



## Home Learning Plan Part I: Transition to Home Learning Guide

### Teachers

- Now that we are closed, we will be moving to home instruction.
- These home instruction days will not be required to be made-up.
- Home instruction counts as school being in-session, therefore, teachers are on contract.
- During this closure, teachers may work from home or may come into their schools after Wednesday. You all must report to school on Wednesday, March 18th unless you have preapproval for not attending in person.
- Local assessments are suspended until further notice. We are waiting for guidance about the SBAC, Fitnessgram and Science Assessment.
- We hope you also take time to care for yourself and your family.

### General Expectations

- [Your primary goal](#) is to provide your students with a sense of stability, predictability, community, and belonging during this crisis.
- Plan for a multi-week disruption of school.
- Assignments should be focused on building key skills or reviewing content. Please do not introduce new material or skills, unless online learning is already part of your classroom culture.
- You will take attendance in Powerschool during your video “morning” meeting and paper if you cannot get into Powerschool. Your admin assistant will follow up with students who do not make “morning” meetings.
- You will be ready to go with instruction on Thursday, March 19th.
- Every classroom teacher/advisor will hold a “morning” meeting or advisory via Zoom. (We will set you up with your own Zoom Account) *The most important thing is that students can have visual contact with a teacher every day.*
- Each day classroom teachers (depending on grade-level) will give an overview of the learning targets for that day.
- Every Zoom meeting should be recorded and posted on the class web page or on your class’ online platform. *The most*



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*important thing is that kids know where to go to see videos, get lessons, and assignments.*

- Teachers will link all assignments or recorded lessons from their classroom web pages or within your online platform (Google Classroom, Moodle, Seesaw).
- We expect that you will spend 2-4 hours each day checking emails, monitoring progress, communicating with parents and students, providing feedback and planning. You can consider these your “office hours” and communicate the times with your students and families.
  - Additionally, you will attend an online faculty meeting each day at a time and duration determined by your principal.
- If you get sick, please have a set of emergency plans you can post on your digital platform. You do not have to hold meetings. Please communicate with both your building principal and your students that you will not hold meetings while you are sick.
- Finally, this is a time of considerable uncertainty. You will have to make decisions based on your own creative instincts and professional judgment. Keep our primary goals of providing our students with a sense of stability, predictability, community, and belonging in mind. We trust you to make the best decisions for your students.

### Guidelines for Preparation

- Develop a general routine and work expectations for your remote learning day. You may even want to print a general daily agenda to send home.
- Practice that routine with your students.
- Your first digital sessions should be practice runs focused primarily on routines and procedures.
- Make sure your students understand why the school is moving to home learning and not just canceling school.
- Practice with your students any online learning tools you will use, particularly Zoom.
- Develop, Review and get students to agree to the responsible use of technology. [Here is a draft document that you may adapt.](#)



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- Here are some nice pieces from Tarrant on preparing for home learning.
  - [Ideas for daily meetings](#)
  - [Developing Daily Schedules](#)
  - [Preparing for Remote Learning](#)
  - [Keeping Relationships First](#)
  - [Distance Learning Without Internet](#)

### Guidelines for Planning

- Assignments should be focused on building key skills or reviewing content. Please do not introduce new material or skills. As we do not have a timeline and the decision to shutdown may come quickly, please think about topics that could be applicable at any point in the next few weeks.
- Keep in mind that older students may have to care for younger siblings.
- You may write general plans that could be applied to more than one class (general plans for French 1 and 3, etc.)
- Assignments should be easily understood by parents so that they can help their students.
- Assignments should be manageable in length:
  - For elementary school, each assignment should not take more than 15-20 minutes to complete
  - For middle school, each assignment should not take more than 30-40 minutes to complete.
  - For high school, each assignment should not take more than 60 minutes to complete.
- Teachers have the discretion to determine the number of assignments students need to complete each day.
  - K-6 teachers must do 1 assignment in both literacy and math each day, those assignments can be connected to science and social studies.
  - Middle and high school teachers must do one assignment per content area; these can be longer assignments to be split over the week



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- Art, Music, PE, Media, World Language Teachers must do the number of assignments corresponding to the number of times they see students in a week
- [Here is a sample schedule from a teacher up north.](#)
- Materials to complete assignments must be limited to general school supplies
- If students do not complete the assignments during school closures, we will ask students to make them up.

