

Elementary Remote Learning Expectations

All Remote Learning Expectations

Students/Families will:

- be assigned to a cohort that is separate from any in-person learning cohorts;
- be informed about their childrens' teacher assignments by August 21st, same as the in-person students;
- will use the platforms Google Classroom (3-6) and Seesaw (K-2) to engage in remote learning;
- will login daily to the assigned platforms Google Classroom (3-6) and Seesaw (K-2) to engage in remote learning;
- participate in a daily check-in with teachers, which will count for attendance; and
- meet the teacher expectations for work completion that relate to grade level standards to determine student proficiency.

Teachers will:

- use the platforms Google Classroom (3-6) and Seesaw (K-2) to facilitate remote learning;
- be using curriculum for the delivery of instruction (CCC, My Math, and Envision) along with any subscriptions/ apps purchased by the district.;
- be expected to follow the same curriculum pacing;
- administer (i.e NWEA, writing prompt, etc.) to determine student gaps and needed interventions;
- follow 504/ IEPs;
- schedule at least one virtual check in daily with students, whole group, small group or 1:1, to deliver instruction;
- create a consistent schedule of instruction and independent learning within the regular school day (8:00-3:00);
- will be expected to respond to questions/ concerns within a timely manner, 24 hours;
- assign expectations for work completion that relate to grade level standards to determine student proficiency;
- instruct both live (synchronously) and recorded (asynchronously); and
- schedule their lunch and planning time.

Buildings will:

- create cohorts, which may be made up of students from another school and/ or grade level;
- assign teachers to a cohort of remote learning based on the response to the staff survey;
- provide a device and all curriculum materials, the same as in-person students at the start of school. Families that identified a need for internet support in the survey will have access to a hotspot device;
- continue the RTI process, which will consist of meeting with the team and developing interventions, such as Title I services, for students in need;
- schedule Specials (art, music, PE, and library) virtually; and
- measure attendance by the participation of students in the daily check-in with teachers.

Hybrid Remote Learning Days Expectations

- Students and teachers will use the online platforms, Google Classroom (3-6) and Seesaw (K-2).
- Students will be expected to log into their online platform and attendance will be measured by student participation.
- Devices will travel back and forth with all students to be used both in-person and remotely.
- Specials (art, music, PE, and library) will be done remotely on an alternating basis.
- Remote assignments will be used to introduce, reinforce and extend learning.
- Assignments will be tailored towards students' independent level of learning.
- Teachers will assign expectations for work completion that relate to grade level standards to determine student proficiency.
- A consistent schedule of independent learning will be created by the teacher for remote days.