

DRAFT

Peru CSD

Remote Learning Guidelines

Remote Learning Guidelines 2020-2021

The 2019-2020 school year changed the way we serve students. Providers connected remotely to make connections and build relationships, support learning, deliver lessons, assess learning objectives, and provide support to students and families. Throughout that process, with the help of families, we learned best practices for our district. Here is what you can expect from us moving forward.

Our District will:

- **Build Relationships and Communicate:** We want to build relationships with our students and families. We want our students to feel supported in learning.
- **Target Learning Goals:** We want our students to learn. We will build upon the foundation from previous years, work to fill in gaps, and move forward with academics according to the New York State curriculum.
- **Implement Guided Learning:** We want our teachers to maintain the primary responsibility for instruction. Professional expertise and resources impact student learning.
- **Establish Feedback and Assessment:** We want to manage and check student progress. All teachers will provide ongoing feedback which improves learning outcomes.

Build Relationships and Communicate

We want to build relationships with our students and their families. We want our students and families to feel supported in learning. Relationships help motivate students to work with us to learn and grow. Regular communication is the cornerstone to relationships.

Tools for building relationships and communicating:

- Parent Square
- Seesaw
- GSuite (Primarily Google Classroom and GoogleMeets)
- Moodle (select upper-level high school courses)
- Amesite (select upper-level high school courses)

Build Relationships and Communicate: Teachers (1)

- Primary - introduce themselves, conduct getting to know you and classmates activities. Teachers will send out updates via Parent Square. Teachers will utilize Seesaw classroom as the platform for delivering the instruction to students.
- Intermediate - will send out updates to parents via Parent Square. Teachers will provide live office hours to provide face-to-face contact with parents and students. Teachers will utilize Google Classroom as the platform for delivering instruction to students.

*Student Services Providers will utilize these tools to provide instruction as close to the IEP as possible.

Build Relationships and Communicate: Teachers (2)

- Middle School - will introduce themselves and send out updates via Parent Square. Teachers will utilize Google Classroom and Screencastify for daily instruction. Teachers will be “point teachers” for approximately ten students. Point teachers will communicate regularly with students to build connections and support through remote learning.
- High School - Teachers will introduce themselves and send out updates via Parent Square. Teachers will be “point teachers” for approximately ten students. Point teachers will communicate regularly with students to build connections and support through remote learning.

*Student Services Providers will utilize these tools to provide instruction as close to the IEP as possible.

Build Relationships and Communicate: Parents

- Primary - can help streamline communication by sending and receiving messages in Parent Square. Parents can assist their primary child with accessing teacher messages and materials.
- Intermediate - can help streamline communication by sending and receiving messages in Parent Square. Parents can assist their child with accessing teacher messages and materials.
- Middle School - can help streamline communication by sending and receiving messages in Parent Square.
- High School - can help streamline communication by sending and receiving messages in Parent Square.

Build Relationships and Communicate: Students

- Can help by checking teacher posts/email and responding daily when school is in session

Build Relationships and Communicate: Administrators (1)

- Primary - will help by posting announcements through weekly video messages and emails and Group Meets, and being available to students, families, and teachers.
- Intermediate - use ParentSquare to communicate with parents regarding ongoing building expectations. Administrators will be available to help regularly and will utilize ParentSquare, email and Google Meets to communicate with parents and students. Administrators will provide necessary support to teachers
- Middle School - can help by posting announcements and being available
- High School - can help by posting announcements and being available

Target Learning Goals

All students will learn and we will provide for each student's individual needs. Instruction will remain rigorous and relevant in all settings. Data gathered from assessments will drive instruction and intervention. Successful instruction will require careful collaboration between students, families, and school with each partner fulfilling a specific role.

Much data is collected on students both inside the classroom by the teacher and via NWEA. Now more than ever, it is important to review all qualitative and quantitative data in order to create goals and learning targets for students. Build upon the foundation from last year and work on the established goals. Teachers will plan instruction accordingly.

All instruction will begin with building strong relationships that will provide a foundation upon which rigorous and relevant instruction will be delivered.