### Delivery Formats

K-2nd Grade: provide digital and paper-based assignments depending on the learning task. You may supplement with internet-based activities that would be familiar to students and families (MobyMax, Reading A-Z, IXL, SeeSaw etc). Be aware that not all students will have internet access.

3rd Grade - High School: provide digital-based instruction. We have surveyed families to determine which families need a hot spot to access the internet and will be loaning hot spots out. Please do not require anything that needs to be printed at home. Please make general notes what students should do if they do not have/lose internet access.

### Resources

#### [Setting Up Google Classroom](#)

- [Getting Started with Google Classroom](#)
- [Google Classroom First Day Training](#)
- [Get your Classroom Organized](#)
- [Differentiate with Classroom](#)

#### [Zoom Quick Start Guide](#)

#### [Zoom Tutorials](#)

#### Seesaw

- We've developed a [remote learning guide](#) specifically for Seesaw for Schools
- We've updated Seesaw to better support home login for students ([learn more](#))



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- Students should log in to the CLASS app from home using our new Home Learning QR or Text Codes
- There's a new Admin Dashboard tool available to get these special codes to your families and students
- We would also like to invite you to participate in [self-paced training](#) and/or [live webinars](#) about remote learning
- For more information on remote learning with Seesaw, reach out to your Ambassadors, Seesaw experts within your school that support all teachers. If you know someone interested in becoming an Ambassador, forward them [this link](#) to complete the training.

[GRCSU has put together a nice online learning primer](#)

[Math Resources](#)

[More Math Resources](#)

[Teaching With Primary Sources Online](#)

[A Ridiculous Number of Temporarily Free Sites](#)

### Targeted & Intensive Supports

- Special Education and Intervention Teachers will consult with classroom teachers on adapted assignments. This could mean accommodating specific assignments or it could mean targeted practice instead of classroom assignments. Decisions about adaptations should be handled on a case-by-case basis.
- Leverage technology that will adapt to student need - IXL, NewsELA, RAZ Kids. allows students to access content aligned to their ability.
- Google Classroom and Zoom allow you to target assignments to groups of students and even hold small group breakout sessions.

### Teacher Responsibilities and Parent Communication

- During school closure, check your school email at least once per day and respond to parent communication within 24 hours.



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Parents may be reaching out for assistance or clarification about assignments and access to online platforms.

- When communicating with parents, we encourage you to protect your personal information by utilizing \*67 when dialing from your landline phone or by changing your settings on your smartphone to block your number identification.

### Special Education Services

- Instructional accommodations and modifications will be made to the best of our current ability. Special Education Teachers will leverage technology resources that are adaptable to individual student needs.
- IEPs for students have been written with flexibility in relation to service minutes. Missed minutes of service (PT/OT/Speech/etc.) will be made up when regular school services resume or compensatory services will be provided when appropriate.
- Any evaluation or conference that can be rescheduled after regular school services resume will be rescheduled. Time-sensitive evaluations or conferences will be held via phone or video conference.
- Special Education Teachers will check-in with the classroom teachers once daily or more often if determined by the Special Educators, Directors of Guidance, Guidance Counselors, School-based Clinicians and the Director of Student Services.

### Guidance, Mental Health, and Other Services

- Check-ins for the most at-risk students by the assigned Guidance Counselors and School-based Clinicians will occur at least every other day or on a schedule determined by the Directors of Guidance, Guidance Counselors and Special Educators.

### Principal Expectations

Document and share with the Superintendent:

- The primary platform each teacher will use to conduct home learning, e.g., Mr. Eppolito -- Google Classroom, Ms. Baker --



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photocopied packets, Ms. Barton -- Seesaw, Ms. Powden -- postings on class website

- What time teachers will hold online morning meeting
- What time will you hold your daily virtual staff meetings? We expect that you hold daily meetings, even if they are short.
- Checkin schedules for special educators, counselors, and clinicians.

### Central Office

- Be on-call all day through email, phone or text to troubleshoot and provide supports as needed.