



# Indian River School District Remote Learning Plan

## #IRSDLearningTogether

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A Guide for Planning and Implementing Remote Learning

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The Indian River School District is committed to providing continued learning for all of our students and the intent of the Remote Learning Plan is to:

- Provide all students with an opportunity to practice and deepen understanding of previously taught, key grade-level standards in order to continue growing academically;
- Enable staff to engage and support students in learning; and,
- Utilize a variety of remote instructional delivery methods so all students can access learning.

In order to plan and facilitate remote learning, we understand the importance of time to inventory student and staff needs, and to collaborate with each other on learning that can reach all students. As you know, our district has conducted phone surveys to determine staff and families' levels of accessibility. Building principals have been given their school's results and have used the data to design a building-level plan of action in alignment with the schedule and plan detailed in this document.

As we are in unprecedented times, it is our teamwork that will get us through and your flexibility and openness to this plan are much appreciated. We ask that as you work through this plan from home (as no access to buildings is permitted), you keep a log of your communication with families/students as well as the learning opportunities you provide for students. We are not asking for any particular format, just something you can keep for documentation if it is ever needed.

All staff and administration play a role in the success of this plan. In this document you will see we have shared ideas for how everyone can stay involved, but please follow the guidance of your building principal to ensure you are helping to meet the needs of your school's students and families. We are currently working on a plan to get devices into the hands of those families who need them and will surely keep you informed along the way. In the meantime, as you read through the plan most appropriate to you, consider how you can deliver your services in a manner that allows for flexible participation by all students. For example, some parents are still working during this time and may only be home in the evenings to help support their child in learning. Therefore, we are asking that you plan learning activities that can be made available virtually as well as in hard copies. You will see in the schedule that we are asking for you to provide PDFs of all hard copy materials to your building administration in a manner they share with you every Thursday by noon for a Monday roll-out, beginning with your first submission on Thursday, April 16th. Building principals have designed plans to get these materials copied and into the school bins so families can pick up if needed.

Please keep in mind that professionalism is always important. Ensure you demonstrate remote learning etiquette by dressing professionally at times when you make any video or picture material you will be sending to families and students. Also, be mindful of your physical surroundings, body language and facial expressions when video conferencing or when making a video presentation for your students/families.

Beginning on the next page you will find a summary schedule of your remote work beginning on April 1, 2020, and guidance on successfully implementing this plan on the following pages. As always, please maintain communication with your building administration if you have questions or concerns with this plan or your ability to implement it. We will work together to make this work for everyone to the best of our ability. Please keep in mind that none of us have ever been in this type of situation and we know everyone will do their best to make this work for our students. We appreciate all that you do, and what you will continue to do, for all students.



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### IRSD Remote Learning Schedule April 1-May 15, 2020

Date(s)	Remote Task(s)
<b>April 1, 2020</b>	<ul style="list-style-type: none"> <li>→ 8am: Building staff meeting via Zoom</li> <li>→ Contact with families, according to your principal's plan shared in your Zoom staff meeting, for the purpose of:               <ul style="list-style-type: none"> <li>◆ Checking in</li> <li>◆ Communicating the plan for 3rd marking period grades</li> <li>◆ To see if the student has been able to work on any material that has already been provided</li> <li>◆ Determining level of remote accessibility</li> <li>◆ A script for communication is included in this document</li> </ul> </li> </ul>
<b>April 3-17, 2020</b>  *All staff will be off for spring break on Friday, April 10th and Monday, April 13th	<ul style="list-style-type: none"> <li>→ Work on 3rd marking period grades for <b>submission by 4pm on April 8, 2020</b> <ul style="list-style-type: none"> <li>◆ Send an email to your building administration once your grades have been submitted; administration will review prior to report cards being finalized</li> <li>◆ Guidance for marking period 3 grades is included in this document</li> <li>◆ Report Cards will be published in Home Access Center on April 16, 2020</li> </ul> </li> <li>→ Plan for remote learning which will begin for all students on April 20, 2020               <ul style="list-style-type: none"> <li>◆ You now have a Zoom license available to you (details provided in this document) that you can use to schedule and conduct planning PLCs with your peers and district coaches</li> <li>◆ Start communicating with parents about your team's/department's/grade level's plan, and your method for providing "office hours" daily for support</li> <li>◆ When planning lessons/activities, be considerate of the materials/resources required to complete the task as many students may not have access to lots of supplies/resources</li> <li>◆ Conduct Zoom PLCs at least once per week to work with your grade level/team/department, including your departments of special education, EL Learners, paraprofessionals etc... to design learning activities/lessons that are synchronous in expectations and content, and allow for the appropriate supports needed by students</li> <li>◆ Guidance is included in this document</li> </ul> </li> </ul>
<b>April 20-May 15, 2020</b>	<ul style="list-style-type: none"> <li>→ Implement Remote Learning Plan               <ul style="list-style-type: none"> <li>◆ See the specific plan in this document that is most appropriate to your position</li> <li>◆ Provide adequate time for students to complete the week's lesson/activities, but be available for daily "office hours" (see guidance in your appropriate instructional plan below) for those students and families needing your support</li> <li>◆ Provide feedback to students for academic growth; absolutely no grades should be given for student work during this time</li> <li>◆ Provide instruction/support in the method you feel most appropriate, whether that be through a district-approved platform such as Schoology, Clever or Class Dojo, or by posting videos that families and students can access at a time convenient for them</li> <li>◆ Further guidance is available in this document</li> </ul> </li> </ul>



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### School-Based Roles and Responsibilities to Support our IRSD Remote Learning Plan

As you know, we all play a crucial role in ensuring the success of this plan. Please see below for guidance on how you can help, but make sure you follow the direction of your administration/supervisor.

<b>School Leadership Team</b>	<ul style="list-style-type: none"> <li>→ Schedule and facilitate Zoom PLC Planning meetings for each grade-level, team or department</li> <li>→ Help staff understand their role in the successful implementation of our Remote Learning Plan</li> <li>→ Help facilitate and schedule your team's/department's/grade-level's communication to parents</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>→ Establish a system for daily "office hours" and communicate with families/students how they can reach you; whether via email or scheduling a designated phone conference time (more guidance in your appropriate instructional plan below)</li> <li>→ Communicate your plan to families prior to instruction beginning on April 20, 2020</li> <li>→ Develop and design online lessons and upload to the digital platforms for student access</li> <li>→ Submit learning packets to school administration each Thursday by 12pm</li> <li>→ Actively participate in PLC Zoom Meetings</li> <li>→ Communicate with parents and/or students regularly</li> <li>→ Monitor student progress and provide academic feedback without grading tasks</li> <li>→ Respond to parent/student communication within 24 hours of receipt</li> <li>→ Keep a log of your communication with families/students as well as the learning opportunities you provide for students</li> <li>→ Participate in IEP/504 Virtual Meetings as needed</li> </ul>
<b>Special Education Case Managers</b>	<ul style="list-style-type: none"> <li>→ Establish a system for daily "office hours" and communicate with families/students how they can reach you</li> <li>→ Communicate your plan to families, prior to instruction beginning on April 20, 2020, to communicate your role</li> <li>→ Actively collaborate in content PLCs to provide support in the development and delivery of learning that is appropriate for all students</li> <li>→ Communicate with parents and/or students regularly</li> <li>→ Monitor student progress toward IEP goals and communicate progress to families</li> <li>→ Respond to parent/student communication within 24 hours of receipt</li> <li>→ Keep a log of your communication with families/students as well as the learning opportunities you provide for students</li> <li>→ Facilitate virtual IEP meetings as needed</li> </ul>
<b>High School IB, AP, and Dual Enrollment Teachers</b>	<p>In addition to the guidelines provided for all teachers:</p> <ul style="list-style-type: none"> <li>→ Monitor closely the guidance being released by College Board, International Baccalaureate, and DelTech for any changes that may impact our implementation of these programs</li> <li>→ Communicate to applicable students their responsibilities for continued learning through these programs:</li> </ul>



