



We're all in this
together.

Southwest R-V School

Remote Learning Plan

“There’s nothing better than being a Trojan.”





Mission and Vision of Southwest R-V Schools

Mission Statement: Provide a comprehensive educational and career experience for each student.

Vision Statement: Educate and prepare leaders of tomorrow, today.



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3 Principles of Remote Learning

This plan is founded on the following principles:

- 1.) supporting continuous instruction.
- 2.) providing access for all students.
- 3.) maintaining connection to the community.



Plan Overview

In response to the COVID-19 crisis, Southwest R-V Public Schools have developed this remote learning plan so our students can continue their education while our facilities are closed. This plan represents Southwest's commitment to making every effort to ensure that the learning of each and every Southwest student continues to be successful.



Plan Overview Continued

Throughout school closures, Southwest teachers will continue to provide students with instruction that is designed to build upon the learning trajectory already established in the classroom. They will do so using one of the three remote learning options identified in this plan:

1. Teacher-Led Full Digital Instruction
2. Teacher-Led Hybrid Instruction
3. Printed Materials

Options for Remote Learning



Option 1: Teacher-Led Digital Instruction (excludes Pre-K and Kindergarten)

- Teachers will continue the lessons that were being taught in the classroom virtually.
- Work can be accessed through Google Classroom (videos no longer than 10 minutes, summarized notes for students who are unable to access videos).
- Students communicate through Google Classroom, email, and/or phone.
- High school students will still have access to Edgenuity and/or college courses.

Resources needed: Popup wifi stations will be available.



Option 2: Teacher-Led Hybrid Instruction (excludes Pre-K)

- Teachers select and provide digital and printed materials, including printed packets, short videos, and other supplemental materials through Google Classroom.
- Students communicate through Google Classroom, email, and/or phone.

Resources needed: Printed packets will be delivered via bus route with food or can be picked up in school offices. Completed packets can be returned to the school through the bus route or placed in drop box outside elementary cafeteria.



Option 3: Printed Materials (Packets)

- A model of instruction that can occur at any time wherein students self-pace their learning each week using printed packets.
- Teachers select and provide printed materials.
- Students communicate through Google Classroom, email, drop-off notes, and/or phone.

Resources needed: Printed packets will be delivered via bus route with food or can be picked up in school offices. Completed packets can be returned to the school through the bus route or placed in drop box outside elementary cafeteria.

Best Practices

for Remote Learning



Primary Goal

Provide students with opportunities to continue their trajectory of learning (through options 1-3 listed above).



Establish Structure

Begin by orienting students and families to the new environment and creating structure with a focus on maintaining human interaction.



Continuous Improvement

Maintain a focus on continuous improvement.
Practices should evolve and improve as we
continue to learn.



Support

School leaders will continue to ensure all teachers have the resources, support, and flexibility needed to promote student learning to the best of their ability.

Teachers will be flexible regarding expectations and processes for student learning, with an understanding that online learning conditions will vary across students.



Special Education

The school will ensure that students with disabilities also have equal access to the same opportunities. Schools will implement the IEP of a student with a disability to the greatest extent possible. This means every attempt has been tried and documented to ensure equitable access for students with a disability.

Roles in Supporting Remote Learning



Teachers

Teachers will prepare for remote learning by:

- Determining which remote learning option is best for them in collaboration with their leader.
- Providing instructional resources and materials through remote means such as Google Classroom and Google Meet.
- Reviewing district-supplied remote learning materials.
- Setting virtual office hours to connect with students and support their learning remotely.
- Participating in group professional learning and attending virtual learning sessions intended to support remote learning.
- Ensuring they are monitoring district communication for up-to-date information regarding school closures and remote learning.



Students

Students will prepare for remote learning by:

- Engaging in remote learning activities being offered by their teachers, school, and/or the district.
- Ensuring that they know the usernames and passwords for instructional resources that are accessible via the district portal and/or website.
- Setting up a remote work space and calendar to manage their time.



