

Remote Learning as Part of the Mountain View Hybrid Model

August 2020

REMOTE LEARNING is the educational opportunity for students to learn virtually outside the traditional classroom when a **hybrid model for education** is used. Together, the classroom learning and the remote learning provide each student a full educational experience.

REMOTE LEARNING will take place two or three days per week when the **hybrid model** is used. Students should have tasks/assignments for **REMOTE LEARNING** for each class/course that they would have if they were in classrooms on that day. Such tasks/assignments may be done using technology, but do not have to be done using technology.

REMOTE LEARNING provides students with the best possible learning experience during an emergency, pandemic, or other time when all students are not feasibly possible to be in the brick and mortar building at one time for safety concerns. Those students in which their specialized needs are not met through **REMOTE LEARNING**, will attend the brick and mortar school full time.

While a task/assignment is to be completed for each class/course for each day **REMOTE LEARNING** occurs, there is no specific amount of time that a student must be engaged in **REMOTE LEARNING**. Students should do all that they can do remotely in order to *maximize* the classroom experience.

For students to be successful in **REMOTE LEARNING**, they need to complete the work assigned either on Google Classroom or an online program such as i-Ready, IXL, or Study Island or return assigned work upon returning to school. If the student has specific questions while doing **REMOTE LEARNING**, he/she needs to email the questions to the teacher or be prepared to ask the teacher upon returning to school.

Our **GOALS for REMOTE LEARNING** are for students to

- Prepare for classroom instruction,
- Practice learning from classroom instruction,
- Enhance classroom instruction,
- Explore new concepts to further their classroom learning,
- Enrich their classroom learning
- Access their learning that takes place in both settings.

For **REMOTE LEARNING** to be successful, teachers need to

- Assign specific tasks/assignments for students to do remotely,
- Set a clear purpose for the tasks/assignments (see GOALS above),
- Provide clear, written expectations and directions for the work to be completed,
- Provide a venue for parents/students to ask questions,
- Provide feedback to students on work completed remotely,
- Hold the students accountable for the work assigned to be done remotely.

During **REMOTE LEARNING**, parents/guardians are encouraged to

- Oversee their child's learning,
- Provide a safe learning environment for their child(ren),
- Check their child's work is completed,
- Communicate with their child's teacher,
- Answer their child's questions about their assigned tasks/assignments, if possible,
- Talk to their child about their education--classroom and **REMOTE LEARNING**.

To assist parents/guardians, teachers will do their best to answer questions via emails in a timely fashion.

Additional resources needed for **REMOTE LEARNING** include, but are not limited to

- Technology for both the teacher and student to have full access to the Internet,
- Programs for teachers to record lessons that may be viewed and completed virtually,
- Time for teachers to prepare lessons to be done remotely,
- School supplies for students to use at home to complete tasks/assignments upon request.

Each Wednesday, teachers will have time to meet with those faculty who teach the same content and with Special Education teachers as well as Title I teachers. They may also use this time to communicate with parents/guardians of students who are not fully engaged. This time is also to be used for preparing recorded lessons for remote learning.

Role of School Counselors

The school counselors will address students' well-being through communication with students and families and provide a venue for students to voice their academic and/or social/emotional needs. For those students who are at risk, face to face counseling may occur while the student is in the building and a follow up phone call when the student is doing **REMOTE LEARNING**, if needed. Parents need to be notified of any counseling services provided.

Role of Special Education Teachers

Special education teachers must continue to meet the goals listed in a student's IEP during **REMOTE LEARNING**. Progress monitoring will be completed when the student is in the building. Modifications and adaptations must be made as listed in a student's IEP. The tracking teacher for an IEP student will be the contact person for the parents/guardians.

Role of Title I Teachers

Title I teachers will provide practice activities for the students to do remotely and communicate with the parents on how to work with their child. Progress monitoring needs to take place when the student is in the building.

Role of Paraprofessionals

Paraprofessionals will assist the students who are assigned to them when they are in the building. If the student is doing **REMOTE LEARNING**, the paraprofessionals will be assigned to help other students who are in the classroom.

Attendance

For attendance reasons, students need to log on to Google Classroom; utilize programs such as i-Ready, IXL, or Study Island; or return assigned work upon returning to school. Teachers will report attendance for all students in our system upon return to school.