

Easton-Redding- Region 9

K-12 Distance Learning Plan



2019-2020

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Introduction & Overview

Learning to care for ourselves, our community and our world.

ER9 is built on the foundational belief that human connections inspire and engage learners to achieve academic and personal growth. Nothing can replace the look on a student's face when a concept clicks or the power of peer collaboration to promote the development of thinking and interpersonal skills. The Distance Learning plan created by our district recognizes that when face-to-face interactions are not possible, it is vital that we stay connected as a learning community. While Distance Learning is not a replacement for in-class learning, ER9 will strive to provide students educational opportunities within a digital community.

Distance Learning Goals:

- To maintain continuity of learning in a digital environment.
- To maintain as many existing systems and processes to provide continuity for staff and students in a digital learning environment.
- To maintain the requirements of the State Department of Education to provide an equitable and ongoing education.

General guidance for learning at home:

- The pacing of work completion for assignments is often lengthier in a Distance Learning format. Instructional leaders and teachers will be working to adjust their curriculum pacing in order to provide a realistic expectation of work completion.
- Teachers may not be able to respond immediately to questions, and will need to balance their instructional duties with their own home childcare needs.
- The amount of time a child should spend working at home is dependent upon their age. The general rule of thumb for this is as follows:
 - It is recommended that students participate in both screen-based, as well as offline activities and tasks.
 - Each family's home life is unique. For this reason, parents and children will have the flexibility to engage with learning activities on a schedule that works best for them. **At this time, we will not conduct live classes that require attendance at a specific time.**
 - Ease into this transition and have patience. Teachers will spend the early days of Distance Learning connecting with their students, establishing online class expectations and re-engaging in learning.

Student Responsibilities

Elementary School

- Find a quiet spot in which to complete your learning.
- Review the daily schedule and use it as a general suggested guide.
- Take responsibility for your learning.
- Participate in the learning by completing assigned work and responding to teacher posts or requests from your teacher(s).
- Check your email or Google Classroom daily to be sure you are receiving important messages from your teacher.
- Ask your teacher for help if you are confused by a lesson or would like support. Your teacher will help you.
- Counselors, School Psychologists, Social Workers are all available as well. They will share their preferred method of communication with students as appropriate. If there is a need for additional support and you are not already working with a member of this team, please ask your parents to email one of them to set up a time to speak by phone.
- Be kind and responsible during online communications with your peers and teachers. All online activity should be school appropriate. No live video by students to other students is allowed. Use your er9.org account only to complete learning activities assigned by the teacher.

Middle School

The faculty recognizes that a student might be receiving assignments or tasks from as many as seven teachers as well as receiving emails or calls from counselors. We don't want any student to feel overwhelmed by this as we get started, so know that all teachers will be understanding and willing to modify as needed. No student should be burning the midnight oil. Rather, let your teacher(s) know about your time needs.

- Engage in instruction through posted readings and PowerPoints, recorded video, and electronic messaging through Google Classroom.
- Complete learning tasks and assignments as provided by teachers via Google Classroom
- Reach out to your teachers to answer questions and to provide feedback on submitted work.
- Communicate with your teacher if there are circumstances that limit your ability to complete work on time.
- Ask your teacher for help if you are confused by a lesson or feel like you are falling behind. Your teacher will help.
- Be thoughtful, respectful and kind in your online communications with your peers and teachers. All online activity should be school appropriate.
- Log-in to each of your Google classrooms daily, including FPA classes.
- Follow your teachers' guidelines for communication, e.g how and when to contact them for extra help.

- Counselors, School Psychologists, Social Workers are all available as well. They will share their preferred method of communication with students as appropriate. If there is a need for additional support and you are not already working with a member of this team, please ask your parents to email one of them to set up a time to speak by phone.

Joel Barlow High School

The faculty recognizes that a student might be receiving assignments or tasks from as many as seven teachers as well as receiving emails or calls from counselors. We don't want any student to feel overwhelmed by this as we get started, so know that all teachers will be understanding and willing to modify as needed. No student should be burning the midnight oil. Rather, let your teacher(s) know about your time needs.

