



## ***What will remote learning look like at D204 Middle Schools?***

As we return to school in a remote environment, it is important for everyone to understand that remote learning will be much different than it was last spring. We want to provide a glance at what the new plans are for remote learning as we begin the 2020-2021 school year. While it will not look the same as in-person instruction, we are committed to effectively working through this together as a community.

### **How will remote learning be different in the fall than from last spring?**

	Emergency Closing--Spring 2020	Return to School--Fall 2020
Goals	<ul style="list-style-type: none"> <li>•Keep students connected to school</li> <li>•Review material covered before the closure and engage students in some new learning across content areas.</li> </ul>	<ul style="list-style-type: none"> <li>•Provide robust, cohesive, high-quality, instruction across content areas, maintaining routines and relationships</li> <li>•Provide cohesive, aligned instruction mirroring in person learning as closely as possible in a virtual setting</li> </ul>
Attendance, Grading, & Feedback	<ul style="list-style-type: none"> <li>•Attendance encouraged</li> <li>•Student's final grade could not be lower than it was on the last day of in-person learning</li> <li>•Participation encouraged</li> <li>•Incomplete work monitored</li> </ul>	<ul style="list-style-type: none"> <li>•Attendance will be taken by teachers and absences will be reported by parents.</li> <li>•Parents can either call the attendance line or use the ParentVUE website or mobile app to report an absence.</li> </ul> <p>Tasks and assignments will be required</p> <ul style="list-style-type: none"> <li>•Students will be assessed on their progress and will be given feedback on their performance</li> <li>•Participation will be required</li> </ul>
Schedule & Content	<ul style="list-style-type: none"> <li>•Inconsistent whole class synchronous learning</li> <li>•Limited individual and small group synchronous instruction</li> <li>•Inconsistent check-ins for students and families to give feedback and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>•Blend of Live and Independent Learning</li> <li>•Synchronous instruction will be interactive and include whole group, small group and individual</li> <li>•Daily average of at least 2.5 hours of synchronous instruction</li> <li>•Students will have access to all of the content areas on their schedule.</li> </ul> <p>Additionally, students will engage in content around SEL, Digital Citizenship, and how to utilize specific technology tools.</p> <ul style="list-style-type: none"> <li>•Consistent check-ins and increased opportunities with protocols for feedback and individual support</li> </ul>

## Type of Learning in a Remote Environment

Asynchronous/Independent: learning is an approach where teachers and students are not online at the same time. The teacher provides learning resources and tasks so students can access them at any time.

- Student agency over space, time, and place.
- Examples: pre-recorded videos (flipped learning), formative assessment, choice boards and/or playlists, pre-reading assignment, writing prompts, project based learning, etc.

Synchronous/Live: learning is an approach where teachers and students are online at the same time. The teacher provides learning at a set time.

- Can happen in small or large group settings.
- Examples: live mini lessons, small group work, immediate feedback from teacher, SEL check-ins, class discussions, etc.

## Schedule

We want to ensure that students have an opportunity to connect with their peers and with teachers on a daily and regular basis. The only way to do this is mirror the typical school schedule to the best of our ability.

Time	Monday	Time	Tuesday	Wednesday	Thursday	Friday
8:00 – 9:00	Core Time	8:00 – 8:10	Homeroom	Homeroom	Homeroom	Homeroom
9:00 – 10:00	Encore Time	8:10 – 9:20	Period 1	Period 6	Period 1	Period 6
10:00 – 12:00	Enrichment & Intervention	9:20 – 10:30	Period 2	Period 7	Period 2	Period 7
12:00 – 2:00	Personalized Learning	10:30 – 11:40	Period 3	Period 8	Period 3	Period 8
12:30 – 3:00	PLC/PD and lunch for teachers	11:40 – 12:40	Lunch	Lunch	Lunch	Lunch
		12:40 – 1:50	Period 4	Period 9	Period 4	Period 9
		1:50 – 3:00	Period 5	Advisory Period	Period 5	Advisory Period

On Mondays, the enrichment & intervention and the personalized learning time will be both live and independent.

On Tuesday through Friday, students can expect to have 45 minutes of live instruction with their teacher and 25 minutes of independent learning.

Additionally, we have built in transition time as you move from one class to another. A best practice would be to log on to the Zoom 5-10 minutes before the start of class. This decreases the likelihood that you will be late to class and to allow you to problem solve what to do if you cannot get into the Zoom classroom.

Finally, the additional time between Zoom class periods is focused work time and a screen break time. During this time, you will be expected to complete reading assignments, work on projects, and touch base with teachers and peers.

### **Homeroom**

Homeroom is a period of time to review the upcoming day, go over learning expectations, and listen and/or watch the daily announcements. You are expected to be present for this class period.

### **Enrichment and Intervention**

Your teachers will be working with you to develop a schedule for either enrichment or intervention. Intervention for students who need additional time working to learn material either through re-teaching or through pre-teaching material. Enrichment activities will be content focused opportunities to extend your understanding of content currently being taught in class.

### **Personalized Learning**

Personalized learning time is for you, under the guidance of your teacher, to explore a topic or subject matter that is not normally covered in the school curriculum. You and your teachers will develop a personalized learning plan to ensure your engagement during this time

### **Teachers**

Just like in previous years, you will be able to find out the name of your teachers and your class sequence throughout the day on the student information system, ParentVUE. We will let you know when your class schedule is available.

### **Attendance**

Parents will need to report students absent in a similar manner to when we are in school. Teachers will be taking period by period attendance. If a parent does not report a student absent, then we are expecting students to engage with every class period each day.

### **Grading and Feedback**

Unlike the spring of last year when student's grades could not go down during remote learning, students will receive grades based on evaluation of the work that they have completed and submitted. Students will be expected to be active participants in their learning when they are engaged with their teacher (synchronous learning) and when they are learning independently (asynchronous learning). Students will

be provided non-graded opportunities to understand what they still need to learn prior to an assessment.

### **Habits for Successful Remote Learning**

- **Keep track of TIME.** One of the most important habits is to manage your time. Our schedule helps do that by starting live instruction on a consistent time schedule.
- **Manage your OBLIGATIONS.** Keep a record of what your assignments are and when they are due. Use your Student Planner. Check Google Classroom Email your teacher.
- **Have a dedicated SPACE.** This is not about having a desk or even a table, but a work surface that would allow for both sitting and standing.
- **Use your CHROMEBOOK.** Make folders, create bookmarks, and know where to access materials for each of your classes.

### **Screen Breaks and Books**

It is important that students experience learning methods that do not always involve Chromebooks or other types of screens. We would like students to engage in reading print materials, using hands-on manipulatives, writing paper/pencil notes & calculations, sketching/doodling, etc. “Creating & Making”, using everyday materials, should remain an important part of student learning. During asynchronous times, screen breaks, and personalized learning, these kinds of activities are highly encouraged.

### **Distribution of Devices and Materials**

More details will be coming about the distribution of books and chromebooks. We anticipate that this process will look very similar to the student material picked up last spring.

### **Troubleshooting and Communication**

From time to time, students and teachers will experience issues with technology during the times that they are expected to be learning in the live environment. We do not want students to be penalized for this. In order to avoid being penalized, students are expected to email their teacher and their parents indicating what the issue is and how they will make up the learning missed during live learning.

### **Devices and Repairs**

The technology department will be providing detailed information concerning this process. Please check the IPSD website for more information as the website is updated frequently.

*Please note that this document will be updated as needed—8.7.20*