

K-6 Facilitated Distance Learning Program

For Students, Teachers, and Parents/Guardians



The goal of our Facilitated Distance Learning Program is to provide all students with a rigorous, relevant, and robust virtual learning experience while maintaining the integrity of our regular programming and curriculum. Although distance learning cannot, and will not, replace the value of time inside the classroom, our goal is to preserve as much continuity as possible for our students and embrace this innovative approach to learning.

We are eager to maximize these benefits of distance learning:

- Embracing the use of technology to support personalized learning for all students
- Building student agency and ownership in the learning process
- Fostering our sense of community and support connections between students, families, and educators

RSD6 will continue to provide specialized instruction for students with IEPs and 504 plans. Support services including counseling, OT, PT and Speech and Language services will all continue to be provided in accordance with these plans to the greatest extent possible. The Special Services team is here to work with families to create a plan for implementation in the home environment.

RSD6 is sensitive to and prepared for the reality that potential challenges may occur as students engage with Facilitated Distance Learning. We will work with staff, students and parents to eliminate barriers.

What will “Facilitated Distance Learning” look like?

Some learning will be “asynchronous” and some learning will be “synchronous.”

“Asynchronous” Learning - Instructional materials, recorded lessons and assignments will be posted online to Google Classroom. Teachers will post these assignments and the timeline for completion. Students work through the assignments and instructional materials at their own pace and have access to their teacher through email.

“Synchronous” Instruction - Teachers and students meet virtually online in real time using Google Hangout Meet. This type of learning will be utilized at times for small group instruction or student support. Live conferencing between teachers and students will be scheduled during the *Daily Instructional Support Schedule* listed at the end of this document.

What are the expectations for Students?

- **Instruction:** You will be provided with learning material that will require approximately three to four hours of effort in core content, electives and specials on any given day.
- **Virtual Platforms:** You will engage with your teachers through Google Classroom, Hangouts Meet by Google, and your RSD6 email account. Posted assignments will clearly indicate for you what learning will be synchronous and asynchronous. This will provide for flexibility when you engage in learning, while also clearly stating deadlines for completing work.
- **Active Participation:** It is important that you are a contributing member to classroom activities, assignments and assessments. This will be essential to your success. It is equally important for you to communicate effectively with your teachers to ensure you are adequately supported.
- **Time Management:** This is an essential skill that students will need to acquire as part of distance learning. Teachers will assist and support your efforts along the way. The *Overview Schedule* will help organize this time. Through completion of assignments and participation in your classes, your teachers and your parents will be able to give you feedback on meeting class expectations and learning targets.

- **Feedback:** Teachers will provide you feedback on the work you complete. This can happen through email, video conferencing, or comments into your posted work. Your teachers will clearly communicate deadlines and directions. All students are expected to participate in asynchronous and/or synchronous class activities each day, and teachers will be monitoring this.
- **Responsibility with Technology:** As always, you must follow the Responsible and Acceptable Use of Technology Agreement you signed at the beginning of this year. It is important to hold ourselves to high standards for how we learn with each other online.
 - For assistance with technology, please refer to [our website](#).
- **Attendance:** Engagement in your class lessons will be essential to your success.
 - Students will need to complete a daily “check-in” for attendance via a Question / Answer posted in their Google Classroom
 - Absence: If you are “absent” on any given day, you will be expected to make up any missed work.

What are the expectations for parents / guardians?

- **Instruction:** All students are expected to engage in three to four hours of effort in core content, electives and specials in an organized and comfortable work area for your child(ren). There will be times when students are video conferencing with teachers, counselors, or other students. Things to consider include space, lighting, distractions.
- **Monitoring:** If you have not already been invited to join your child's Google Classrooms and would like to be, please contact their teacher(s).
- **Healthy and Productive Routines:** It is important for everyone to establish a new routine and schedule. We encourage families to find what works best for them and would be happy to provide sample daily routines that may be helpful for all ages.
- **Technology Support:** For assistance with technology, please refer to the Tech Help link on our district website <http://www.rsd6.org/home>
- **Academic Support:** Our dedicated staff will be available for communication at various times and utilizing various methods to meet the needs of our students and parents/guardians. Parents can schedule meetings or conferences by contacting their child’s teacher directly. Please see the Instructional Support Schedule below for more details regarding when your child can access their teacher for direct support.
- **Student Services:** Families with students receiving special education or 504 support will be contacted by your child’s case manager to outline the services and supports for your child.