Target Learning Goals: Primary Teachers

- Teachers will use content area baseline data and/or Core Subject Assessments to create lessons to meet students at their instructional level and bring them to grade level expectations through differentiated lessons, using video and small group or 1:1 follow-up via audio or Video Meets.
- School hours are 12 hours daily scheduled according to the building that you are working in. All teachers will work: Elementary 6 hours and 20 minutes
 - All teachers will be available for parents when requested within those school hours. Schedules will be built by building in coordination with administration.
 - Teachers must submit a permanent cycle schedule to their administrator. In that schedule three Office Hours should be included.
 - Changes to a schedule need to be approved by administration.
- Teachers will not be available on weekends and holidays.

Target Learning Goals: Intermediate Teachers

- Priority learning targets will be established by grade-level teams
- School hours are 12 hours daily scheduled according to the building that you are working in. All teachers will work: Elementary 6 hours and 20 minutes
 - All teachers will be available for parents when requested within those school hours. Schedules will be built by building in coordination with administration.
 - Teachers must submit a permanent cycle schedule to their administrator. In that schedule three Office Hours should be included.
 - Changes to a schedule need to be approved by administration.
- Teachers will not be available on weekends and holidays.

Target Learning Goals: Middle School Teachers

- Begin with building strong relationships that will provide a foundation upon which rigorous and relevant instruction will be delivered
- School hours are 12 hours daily scheduled according to the building that you are working in. All teachers will work: Secondary: 6 hours and 40 minutes
 - All teachers will be available for parents when requested within those school hours. Schedules will be built by building in coordination with administration.
 - Teachers must submit a permanent cycle schedule to their administrator. In that schedule three Office Hours should be included.
 - Changes to a schedule need to be approved by administration.
- Teachers will not be available on weekends and holidays.

Target Learning Goals: High School Teachers

- Begin with building strong relationships that will provide a foundation upon which rigorous and relevant instruction will be delivered
- School hours are 12 hours daily scheduled according to the building that you are working in. All teachers will work: Secondary: 6 hours and 40 minutes
 - All teachers will be available for parents when requested within those school hours. Schedules will be built by building in coordination with administration.
 - Teachers must submit a permanent cycle schedule to their administrator. In that schedule three Office Hours should be included.
 - Changes to a schedule need to be approved by administration.
- Teachers will not be available on weekends and holidays.

Target Learning Goals: Student Services Providers

- Providers will review IEPs and plan instruction accordingly.
- School hours are 12 hours daily scheduled according to the building that you are working in. All teachers will work: Elementary 6 hours and 20 minutes and Secondary: 6 hours and 40 minutes
 - All teachers will be available for parents when requested within those school hours. Schedules will be built by building in coordination with administration.
 - Teachers must submit a permanent cycle schedule to their administrator. In that schedule three Office Hours should be included.
 - Changes to a schedule need to be approved by administration.
- Providers will not be available on weekends and holidays.

Target Learning Goals: Parents

- Primary - will help by keeping students on schedule, organized, and helping them to access the instructional materials provided by the teachers and returning completed work as scheduled by the teacher. Parents will communicate to faculty all questions and needs
- Intermediate - support student engagement in daily learning, assist student organization, and communicate to faculty all questions and needs.
- Middle School - Support student engagement in daily learning, assist student organization, and communicate to faculty all questions and needs.
- High School - can help by keeping students on schedule and organized. Support student engagement in daily learning, assist student organization and communicate to faculty all questions and needs.

Target Learning Goals: Students

- Primary - help by focusing on learning, completing work at instruction time, returning completed work to the teacher.
- Intermediate - complete preparatory assignments to be able to actively participate in live sessions. Attend all live sessions. Engage in a collaborative learning environment on a regular basis.
- Middle School - Attend all classes and engage in a collaborative learning environment on a daily basis.
- High School - Attend all classes and engage in a collaborative learning environment on a daily basis.

Target Learning Goals: Administrators

- Primary - support faculty by providing regular review of data and following up with students and families that are having difficulty engaging at the level required to be successful.: We want our students to learn.
- Intermediate - support faculty by providing regular review of data and following up with students and families that are having difficulty engaging at the level required to be successful.
- Middle School - can help by sharing district learning data and goals.
- High School - can help by sharing district learning data and goals.

Implement Guided Learning

We want our teachers to maintain the primary responsibility for instruction. Professional expertise and resources impact student learning.

[DRAFT Peru CSD Staff Expectations Overview](#)

Implement Guided Learning - Primary (1)

Platforms for sharing instruction will be SeeSaw, MobyMax, and Weekly Newsletters/Syllabus.

