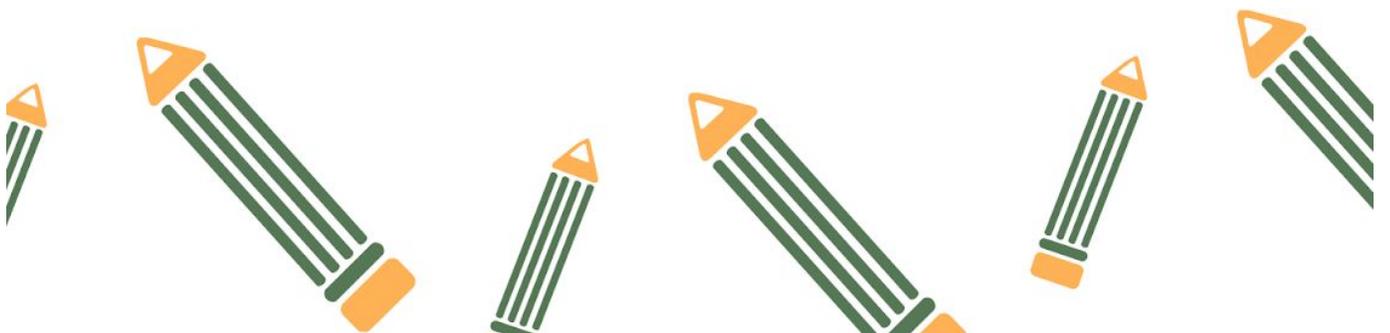


DISTANCE LEARNING

PARENT GUIDE





Introduction

Philosophy Statement

BESD's philosophy for a successful distance learning implementation focuses on student connection and a smooth transition so that every student can achieve learning success and maintain social and emotional well-being. We strive to extend grace to colleagues, families, and students as we transition to and implement a distance learning model.

Distance Learning Plan - Phases and Dates

BESD established a four-phase trajectory for distance learning. The four phases have included providing resource links, optional activities via email, optional activities via Google Classroom, and instruction of new content via Google Classroom. [Click here](#) to view the four phases and their descriptors.

Topics Covered in This Guide

- [Attendance](#)
- [Collaborative Planning & Learning](#)
- [Communication with Families](#)
- [Curriculum Resources](#)
- [Distance Learning](#)
- [EL Education](#)
- [FERPA](#)
- [Family Resources](#)
- [Feedback](#)
- [Gifted Education](#)
- [Google Classroom](#)
- [Grades for 4th Quarter](#)
- [Grading Daily Assignments](#)
- [Instructional Minutes](#)
- [Office Hours](#)
- [Online Meetings - Helpful Hints](#)
- [Pacing Guides - Revised for Q4](#)
- [Paper-based Alternatives](#)
- [Planning Template](#)
- [Responsibilities \(all stakeholders\)](#)
- [Social-Emotional Learning](#)
- [Special Areas](#)
- [Special Education](#)

Commonly Asked Questions

My child's teacher removed the word "optional" from the assignments he/she was posting. What does this mean?

It simply means your teacher is asking that families continue to do the best they can to engage with learning opportunities provided by the teacher. To give a sense of "normalcy" during this abnormal time, teachers are doing their best to encourage students to complete assignments and engage with the learning they have worked so hard to plan. To this point, some families have even requested stronger language regarding expectations, as they feel it is beneficial for their children's sense of motivation to participate. Every moment the child spends engaging in the learning will be a benefit and teachers will be providing feedback on submitted work. However, as outlined under the grading policy below, students will be graded only as having "passed" fourth quarter. Students who do not participate in the learning may receive an "incomplete," however this will not harm them nor will it impact their advancement to the next grade level. Every situation is different and every family is experiencing their own challenges. We encourage you to reach out to your teacher and/or principal if there are further questions.

Is new content being taught? How is the district going to address the difference between this learning environment and the advantages that come from in-person instruction?

We do not consider anything truly "taught" until it occurs in person, with a teacher who is able to personally meet a child's needs. In short, students may be exposed to new content in the coming weeks, however, students will have the opportunity to deeply learn that content when back under the watchful eye of a teacher ***in the classroom***. We are making extensive plans to **RETEACH** any new content that might be shared with students.

I am having login issues! What do I do?

Simply email your teacher and he/she will facilitate getting the problem taken care of.

Sitting at a computer all day is a big ask for a child! Are students expected to be online for the whole school day?

No! Below, you will find developmentally appropriate guidelines for online learning. Our teachers have used these guidelines to structure their planning.

Where can I find additional resources to support my family during this unusual time?

We have compiled an extensive list of resources on our support website: besd33.org/covid-19. You can also access the BESD Social Emotional Guide for stakeholders by clicking [here](#).

