What will remote learning look like at Kendall Elementary?

As the year begins in a remote learning environment, it is important to gain an understanding of what the *Return to School Remote Learning* will look like in comparison to the *Emergency Closing Remote Learning* in the Spring of 2020. We appreciate your partnership as we embark on this new journey together while keeping focused on the district mission of, "Inspiring all students to achieve their greatest potential".

Emergency Closing Remote Learning vs. Return to School Remote Learning		
	Emergency Closing--Spring 2020	**Return to School--Fall 2020**
Goals	•Keep students connected to school. •Review material covered before the closure and engage students in some new learning across content areas.	•Provide robust, cohesive, high-quality, instruction across content areas, maintaining routines and relationships. •Provide cohesive, aligned instruction mirroring in person learning, as closely as possible, in a virtual setting.
Attendance, Grading, & Feedback	•Attendance encouraged •Student's final grade could not be lower than it was on the last day of in-person instruction. •Participation encouraged •Incomplete work monitored	•Attendance will be taken by teachers and absences will be reported by parents. Parents can either call the attendance line or use the ParentVUE website or mobile app to report an absence. •Tasks and assignments will be required. •Students will be assessed on their progress and will be given feedback on their performance. •Participation will be required.
Schedule & Content	•Inconsistent whole class synchronous learning •Limited individual and small group synchronous instruction •Inconsistent check-ins for students and families to give feedback and ask questions	•Blend of live and independent learning •Synchronous learning will be interactive and consist of whole group, small group, and individual instruction. •Daily average of at least 2.5 hours of synchronous instruction •All content areas taught, including direct instruction on digital citizenship and use of tech tools. •Consistent check-ins and increased opportunities with protocols for feedback and individual support

Please note this document will be updated as needed. *Last Update 8.5.20*

Type of Learning in a Remote Environment

Independent (Asynchronous) 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 flexibility regarding pace, 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.

Live (Synchronous) 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 teachers on a daily basis. Our goal is to mirror the typical school schedule in a virtual environment to maintain our standards of rigor. (please see ***sample*** schedule below. Necessary adjustments will be made by the classroom teacher)

<table>
<tr><th>Time</th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>9:00</td><td colspan="5">Daily Meeting/Schedule Overview/SEL (30 minutes Live)</td></tr>
<tr><td>9:30</td><td colspan="5">English Language Arts
● Whole group, small group (40 minutes Live)
● Independent Practice (20 minutes Independent)</td></tr>
<tr><td>10:30</td><td colspan="5">Specials (30 minutes Live/Independent)
● Art, Music or Physical Education</td></tr>
<tr><td>11:00</td><td colspan="5">Math/Math Acceleration
● Whole group, small group (40 minutes Live)
● Independent Practice (20 minutes Independent)</td></tr>
<tr><td>12:00</td><td colspan="5">Science/Social Studies/LMC Connection (30 minutes Video/Independent Practice)</td></tr>
<tr><td>12:30</td><td>Class Meeting and Wrap Up (Live)</td><td colspan="4" rowspan="2">Lunch/Staff Connections</td></tr>
<tr><td>1:00</td><td>Dismissal</td></tr>
<tr><td>1:30</td><td></td><td colspan="4">Writer’s Workshop/Journaling (20 minutes Independent)
● Independent Practice</td></tr>
</table>

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2:00	Independent Student Practice and PLC/PD for teachers	Guided Groups (30 minutes Live) ● Intervention ● Enrichment/Project Arrow Structured Practice (30 minutes Independent)
3:00		Class Meeting and Wrap Up (30 minutes Live)
3:30		Dismissal

Social Emotional Emphasis and Opportunities:

Building Relationships
Teachers will spend time from the first day of school building an online classroom community through daily class meetings and social-emotional lessons. Teachers and students will prioritize getting to know one another, building trusting relationships, and growing friendships that are vital to the school experience. Students will be empowered to be successful online learners through both device use and digital citizenship training.

Social Emotional Learning (SEL)
Consistent implementation of SEL Curriculum will occur at every grade level, including a daily lesson. Opportunities to practice SEL skills, with explicit instruction and feedback, will be embedded into daily curriculum when possible.

Classroom Assignments, Expectations and Feedback:

Assessments
District 204 administers assessments (e.g. aimsweb, CogAT) to monitor progress and for placement of students in programs. Remote administration is being explored for these assessments. Some assessments may be delayed until later in the year.

Attendance
Attendance will be taken by teachers and absences will be reported by parents. Parents can either call the attendance line or use the ParentVUE website or mobile app to report an absence.

Classroom Assignments
Just like in previous years, you will be able to find out the name of your teacher on the student information system, ParentVUE. Your student must be registered in order to be assigned a classroom teacher. We will let you know when this information is available. We will continue our tradition of teams of teachers working collaboratively to carefully consider the needs of each student to craft balanced classes.