Teachers will offer new instruction videos weekly, which corresponds with the grade-level pacing calendar, which aligns to the scope and sequence for the standards at each grade-level. Teachers will offer 60 minute live support sessions three times a week in a time that corresponds with the availability of students. All lessons and meeting invitations will be shared with the building administrator.

Implement Guided Learning - Primary (2)

Counselors: Weekly Second Step Lessons, Connections/Check-in/outs with students, Family support with behavioral interventions

Interventionists: Utilize MobyMax for Baseline Assessment and adaptive learning, For students without internet/computer access- Interventionist will schedule a live teaching via phone which correspond with packets created for students. Schedule will be shared with the building administrator.

Special Area Teachers: Using SeeSaw, teachers will share video lessons teaching skills for the week based on grade-level.

Implement Guided Learning - Intermediate

Teachers will offer new instruction weekly, which aligns to the scope and sequence for the standards at each grade-level. Teachers will offer 60 minute live support sessions twice a week in a time that corresponds with the availability of students. All lessons and meeting invitations will be shared with the building administrator.

Counselors: Weekly Second Step Lessons, Connecting with at-risk students regularly, Family support with behavioral interventions

Interventionists: Utilize MobyMax for Baseline Assessment and adaptive learning

Special Area Teachers: Using Google Classroom, teachers will share video lessons teaching skills for the week based on grade-level.

Implement Guided Learning - Middle School

Teachers will offer new instructional videos 10-15 min in length daily in each course. Teachers will provide three Live Learning Time (LLT) sessions for a minimum of 40 minutes 3 times per 6 day cycle.

Implement Guided Learning - High School

Teachers will offer new instructional videos 10-15 min in length daily in each course. Teachers will provide three Live Learning Time (LLT) for a minimum of 40 minutes 3 times per 6-day cycle.

Implement Guided Learning: Student Services Providers

- Providers will offer Recorded Video Lessons (RVL), Live Learning Time (LLT), teletherapy as close to the IEP as possible. Providers will offer Office Hours.

Implement Guided Learning: Parents

- Primary - can help by making sure children are ready to learn at instructional times and helping them to access the meeting and materials remotely
- Intermediate - can help by encouraging good study habits and reviewing the curriculum
- Middle School - can help by making sure children are ready to learn at instructional times.
- High School - can help by making sure children are ready to learn at instructional times.

Implement Guided Learning: Students

- Can help by actively participating in activities and asking questions

Implement Guided Learning: Administrators

- Will help by sharing education research and best practices on learning

Establish Feedback and Assessment

We want to manage and check student progress. Regular feedback increases learning.

Establish Feedback and Assessment: Teachers (1)

- Primary - will provide ongoing feedback which improves learning outcomes. Authentic assessments through on-line classrooms and live sessions inform on student growth and learning. Progress monitoring will occur weekly on the skills taught to students. Teachers will share report cards each trimester, which will advise of a students level of mastery on skills taught during the trimester.
- Intermediate - will provide ongoing feedback which improves learning outcomes. Authentic assessments through on-line classrooms and live sessions inform on student growth and learning. Progress monitoring will occur weekly on the skills taught to students. Teachers will share report cards each trimester, which will advise of a students level of mastery on skills taught during the trimester.

Establish Feedback and Assessment: Teachers (2)

- Middle School - Authentic assessments through on-line classrooms and live sessions inform on student growth and learning.
- High School - Authentic assessments through on-line classrooms and live sessions inform on student growth and learning.

*Student Services Providers - Progress monitoring will occur on a basis in accordance with IEPs. Providers will share Progress reports with district quarters and trimesters accordingly.

Establish Feedback and Assessment: Parents

- Can help by encouraging good study habits and reviewing the curriculum

Establish Feedback and Assessment: Students

- Can help by working hard and trying their best

Establish Feedback and Assessment: Administrators

- Can help by meeting with parents and teachers to discuss student progress

Remote Terminology

Live Learning Time (LLT): Time in the school day for the teacher to connect with students to complete learning activities.

Office Hours: These are time set aside for teachers to be available when parents are off work. Teachers can pick a one-hour time slot three times a week.

Recorded Video Lesson (RVL): These are pre-recorded instructional videos by Peru Teachers to support student learning. Videos can be up to 25 minutes long