

Prairie du Rocher Elementary School 134

K-8 Blended Remote Learning Plan Safely Starting the 2020-2021 School Year

This Remote Learning Plan shall be posted on the school district's internet website where other policies, rules, and standards of conduct are posted and shall be provided to students and faculty.

The district superintendent shall periodically review and amend its Remote Learning Plan, as needed, to ensure the plan meets the needs of all students.

Remote Learning Goal:

To ensure that all K-8th grade students receive high quality instruction that maximizes learning opportunities in preparation for the ultimate goal: the safe return to in-person instruction.

Curriculum Framework:

Each student will be provided with five hours of instruction each day:

- Mathematics
- English Language Arts
- Science
- Social Studies
- *Physical Education

*Teachers will support remote learning activities until in-person instruction can resume

Remote learning will reflect State learning standards, as applicable

Instructional Delivery

- Seesaw will be the main platform used for all K-2 classrooms. A mix of digital and “paper/pencil” assignments will be utilized.
- Google Classroom will be the main platform used for all 3-8 classrooms. A mix of digital and “paper/pencil” assignments will be utilized.

K-2nd Grade Schedule:

Daily Schedule:

- Students:
 - Digital lessons will be encouraged to be completed daily.
 - Online discussions will be available with teachers in the afternoon.
- Teachers
 - Teachers will collaborate with teachers and building administrators to create lessons in the morning and post them by 2:00pm daily.
 - Teachers will facilitate discussions via online in the afternoon and provide feedback.
 - Teachers may meet with small groups of students in person, in accordance with applicable health guidelines, when appropriate.

3-8th Grade Schedule:

Daily Schedule:

- Lessons and assignments will be posted by 2:00pm daily.
 - Due dates will be posted by individual teachers.
- Optional Online communications for core classes will be available each afternoon.
 - These will not be the primary source of instruction but will be utilized to allow students and teachers to meet face to face if needed.

Communication:

- Teachers and students may communicate using the following tools:
 - Google Classroom
 - Seesaw
 - Email
 - Google classroom discussions
 - Phone calls / Texts
 - Facebook Messenger
 - Classroom Facebook Page
- Our goal will be to maintain ongoing communication with students and parents throughout the remote learning period.
 - Teachers will be available at school from 9:00am-2:00pm. If you contact a teacher after these hours, they will respond to you the next day.

Expectations:

- Teachers:
 - Teachers will upload the weekly agenda for each class by Monday morning in Google Classroom.
 - Teachers will upload instructional videos for each class.
 - This may include voice over Google Slides/Notes or teacher-created instructional videos using approved platforms.
 - Teachers will be available for daily online classroom discussion, for each class during their scheduled time.
 - Teachers will record attendance daily via Teacherease.
 - Teachers will grade and assess student progress.
 - Teachers will provide frequent and timely feedback to students using the approved platforms.
- Students:
 - Students are expected to be engaged and complete assignments as if they were participating “in-school”.
 - If students need assistance, students may “attend” the online hours for their scheduled class or may contact the teacher directly via approved communication platforms.
 - Students will report to homeroom class daily via Google Classroom / Seesaw. Students that do not report to homeroom class daily will be considered absent.
 - Students are expected to behave appropriately in classroom discussions and online meetings and abide by all PDR 134 student handbook guidelines.
 - Assignments are expected to be turned in by the due dates.

- If a student turns in an assignment past the due date, he/she is expected to notify the teacher. Missing assignments may result in a zero being entered in the gradebook.

Attendance:

- Attendance will be taken via Google Classroom / Seesaw and recorded using Teacherease.
 - If students cannot attend class, parents are expected to report the absence to school and follow the guidelines for student attendance outlined in our student handbook.

Grades:

- The PDR 134 grading scale will apply for remote learning in the fall of 2020.
- Grading and due dates will be determined by the remote teacher, while also applying reasonable flexibility.
- Progress reports will be made available quarterly to show student progress.

Assessments:

- Most assessments will be administered remotely with the opportunity for small group assessments to be taken in-person in accordance with applicable health guidelines.

In-Person Opportunities (dependent upon current health guidelines):

- In accordance with applicable health guidelines, students may have the opportunity to participate in small groups in-person as deemed appropriate. Priority will be given to:
 - Orientation activities.
 - Small group instructional opportunities for struggling learners.
 - Small group instructional activities for students without internet access.
 - Students that fail to adequately engage in remote learning.
 - Students with IEP's.
 - Special services
 - Social work
 - Speech
 - Reading
 - Interventions

Student Orientation:

- K-8 Students
 - Students and parents will be invited to attend orientation one on one with teachers or virtually depending on current health guidelines.
 - Tutorials for remote learning will be provided for all students and parents.

Technology Needs:

- District families will be surveyed to determine technology needs.
- Students will have the opportunity to check out a device, if needed.

- Internet accessibility needs will be handled on an individual basis.
- The school district will work with individual families to accommodate as needed so that all children may access the remote learning instruction of the district.

School Supplies:

- Remote Learning Supplies
 - Internet ready device with a camera, keyboard and microphone (students may check out a device from the school district, if needed)
 - Pencil
 - Paper
 - Calculator
 - Ruler
 - Headphones/Earbuds
- In-person Learning Supplies
 - The list of school supplies will be needed upon return to in-person learning.

Students with Special Needs

Special needs students that are participating in remote learning will be assigned to a designated case manager to assist with the learning process. The District will assess and evaluate the unique needs of special education, ESL, and other special populations on a case-by-case basis.

- The District will assess and evaluate the unique needs of special education students on a case-by-case basis.
- Special education and 504 students will be provided the same accommodations and modifications outlined in their IEP. Special education teachers will work with general education teachers to determine the appropriate modifications for any electronic/home based learning materials.
- Special education teachers will contact families to determine appropriate methods to supply help during the assigned work times.
- The District will comply with the McKinney-Vento Homeless Assistance Act and Board Policy for education of homeless of students. The District will coordinate with the homeless liaison and evaluate the unique needs of homeless students on a case-by-case basis.
- The District will evaluate and assess the unique needs of ESL students on a case-by-case basis.

Transition Back to On-Site Learning

- If the Superintendent and Board of Education decide to resume in-person learning during Phase 4, students and families will be provided with information on transition to onsite learning and options to continue enrollment in virtual learning.
- Upon the State Superintendent's declaration that remote learning days or blended remote learning days are no longer deemed necessary, students and families will be provided with specific details and the timeline to transition from remote learning to onsite learning.