Grading and Feedback
Grades/student competencies will be reflective of students' attainment of skills and knowledge. The grading system will mirror typical grading practices utilized in District 204. We will return to using student

competencies (K-2) and letter grades (3-5). Competencies and grades will follow quarter timelines for report cards. Staff will continue to focus on providing high quality feedback to students (written and verbal).

Homework
Homework will be assigned as it has been in the past. Homework is designed to help students practice and master the skills they are learning.

School Supplies
Thank you to our families who have already ordered and purchased school supplies. Over the course of the year we plan to utilize those supplies. Our school supply lists will not be changing. We will however, for those of you that have not purchased supplies yet, highlight items that will be most important to start the year with knowing we will be remote. These would be the supplies to buy first. Lists with the highlighting will be posted in the near future.

Screen Breaks
Just like when we are in person learning, we want to find the right learning balance for students. Throughout a typical school day we have opportunities for whole group instruction, small group instruction, 1:1 conferences, independent work time and movement breaks through structured activities or transitions - going from one place/activity to the next.These same opportunities will be available throughout our remote learning days. There will be activities where they will be on their Chromebook participating in a whole group lesson or small group lesson. There will be times they will complete work on their Chromebook and times they will complete assignments away from their Chromebook. There will be time for independent work, bathroom breaks, movement breaks and lunch which can be away from the screen.

Tips for Parent Success in Supporting their Child During Remote Learning

- Provide a space for your child to work. Create a quiet place to work with all materials within reach for learning. Help your child know where the camera is on the device, and be able to mute and unmute themselves.
- Have your child in their workspace ready to go at 9am. Help your child be on time.
- Reinforce the importance of them participating and learning. Encourage participation. (Teachers will support what that means depending on the group... raise your hand and wait to be called upon or wait for others to finish speaking before sharing your thinking.)
- Allow your child to complete the work. We know parents want to be helpful and supportive. Often the best way to do it is to allow them to try and encourage them to persevere. Build independence by allowing your child to listen to the directions of the teacher and manage their materials to be ready to learn on their own much like they would if they were in the regular classroom without you.
- Share your questions and concerns with the classroom teacher. We are here to help.

Technology, Resources and Materials:

Devices and Training

All students K-5 will have a Chromebook. K-1 teachers will participate in training before school starts. The beginning of the year will include lessons for students on using their devices and the programs such as Google Classroom to access their assignments and Zoom to access their teacher's live lessons.

Distribution of Devices and Materials
The coordination of pick-up of student devices will occur at the building level and will be clearly communicated between school and home.

Textbooks, Books, Packets and Consumables
Most of the work this year will be accessed on the student Chromebook. Some texts and consumable materials, such as math work, may be sent home for student use. The coordination of pick-up of student materials will occur at the building level and will be clearly communicated between school and home.

Home-School Communication:

Common Communication Structures
Common communication structures are imperative to ensure parents and students have a clear and consistent way of accessing and interacting with staff. Each week staff will publish the synchronous schedule for the week so students and parents can plan to be on-line. Each morning, teachers will review the daily schedule and share with students via Google Classroom learning for the day at 9:00am . Assignments will be posted and due at teacher discretion.

Feedback
By the end of the first month of school, we will be seeking your feedback and the feedback of our older students, regarding the remote learning experience. This feedback will help us make adjustments to ensure the learning experience is meaningful for students.

Troubleshooting and Communication
It is understandable that students and teachers will experience issues with technology during synchronous learning times. We want to work together quickly to resolve these issues and are working to develop a system to provide this support. There will also be a system in place for exchanging broken or damaged chromebooks.

District and School Support For Our Students:

Extracurricular Activities
District 204 recognizes the importance of offering extra-curricular activities for our students. These opportunities help students promote their talents, cultivate friendships and gain a sense of belonging. Our goal is to begin the year using an online platform, with the hope of moving to a small group as soon as possible.

Meal Service
Meals will be available at each of the 21 elementary schools through a grab and go service method near the main entrance to the school building. Meals will be available for pickup between 12 PM and 2 PM Monday through Friday. Families will need to order meals via an online form before 9 AM each day. Meals

will be packaged as a Breakfast and Lunch combination only. Lunch/Breakfast Combination Meal prices: Full-pay: $4.35; Reduced Eligible: $0.70. On the form, families can elect to pick up a week's worth (5 days) of meals at a time. Meals will meet the requirements of the National School Lunch and Breakfast Program (NSLP/SBP). To submit an application for Free or Reduced Priced meals, please go to http://www.ipsd.org/Subpage.aspx/SchoolLunches and complete the application.

Student Services

Special Education services and interventions will be provided. Additional information about special education services can be found on the district website. Interventions and services will be provided to support student needs during Remote Learning. These may include, but are not limited to Academically Talented Services, English Language Services, reading and math interventions.