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	<ul style="list-style-type: none"> <li>◆ <b>AP:</b> assess student ability and willingness to take the optional online spring assessments at home and work with your building administrator to support as needed</li> <li>◆ <b>IB:</b> continue communicating any additional information forthcoming from IB</li> <li>◆ <b>Dual Enrollment:</b> DelTech instructors will be reaching out with you to collaborate on a plan for beginning online instruction with students on April 20th; keep your administration abreast of this information</li> </ul>
<p><b>School Counselors</b></p>	<ul style="list-style-type: none"> <li>→ Assist administration in monitoring Marking Period 3 grades after submission on April 8, 2020, but before report cards are published on April 16, 2020</li> <li>→ Check in on students/families that you had been working closely with this year to see what support may be needed</li> <li>→ Create and publish developmentally appropriate videos regarding strategies students can use during this time regarding well-being and academic success</li> <li>→ Respond appropriately to counseling needs of students as communicated to you by administration or other staff</li> <li>→ Follow the recommendations/guidance released by ASCA to help meet student needs during this time</li> <li>→ Use Zoom to collaborate with administration on planning the master schedule for the 2020-2021 school year</li> <li>→ Respond to parent/student communication within 24 hours of receipt</li> <li>→ Keep a log of your communication with families/students as well as the learning opportunities you provide for students</li> <li>→ Participate in virtual IEP/504 meetings as needed</li> <li>→ Establish a system for daily “office hours” and communicate with families/students how they can reach you</li> </ul>
<p><b>Mental Health Counselors</b></p>	<ul style="list-style-type: none"> <li>→ Create and publish developmentally appropriate videos regarding strategies students can use during this time regarding well-being and academic success</li> <li>→ Respond to parent/student communication within 24 hours of receipt</li> <li>→ Contact all families/students on your caseload and establish a virtual or phone call schedule to provide weekly support</li> <li>→ Create an individualized system of providing family supplemental review materials or activities to complete at home if needed</li> <li>→ Create a DRAFT calendar of compensatory sessions needed when we return to school for your caseload</li> <li>→ Keep a log of your communication with families/students as well as the learning opportunities you provide for students</li> <li>→ Participate in virtual IEP/504 meetings as needed</li> <li>→ Establish a system for daily “office hours” and communicate with families/students how they can reach you</li> <li>→ Participate in DOSS meetings as scheduled</li> <li>→ Follow step emails from DOSS</li> </ul>
<p><b>EL Learner Teachers/ Coordinators</b></p>	<ul style="list-style-type: none"> <li>→ Actively participate in Zoom meetings with core teachers to make learning activities accessible to EL learners and inclusive of the speaking, listening, reading and writing domains; and here are some resources you may want to use:  <a href="#">Recommended EL Resources</a></li> </ul>



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	<ul style="list-style-type: none"> <li>→ Contact teachers of EL students to offer instructional support</li> <li>→ Design activities to support WIDA standards that you can share with other staff</li> <li>→ Respond to parent/student communication within 24 hours of receipt</li> <li>→ Keep a log of your communication with families/students as well as the learning opportunities you provide for students</li> <li>→ Monitor student progress</li> <li>→ Establish a system for daily “office hours” and communicate with families/students how they can reach you</li> </ul>
<p><b>Paraprofessionals</b></p>	<ul style="list-style-type: none"> <li>→ Work with school leadership teams and collaboratively with teachers to provide support to teachers and students</li> <li>→ Building administration will “assign” you to an appropriate team or student group to support.</li> <li>→ Collaborate with teachers during Zoom meetings to provide support if possible</li> <li>→ Keep a log of your communication with staff, families/students as well as the learning opportunities you have assisted in providing for students</li> <li>→ Complete virtual PD as assigned</li> </ul>
<p><b>Nurses</b></p>	<ul style="list-style-type: none"> <li>→ Phone calls to check in on medically fragile students and/or those students frequently seen in the nurse’s office</li> <li>→ Respond to parent/student communication within 24 hours of receipt</li> <li>→ Keep a log of your communication with families/students as well as the learning opportunities you provide for students</li> <li>→ Establish a system for daily “office hours” and communicate with families/students how they can reach you</li> <li>→ Participate in Professional Development</li> </ul>
<p><b>Special Education Coordinators</b></p>	<ul style="list-style-type: none"> <li>→ Create a master schedule for virtual IEPs that are priority to be held from April 20th-May 15th</li> <li>→ Create a master schedule for in-person IEPs that are priority when we return on May 18th</li> <li>→ Create a word document for 3MP updates to be completed if not completed prior to rollover in IEP plus</li> <li>→ Create a system for your case managers to document the support that they are providing for each student so that we have documentation for audit file</li> <li>→ Follow DOSS PD schedule for Powerschool training and support all case managers once a PD schedule is rolled out to them</li> <li>→ Learn the Powerschool system as soon as open so that you can become the building expert</li> <li>→ Create a system with your related service that documents amount of sessions needed for compensatory services needed when we return on May 18th</li> <li>→ Establish a system for daily “office hours” and communicate with families/students how they can reach you</li> <li>→ Respond to parent/student communication within 24 hours of receipt</li> <li>→ Keep a log of your communication with families/students as well as the learning opportunities you provide for students</li> <li>→ Host a regularly scheduled virtual special education department meeting to keep case managers informed of most current information coming from DOSS</li> </ul>



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	<ul style="list-style-type: none"> <li>→ Set up virtual zoom meetings so everyone has information in advance</li> <li>→ Send home drafts and all paperwork associated with IEP meetings at least 10 “school” days in advance.</li> <li>→ Participate in all DOSS virtual meetings as scheduled</li> <li>→ Follow step email directions from DOSS</li> </ul>
<p><b>Related Service Providers</b></p>	<ul style="list-style-type: none"> <li>→ Make contact with all families on our caseload to “check in” with them</li> <li>→ Create a packet for each student that the family can work on to stay current with skills already taught...no NEW skills</li> <li>→ Create a possible compensatory schedule for when we return on May 18th</li> <li>→ Work closely with your special education coordinator(s) to create virtual IEPs as appropriate</li> <li>→ Wrap up all report writing and ESRs that you can at this time</li> <li>→ Attend virtual IEP/504 meetings as scheduled</li> <li>→ Establish a system for daily “office hours” and communicate with families/students how they can reach you</li> <li>→ Respond to parent/student communication within 24 hours of receipt</li> <li>→ Keep a log of your communication with families/students as well as the learning opportunities you provide for students</li> <li>→ Participate in all DOSS virtual meetings as scheduled</li> <li>→ Follow step email directions from DOSS</li> </ul>
<p><b>Bilingual Community Liaisons</b></p>	<ul style="list-style-type: none"> <li>→ Communicate with families if teachers are unable to do so</li> <li>→ Call and check on families you were supporting in your daily work</li> <li>→ Aid in translation of materials</li> <li>→ Establish a system for daily “office hours” and communicate with families/students how they can reach you</li> <li>→ Respond to parent/student communication within 24 hours of receipt</li> <li>→ Keep a log of your communication with families/students as well as the learning opportunities you provide for students</li> </ul>
<p><b>Reading Specialists</b></p>	<ul style="list-style-type: none"> <li>→ Support in the calling of families</li> <li>→ Support small group activities via Zoom, coordinate with the different grade-levels</li> <li>→ Ensure that data is updated</li> <li>→ Establish a system for daily “office hours” and communicate with families/students how they can reach you</li> <li>→ Respond to parent/student communication within 24 hours of receipt</li> <li>→ Keep a log of your communication with families/students as well as the learning opportunities you provide for students</li> </ul>
<p><b>Math/Reading Interventionists</b></p>	<ul style="list-style-type: none"> <li>→ Support in the calling of families</li> <li>→ Support small group activities via Zoom, coordinate with the different grade-levels</li> <li>→ Ensure that data is updated</li> <li>→ Establish a system for daily “office hours” and communicate with families/students how they can reach you</li> <li>→ Respond to parent/student communication within 24 hours of receipt</li> <li>→ Keep a log of your communication with families/students as well as the learning opportunities you provide for students</li> </ul>



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<b>ExCEL Teachers</b>	<ul style="list-style-type: none"><li>→ Make calls to students/families that are in ExCEL</li><li>→ Develop online resources/activities that can be sent directly to these students to complete voluntarily</li><li>→ Continue to revise and update Units of Instruction for ExCEL</li><li>→ Establish a system for daily “office hours” and communicate with families/students how they can reach you</li><li>→ Respond to parent/student communication within 24 hours of receipt</li><li>→ Keep a log of your communication with families/students as well as the learning opportunities you provide for students</li></ul>
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### Secondary Remote Learning Plan

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#### Secondary Education Overview

During this unprecedented time, it is more important than ever that we continue to work together as a school community to provide the best learning experience for our students. While doing so remotely, all staff will continue to provide students with learning that reinforces the previously taught major standards for his/her grade-level, and provide students with the opportunity to practice and apply the learning. Teachers will be instrumental in guiding, supporting and challenging students while creating an excitement for this new type of learning. Parents will also play an integral role in supporting their child, as well as collaborating with their child's school and teachers on a regular basis; and we will be providing recommended guidance to families and students regarding this.