Families

Families will prepare for learning by:

- Assuring that a device and internet access are available at home or get students to a pop-up wifi station once a day (school survey will identify need) or collect/drop off the weekly packet.
- Ensuring that they are monitoring district communication for up-to-date information regarding school closures and instructional continuation plans.
- Encouraging their students' participation in remote learning content.
- Understanding that parents set the mood in the house.
- Creating a daily to-do list for students to ensure they stay on track.
- Ensuring that they know their students' usernames and passwords for instructional resources that are accessible via the district portal and/or website.
- Setting up a work space for students that is free from distractions(ie remove phones).

Leaders



Leaders will prepare for remote learning by:

- Providing socio-emotional support and an overall positive remote school culture.
- Supporting teachers to provide instructional resources and materials through remote means such as Google Classroom and Google Meet.
- Reviewing district-supplied remote learning materials.
- Setting office hours to connect with parents to support remote learning for students.
- Participating in leader professional development.
- Ensuring that they are monitoring district communication for up-to-date information regarding school closures and remote learning plans to then ensure communication systems are created and implemented for families.
- Making a weekly connection with teachers.



Checklist for Parents and Families

- Complete the tech survey (devices could be distributed within the first couple of weeks of school).
- Work with your school on expectations for:
 - Device
 - Remote learning plan and available resources
 - Communication with your child's teacher
- Access parent portal:
 - If needed, create an account.

Mental and Physical Health



Mental Health of Parents and Caregivers

It can be burdensome trying to juggle the many aspects of life when your schedule abruptly changes. If you are feeling overwhelmed or distressed, we encourage you to contact school officials or utilize available resources.



Mental and Physical Health of Students

We consider mental health as important as academic success, so we would like to share our protocol for assuring each student is physically and mentally safe. The protocol differs between grade levels, see the following slide for specialized plan of action.



Mental/Physical Health Protocol

Elementary:

1. After 3 days of no contact with you or your child, the principal will be notified and will reach out to you.
2. The principal, counselor, and teacher will exhaust all means of contacting you.
3. If no contact is established within 10 days, schools are mandated to report to the state.

Middle School and High School:

1. After 3 days of no contact with you or your child, the teacher will contact the other teachers on your child's schedule to see if any contact has been made. If no contact has been made, the principal and counselor will exhaust all means of contacting you or your child.
2. If no contact is established within 10 days, schools are mandated to report to the state.



Mental and Physical Health Resources

- Contact School Counselors:
 - Angela Long
(Elementary): 417-826-5411
 - Lauren Lumpkins (Middle School): 417-826-5050
 - Samantha Coupland
(High School): 417-826-5413
- Contact Local Religious Leaders
- Clark Community Mental Health Center - Cassville: 417-671-8075
- National Suicide Hotline: 1-800-273-8255
- Crisis Text Hotline: Text “HELLO” to 741741
- Disaster Distress Helpline: Call 1-800-985-5990 or text “TalkWithUs” to 66746

Providing Access

for All Students



Student Internet Safety

At Southwest R-V Public Schools, we take internet safety for our students and staff very seriously, and we have implemented the use of Google Classroom and Google Meet to ensure that our families can digitally meet with teachers. Each Chromebook is equipped with iBoss to help monitor and protect students; however, it is the parent's and student's responsibility to ensure that Chromebooks are used appropriately.



Internet Access

If internet is not an option in your home, we would like to provide our students and their parents/guardians with access at different points within the district.

1. Extension in all District Parking Lots
2. Seligman First Baptist Church Parking Lot (limited time frame)



Remote Learning Home Support Survey

https://docs.google.com/forms/d/e/1FAIpQLSdOYh-aocRnXPOOnKtHhlCj98fqtA56zoE9jdvwaxoiswpKbA/viewform?usp=pp_url

Sample Schedule Breakdown



Budgeting Time

These time frames are just a general idea of how much time it may take to complete assignments. These may differ depending on your child's understanding of a topic. Please see that your child seeks the help needed to understand and encourage them to persevere through the duration of the assignment.

