[Insert District Logo]

Suggestion: Insert district logo in the footer or header of each page for branding consistency.

Remote

Learning in [Insert District Name]

A Guide for Families

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Key Dates

[Insert key dates here – example categories are included below]

* Open house/back-to-school events or deadlines
* End of quarter or grading period
* Deadlines for turning in forms
* Dates related to sports or activities
* Virtual learning dates and deadlines (e.g., decision to switch modalities)

**Page X:** Key Dates

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Our District’s Goals for Remote Learning in 2020-21

1. [Insert goal]
2. [Insert goal]
3. [Insert goal]
4. [Insert goal]

School Commitments to Families During

Remote Learning

Families can expect that **daily**: [Insert commitments here – examples included below]

* Students will have remote learning activities that reinforce grade-level standards and prioritize social and emotional needs
* Learning is designed to meet the needs of diverse learners
* Families can contact school personnel, including their child’s teacher, principal, and counselor, through email

Families can expect that **weekly**: [Insert commitments here – examples included below]

* Students will receive feedback on their work, and teachers will monitor and track their engagement
* Teachers and/or the school principal will reach out with key updates and announcements about the coming week
* Teachers will be available during office hours at least three days a week to engage with students and families

Student Commitments During Remote Learning

[Insert expectations for students here. Example commitments are included below.]

During remote learning, we expect that students will stay engaged in learning.

Students are expected to complete assignments with integrity. Students will be given regular feedback on their assignments. Just like they do during the school year, teachers will routinely check for evidence of students’ learning and may quiz them on their understanding.

Students are expected to engage in their learning as much as possible. Students are expected to reach out to their teachers if they need help.

Family Support of Remote Learning

[Insert tips for how families can support their students during remote learning. An example of what this could look like is below.]

We recognize that sustaining remote learning is not something parents and families have ever had to do. We will work with parents and families to determine how we can best support you. As we make this transition to remote learning, here are some general tips that parents and families can consider:

* Create a daily routine so your child always knows when it will be time to focus on learning. Designate a quiet space that can be his or her at-home desk.
* Have your children set goals prior to engaging in learning. For example, ask them, *What do you plan to work on today? What will you do if you get stuck? How can I support you?*
* Ensure your children are receiving adequate sleep and are well-rested when they begin their learning.
* As you are able, keep device screens within your view and monitor screens when children are working online to ensure they are actively engaged in the digital schoolwork and resources provided.
* During breaks and evening hours, encourage activities that do not involve screens.
* Provide your child with frequent encouragement and reminders as needed.
* Once your children are done working for the day, ask them to reflect. For example, ask them, *What did you learn today? What did you accomplish today? What did you find challenging today?*
* Be patient and flexible with yourself and your child. Focus on ensuring that your child remains academically engaged, connected to his or her school community, and emotionally supported.

Expectations for Remote Learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Students | Families | Teachers | Support Staff | Principals |
| [Insert expectations for students; see examples below]Engage with his or her teacher during weekly check-inAdvocate for personal needs and additional support when neededComplete independentassignments and submit them by deadlinesKeep track of completed work and assignments and turn them in to teachers atdesignated times | [Insert expectations for families; see examples below]Prioritize the safety and well-being of familyReview communications from the district, school, and teachers to understand the available support and expectations for your student’s remote learningCreate favorable conditions in the home to support productive student work | [Insert expectations for teachers; see examples below]Connect with families and students using district-approved technologies and communications channelsEngage in PD on norms and best practices for remote learningPlan instructional content delivery based on guidance and schedule provided bythe districtCollaborate with peers to plan for support for students with identified needsDeliver instructional content and activities and provide feedback on work and progress meeting grade-levelexpectations | [Insert expectations for support staff; see examples below]Collaborate with peers to support students with identified needsProvide support for the coordination and distribution of materials(texts, packets, technology, etc.) and other miscellaneous operational and service needsConnect with families and students using case management approachProvide resources andsupport for students’social-emotional needs using case management approachCollaborate with peers to plan for support for students with identified needs | [Insert expectations for principals; see examples below]Communicate overarching remote learning plan to familiesImplement virtualcollaboration protocols for teachers and staff to receive and share information, celebrate success, and jointly problem solveCoordinate the distribution and submission of assignmentsMonitor implementation and family contact and address issues as they ariseRemove barriers to success for teachers as they implement remote learningEngage in professional learningAssess teacher needs |

Samples Daily Schedules for Students Learning Remotely

**Pre-K**

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| --- | --- |
| **Time Frame** | **Activity** |
| **8:30-9 a.m.** | Set up materials, go over daily plan, free read, playtime |
| **9-9:30 a.m.** | Morning activities (e.g., video message from teacher about key learning today, review daily plan,opportunities to connect with classmates virtually) |
| **9:30-10:15 a.m.** | ELA: read-aloud audio file, practice letters, worksheets, phonetic awareness activities, otherfoundational skills |
| **10:15-10:30 a.m.** | Snacks/playtime |
| **10:30-11 a.m.** | Related arts (e.g., practice fine motor skills with coloring, safe use of scissors, or using stickers; listen to music and practice keeping rhythm) |
| **11-11:45 a.m.** | Math: activities with numbers and shapes, worksheets, and other foundational skills |
| **11:45-12:30 p.m.** | Lunch, clean-up, and playtime |
| **12:30-1:30 p.m.** | Quiet time (nap time, free read, journal) |
| **1:30-2:30 p.m.** | Explore activities (e.g., science-based projects, outdoor learning, current events and social studies) |
| **2:30-3 p.m.** | Follow-up from earlier learning or related arts (e.g., build blocks using math concepts, library time,games and puzzles) |
| **3-3:30 p.m.** | Wrap-up day (could include parent check-ins) |