#### Structuring the Day and Planning for Remote Learning

IRSD Secondary Students will have several instructional lessons available to them at the same time so please be cognizant of these demands in this new remote situation. To help you, we are providing the following guidelines to be used in PLCs when planning instruction and activities. Please keep in mind **these recommended times include the time it would take for students to complete assignments:**

Subject Area	Recommended Time	Resources Available
<b>ELA/ Reading</b>	30 minutes daily	<ul style="list-style-type: none"> <li>→ SpringBoard, using key standards previously taught:               <ul style="list-style-type: none"> <li>♦ Middle School: <a href="#">Recommended Content Standards</a></li> <li>♦ 9th Grade: <a href="#">Recommended Content Standards</a></li> </ul> </li> <li>→ Approved program curricula such as AP, IB, Dual Enrollment</li> <li>→ Approved curricula for 10th-12th grades using standards previously taught</li> <li>→ Achieve 3000</li> </ul>
<b>Math</b>	30 minutes daily	<ul style="list-style-type: none"> <li>→ SpringBoard using key standards previously taught:               <ul style="list-style-type: none"> <li>♦ <a href="#">Recommended Content Standards</a></li> </ul> </li> <li>→ Approved program curricula such as AP, IB, Dual Enrollment</li> <li>→ Other approved curricula using standards previously taught</li> <li>→ DreamBox</li> </ul>
<b>Science</b>	30 minutes daily	<ul style="list-style-type: none"> <li>→ Key Standards previously taught in middle school and high school               <ul style="list-style-type: none"> <li>♦ <a href="#">Recommended Content Standards</a></li> <li>♦ Middle School: Amplify resources for standards previously taught are forthcoming</li> </ul> </li> <li>→ Other approved curricula such as AP and IB</li> <li>→ Achieve 3000</li> </ul>
<b>Social Studies</b>	30 minutes daily	<ul style="list-style-type: none"> <li>→ Key standards as previously taught and aligned to grade level state assessments:               <ul style="list-style-type: none"> <li>♦ Middle School <a href="#">Middle School Prioritized Standards</a></li> <li>♦ High School <a href="#">HS Prioritized Standards</a></li> </ul> </li> <li>→ Achieve 3000</li> </ul>
<b>Other Contents</b>	20 minutes daily	<ul style="list-style-type: none"> <li>→ Key Standards previously taught in middle school and high school</li> <li>→ Support key domains of speaking, listening, reading and writing as appropriate</li> </ul>
<b>SEL/ Wellness</b>	35 minutes weekly	<ul style="list-style-type: none"> <li>→ Organized and facilitated by support staff as appropriate and as identified by building principal</li> </ul>



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### Role of Teachers:

Teachers will work together in grade-level teams and/or departments to design remote learning opportunities for their students. Planning collaboratively using Zoom, will allow you to brainstorm, share ideas and divide the responsibilities. Lessons should be created utilizing the online instructional resources named above, and the online systems featured in the **IRSD Secondary Tech Tool Hyperdoc** provided by the Indian River School District’s Department of Instruction.

Each lesson should have compatible materials, which can be printed for those who do not have online access. Those materials will need to be sent to your building administration, per your principal’s plan and in advance of actual learning, on each Thursday by noon. The materials will be printed and placed into plastic containers outside each school for parent pick-up beginning on Monday mornings.

Each week, grade-level and/or department teams will meet in Zoom sessions. Please consult with your supervising administrator for recommended timelines. Responsibilities for the week will be divided and each staff member is responsible for pushing out the lesson each day to their class. Materials and activities for each grade-level/content **shall be the same** to make the process easier for staff who are working to copy the materials, and for ease of access for students and their families.

The schedule for submitting materials to your building principal is as follows:

Materials Due According to Building Plan*	Aligning Remote Instruction Timeline
Thursday, April 16, 2020	April 20-April 24
Thursday, April 23, 2020	April 27-May 1
Thursday, April 30, 2020	May 4-May 8
Thursday, May 7, 2020	May 11-May 15

\*Principals may adjust material submission timeline to best suit building needs

### Guidelines for Implementation

We are sure you have many questions surrounding what this plan will “look like” as we roll it out and/or what are the “rules” for conducting this work. Below are guidelines for you to follow; but remember to always follow the direction of your building principal and work with your administrative team when you need clarification or support.

<p><b>Communicating with Families and Students</b></p>	<p>During this time, we are asking that you keep open communication with families for a variety of reasons:</p> <ul style="list-style-type: none"> <li>→ April 1st Check-in           <ul style="list-style-type: none"> <li>◆ A script for this phone call is available as Appendix A of this document</li> <li>◆ As you are working from home, it is possible to dial *67 immediately before entering the phone to block your number. Please keep in mind that this may prevent some families from</li> </ul> </li> </ul>
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	<p>answering so we recommend that you leave a message stating you will call back and to expect the number to appear blocked or as spam.</p> <ul style="list-style-type: none"> <li>◆ If this presents a challenge for you, please contact your supervising administrator who will advise you. Again, we are in an extreme situation that will require much flexibility for all of us.</li> </ul> <p>→ Contact prior to April 20th to communicate your instructional plan (this can be a team/department/school decision)</p> <ul style="list-style-type: none"> <li>◆ You may once again use phone calls, or another platform that you have found effective in trying to communicate with your families</li> <li>◆ You may want to consider using an app such as <b>Remind 101</b> (there are many available) where <b>parents</b> can use a code you provide to them to get group text message updates without revealing your cell number. You can go to the <b>Remind 101</b> website to set up an account and get directions to easily set up this service</li> </ul> <p>→ “Office Hours” are to be provided for 60 Minutes daily and can be via email, Zoom (guidance in this table under “Remote Planning and PLCs”) or by scheduled phone calls. Minutes will need to be flexed throughout the day to work with parent schedules. Remember, *67 + Phone Number = No Caller ID</p>
<p><b>Marking Period 3 Submissions</b></p>	<p>→ It is strongly encouraged that NO student receive below a 65 for MP3 due to the extenuating circumstances we are facing as a district; and those circumstances our students and their families may be enduring.</p> <p>→ Each student should be considered individually as you are assigning MP3 grades. We are in difficult times and need to take that into consideration for all learners.</p> <p>→ Grades should not be assigned based on just where students were when they left us on March 13, 2020. The following must be considered when assigning final grades for MP3:</p> <ul style="list-style-type: none"> <li>o Did the student receive all accommodations on the assignment/assessment? If not (i.e. the student receives extended time as an accommodation and school closed before extended time was provided), then the grade should be excused.</li> <li>o Consult with Special Education Case Managers, Special Education Coordinators and 504 Coordinators for all students receiving services to ensure appropriate and agreed upon plan. For team rooms with an assigned special education teacher, the special education teacher should consult on the final grade. Documentation should be kept with consultation notes.</li> </ul> <p>→ If students were unable to submit make-up work prior to the closure, these grades should be excused.</p> <p>→ If you are in a situation where you do not have the minimum 9 grades and/or cannot meet the grading policy for some other reason, please let</p>



