

Blackhawk Remote Learning Days Parent/Student Guidance



In Response To COVID-19 Emergency

3/31/2020

Introduction

This document provides information and clarification regarding the implementation of remote learning in response to the COVID19 emergency, which is different from statutory e-learning plans. The district administration in collaboration with the Sandoval Education Association and Sandoval Educational Support Personnel Association fully recognizes this guidance document may need further refinement as the district seeks to implement remote learning and respond to a fluid situation.

Goal of Blackhawk Remote Learning Days

Our goal during the COVID-19 emergency is to provide continuity of learning, as we strive for a quality experience for both students and staff. It is imperative that everyone assumes flexibility and grace for all. At this moment, we will all need to model resilience, critical and creative thinking, thoughtful responsiveness, and empathy to ensure that students continue to grow personally, academically, and linguistically.

Blackhawk Remote Learning Days Expectations

Teachers will provide appropriate and meaningful lessons **online or paper/pencil format**. Remote learning can be real-time or flexibility timed, and it may or may not involve technology.

As a guideline for student work on Remote Learning days:

- HS students will be provided roughly 30 minutes of work per class.
- JH students will be provided roughly 30 minutes of work per class.
- Elementary students will be provided roughly 15 minutes of work per class.

Selecting content for remote learning that is aligned to standards, relevant, and appropriate for each student.

The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on learning, **not on compliance**.

Simplicity is best during this time -- simplicity of the framework, of communication structures, of expectations.

Support the whole child -- their mental health, nutritional needs, and safety needs.

Practicing consistent communication with students, families, and staff to understand how the health emergency is impacting them.

Daily Instruction Guidelines

Lessons will be specific to the grade level:

- Lessons will try to integrate as seamlessly as possible into the regular instruction that has been occurring in class.
- Tasks should be meaningful and important to students.
- Utilize digital tools and platforms students are using as part of their regular instruction.
- All students must have access to information through at least one form of communication (mail, packets, phone, video, email).
- Students will be provided all hardware and software connected to their assignments.
- Those with paper and pencil work will be supplied with materials.
- Assignment(s) should be accompanied with an understanding of the goals and objectives.
- Teachers should identify the most important standards and learning targets that were taught, and create content to “shore up” that learning to help students improve mastery of all skills previously covered.
- Teachers should remain flexible with pacing and student assignments.
- Teachers should offer student choice.
- Focus on engaging and accessible learning materials and techniques. Prioritize minilessons and short mini-lectures to keep students engaged. Incorporate mixed media content, such as television clips, newspapers, maps, and political cartoons and interactive web-based, free software tools, etc., to keep students engaged and excited about learning.
- New material can be introduced to students. Teachers should chunk content into smaller pieces to match students' needs and be flexible with pacing. Remember that students cannot be required to master and cannot be penalized for failure to master new content
- Teachers will send out their lessons electronically by 9 am.
- Teachers, support staff, and administration are expected to be present/available electronically from 9:00am - 1:30pm on Remote Instruction days, but students can always reach out to their teachers and other staff members with questions outside of those designated times.

Grading Guidelines

- For fourth quarter grades teachers should enter the final average of quarters 1, 2, and 3. Thus the fourth quarter will have 3 grades. The gradebook will automatically compute a fourth quarter grade, second semester average, and a final grade. This method will give a final grade based upon a more controlled setting. If this method would negatively affect a student, it is expected that the teacher reaches out to the parent/guardian to discuss ways to improve the fourth quarter grade in an attempt for improvement.
- It is emphasized that students will pass their assignments during remote learning as this is a new and unprecedented set of circumstances. This is not a time for failing students or adversely impacting student learning progress. grading should be used for coaching.
- Grading should focus on the continuation of learning and prioritize the connectedness and care for students and staff.
- A focus on keeping children emotionally and physically safe, fed, and engaged in learning is our first priority during this unprecedented time.
- The recommendations on grading are based upon the principle of no educational harm to any child.
- The use of “F” is not in place during remote learning. Instead, a grade of incomplete or No Grade will be used.
- If a grade of “Incomplete” is issued a teacher must document all efforts attempted to communicate with the student, interventions tried and any accommodations/ modifications made in an effort to help the student complete their work that was assigned. Document every attempt made to engage the student; it is very possible the student is experiencing circumstances out of their control.
- Before a grade of “Incomplete” is issued the teacher must consult with their building administrator.
- All students are to be given the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned.
- Grading is feedback and communication in a snapshot of time to students and parents. The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance.
- During remote learning a grading system of A-I will be utilized, in assurance that sufficient supports are provided and significant evidence is gathered to validate a letter grade.
- Grades are not reduced due to lack of participation in remote learning, but that the remote learning period be provided as an opportunity for grade improvement.

