group 2
11:00-12:00	Lunch	Lunch	Lunch
12:00-1:00	Specials	Math Group 2	Spanish Literacy Group 1
1:00-2:00	Writing	English Literacy Group 2 Includes Small Groups	Spanish Literacy Small Groups- Group 1

### Virtual Platforms for skill based practice/asynchronous learning

Pre-K	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
Imagine Learning	Imagine Learning RAZ Kids Math Seeds GoMath BrainPop Mystery Science	RAZ Kids Reading Eggs Math Seeds GoMath BrainPop Mystery Science	RAZ Kids Reading Eggs Math Seeds GoMath BrainPop Mystery Science	RAZ Kids IXL GoMath BrainPop Mystery Science	RAZ Kids Freckle (mono) IXL GoMath BrainPop Mystery Science	RAZ Kids Freckle (mono) IXL GoMath BrainPop Mystery Science

## Middle School eLearning Plan

### **General Parameters for all:**

- PD for staff on eLearning expectations, state mandates, rigor will occur during District School Improvement Days August 12-14
  - PD for technology needs (choice sessions or videos for go at your own pace)
- Grading - will be used based on formative and summative assessments from synchronous and asynchronous learning opportunities.
  - A = 100-90
  - B = 89-80
  - C= 79-70
  - D = 69-60
  - F = 59 or lower
- Collaboration time will be provided for staff to develop resources based on standards and skills for each subject.
  - A common planning document will be used where teachers link in assigned lessons each week.
  - Timeline-everything completed by Monday at 12 am for the following week
- Special education and related services will be provided in conjunction with the student's teacher and/or in their own class/group, depending on each student's IEP.
  - Students in self-contained programs (ED, Target, Life Skills) will follow the same parameters listed below.

### **General Parameters to Follow during eLearning:**

- Instruction - Daily live synchronous instruction (40 minutes (block)) using either Google Meet or Canvas Conferences is required for each subject.
- Attendance - Staff are expected to take attendance daily during each class period and record that into PowerSchool
- Homework assignments, projects, assessments, etc.
  - Staff should be using Canvas as the common method to have students turn in homework assignments, projects, assessments, etc. from students.
  - Homework assignments should be reasonable in length. Staff should look to differentiate assignments when appropriate based on the different needs of their students.
- Asynchronous instruction should align with the synchronous instruction provided by the teacher.
  - Optional Instructional Apps/Tools
    - Screencastify
    - Ed Puzzle
    - Pear Deck
    - Kami
    - FlipGrid
    - WeVideo
    - NewsELA (Literacy, Math, Science, Social Studies)
    - IXL (Math and Literacy)

### **Teacher Expectations and Procedures**

- All Teachers will post their digital lessons in Canvas and be available for students digitally (email, chat, discussion boards). Students will join each class via synchronous video connection.
- Teachers will take attendance for each course during the first 5 minutes of the synchronous video portion of class.
- During synchronous lesson segments, teachers should have engaging activities planned as well as demonstrations, discussions, or other activities that check for understanding and clarify essential lesson content. It is strongly suggested for each segment to have a student submission such as an exit slip or brief quiz on learning to hold students accountable for learning content and engagement.
- Assignments/lesson materials will meet the guidelines below.
- During the time that teachers are delivering instruction during remote learning days, they should still be mindful of the intervention process and communicating with parents of students struggling. Parent communications are expected. Staff members will have planning times each day and will communicate these times to students and parents.

### **Digital Lesson Guidelines**

- All lessons will have both synchronous and asynchronous components.
- All activities must be pushed out in Canvas and submitted upon completion.
- The activity should be assessed and teachers are encouraged to provide feedback electronically.
- Lessons should be relevant and aligned to standards.
- Assignments should utilize a variety of digital tools to engage students such as Edpuzzle, Pear Deck, screencasting tools, KHAN Academy, and various digital curriculums, just to name a few.

## Example MS Teacher Block Schedule

### Every other Friday

- Teachers connect with students on academics and attendance
- Social emotional lesson pushed out to students
- Team collaboration day

### [Daily Block Schedule for Grades 6-8](#)

All Subjects	Minutes
<b>All Subjects</b> Whole group and/or small group  Independent learning, practice and application	40 minutes (minimum synchronous)  50 minutes (maximum asynchronous)

### A/B Block Schedule

During digital learning, teacher-student activities and interactions will be both **synchronous** and **asynchronous**. All Classes will include 40 minutes of synchronous instruction. Student attendance will be kept daily and per period.