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	<p>your building principal know. S/he will be able to provide guidance in these situations.</p> <p>→ You may request that students still submit assignments for MP3 <b>IF</b> the completion date (taking accommodations into account) was prior to March 13<sup>th</sup>; however, a student should not be penalized if they now do not have a method for submitting to you electronically. This conversation may occur during your April 1 phone calls, and a building administrator should be consulted.</p>
<b>Remote Planning and PLCs</b>	<p>To ease your ability to collaborate with your peers and administration during this time, we are providing the ability for every staff member to create a Zoom account. Directions to do so are in <b>Appendix B</b> of this document.</p> <p>Please know that Zoom is another tool you could now use with families and their students as they do NOT need a Zoom account to join a session you create. Zoom provides guidance for how to do this once you open your account. If you need assistance, please reach out to your IT coach.</p>

Please keep in mind that professionalism is always important. Ensure you demonstrate remote learning etiquette by dressing professionally at times when you make any video or picture material you will be sending to families and students. Also, be mindful of your physical surroundings, body language and facial expressions when video conferencing or when making a video presentation for your students/families.



### Elementary Remote Learning Plan

#### Elementary School Overview:

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During this unprecedented time, it has never been more important that we continue to work together as a school community to provide the best learning for all students. During our “remote” learning, all staff will continue to provide students with learning that reinforces the major standards for his/her grade-level and provide students with the opportunity to practice and apply the learning. Teachers will be instrumental in guiding, supporting and challenging students while creating an excitement for this new type of learning. Parents will also play an integral role in supporting their child throughout this learning as well as collaborating with their child’s school and teacher on a regular basis. Throughout “remote” learning, we will be providing recommended guidance to parents/families.

#### Role of Parents:

As we work to navigate “remote” learning, it will be necessary for parents/families to work closely with their child’s school and teacher. This partnership will be important so that students cannot only access the online resources but so that students can also engage in the remote learning activities that have been planned by his/her teacher. We recognize that parents/families may face many obstacles throughout this process and so we want to be flexible in our approach. Our “remote” learning plan is designed so that there is about 1.5-2 hours of computer time, depending on the child’s age and grade-level. This computer time will provide your child with access to their teacher, to a variety of activities planned by the teacher as well as an opportunity for your child to engage in online programs such as i-Ready and DreamBox.

#### **We ask Parents for the Following Support:**

- *Provide your child with a learning environment that is conducive to learning such as access to technology, if available, a quiet space that is free of distractions as well as supplies like paper and pencils.*
- *Engage with your child about the activities and learning that is occurring remotely.*
- *Email/Communicate with your child’s classroom teacher, during designated “office hours” or during the time that has been agreed upon between you and the teacher. This will be an opportunity for you or your child to ask questions and for your child to get extra help and support around the learning that is occurring remotely.*
- *Allow your child the opportunity to read either independently or with a family member each day for a minimum of 30 minutes depending on your child’s age and grade-level.*
- *Support your child by providing your child an opportunity to play, engage in conversations, reflect and engage in physical activity each day.*

#### Role of Teachers:

Teachers will work together in grade-level teams to design “remote” learning opportunities for their students. Planning collaboratively, will allow you to brainstorm, share ideas and divide the responsibilities. Lessons should be created utilizing the online instructional resources, and the online systems featured in the **IRSD Elementary Tech Tool Hyperdoc** as well as the **Benchmark Advance and Bridges Framework** provided by the



# Indian River School District Remote Learning Plan

## #IRSDLearningTogether

Indian River School District’s Department of Instruction. In addition, lessons should fall within the parameters listed below as far as expectations for student time. Please note that the approximate minutes per day should include the time it takes students to complete assignments. In addition to the timeframes listed below, students can be asked to read a minimum of 30 minutes each day either independently or with a family member. The 30-minute timeframe can be adjusted depending on the grade-level.

Each lesson should have compatible materials, which can be printed for those who do not have online access. Those materials will need to be sent for the following week to your building administration by Thursday at 12:00. The materials will be printed and placed into plastic containers outside each school for parent pick-up beginning on Monday mornings.

### **Learning Timeframes:**

Each week the grade level teams will meet in Zoom sessions (TBD) for group planning purposes. Responsibilities for the week will be divided and each staff member is responsible for pushing out the lesson each day to their class.

The grade-level will also be responsible for sharing the compatible materials with building administration each Thursday so that it can be copied and placed in the bins outside of the schools, these materials will need to be the **same** for your particular grade-level.

### **Kindergarten- 5<sup>th</sup> Grade:**

Content Area	Approximate Learning Time
Language Arts: Reading and/or Writing	30 Minutes
Mathematics	30 Minutes
Targeted Intervention (i-Ready or Dreambox Daily)	30 Minutes
Related Arts- STEM/Computer, Music, Art, PE, Library	15 Minutes
Social/Emotional Activities	10-15 Minutes

**-Related Arts:** STEM/Computer, Music, Art, Physical Education and Library teachers will provide activities for students to complete or participate in each week. For related arts there should be two areas posted each week, each activity should be 15 minutes in duration. Please keep in mind the resources/supplies that will be needed for students as you are planning, resources/supplies may be limited at home.

In addition, Related Arts teachers will be assigned to particular grade-levels to support teachers in the implementation of “remote” learning activities as well as addressing the needs of specific students within that grade-level.

**-Social/Emotional Activities:** School Counselors and Mental Health Counselors will deliver SEL and wellness activities. Lessons can be about mindfulness, team building, kindness, managing stress/anxiety, etc. Those schools that do “Morning Meetings” will work with both the school counselors and mental health counselors within their building to develop a schedule that allows for a rotation of these activities, as we want to remain in the allotted time frames listed above.



# Indian River School District Remote Learning Plan

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### Additional Learning Opportunities (Optional):

These activities can be shared with students as optional learning opportunities/activities.

Language Arts	Benchmark Advance Inquiry Projects- see Benchmark Advance Framework Resources provided by the Indian River School District's Department of Instruction
Math	Board Games/Card Games/Greg Tang Puzzles and Games
Science	Mystery Science Activities Nature Walks, Family Exploration of Different Science Topic

### Teacher Responsibilities:

Teacher		Menu of Responsibilities
"Office Hours"	60 Minutes Daily Times may need to be flexible based on student/family needs.  *67 + Phone Number = No Caller ID	Conferencing with students individually and/or with parent/guardian (3-4 per day)
Regular Education Teachers Planning/Responsibilities	PLC Zoom Planning Meeting schedules will be determined by administration in collaboration with each grade-level team.	-Individual and/or PLC Zoom Planning Meetings -Posting of Lessons/Assignments -Providing packets to administrators -Communicating with Parents/Families -IEP/504 Virtual Meetings as needed -Keep a log of your communication with families/students as well as the learning opportunities you provide for students -Other Responsibilities
Special Education Teachers/Team Planning/Responsibilities		-Individual and/or PLC Zoom Planning Meetings -Posting of Lessons/Assignments -Communicating with Parents/Families -Conferencing with students individually and/or parents as needed per student's IEP -Case managing responsibilities as implemented prior to COVID-19 -IEP/504 Virtual Meetings as needed -Other Responsibilities



# Indian River School District Remote Learning Plan

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### **Materials Submission Dates:**

The grade-level will also be responsible in sharing the compatible materials with your building administration each Thursday so that the materials can be copied and placed in the bins outside of the schools, these materials will need to be the **same** for your particular grade-level. Listed below are the dates that the learning packets are due to your administration.

Due Date	“Remote” Learning Week
Thursday, April 16, 2020	April 20-April 24
Thursday, April 23, 2020	April 27-May 1
Thursday, April 30, 2020	May 4-May 8
Thursday, May 7, 2020	May 11-May 15

### **Guidelines for Implementation:**

Below are guidelines for you to follow; please remember to always follow the direction of your building principal and work with your administrative team when you need clarification or support.

