

Remote Learning

Explain how the Responsible Party will accomplish remote learning, especially considering closing inequity gaps. This must include details outlining the numbers of students, mode of remote learning, asynchronous and synchronous learning opportunities, internet and device access among students, and alternatives available for students who have neither a device nor consistent access.

Students will not attend school in the physical building. Instruction will be conducted digitally through online methods. We will use aligned resources to support student learning. Potentially both physical paper resources and on-line resources will be provided.

The District is collaborating with the teachers association to allow for the potential for both synchronous and asynchronous learning for those students in a remote learning setting. Platforms for online learning will be limited. Google Suite will be utilized for all grades, with PreK-1 teachers primarily using Seesaw and print materials to engage learners. Further instruction and training for both students and parents will be made available.

We will acknowledge that the typical content in a given grade level or course may need to be adjusted. Content will be prioritized based on learning standards, key understandings, and skills necessary for students' success in future study to optimize our time with students.

Information regarding attendance and engagement is further explained in the Attendance section of this plan, but active engagement in learning will be expected for a student to get credit for a course. Additionally, families opting for full-time remote learning while in-person learning is available will be expected to complete a daily engagement survey, in which they self-report on their readiness to learn and potential support needs.

Protocols for delivering lessons, instructional materials, assessing student work, and grading/providing feedback will be explained in detail by grade/level and subject if and when we enact a full Remote Learning Model.

Equity for accessing instructional materials will be achieved by offering hard copy packets for students who do not have reliable internet service and Chromebooks along with Kajeets for other students to access internet services. Equity of instruction for remote learners will be achieved through asynchronous or synchronous instruction. Remote learners can access lessons through hard copy and/or a digital platform, specifically Google Classroom or Seesaw.

Teachers will ensure that students are directly engaged with lessons on a daily basis. Teachers will also provide routine and regular interaction with students in order to provide quality and timely feedback on the student's progress in reaching all learning standards.

Currently, students opting for remote learning comprise approximately 10% of the District's total enrollment. The District has provided a survey to the families of these students requesting input in such areas as internet access and comfort level with digital learning tools as well as technology literacy skills. Given our recently implemented 1:1 initiative, we are focused on developing engaging, rigorous, technology-rich instruction, referred to as **"Blended Learning."** Blended learning offers technology-rich instruction in the in-person, 1:1 classroom. Effective blended learning minimizes the distinction between in person and remote learning. We must "teach each day as if it is our last- before resuming remote instruction." We will combine blended learning with a **Team Based Learning** approach. In this model, multidisciplinary grade-level teams of teachers will collaborate to better coordinate major assignments, themes and essential questions, and create a monthly calendar for each grade level to guide students through each day of learning. Students should receive a weekly update of the learning plan for that week generated by all of the teachers from the grade level team. This should include regular PE activities as well as scheduled, real-time instrumental lessons. In the event of full remote learning, the multidisciplinary teams shall hold weekly virtual planning sessions.

Teachers will utilize their daily professional time to attend to the direct support needs of remote learners via Google Meet. Remote learning will encompass both synchronous and asynchronous learning, and will be focused on providing remote learners with access to the same learning standards and objectives being taught to in-person learners.

Additionally, the District has done extensive work to ensure student access to digital learning tools. This includes wireless hotspots, both in homes and at satellite locations. All students have been issued a Chromebook device and have a District-based Google Suite account. All District-issued devices are monitored via safety applications. For primary grades and special needs students, hardcopy materials will be furnished by request. Additionally, science teachers will work to virtualize laboratory work or provide specialized materials for home use. Moreover, District information technology support personnel will offer their services remotely to families engaged in full-time remote learning.

Potential Remote Learning Examples By Grade Level

Primary Grades:

Direct Instruction ELA Lesson each day 30 minutes; Math lesson each day 30 minutes. Independent learning activities 90 additional minutes which could include, but not limited to: writing, physical activities recommendations; crafts, cooking, nature/exploring activities.

- Teacher Contact Daily in full remote; 1x week in Hybrid or Parent selected remote
- Lyndonville CSD has onsite half day and full-day 4 and 3 year-old pre-kindergarten classes. Due to our rural location, we do not contract with any Community Based Organization (CBO) to provide prekindergarten programs. We plan to continue

in-person instruction. Remote or Hybrid Models would find instruction highly adapted and developmentally appropriate for these young learners.

Intermediate Grades 3-6:

- Direct Instruction ELA Lesson each day 30 minutes, with expectation of independent work of an additional 30 minutes daily.
- Math lesson each day for 30 minutes. with expectation of independent practice of an additional 30 minutes daily.
- 10 minutes of math fluencies (x-tables, addition/subtraction flash cards)
- Independent learning activities 90 additional minutes which could include, but not limited to: writing, physical activities recommendations; crafts, cooking, nature/exploring activities
- Teacher Contact Daily in full remote; 1x week in Hybrid or Parent selected remote.

Secondary 7-12:

Team Based Learning- Multidisciplinary grade-level teams of teachers will collaborate to better coordinate major assignments, themes and essential questions, and create a monthly calendar for each grade level to guide students through each day of learning. Students should receive a weekly update of the learning plan for that week generated by all of the teachers from the grade level team. This should include regular PE activities as well as scheduled, real-time instrumental lessons. In the event of full remote learning, the multidisciplinary teams shall hold weekly virtual planning sessions. Should we return to regular sessions, the teams will continue to meet on a monthly basis.

A sample 7th grade plan would resemble the following:

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	

<p>ELA- synchronous or asynchronous lesson Math- synchronous or asynchronous lesson</p>	<p>Science- synchronous or asynchronous Health, Home, and Career Project- 30 min Independent Practice in ELA and Math</p>	<p>ELA- synchronous or asynchronous lesson Math- synchronous or asynchronous lesson Gateway to Technology Project</p>	<p>Social Studies- synchronous or asynchronous lesson Independent practice in ELA and Math Gateway to Technology Project</p>	<p>ELA- synchronous or asynchronous lesson Math- synchronous or asynchronous lesson Health, Home, and Career Project- 30 min</p>
<p>PE- 30 minute independent fitness activity</p>	<p>Independent Reading- 30 min</p>	<p>Instrumental Lesson</p>	<p>Independent Reading- 30 min</p>	<p>PE- 30 minute independent fitness activity</p>
<p>Independent Reading- 30 min</p>		<p>PE- 30 minute independent fitness activity</p>		<p>Independent Reading- 30 min</p>
		<p>Independent Reading- 30 min</p>		