- Expect 24 - 28 hours per week of work (depending upon your class load).
- Participate in and take responsibility for your learning.
- Make every effort to be engaged in your classes during their scheduled class times and to the best of your ability.
- Complete the instructional activities and assignments in each class each week. For each course, the instructional activities and assignments are expected to take approximately 4 hours per course per week. For honors and AP courses, the instructional activities and assignments may take as much as five hours per week, and additional readings and assignments may be offered for extension activities.
- Check your er9.org email accounts daily.
- Reach out to your teachers for assistance as needed. Students will also continue to reach out to their school counselors and grade level assistant principals for assistance as needed.
- Continue to practice proper digital citizenship at all times. Be kind and responsible in your online communications with peers and teachers.

Teacher Roles

Teachers and staff will play an active role in the teaching and learning of students under our Distance Learning plan. Below is information regarding the roles of teachers at the different levels.

Elementary School:

- Teachers will be available during the school day and will be responsive to student needs in a timely fashion that is as consistent as possible with daily in-school interaction.
- Teachers will design and provide access to meaningful instruction based on the grade level curriculum (in collaboration with grade level team members and interventionists).
- All materials and instructions will be posted daily or a weekly overview will be provided.
- Staff will continue to check email during the day to respond to students' or parents' needs or questions.
- Student progress will be monitored and meaningful individual student feedback will be provided by staff.
- Teachers will provide continuous assessment (Note: Traditional assessment practices that are often used in classrooms- "tests"- may not be appropriate in a Distance Learning environment, so parents should expect a variety of assessments are taking place), including tasks or projects that have a criterion and assessment rubric.
- Assignments will be developmentally appropriate and there will be realistic expectations for outcomes that can be achieved through distance learning for students at a given age.

Middle School:

- Teachers will be available and interactive:
 - Helen Keller Middle School, Easton: 8:20am - 2:50pm (Monday through Friday)
 - John Read Middle School, Redding: 9:00am - 3:30pm (Monday through Friday)
- The primary means of teachers' communication will be electronic. Teachers are not required to utilize telephone communications. If they choose to do so, they have been encouraged to use *67 before dialing any parent, or student phone number. This will block their personal phone numbers so that they may call you. Please know that their calls to you will show that the caller's phone number is blocked.
- Teachers will be using the Google Classroom platform for Distance Learning.
- Assignments will be developmentally appropriate and there will be realistic expectations for outcomes that can be achieved through distance learning for students at a given age.
- Teachers will:
 - Email and correspond with students and parents in a timely manner.
 - Instruct students through Google Classroom.
 - Post student assignments, projects, and tasks.
 - Provide feedback on submitted assignments.
 - Grade submitted assignments.
 - Enter grades for completed assignments and assessments into PowerSchool.

- Collaborate with special education teachers to provide modifications for students receiving special education service.

Joel Barlow High School:

- Teachers will be available and interactive:
 - 7:30am - 2:07pm (Monday through Friday)
- Each teacher will create and post no later than 7:30am Monday morning each week:
 - A week's worth of instructional activities and assignments for each class
 - An outline of the instructional activities and assignments for each class
 - Extra help availability for that week
 - Grading criteria for that work
 - Method by which the work will be collected
- Instruction will vary by department, course, and teacher. Teachers have the autonomy and flexibility to choose what works best for their course and students, as well as their teaching practices.
 - Classroom instruction and feedback will be conducted primarily through email and Google Classroom.
 - Materials may include: reading, instructional videos, audio **and/or video** recordings, powerpoints, online discussions, etc.
- The primary means of teachers' communication will be electronic. Teachers are not required to utilize telephone communications. If they choose to do so, they have been encouraged to use *67 before dialing any parent or student phone number. This will block their personal phone numbers so that they may call you. Please know that their calls to you will show that the caller's phone number is blocked.
- Student Services: School Counselors, Psychologists, and Social Workers will
 - Contact every student on their caseload biweekly via email or other means of communication
 - Communicate with classroom teachers as necessary
 - Attend virtually scheduled meetings as appropriate (e.g., PPT, 504, family conference, counseling, Humanities/STEM/Wellness department, faculty, etc.)
 - Be available by appointment for students, staff, and parents
- Special Education
 - Case Managers will have access to the classroom instruction for their caseload
 - Teachers will send packet / online work / support guidance and documents to provide continued educational opportunities for all students
 - Case Managers and Lead Teachers will contact students/families at least weekly and more frequently as student needs indicate
 - Teaching Assistants and Behavior Technicians will support learning for their caseload as directed by their lead teachers