**Kindergarten-Grade 2**

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| --- | --- |
| **Time Frame** | **Activity** |
| **8:30-9 a.m.** | Morning activities (e.g., synchronous class discussion, video message from teacher, culture and relationship building activity, review/preview of learning) |
| **9-10 a.m.** | ELA |
| **10-10:30 a.m.** | Creativity or movement break (non-virtual) |
| **10:30-11:30 a.m.** | Math |
| **11:30-12 p.m.** | Lunch and clean-up |
| **12-12:30 p.m.** | Recess or related arts (e.g., music, art) |
| **12:30-1 p.m.** | Academic block: ELA/math/science/social studies |
| **1-1:30 p.m.**  | Flexible school time (follow-up from earlier blocks, RTI, explore or self-guided projects, current eventactivities, free read/writing) |
| **1:30-2 p.m.** | Specials, related arts, or free read |
| **2-2:30 p.m.** | End-of-day wrap-up (e.g., video from the teacher, SEL activity, review/preview of learning, review ofhomework) |
| **2:30-3:30 p.m.** | Flexible school time and teacher office hours (follow-up from earlier blocks, RTI, explore or self-guidedprojects, current event activities, free read/writing) |

**Grades 3-5**

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| **Time Frame** | **Activity** |
| **8:30-9 a.m.** | Morning activities (e.g., synchronous class discussion, video message from teacher, culture and relationship building activity, review/preview of learning) |
| **9-10 a.m.** | ELA |
| **10-10:15 a.m.** | Creativity or movement break (non-virtual) |
| **10:15-11:15 a.m.** | Math |
| **11:15-11:30 a.m.** | Free read |
| **11:30-12 p.m.** | Lunch and clean-up |
| **12-12:30 p.m.** | Recess, specials, or related arts |
| **12:30-1 p.m.** | Academic block: ELA/math/science/social studies |
| **1-1:45 p.m.** | Flexible school time (follow-up from earlier blocks, RTI, explore or self-guided projects, current eventactivities, free read/writing) |
| **1:45-2 p.m.** | Creativity or movement break (non-virtual) |
| **2-2:30 p.m.** | Academic time and end-of-day whole class wrap up (e.g., video from the teacher, SEL activity, review/preview of learning, review of homework) |
| **2:30-3:30 p.m.** | Flexible school time and teacher office hours (follow-up from earlier blocks, RTI, explore or self-guided projects, current event activities, free read/writing) |

**Middle School**

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| **Time Frame** | **Activity** |
| **8:30-9 a.m.** | Morning activities (e.g., synchronous class discussion, video message from teacher, culture and relationship building activity, review/preview of learning) |
| **9-10 a.m.** | Math |
| **10-10:15 a.m.** | Creativity or movement break (non-virtual) |
| **10:15-11:15 a.m.** | ELA |
| **11:15-11:30 a.m.** | Free read |
| **11:30-12 p.m.** | Lunch and clean-up |
| **12-1 p.m.** | Academic block: ELA/math/science/social studies |
| **1-1:30 p.m.** | Flexible school time (follow-up from earlier blocks, RTI, explore or self-guided projects, current eventactivities, free read/writing) |
| **1:30-2:30 p.m.** | Academic block and end-of-day whole class wrap up (e.g., video from the teacher, SEL activity, review/preview of learning, review of homework) |
| **2:30-3:30 p.m.** | Afternoon electives/specials or free choice and teacher office hours (e.g., practice musical instrument, project-based learning, Khan Academy or other supplementary virtual learning, free read/writing, follow-up academic activities from earlier blocks, RTI, additional support for special ed/EL/gifted/exceptional students) |

**High School (Option 1)**

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| **Time Frame** | **Activity** |
| **8:30-9 a.m.** | Morning activities (e.g., synchronous class discussion, video message from teacher, culture and relationship building activity, review/preview of learning) |
| **9-10 a.m.** | Period 1 |
| **10-10:15 a.m.** | Creativity or movement break (non-virtual) |
| **10:15-11:15 a.m.** | Period 2 |
| **11:15-11:30 a.m.** | Creativity or movement break (non-virtual) |
| **11:30-12:30 p.m.** | Period 3 |
| **12:30-1 p.m.** | Lunch and clean-up |
| **1-1:45 p.m.** | Electives, RTI, or project-based learning |
| **1:45-2:45 p.m.** | Period 4 |
| **2:45-3:30 p.m.** | Flexible school time and teacher office hours (independent work, follow-up academic activities from earlier blocks, explore/CTE/career-readiness activities, RTI, projects, current event activities, free read/writing, support for special ed/EL/gifted/exceptional students) |

**High School (Option 2)**

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| **Time Frame** | **Activity** |
| **8:30-9:50 a.m.** | Period 1 |
| **9:50-10 a.m.** | Creativity or movement break (non-virtual) |
| **10-11:20 a.m.** | Period 2 |
| **11:20-12 p.m.** | RTI, flexible work time, SEL activity, office hours |
| **12-12:30 p.m.** | Lunch and clean-up |
| **12:30-1:50 p.m.** | Period 3 |
| **1:50-2 p.m.** | Creativity or movement break (non-virtual) |
| **2-3:20 p.m.** | Period 4 |
| **3:20-3:30** | Wrap-up, confirm assignments/homework |

Frequently Asked Questions

[Insert frequently asked questions here. Topics could include attendance policies, contact information, and grading.]

1. ***Write the question here***

Write the answer here

1. ***Write the question here***

Write the answer here