Remote Learning Plan for Glenn Curtiss Elementary School

The following plan has been established for remote learning delivered by HCS Elementary teachers. It is important to keep in mind that even the highest quality remote learning experience cannot replicate the value of in-person interactions with students in the classroom; curricular expectations will be adjusted to focus on the essential learning standards and skills that can be taught in the remote environment.

Definitions

Asynchronous learning - these are learning experiences that the student will be expected to engage in that will NOT involve a live, real-time interaction with the teacher. Asynchronous learning experiences may take the form of a pre-recorded video of the teacher providing direct instruction, a link to an article for a student to read and respond to, a math or science problem set to be worked on and submitted for feedback, etc.

Synchronous learning - these are learning experiences that involve live, real-time interaction with the teacher. Synchronous learning may be used for large group, small group and/or individual direct instruction, collaborative discussions, student conferences, intervention services, and community building/social emotional learning experiences.

Platforms

Google Classroom will be the Learning Management System that all students and teachers in grades K-6, including special area teachers, will utilize as their "virtual classroom space." Teachers will organize their virtual classroom spaces in a way so students can access content and materials each week, and clearly understand the expectations associated with synchronous and asynchronous classwork, assignments and assessments Teachers will work with students at the start of the year to orient them to this system and how it will be used on a weekly basis to support instruction. A guide to the essential features of Google Classroom for remote learning and accompanying tutorial videos will be provided for families at the start of the year to assist you as your child acclimates to this system.

Zoom will be the videoconferencing tool used for synchronous meeting times between teachers and students to support real-time interaction, feedback, and discussion.

Remind will be a system-wide communication tool used by staff for sending text messages and making voice calls with our families. This is in addition to other communication that may occur through e-mail or within the Google Classroom platform.

Attendance

Students will be required to attend instruction *on a daily basis*, even when that instruction is being provided in a remote environment. Daily attendance will be taken by the child's teacher. Teachers and students will be expected to engage in substantive daily interaction to support learning. This may be evidenced by active participation in a synchronous learning experience each day, engagement in asynchronous learning tasks within Google Classroom with teacher feedback, or other similar means as designed by the teacher. Administration and our counseling staff will support teachers and families in ensuring this substantive daily interaction and engagement in learning is occurring for all students.

Schedule: In the Event of a Full Closure

Students at the Elementary level will not follow their typical in-person schedule during remote learning, as it is not developmentally appropriate for students to spend several hours each day engaged in front of a screen. Rather, teachers will take a week-by-week planning approach as outlined in the system below to establish a predictable routine and structure for all:

By the end of the instructional day every Friday, all teachers (including special area teachers) will post their instructional materials in Google Classroom for the following week's learning targets in all subject areas. These materials will include:

- A newsletter that outlines clear expectations in parent- and student-friendly language for the following week, including learning targets, assignments, and other key information to help students remain organized each week.
- All asynchronous materials for students to complete while not connected in real time with their classroom teacher. This will include pre-recorded video mini-lessons (5-15 minutes each) aligned to that week's learning goals, other video resources, as well as any problem sets or other practice materials to enable students to practice and receive feedback from their teacher.
- Information on scheduling of synchronous learning times for the following week for real time connection with their teacher and classmates. This includes scheduled whole group, small group, or individual times, as well as office hours where students can reach out to specific teachers for feedback while completing asynchronous assignments.

- o **Social Interaction:** In addition to the scheduling of synchronous times to support feedback toward learning targets, this will include a daily morning meeting for all students to check in each day, as well as a weekly social time for students and teachers to engage in together.

At the Elementary level, our teachers will communicate directly with our families to schedule synchronous learning times for students on a daily basis throughout the week to support that week's learning targets. *Regular communication between teachers and parents is a shared expectation that will be critical in establishing consistent times to support student learning. All synchronous meeting times will be scheduled within the teachers' contractual day of 7:45-3:20 on Monday-Thursday, and 7:45-2:30 on Friday. Thank you for respecting these timeframes for our staff.*

Our teachers will provide an example template of a possible weekly schedule to support how families can create their own consistent routine at home that best sets up their individual child for success with that week's learning targets.

Schedule: In the Event a Student Opts into Remote Instruction During Hybrid Model of In-Person Learning

As our teachers will be posting the remote learning materials outlined above by the end of the instructional day each Friday, schedules for individual students who opt into remote learning during our hybrid model of in-person instruction will be established using similar parameters as above. However, scheduling synchronous learning times each day will be dependent on the staff available to provide instruction to these students in the remote setting while in person learning is simultaneously in session. We will work with each family on a case-by-case basis to provide these opportunities to the fullest extent possible.

Special Education/504 and Academic Intervention Services (AIS)

Services that a student qualifies for and receives through the school district will continue to be provided in a remote learning environment. To the greatest extent possible, those services will continue to be provided at the same level of frequency and intensity in the remote environment as they are provided when we are present in the school building. In some cases, there may be individual student needs which will require us to modify the delivery of services in the remote environment. *Consistent communication between teachers and parents to arrange for these services in a remote setting will be critical.*

Assessments

Formative and summative assessments will be used, as appropriate, in the remote learning environment to monitor progress on learning targets aligned to our identified essential standards. Teachers may need to modify the format and/or content of some of their assessments for the remote environment. To maintain academic integrity in the remote setting, unless specifically directed to do so by their teacher, students are expected to work independently on all assessment-related tasks and submit their own work. Work submitted for grading may take the form of writing pieces, response to an online assessment, a one-to-one conference between student and teacher, or any other means deemed acceptable by the teacher.

Grading and Feedback

Grading in the remote learning environment will continue to align with our standards-based grading philosophy and associated practices to provide students with specific feedback on their *independent* progress toward mastery of grade level standards to promote a growth mindset toward learning. Teachers will provide ongoing feedback to students and provide multiple opportunities to demonstrate learning in various ways to reach proficiency/mastery. Feedback will be provided both synchronously through video-conferencing or other real time interactions with students, as well as asynchronously through learning tasks submitted on Google Classroom.

Social Emotional/Mental Health Needs

As a district, we recognize the correlation between academic learning and the social emotional and mental health of our students. We recognize that if students are not feeling safe and secure - physically, socially, and emotionally - they cannot optimize their learning. Therefore, we remain committed to attending to the social emotional and mental health needs of our students under all learning circumstances.
Administrators and all members of our mental health staff (counselors, social worker, school psychologist, and school nurse) will continue to support individual students and families during remote learning.