- A student's current grade in the current system of the district is maintained or improved and does not decrease.
- Students can improve grades as they demonstrate proficiency/mastery/attainment of prior and future skills and work.

Assessment

- Remote student learning during this pandemic may be formatively assessed (where possible and practical).
- Feedback should be used to encourage and motivate learners to access content and engage in suggested activities such as discussions, discussion boards, reflections, short essays, etc
- Teachers should give personalized feedback on content materials (submitted or not submitted).
- Teachers should be able to provide a means (i.e., rubric) of how students will be assessed on the assignment(s) they are receiving.
- Feedback needs to be consistent, ongoing, incremental, formative, as a means of keeping students engaged.

Remote Learning Days for Students with IEP's

- Students with individualized education plans will follow lessons provided by classroom teachers and those modified by their caseworkers online or otherwise (hard copies, projects, reading, etc.)
- All lessons will be appropriate and follow the students' IEP guidelines as well as class schedules.
- Accommodations for students without access to the internet will be addressed on an individual basis previous to the school year or on an as-needed basis.

Sandoval Sr. High School

- Teachers will provide appropriate and meaningful lessons **online or paper/pencil format.**
- Teachers provide a technology-based platform for instruction.
- Teachers need to be available via school email, Google Chat, Google Classroom, Google Hangout, Google Meet, Google Groups, Google Docs, Google Sheets, Google Slides, Google Forms and any online curriculum platform from 9:00am - 1:30pm.
- Teachers will send out any electronic lessons by 9 am.

Sandoval Jr. High School

- Teachers will provide appropriate and meaningful lessons **online or paper/pencil format.**
- Teachers provide a technology-based platform for instruction.
- Teachers need to be available via school email, Google Chat, Google Classroom, Google Hangout, Google Meet, Google Groups, Google Docs, Google Sheets, Google Slides, Google Forms and any online curriculum platform from 9:00am - 1:30pm.
- Teachers will send out any electronic lessons by 9 am.

Sandoval Elementary School

- Teachers will provide appropriate and meaningful lessons **online or paper/pencil format.**
- Teachers provide a technology-based platform for instruction.
- Teachers need to be available via school email, Google Chat, Google Classroom, Google Hangout, Google Meet, Google Groups, Google Docs, Google Sheets, Google Slides, Google Forms and any online curriculum platform from 9:00am - 1:30pm.
- Teachers will send out any electronic lessons by 9 am.
- Lessons should be equivalent to the subject areas taught during class sessions.

Health and Wellness

- It is imperative that students and schools/teachers maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students' contexts (their mindset, feelings, responsibilities, etc.)
- In this time of rapidly changing public health and economic uncertainty, we must ensure that our method of remote learning accounts for:
 - Students who are home alone while adults are working
 - Students who are caretakers for siblings or ill family members
 - Students who work to help support their family
 - Students who speak a language other than English and have language needs
 - Students whose parents speak a language other than English and cannot assist with homework
 - Students who have special education needs (e.g., children with an IEP)
 - Students who are coping with the illness or loss of a family member
 - Students who are struggling with anxiety or depression
 - Staff who are working remotely and simultaneously planning and delivering remote instruction while also providing care for their families and, in many cases, their own children

- Student Illness: A student who becomes ill should either be excused from the assignments provided during that time or given ample time to make up the work. Students cannot be negatively impacted during the remote learning period, and districts should provide emotional support for grave illnesses.
- Family Illness for Teachers or Students: If the family member of a student or teacher becomes gravely ill, compassion and support for the student or teacher are the first priority of the district. The district will provide emotional/ social support services to the extent possible, and students cannot be negatively impacted.

Teacher Responsibilities vs Student/Parent Responsibilities

Teacher	Student/Parent
Provide resources for student learning and engagement	Add feedback/discuss topics/ issues
Set specific times/ methods for communicating with students and parents	Reach out with questions or concerns
Provide multiple pathways to assess student learning and create authentic assessments	Commit to and engage in this reimagined educational environment
Create a structure and routine	Complete assignments and assessments in a timely fashion
Be flexible and understanding with regards to social/emotional needs	Be flexible and understanding as Teachers navigate this new territory

Building Principals and staff will provide updated information to students and families as needed.