### **Marking Period 3 Grades:**

- It is strongly encouraged that NO student receive a grade below a 65 for MP3 due to the extenuating circumstances we are facing as a district/ nation.
- Each student should be considered individually as you are assigning MP3 grades. We are in difficult times and need to take that into consideration for all learners.
- If students were unable to submit make-up work or did not have the opportunity to complete the assignment prior to the closure, these grades should be excused.
- If you have any questions in regards to grades for a particular student please consult with your building administration. S/he will be able to provide guidance.

### **Communication with Families/Students:**

- April 1st “Check-In” with your families/students; a script for this phone call is available as Appendix A of this document.
- As you are working from home it is important to communicate with families/students regularly, it is possible to dial \*67 immediately before entering the phone to block your number. Please keep in mind that this may prevent some families from answering so we recommend that you leave a message stating you will call back and to expect the number to appear blocked or as spam.
- “Office Hour” Minutes will need to be flexed throughout the day to work with parent schedules. Again, we are in an extreme situation that will require much flexibility from all of us.
- Contact families prior to April 20th to communicate your instructional plan (this can be a team/department/school decision). You may once again use phone calls, or another platform that you have found effective in trying to communicate with your families.



# Indian River School District Remote Learning Plan

## #IRSDLearningTogether

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- If this presents a challenge for you, please contact your administration who will advise and support you.

### **Feedback to Students:**

- Feedback to students is highly encouraged but grading assignments is currently prohibited.
- Timely feedback is essential to student learning and growth; teachers are encouraged to communicate with students/parents on a regular basis during “office hours”.
- You will want to be flexible with your “office hours”, as parents may be working or there may be limited access to internet or technology.

### **Student Work Requirements:**

- Provide students ample time to complete assignments, likely more time than you would usually provide in class.
- Keep tasks simple and directions clear to make sure students understand what they are required to do.
- Consider the materials/resources required to complete the task as many students may not have access to many supplies/resources.
- Stay within the timeframes laid out within the Elementary Remote Learning Plan.

### **Remote Learning Tips:**

- Stay focused on the major work/standards provided in the **Benchmark Advance and Bridges Framework** document.
- First consider what you want students to learn , how you will know if they have learned it and then, begin identifying how you provide this learning remotely.
- Rely on the digital platforms that are laid out in the **IRSD Elementary Tech Tool Hyperdoc**.
- Keep the learning task/assignment simple, providing clear steps and/or directions.
- Be flexible with your expectations and understand that not all students will have access to the same technology or internet connection.
- Professionalism is always important, you can demonstrate remote learning etiquette by making sure you look professional and also, by being mindful of your surroundings, body language and facial expressions when video conferencing or when making a video presentation for your students/families.

We are all learning, it will take time and some things will work and some things will not. Go easy on yourself! You will get there, and whichever method you use, your students will be grateful that you are still there, supporting and helping them through this.



# Indian River School District Remote Learning Plan

## #IRSDLearningTogether

### Early Learning Remote Learning Plan

\*Early Learning Center and all District Preschool Classrooms

#### Early Learning School Overview:

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During this unprecedented time, it has never been more important that we continue to work together as a school community to provide the best learning for all students. During our “remote” learning, all staff will continue to provide students with learning that reinforces the major standards for his/her grade-level and provide students with the opportunity to practice and apply the learning. Teachers will be instrumental in guiding, supporting and challenging students while creating an excitement for this new type of learning. Parents will also play an integral role in supporting their child throughout this learning as well as collaborating with their child’s school and teacher on a regular basis. Throughout “remote” learning, we will be providing recommended guidance to parents/families.

#### Role of Parents:

As we work to navigate “remote” learning, it will be necessary for parents/families to work closely with their child’s school and teacher. This partnership will be important so that students cannot only access the online resources but so that students can also engage in the remote learning activities that have been planned by his/her teacher. We recognize that parents/families may face many obstacles throughout this process and so we want to be flexible in our approach. Our “remote” learning plan is designed so that there is about 1- 1.5 hours of computer time, depending on the child’s age. This computer time, will provide your child with access to their teacher, to a variety of activities planned by the teacher as well as an opportunity for your child to engage in online programs such as StarFall and Story Online.

#### We ask Parents for the Following Support:

- *Provide your child with a learning environment that is conducive to learning such as access to technology, if available, a quiet space that is free of distractions as well as supplies like paper and pencils.*
- *Engage with your child about the activities and learning that is occurring remotely.*
- *Email/Communicate with your child's classroom teacher, during designated “office hours” or during the time that has been agreed upon between you and the teacher. This will be an opportunity for you or your child to ask questions and for your child to get extra help and support around the learning that is occurring remotely.*
- *Allow your child the opportunity to read with a family member each day for a minimum of 10 minutes depending on your child's age.*
- *Support your child by providing your child an opportunity to play, engage in conversations, reflect and engage in physical activity each day.*

#### Role of Teachers:

Teachers will work together in teams to design “remote” learning opportunities for their students. Planning collaboratively, will allow you to brainstorm, share ideas and divide the responsibilities. Lessons should be created utilizing the online instructional resources, and the online systems provided by the Supervisor of



# Indian River School District Remote Learning Plan

## #IRSDLearningTogether

Early Learning. In addition, lessons should fall within the parameters listed below as far as expectations for student time. Please note that the approximate minutes per day should include the time it takes students to complete assignments.

Each lesson should have compatible materials, which can be printed for those who do not have online access. Those materials will need to be sent for the following week to your building administration by Thursday at 12:00. The materials will be printed and placed into plastic containers outside each school for parent pick-up beginning on Monday mornings.

### **Learning Timeframes:**

Each week the early learning teams will meet in Zoom sessions (TBD) for group planning purposes. Responsibilities for the week will be divided and each staff member is responsible for pushing out the lesson each day to their class.

The early learning teams will also be responsible in sharing the compatible materials with your building administration each Thursday so that it can be copied and placed in the bins outside of the schools, these materials will need to be the **same** for your particular age-level.

### **Age-Level 3 and 4:**

Content Area	Approximate Learning Time
Language Arts Story time linked to phonological awareness, alphabet knowledge and reading readiness	15 Minutes
Mathematics Calendar, story time and activities linked to number concepts, patterns and shapes, measurement, and one-to-one correspondence	15 Minutes
Social and Oral Language Activities Activities that include visuals with sentence frames, verbal phrase repetition and oral interactions	15 Minutes
Read	10 minutes
Related Arts	20 Minutes
Social/Emotional Activities	10 Minutes

**-Related Arts:** The Speech, OT, and PT team that provides push-in services for centers at the ELC will create one activity per week that students can complete at home with a family member. For each related service area there should be one activity posted each week, each activity should be 10- 15 minutes in duration. Please keep in mind the resources/supplies that will be needed for students as you are planning, resources/supplies may be limited at home.

**-Social/Emotional Activities:** Early Learning PLCs should design one lesson per week in this area. Lessons can be about mindfulness, team building, kindness, sharing, helping others managing stress/anxiety, etc.



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## #IRSDLearningTogether

Please keep in mind the resources/supplies that will be needed for students as you are planning, resources/supplies may be limited at home.

### **Additional Learning Opportunities (Optional):**

These activities can be shared with students as optional learning opportunities/activities.

Language Arts	Sing the ABCs, Identify upper and lower case letters, Draw and write in a journal- write your name, letters, numbers or do a free write
Math	Age Appropriate Board Games, Card Games, Count the number of objects around you
Science	Nature Walks, Family Exploration of Different Science Topics such as Animals and Weather

### **Teacher Responsibilities:**

Teacher		Menu of Responsibilities
"Office Hours"	60 Minutes Daily Times may need to be flexible based on student/family needs.  *67 + Phone Number = No Caller ID	Conferencing with students individually and/or with parent/guardian (3-4 per day)
Special Education Teachers/Team Planning/Responsibilities	PLC Zoom Planning Meeting schedules will be determined by administration in collaboration with each age-level team.	-Individual and/or PLC Zoom Planning Meetings -Posting of Lessons/Assignments -Communicating with Parents/Families -Conferencing with students individually and/or parents as needed per student's IEP -Case managing responsibilities as implemented prior to COVID-19 -IEP/504 Virtual Meetings as needed -Other Responsibilities



# Indian River School District Remote Learning Plan

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### **Materials Submission Dates:**

The early learning teams will also be responsible in sharing the compatible materials with your building administration each Thursday so that the materials can be copied and placed in the bins outside of the schools, these materials will need to be the **same** for your particular age-level. Listed below are the dates that the learning packets are due to your administration.