A Day			B Day	
Period	Time		Period	Time
1	8:30 - 10:00		5/6	8:30 - 10:00
2	10:15 -11:45		7	10:15 -11:45
3	12:15 - 1:45		8	12:15 - 1:45
4/5	2:00 - 3:30		9	2:00 - 3:30

## High School eLearning Plan

### **General Parameters for all:**

- PD for staff on eLearning expectations, state mandates, rigor will occur during District School Improvement Days August 12-14
  - PD for technology needs (choice sessions or videos for go at your own pace)
- Grading - will be used based on formative and summative assessments from both synchronous and asynchronous instruction.
  - A = 100-90
  - B = 89-80
  - C= 79-70
  - D = 69-60
  - F = 59 or lower
- Collaboration time will be provided for staff to develop resources based on standards and skills for each subject.
- Special education and related services will be provided in conjunction with the student's teacher and/or in their own class/group, depending on each student's IEP.
  - Students in self-contained programs (ED, Target, Life Skills) will follow the same parameters listed below.

### **General Parameters to Follow during eLearning:**

- Instruction - Daily live synchronous instruction (40 minutes (block)) using either Google Meet or Canvas Conferences is required for each subject.
- Attendance - Staff are expected to take attendance daily during each class period and record the attendance into PowerSchool
- Homework assignments, projects, assessments, etc.
  - Staff should be using Canvas as the common method to have students turn in homework assignments, projects, assessments, etc. from students.
  - Homework assignments should be reasonable in length. Staff should look to differentiate assignments when appropriate based on the different needs of their students.
- Collaboration time will be provided for staff to develop resources based on standards and skills for each subject.
- Asynchronous instruction should align with the synchronous instruction provided by the teacher.
  - Optional Instructional Apps/Tools
    - Screencastify
    - Ed Puzzle
    - Pear Deck
    - Kami



### **Student expectations**

- Students will be expected to be on time for each remote learning course and stay until the course finishes.
- Students will be engaged in each course which will require them to participate in synchronous instruction virtually through the camera on their device.
- Students will be expected to be polite and respectful.
- Students will not be required to report to a remote study hall. Study hall times should be used by students to complete work and conference with teachers (when available). Attendance will not be taken.
- Students will attend Excel class. Excel is a credit bearing class and attendance is mandatory.

### **Teacher Expectations and Procedures**

- All Teachers will post their digital lessons in Canvas and be available for students digitally (email, chat, discussion boards). Students will join each class via synchronous video connection.
- Teachers will take attendance for each course during the first 5 minutes of the synchronous video portion of class.
- During synchronous lesson segments, teachers should have engaging activities planned as well as demonstrations, discussions, or other activities that check for understanding and clarify essential lesson content. It is strongly suggested for each segment to have a student submission such as an exit slip or brief quiz on learning to hold students accountable for learning content and engagement.
- Assignments/lesson materials will meet the guidelines below.
- During the time that teachers are delivering instruction during digital learning days, they should still be mindful of the intervention process and communicating with parents of students struggling with digital learning. Parent communications are expected. Staff members will have planning times each day and will communicate these times to students and parents.

### **Digital Lesson Guidelines**

- All lessons will have both synchronous and asynchronous components.
- All activities must be pushed out in Canvas and submitted upon completion.
- The activity should be assessed and teachers are encouraged to provide feedback electronically.
- Lessons should be relevant and aligned to standards
- Assignments should utilize a variety of digital tools to engage students such as Edpuzzle, Pear Deck, screencasting tools, KHAN Academy, and Albert I/O, just to name a few.
- Students can be assigned a performance based blend of activities such as artwork, physical fitness. In these cases, teachers should create a way to get digital feedback on student activity such as a reflection on project work or a log of fitness submitted in Canvas.

## Example HS Teacher Block Schedule

All Subjects	Minutes
All Subjects Whole group and/or small group	40 minutes (minimum synchronous)
Independent learning, practice and application	50 minutes (maximum asynchronous)

### A/B Block Schedule

During digital learning, teacher-student activities and interactions will be both **synchronous** and **asynchronous**. All Classes will begin with a Synchronous Meeting of at least 40 mins which should include live in-person instruction. Student attendance will be kept daily and per period.

### Every other Friday

- Teachers connect with students on academics and attendance
- Social emotional and College/Career lessons pushed out to students
- Team collaboration day

A Day			B Day	
Period	Time		Period	Time
1	8:30 - 10:00		7	8:30 - 10:00
2	10:15 -11:45		8	10:15 -11:45
3	12:15 - 1:45		9	12:15 - 1:45
4/5/6	2:00 - 3:30		0 Student Support Time	2:00 - 3:30