Remember, there is more parent support for online learning on our website. [Click here](#) to access the Parent Resources and scroll down to “Learning At Home”

The A-B-Cs of Distance Learning

Attendance

Attendance is measured as overall engagement, not in a way students or parents are used to. Students do not need to be in a certain place at a certain time, but are asked to participate in learning in the best way that they can. Teachers will document and/or save all interactions with parents/students and will reach out to parents if there are concerns about student or family participation and engagement. We are deeply interested in the well-being of our families, and we will be monitoring engagement as a way to make sure our students are safe and cared for. Please know that if we have well-being concerns, we will take any step appropriate and necessary to check-in on families.

Content, Collaborative Planning & Learning

Although grade levels will be offering a good deal of content related to reinforcing skills and learning that was previously taught, students will be exposed to new content, as well. However, recognizing that this experience is going to vary for students, BESD will not consider the content “covered,” or “taught.” When students return to school, any new learning will be retaught and integrated into the next grade level. Grade levels and teams are planning together and providing consistent learning opportunities at each school and grade level.

Communication

During this time, it’s easy for students to feel unsettled and disconnected from their teachers, friends, and routines. We understand that families may be receiving emails from multiple teachers. Therefore, we will attempt to limit the number of emails sent to each family so as to not overwhelm a household. If you have any concerns about communication volume, please reach out to your teacher.

Communication Guidelines		
Weekly Lessons: Teachers push out the weekly lesson template via GC by	Student Outreach: Teachers will send one personal communication	Response Time: Teachers will always respond to phone calls and emails within 24 hours.

end-of-day on Friday for the next week. This includes a personal message from each teacher to their specific students.	to each homeroom student each week. This may be either an email or a phone call.	
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Asynchronous Instruction

All online instruction should be **asynchronous**, meaning that students should be able to view lessons and complete assignments at their own pace and on their own timelines. When creating asynchronous learning experiences, be sure to include opportunities for students to show their learning in ways that promote teacher-to-student feedback.

English Learner Education

Resources are available as students need to be supported with English language acquisition.

- [Imagine Learning](#) is available for English learners k-5, session times can be adjusted by teachers to meet at-home needs.
- [Rosetta Stone](#) is available for 6-8 students who were using it previously.
- Language Line is available for translations services to assist in parent-school conversations.

If you need help with EL programs or supporting English learners contact your teacher.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) protects the confidentiality of student educational records. Teachers will be mindful that students' information should be guarded closely at all times, but especially in the virtual world.

Family Resources

Resources Available for Families		
<p>Family Resource Guide: This brief list of family resources, by grade cluster, provides parents with a few online opportunities to support student learning. Click here to view.</p>	<p>Family Support Videos for login: Click here to view the videos created to support parents with logging into Google, Google Classroom, and various district-adopted resources.</p>	<p>Parents' Guide to Google Classroom: Please share this slide show with the families of your students. Click here to view.</p>

Feedback

Because daily and weekly grades will not be assigned for work completed via distance learning, an emphasis will be placed on providing feedback to students. Teachers will provide feedback that is specific, timely, and aligned to the AZ standards.

Gifted Education

Supporting the academic needs of gifted children can be particularly challenging in an online environment, but teachers are mindful of the need to continue to support those learners. BESD gifted experts are providing support to every grade level to assist with this effort. Please do not hesitate to provide feedback to your child's teacher to help refine how we are supporting our gifted learners.

Google Classroom

Grade-Level Google Classroom

During the Distance Learning phase, all teachers will use [Google Classroom](#) to push out assignments to students. Every grade level or team has created a Google Classroom to ensure consistency across classrooms at each school.

3 Reasons for Using <i>Grade-Level</i> Google Classrooms		
A single grade-level GC makes navigation simpler for families, especially those with multiple children juggling multiple learning opportunities.	A single grade-level GC streamlines collaboration for all who will be collaborating: classroom teachers, special education teachers, special area teachers, counselors, gifted education teachers, principals, APs, and coaches.	A single grade-level GC allows for continuity of instruction in all content areas should any teacher need to be absent for an extended period of time.

Lesson Plans for the Week

Each Friday, the lesson plan for the next week will be posted in Google Classroom so families can anticipate the upcoming assignments. Activities and assignments are allotted by week and students/families may choose to pace themselves in a way that aligns with the instruction time guidelines included in this document.

Grades for 4th Quarter

Letter grades will not be assigned for 4th quarter

Rather than letter grades, students will receive either a “Pass” or “Incomplete” score. Further guidance on the earning of passing grade will be provided by teachers.

Grading of Daily and Weekly Assignments

For daily and weekly assignments, teachers will provide specific feedback, but not grades during the fourth quarter. Student learning will be shaped via direct feedback from classroom teachers.

Instructional Minutes

It's important to acknowledge that learning at home is not the same as learning at school! The time spent learning at home is one of those differences. Each time range is inclusive of all tasks, including learning time, practice, application, etc. for all content areas. It is important to know that these numbers are approximate!

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/ day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

From Remote Learning Recommendations, Illinois Department of Education

Office Hours

Teachers will share their availability hours and formats for engagement with their families. Teachers will constantly strive to personally meet the needs of students and families, and every effort will be made to continue that practice in the online environment.