Due Date	“Remote” Learning Week
Thursday, April 16, 2020	April 20-April 24
Thursday, April 23, 2020	April 27-May 1
Thursday, April 30, 2020	May 4-May 8
Thursday, May 7, 2020	May 11-May 15

### **Guidelines for Implementation:**

Below are guidelines for you to follow; please remember to always follow the direction of your building principal and work with your administrative team when you need clarification or support.

### **Marking Period 3 IEP Progress Updates:**

- If you have not finalized your Marking Period 3 IEP Progress Updates, please do so and submit to your special education coordinator and building administration for review on a word document that can be sent home to families.
- If you have any questions in regards to grades for a particular student please consult with your special education coordinator and building administration. S/he will be able to provide guidance.

### **Communication with Families/Students:**

- April 1st “Check-In” with your families/students; a script for this phone call is available as Appendix A of this document.
- As you are working from home it is important to communicate with families/students regularly, it is possible to dial \*67 immediately before entering the phone to block your number. Please keep in mind that this may prevent some families from answering so we recommend that you leave a message stating you will call back and to expect the number to appear blocked or as spam.
- “Office Hour” Minutes will need to be flexed throughout the day to work with parent schedules. Again, we are in an extreme situation that will require much flexibility from all of us.
- Contact families prior to April 20th to communicate your instructional plan (this can be a team/school decision). You may once again use phone calls, or another platform that you have found effective in trying to communicate with your families.
- If this presents a challenge for you, please contact your administration who will advise and support you.



# Indian River School District Remote Learning Plan

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### **Feedback to Students:**

- Send positive shout-outs to all of your students and families as they attempt this new style of learning.
- Timely feedback is essential to student learning and growth; teachers are encouraged to communicate with students/parents on a regular basis during “office hours”.
- You will want to be flexible with your “office hours”, as parents may be working or there may be limited access to internet or technology.

### **Student Work Requirements:**

- Encourage parents to do as much as possible without causing additional stress in the house.

### **Remote Learning Tips:**

- Stay focused on the major work/standards that have been completed thus far in the school year.
- First consider what you want students to learn , how you will know if they have learned it and then, begin identifying how you provide this learning remotely.
- Keep the learning task/assignment simple, providing clear steps and/or directions.
- Be flexible with your expectations and understand that not all students will have access to the same technology or internet connection.
- Professionalism is always important, you can demonstrate remote learning etiquette by making sure you look professional and also, by being mindful of your surroundings, body language and facial expressions when video conferencing or when making a video presentation for your students/families.

We are all learning, it will take time and some things will work and some things will not. Go easy on yourself! You will get there, and whichever method you use, your students will be grateful that you are still there, supporting and helping them through this.



# Indian River School District Remote Learning Plan

## #IRSDLearningTogether

### Howard T. Ennis/IRAP/TAPP Remote Learning Plan

\*Please also note that if you have students in a satellite classroom, students will complete a mix of these activities as directed by their homeroom teacher. Please see Elementary and Secondary sections as appropriate.

#### Special Population Overview:

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During this unprecedented time, it has never been more important that we continue to work together as a school community to provide the best learning for all students. During our “remote” learning, all staff will continue to provide students with learning that reinforces the major standards for his/her grade-level and provide students with the opportunity to practice and apply the learning. Teachers will be instrumental in guiding, supporting and challenging students while creating an excitement for this new type of learning. Parents will also play an integral role in supporting their child throughout this learning as well as collaborating with their child’s school and teacher on a regular basis. Throughout “remote” learning, we will be providing recommended guidance to parents/families.

Please note that our special populations require additional support and guidance as appropriate for each individual student. When working with your homeroom to provide remote learning, please take into consideration if there is someone in the house that is available to provide the learning activities in a manner that supports all accommodations and modifications. If not, please provide activities that are easy to implement without support such as music videos and other sound/music learning that will get the content across in a visual or auditory platform. Encourage parents to reach out to teachers and specialists as much as needed during this time for support. Specialized and adaptive equipment needed for remote learning activities will need to be signed out and delivered as appropriate per your building administration.

#### Role of Parents:

For our special populations, this will require daily consultation with families as a top priority. Our goal is to minimize the stress that families are feeling with the abrupt change to student schedules. **Please support each family with an appropriate and highly individualized plan that best meets the needs of their child.**

As we work to navigate “remote” learning, it will be necessary for parents/families to work closely with their child’s school and teacher. This partnership will be important so that students cannot only access the online resources but so that students can also engage in the remote learning activities that have been planned by his/her teacher. We recognize that parents/families may face many obstacles throughout this process and so we want to be flexible in our approach. Our “remote” learning plan is designed so that there is about 1- 1.5 hours of computer time, depending on the child’s age and grade-level. This computer time, will provide your child with access to their teacher, to a variety of activities planned by the teacher as well as an opportunity for your child to engage in online programs such as ULS and News 2 You or other district approved programs provided by your child’s homeroom teacher.

#### **We ask Parents for the Following Support:**

- *Provide your child with a learning environment that is conducive to learning such as access to technology, if available, a quiet space that is free of distractions as well as supplies like paper and pencils.*



# Indian River School District Remote Learning Plan

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- Engage with your child about the activities and learning that is occurring remotely.
- Email/Communicate with your child's classroom teacher, during designated "office hours" or during the time that has been agreed upon between you and the teacher. This will be an opportunity for you or your child to ask questions and for your child to get extra help and support around the learning that is occurring remotely.
- Allow your child the opportunity to read either independently or with a family member each day for a maximum of 10 minutes depending on your child's age and grade-level.
- Support your child by providing your child an opportunity to play, engage in conversations, reflect and engage in physical activity each day.

### **Role of Teachers:**

For our special populations, this will require daily consultation with families as a top priority. Our goal is to minimize the stress that families are feeling with the abrupt change to student schedules. **Please support each family with an appropriate and highly individualized plan that best meets the needs of their child.**

Teachers will work together in teams to design "remote" learning opportunities for their students. Planning collaboratively, will allow you to brainstorm, share ideas and divide the responsibilities. Lessons should be created utilizing the online instructional resources as created by your building administration. In addition, lessons should fall within the parameters listed below as far as expectations for student time. Please note that the approximate minutes per day should include the time it takes students to complete assignments. In addition to the timeframes listed below, students can be asked to read a minimum of 10 minutes each day either independently or with a family member. The 10-minute timeframe can be adjusted depending on the grade-level and IEP of the student.

Each lesson should have compatible materials, which can be printed for those who do not have online access. Those materials will need to be sent for the following week to your building administration by Thursday at 12:00. The materials will be printed and placed into plastic containers outside each school for parent pick-up beginning on Monday mornings.

### **Learning Timeframes:**

Each week the homeroom/program team will meet in Zoom sessions (TBD) for group planning purposes as determined by your building administration. Responsibilities for the week will be divided and each staff member is responsible for pushing out the lesson each day to their homeroom class.

The homeroom/program team will also be responsible in sharing the compatible materials with your building administration each Thursday so that it can be copied and placed in the bins outside of the schools, these materials will need to be the **same** for your homeroom, grade-level band and/or individualized program as determined by your building administration.