- **Attendance:** Your child(ren) will need to complete a daily “check-in” for attendance via a Question / Answer posted in their Google Classroom. If your child will be “absent” from school and is unable to engage in learning on a particular day, please report the absence by calling or emailing your child’s school and following the same protocols we have always used. Teachers and administrators will be monitoring attendance and reaching out to families who may need support.

What are the expectations for teachers?

- **Communication:** For all communication with parents/guardians and students - lesson activities, teacher feedback, etc - use only school-assigned email platforms (Google Classroom, Google Meet, Gmail, SchoolMessenger, etc).
- **Instruction:** All students are expected to engage in up to three to four hours of effort in core content, electives and specials. Assignments will be assigned and submitted digitally via Google Classroom. If necessary or when applicable, work can be submitted as photos. Students with accommodations will have the same latitude in timeline, support, and standards for completion as outlined in existing Individualized Education Plans.
 - Administrators, special education teachers, and instructional assistants will need to be invited to each of your Google Classrooms. You may choose to invite parents/guardians to view their child’s work in Google Classroom, as this is an efficient way to send a summary email of missing assignments.
 - Continue to use both formative and summative assessments. Timely teacher-feedback on student work is critical towards meaningful learning and student engagement in this Facilitated Distance Learning process.
- **Curriculum:** Continue to follow the scope and sequence of your current curriculum and to assume the same end-of-year standards.
 - Each lesson should include: (a) the learning target, (b) the success criteria, (c) outcome to gauge student progress
 - Other than the daily Class Meeting, you are not expected to be live for synchronous, whole-class lessons. Students may be doing their work at different times throughout the day, depending on their and their families’ schedule. Because of this, it is expected that direct instruction is through pre-recorded audio, video, and/or text as applicable.
 - Your daily plans, activities, assignments, recordings, etc. should be uploaded by 9:00am each morning.
- **Teacher Google Classrooms:** All teachers are responsible for posting daily content assignments in their own Google Classroom.
 - Collaboration: Teachers are welcome and encouraged to plan together and share work.
 - Specials Teachers: Will be responsible for posting one lesson per week, per grade level into their own Google Classroom.

- Non-Classroom Certified Staff: Will post or deliver lessons as appropriate and/or communicated by their supervisor.
- **Attendance:** Teachers will need to post a daily Q&A on their Google Classroom: [Q & A for Monitoring Attendance / Engagement](#)
- Teachers monitor student engagement and completion of assignments and communicate any concerns to administration

Daily Instructional Support Schedule

- [Click here](#) for specific grade-level schedules.
- A suggested time frame for student engagement in learning is from approximately 9:0am to 1:00pm
- Student participation/work may occur outside of these hours, based on individual families' schedules and availability to a device.
- Teachers are available to student/parents/guardians/administrators between 9:00am - 3:00pm

Schedule for "LIVE" ("Synchronous") Class Meetings:	Overview of a Student's Daily Schedule:
Kindergarten - @ 9:00am Grade 1 - @ 9:15am Grade 2 - @ 9:30am Grade 3 - @ 9:45am Grade 4 - @ 10:00am Grade 5 - @ 10:15am Grade 6 - @ 10:30am	Class Meeting Phonics and/or Word Study Reading Movement Break Writing Math Science or Social Studies Specials Mindfulness <i>(Approximately 3 to 4 hours of engagement in learning activities, depending on grade level expectations and individual student pacing)</i>