Online Meetings - Helpful Hints

Students may find themselves meeting with teachers in online meetings and the tips outlined below will help them to be successful in this environment..

The graphic features a title 'Helpful Hints for Online Meetings' in a handwritten font at the top. Below the title is a list of five tips for online meetings. The tips are: 1. Mute your microphone unless you are speaking--it is surprising how much background noise can be picked up. 2. Use the chat box, it is a great way to ask questions without interrupting the flow of the meeting. 3. Look at yourself and your setting before entering a video chat/meeting--if there is something you would prefer not to share, turn off or cover the camera. 4. Stay seated and stay present--comfortable seating is fine, but this is a professional meeting. 5. Login a few minutes before start time to ensure that video and sound are working so that you can arrive on-time to your meeting. At the bottom left is the Buckeye Elementary School District logo, which includes a sun and mountain icon and the text 'BUCKEYE ELEMENTARY SCHOOL DISTRICT #33 A community passionate about student success'. The graphic also features decorative green dots and a large orange circle on the right side.

Helpful Hints for Online Meetings

- MUTE YOUR MICROPHONE UNLESS YOU ARE SPEAKING--IT IS SURPRISING HOW MUCH BACKGROUND NOISE CAN BE PICKED UP
 - USE THE CHAT BOX, IT IS A GREAT WAY TO ASK QUESTIONS WITHOUT INTERRUPTING THE FLOW OF THE MEETING
- LOOK AT YOURSELF AND YOUR SETTING BEFORE ENTERING A VIDEO CHAT/MEETING--IF THERE IS SOMETHING YOU WOULD PREFER NOT TO SHARE, TURN OFF OR COVER THE CAMERA
 - STAY SEATED AND STAY PRESENT--COMFORTABLE SEATING IS FINE, BUT THIS IS A PROFESSIONAL MEETING
- LOGIN A FEW MINUTES BEFORE START TIME TO ENSURE THAT VIDEO AND SOUND ARE WORKING SO THAT YOU CAN ARRIVE ON-TIME TO YOUR MEETING.

 **BUCKEYE**
ELEMENTARY SCHOOL DISTRICT #33
A community passionate about student success

Paper-based Alternative - Packets for Content Review

In the event that students are unable to participate in technology-based distance learning, BESD will provide paper packets. These packets will be created at the district level. Distributed on April 13 and May 4, the packets will include three weeks of standards-aligned activities for students to complete at home. We will not be asking that packets be returned. Rather, families will be asked to notify the classroom teacher when a packet has been completed.

Note that these packets will not be designed to align with the technology-based distance learning curriculum. The paper-based option will simply provide an alternative for families who

are not able to participate in technology-based distance learning. **To request a paper packet to be created for your child(ren), please complete the [form linked here](#).**

Responsibilities

Example Responsibilities This is not an inclusive list of recommended responsibilities. Responsibilities should be appropriate for the context.	
District Responsibilities	<ul style="list-style-type: none"> • Develop thoughtful, accessible remote learning plans using stakeholder input, when possible. • Support schools in planning and implementing remote learning plans. • Help schools identify needed resources in the community (academic, health, social, emotional).
School Responsibilities	<ul style="list-style-type: none"> • Implement remote learning plans • Communicate regularly with all stakeholders. • Support teachers in planning and implementing remote learning plans. • Help families find needed resources in the community (academic, health, social).
Teacher Responsibilities	<ul style="list-style-type: none"> • Make remote learning activities available in a timely manner. • Be available at scheduled times to answer student/caregiver questions. • Provide timely feedback on student work. • Communicate regularly with students. • Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of closure. • Provide regular feedback to students on progress related to learning activities.
Student Responsibilities	<ul style="list-style-type: none"> • Review assigned work. • Complete your assigned work by the due date. • Ask clarifying questions when you need help or don't understand • Be respectful to yourself, teachers and peers.
Parent/Caregiver/ Family Responsibilities	<ul style="list-style-type: none"> • Review work assigned to the student. • Reserve a space for students to complete remote learning work. • Encourage students to get enough sleep. • Set sensible time limits for technology use. • Talk to students about their work every day. • Help students establish and follow regular daily routines.

From Remote Learning Recommendations, Illinois Department of Education

Social-Emotional Learning

The BESD counselors will insert an SEL focus activity into each grade-level Google Classroom each week to help us attend to the whole child.

Special Areas and Band

Special Areas teachers will add activities from each of their areas so we are sure to attend to the whole child. Band teachers will be in communication with their students as appropriate to continue the learning process with their instruments.

Special Education

Special education students require specific learning opportunities in order to be in compliance with their Individualized Education Programs (IEPs). Special education teachers will be working collaboratively with general education staff to ensure that students with disabilities have the support that they need to be successful. IEP meetings will still continue to take place but now in a virtual setting. General education staff must attend those meetings, as they normally would. Below is the link to the special education learning support plan for special education staff members. [Click here to view the Special Education Learning Support Plan.](#)

Remember, there is more parent support for online learning on our website. [Click here to access the Parent Resources and scroll down to "Learning At Home"](#)