# Indian River School District Remote Learning Plan

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### Special Populations:

Content Area	Approximate Learning Time
Language Arts: Reading and/or Writing	15 Minutes
Mathematics	15 Minutes
Targeted Intervention/Individualized IEP Goal Work	15 Minutes
Related Services-OT, PT, Speech Activity	15 minutes
Related Arts- Music, Health, Art, PE	20 Minutes
Social/Emotional Activities	20 Minutes

**-Related Arts:** Music, Art, Health and PE will provide activities for students to complete or participate in each week. For related arts there should be two areas posted each week, each activity should be 20 minutes in duration. This material should be **review material** only. Please keep in mind the resources/supplies that will be needed for students as you are planning, resources/supplies may be limited at home.

**-Related Services:** Providers should work together to post one activity each week that is simple to do at home across each grade-level band or homeroom class. This material should be **review material** only.

**-Social/Emotional Activities:** Mental Health Counselor and Homeroom Teachers will deliver SEL and wellness activities. Lessons can be about mindfulness, team building, kindness, managing stress/anxiety, etc. These materials should be appropriate across all grade-level bands and should take into account materials needed to complete the activities.

### Additional Learning Opportunities (Optional):

These activities can be shared with students as optional learning opportunities/activities.

Language Arts	Read Alouds via video or Zoom Online games or tablet games as appropriate
Math	Level Appropriate Board Games/Card Games Online games or tablet games as appropriate
Science	Mystery Science Activities Online games or tablet games as appropriate



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### Teacher Responsibilities:

Teacher		Menu of Responsibilities
"Office Hours"	60 Minutes Daily Times may need to be flexible based on student/family needs.  *67 + Phone Number = No Caller ID	Conferencing with students individually and/or with parent/guardian (3-4 per day)
Special Education Teachers/Team Planning/Responsibilities	PLC Zoom Planning Meeting schedules will be determined by administration in collaboration with each grade-level team.	<ul style="list-style-type: none"> <li>-Individual and/or PLC Zoom Planning Meetings as determined by building administration</li> <li>-Posting of Lessons/Assignments</li> <li>-Communicating with Parents/Families</li> <li>-Conferencing with students individually and/or parents as needed per student's IEP</li> <li>-Case managing responsibilities as implemented prior to COVID-19</li> <li>-IEP/504 Virtual Meetings as needed</li> <li>-Other Responsibilities</li> </ul>

### Materials Submission Dates:

Each grade-level band/homeroom/program will also be responsible in sharing the compatible materials with your building administration each Thursday so that the materials can be copied and placed in the bins outside of the schools, these materials will need to be the **same** for your particular grade-level. Listed below are the dates that the learning packets are due to your administration.

Due Date	"Remote" Learning Week
Thursday, April 16, 2020	April 20-April 24
Thursday, April 23, 2020	April 27-May 1
Thursday, April 30, 2020	May 4-May 8
Thursday, May 7, 2020	May 11-May 15

### Guidelines for Implementation:

Below are guidelines for you to follow; please remember to always follow the direction of your building principal and work with your administrative team when you need clarification or support.

### Marking Period 3 IEP Progress Updates:



# Indian River School District Remote Learning Plan

## #IRSDLearningTogether

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- If you have not finalized your Marking Period 3 IEP Progress Updates, please do so and submit to your special education coordinator and building administration for review on a word document that can be sent home to families.
- If you have any questions in regards to grades for a particular student please consult with your special education coordinator and building administration. S/he will be able to provide guidance.

### **Communication with Families/Students:**

- April 1st “Check-In” with your families/students; a script for this phone call is available as Appendix A of this document.
- As you are working from home it is important to communicate with families/students regularly, it is possible to dial \*67 immediately before entering the phone to block your number. Please keep in mind that this may prevent some families from answering so we recommend that you leave a message stating you will call back and to expect the number to appear blocked or as spam.
- “Office Hour” Minutes will need to be flexed throughout the day to work with parent schedules. Again, we are in an extreme situation that will require much flexibility from all of us.
- Contact families prior to April 20th to communicate your instructional plan (this can be a team/school decision). You may once again use phone calls, or another platform that you have found effective in trying to communicate with your families.
- If this presents a challenge for you, please contact your administration who will advise and support you.

### **Feedback to Students:**

- Send positive shout-outs to all of your students and families as they attempt this new style of learning.
- Timely feedback is essential to student learning and growth; teachers are encouraged to communicate with students/parents on a regular basis during “office hours”.
- You will want to be flexible with your “office hours”, as parents may be working or there may be limited access to internet or technology.

### **Student Work Requirements:**

- Encourage parents to do as much as possible without causing additional stress in the house. Reassure them that we will meet as individual IEP teams for each student to determine the appropriate level of compensatory services needed after return to school. We will progress monitor and convene each IEP team.

### **Remote Learning Tips:**

- Stay focused on the major work/standards that have been completed thus far in the school year.
- First consider what you want students to learn, how you will know if they have learned it and then, begin identifying how you provide this learning remotely.
- Keep the learning task/assignment simple, providing clear steps and/or directions.
- Be flexible with your expectations and understand that not all students will have access to the same technology or internet connection.



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- Professionalism is always important, you can demonstrate remote learning etiquette by making sure you look professional and also, by being mindful of your surroundings, body language and facial expressions when video conferencing or when making a video presentation for your students/families.

We are all learning, it will take time and some things will work and some things will not. Go easy on yourself! You will get there, and whichever method you use, your students will be grateful that you are still there, supporting and helping them through this.



### APPENDIX A: Phone Script for Use on April 1, 2020

Hello, this is \_\_\_\_\_ from \_\_\_\_\_ (name of school), and I am \_\_\_\_\_ (student's name) homeroom teacher/teacher.

I am calling today because I hope you and your family are doing well and I wanted to check in with you and (students name) to see if you have been able to access the instructional materials that we have provided to all families.

If so, please tell me how that is going. If not, is it because you don't have access to the internet or a device? Please tell me about that, so that we can see if there are ways that we can assist.

Do you have internet access in your home?

Do you have a laptop, computer or tablet?

If we could provide this type of support would you be interested in utilizing this from home? If so we will make sure that you get all of the information you need.

Do you have any other concerns or questions that we as a school need to address?

**ADDITIONAL QUESTION for SPECIAL POPULATIONS ONLY:** Is there someone in the home that can provide the support needed for your student? *Each special education case manager needs to determine what types of support are needed and consult with the family. Please collect the answer to this question for each student on your caseload and submit to your building special education coordinator(s) and administration.*

We thank you for your patience and understanding with our dedicated IRSD team so far! We are committed to providing the best level of education for our amazing students now and when we return on May 18<sup>th</sup>. Here is my email address (or other tool you will use for communication and "office hours") so that you can stay in touch with me regarding your child's learning.

**NOTE:**

If students are in special programs, teacher/staff member may use this phone call to share updates as appropriate per individualized programming or IEP.



## APPENDIX B: IRSD ZOOM ACCOUNT SETUP

(Revised 3/25/2020)

The following basic instructions allow educators to sign up for a Zoom online conferencing account via their existing Google sign in. Anyone who previously signed up can still follow these steps. As of 3/25/2020 Zoom has lifted the 40 minute time limit on meetings.