- Related services (Speech, Transition, School Psychologists and Social Worker) will provide support and/or instructional time as directed by the student's team and Department Chair.

Parent Tips for Distance Learning

Parental engagement and support in a child's schooling makes a dramatic difference in student progress and achievement. Although the district has temporarily changed the location of schooling, the role of engagement remains vital. The success of the Distance Learning plan is on the shoulders of all involved: staff, parents and students. Your partnership is important and appreciated. We recognize that this transition is a major change for families and offer a few helpful recommendations for supporting students of any age during distance learning.

- Develop a flexible schedule for completion of school work that will work best for your family. We realize that you may be sharing devices and may need to stagger work times.
- Set up a dedicated school work space for your children that has minimal distractions
- Assist your children with technical issues to ensure online activities can be accessed
- Support at-home learning as much as possible
- Regularly check your email in order to receive important updates and communications from teachers
- Monitoring completion of work & assist students with submission if needed
- Communicate to students that work assigned by teachers is not optional; the expectation is that assigned work will be completed
- Communicate with classroom teachers, special education teachers, related service providers, mental health workers, and administrators when you or your child is in need of assistance
- Distance Learning cannot totally replicate the classroom learning experience, but will keep students academically engaged by reinforcing earlier learning and introducing new content and skills.
- Joel Barlow High School teachers will be contacting their students via email or Google Classroom to introduce new learning, post assignments, and provide specific feedback to students.
- The majority of our high school students are comfortable receiving electronic assignments and instruction from their teachers. Our students regularly submit assignments via Turnitin.com or Google Docs. This skill set should help to make the shift to distance learning.
- Students will need to check their er9.org email daily to check for assignments and information.
- If your child is confused about an assignment, guide her/him to send an email to the teacher with a specific question or concern. Parents/guardians with questions or concerns should similarly reach out to the teacher first, then to the department chairperson for that course or the child's school counselor.
- Counselors will be available for students via email. Students should feel comfortable emailing their school counselor with questions or concerns.

School Attendance

Samuel Staples Elementary School & Redding Elementary School:

- Teachers will take attendance through Google classroom or by the instruction of the individual teacher. Families have the entire 24-hour day to log attendance.
- Parents should use the regular attendance line for calling in absences that prevent their student from checking in.

John Read Middle School & Helen Keller Middle School:

- Homeroom teachers will take and report attendance for the prior day.
- Parents should use the regular attendance line for calling in absences that prevent their student from checking in.

Joel Barlow High School:

- At the high school level, students are to complete a Google Form DAILY before 11:59pm to document their attendance.
- The JBHS Attendance Google Form is sent to students at 7:30 am each school day via ER9 email.
- Parents should continue to verify absences by either calling the regular attendance line or emailing their child's grade level assistant principal (Ms. Desmarais - grades 9 and 12; Mrs. McTague - grades 10 and 11). jdesmarais@er9.org jmctague@er9.org

Technology Tutorials and Resources

[Directions to login to ER9 Google Account from home](#)

[2020 Parents' Guide to Google Classroom \(slideshow\)](#)

Video Guide: Parent Directions for Google Classroom:

 [PARENT DIRECTIONS FOR GOOGLE CLASSROOM.mp4](#)

[Google Classroom Tutorial for Students and Parents \(Youtube video\)](#)

[Google Suite Training & Tutorials](#)

Technical Support

Easton Tech Help: Tom Steil tsteil@er9.org

Redding Tech Help: Damien Russell drussell@er9.org

Region 9 Joel Barlow High School:

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