Pre-K&K

1 hour

1-2

High School

90 minutes

3 hours

3-5

90-120 mins

6-8

2-3 hours



Pre-K and Kindergarten

- Art - 5-8 mins
- Reading - 5-8 mins
- Writing- 5 to 8 mins
- Math - 5 to 8 mins
- PE - 5-8 mins
- Science - 5-8 mins
- Music - 5-8 mins
- Social Studies - 5-8 mins

Total: 40-64 approximately minutes



1st and 2nd grade

- Art - 5-8 mins
- Reading - 10-15 mins
- Writing - 10 to 20 mins
- Math - 10 to 20 mins
- PE - 5-8 mins
- Science - 5-8 mins
- Music - 5-8 mins
- Social Studies - 5-8 mins

Total: approximately 55 to 95 minutes daily



3rd and 4th grade

- Art - 10-15 mins
- Reading - 10-15 mins
- Writing- 10-15 mins
- Math - 10-15 mins
- PE - 10-15 mins
- Science - 10-15 mins
- Social Studies - 10-15 mins

Total: approximately 70-105 minutes daily



5th and 6th grade

- Art - 10-15 mins
- Reading- 10-15 mins
- Writing - 15-20 mins
- Math - 15-20 mins
- PE - 10-15 mins
- Science - 10-15 mins
- Social Studies - 10-15 mins

Total: approximately 80-115 minutes daily



7th and 8th grade

- Electives - 15-25 mins
- ELA - 25-30 mins
- Math - 25-30 mins
- PE - 20 mins
- Science - 20 mins
- Social Studies - 20 mins

Total: approximately 125-145 minutes daily



9th through 12th grades

- Dual Credit (all college policies apply)
- Core Classes
- English - 40 mins
- Science - 40 mins
- Math - 40 mins
- Social Studies - 40 mins
- Elective 1 - 20 mins
- Elective 2 - 20 mins
- Elective 3 - 20 mins

Total: approximately 3 hours daily

Sample Google Classroom for Students

The screenshot displays the Google Classroom interface with six course streams listed:

- Calculus** (Katherine Kim): Due Monday 11:59 PM - Applications of Diff...
- Art History** (Robert Duffy): Due today: Spring showcase check-in; Due tomorrow: Exit ticket
- Biology 2** (Rolanda Johnson): Due Friday: Anatomy of a cell
- Computer Science** (Miguel Lopez): Due Friday: Algorithm knowledge check; Due Tuesday 3:30 PM - Intro to Algorithms Homework
- AP Spanish 1** (Molly Sager): Due Monday: Week 9 vocab quiz, Week 9 vocab worksheet
- Geology** (Rolanda Johnson): Due Friday 9:59 PM - Geologic theories homework; Due Monday: Geologic theories take home quiz

Frequently Asked Questions (FAQ)



When are assignments due?

- Virtual Assignments will be due depending on the teacher's discretion.
- Completed packets will be due on the Monday following the week that the assignments were assigned.



How is my child going to be graded?

In order to meet state graduation requirements, students must participate, complete work, and take assessments, both formative and summative.



When and where can I pick up my child's paper packet?

- Packets can be delivered on buses with food.
- You can pick up packets during school hours at your building.
- You can drop off completed packets at the school outside of the elementary cafeteria doors.



What if I am sick or have a family emergency?

All work must be completed, but extensions will be made for extenuating circumstances.

If your child is sick or you have a family emergency, the parent or guardian needs to email teachers or call the school and let them know that their child will not be able to complete their daily assignment(s) until they are better.

As soon as they are able to resume, they need to complete their missing work and communicate with their teacher.



Who is responsible for the care and maintenance of the Chromebook?

If you break a Chromebook, you are responsible for the cost; however, you will need to bring the device to the school to be sent off for maintenance. Please do not attempt to fix it yourself. Once your Chromebook has been returned for maintenance, you will receive another so your child can continue his/her education.