Please use the link below to sign up for a Zoom Account:

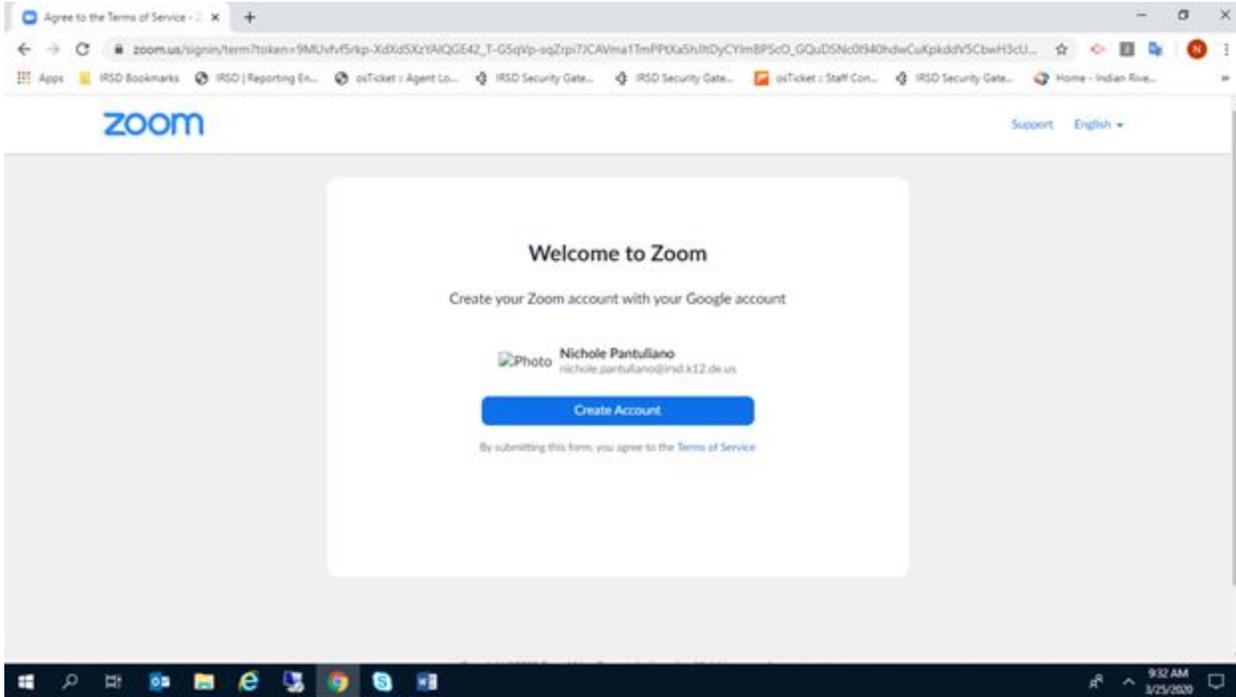
<https://zoom.us/signup>

Once you have navigated to the above link, the screen above appears. Click on the link “Sign in with Google” and use your school email address ([xxxxx.xxxxx@irsd.k12.de.us](mailto:xxxxx.xxxxx@irsd.k12.de.us)).

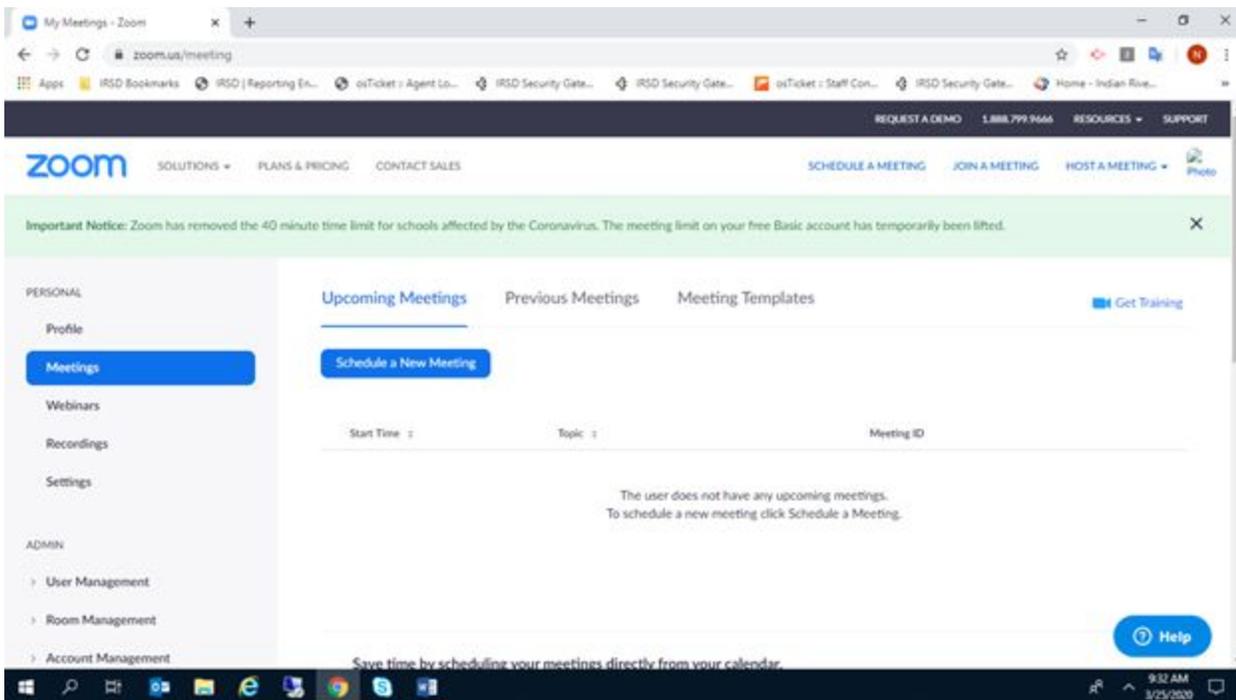


# Indian River School District Remote Learning Plan

## #IRSDLearningTogether



Select "Create Account."

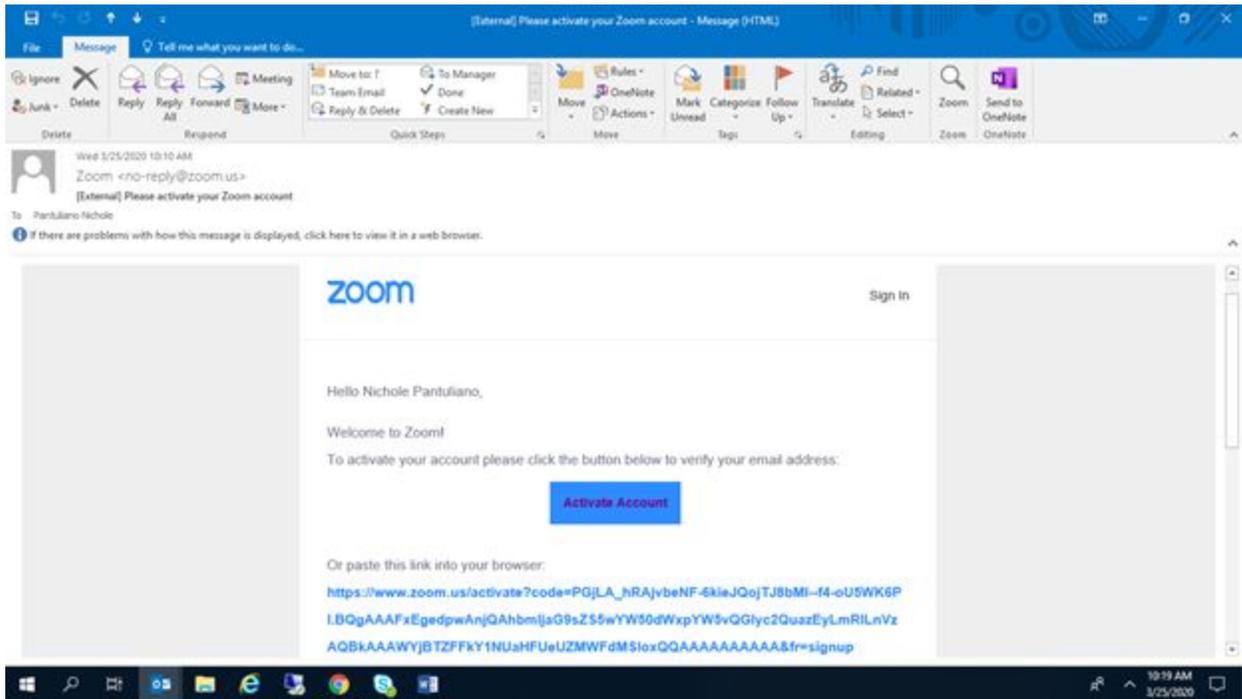


Once "Create Account" has been selected, your Zoom Account has been set up and the above screen appears.



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**Please note: Once an account has been created, you may have to “Activate Account.” If so, enter your email address and follow the prompts to activate the account. The email above will appear in your inbox, and once you select “Activate Account” it will prompt you to create a password.**