**Normal wear and device malfunction is understandable.
Student negligence or purposeful damage is unacceptable with the devices.*



How do I access and use Google Classroom?

Video: https://www.youtube.com/watch?v=-yo7_LLjar0&disable_polymer=true

Help:

<https://www.educatorstechnology.com/2019/02/google-classroom-basics-for-teachers.html>



How do I access and use Google Meet?

Article: <https://www.techrepublic.com/article/7-ways-to-access-google-meet/>

Video Explaining:

<https://www.youtube.com/watch?v=xjq8SDHnKbY>



Sample Extra Activities (Pre-K)

Also check out 1-2 and 3-4 for more activities

- Compare objects around the house. Do you have more apples or oranges? Do you have fewer cans or bottles? Continue with other objects around the house.
- Pick a number 0 - 100 and write it down. Then write the number that comes before and after the number you have chosen.
- Read your favorite book. Draw or write about why it is your favorite book.
- Build your name out of sticks.
- Have a picnic day- Have lunch or a snack picnic with your guardian. Inside or outside! Just make it nice for your guardian.
- Have an adult or older sibling place papers with different letters on them all around the house. Go on a hunt to find them. Talk about where you found them using positional words. (eg. on, under, between, behind, on top of, etc.)



Sample Extra Activities (Grades 1-2)

Also check out PreK-K and 3-4 for more activities

- Plant some seeds. Watch them grow. Keep a journal about your plant(s). Write and draw about the plant(s) each day it grows. Make sure you take care of your plant(s), just like your guardian takes care of you.
- Call someone and tell them about your favorite book.
- Say 3 nursery rhymes.
- Create/Build: make something that represents a nursery rhyme you know.
- Make some flowers.
- Find a community service project.
- Plan a family game night.



Sample Extra Activities (Grades 3-4)

Also check out PreK-K and 1-2 for more activities

- Create a 3 dimensional frog.
- Create a structure that represents YOU and your personality.
- Be a cheerleader. Using as many words as you can, create a cheer and perform it for your family.
- Sink or float activity. Use a container of water to see if objects will sink or float. Make a prediction before placing objects in the water.
- Create a new game for you and a family member to play. Play the game.
- Different ways to make 10. How to play: Throw out 10 coins and count the number of heads vs. tails. Write the different ways to make 10. Examples: 2 tails + 8 heads = 10, 7 heads + 3 tails = 10, 1 head + 9 tails = 10
- Using 10 coins, toss the coins in the air, which has more/less heads or tails
- Find 3D Shapes in your house (cube, cylinder, cone, sphere, and pyramid). Examples: canned goods, party hats, balls, and boxes.
- Find a community service project.
- Plan a family game night.



Sample Extra Activities (Grades 5-8)

Article: <https://nyulangone.org/news/schools-out-parents-guide-meeting-challenge-ing-covid-19-pandemicdur>

- Extended Silent Reading - 20 to 60 minutes daily
- Exercise - 60 minutes daily
- Create a comprehensive vacation plan to a national park (or wherever) with time frame, costs, mode of transportation, and day-by-day itinerary.
- Create a shopping list and cost for a special family dinner.
- Create a family crest with motto, flag, and symbols that represent your loved ones.
- Create a playlist of the 20 best songs of the last calendar year.
- Find a community service project.
- Plan a family game night.



Sample Extra Activities (Grades 9-12)

Article: <https://nyulangone.org/news/schools-out-parents-guide-meeting-challenge-during-covid-19-pandemic>

- Extended Silent Reading - 20 to 60 minutes daily
- Exercise - 60 minutes daily
- Create a comprehensive vacation plan to a national park (or wherever) with time frame, costs, mode of transportation, and day-by-day itinerary.
- Create a shopping list and cost for a special family dinner.
- Create a family crest with motto, flag, and symbols that represent your loved ones.
- Create a playlist of the 20 best songs of the last calendar year.
- Find a community service project.
- Plan a family game night.