

Remote Learning Expectations

Remote learning continues at start of school year and/or during intermittent school campus closure.

	STUDENT EXPECTATIONS	TEACHER EXPECTATIONS	LEADER EXPECTATIONS	PARENT RECOMMENDATIONS
Instruction and Assessment	<ul style="list-style-type: none"> ✓ Reflect on their learning and self assess using tools provided by the teacher. ✓ Participate in training/instruction in remote learning expectations. ✓ Access assignments on their own time and at their own pace, but make adequate weekly progress in all courses. ✓ Participate in teacher lessons when scheduled, and/or review recordings as needed. ✓ Respond to emails and messages from the school within 24 hours. ✓ Proactively communicate with teachers and/or school staff what is working and what is not. 	<ul style="list-style-type: none"> ✓ Connect with students and understand their needs for remote learning ✓ Be flexible. Some students may have unique challenges in accessing online curriculum and/or working in a synchronous environment. ✓ Work with collaborative teams to identify and embed critical standards from 4th quarter into their scope and sequence for this year. Avoid attempting to teach all unmastered standards at the beginning of the year. ✓ Record and post synchronous learning opportunities such as web conferences for asynchronous participation. ✓ Utilize district-provided digital content for remote learning through Canvas. ✓ Supplement digital content with appropriate synchronous opportunities for one-to-one 	<ul style="list-style-type: none"> ✓ Ensure collaborative teams develop, communicate, and implement expectations and schedules for in person and/or remote learning days. ✓ Create a plan to ensure parents and students can continue to access school personnel by phone during times of school closure. ✓ Ensure collaborative teams are meeting regularly and agreeing on learning outcomes and common assessments. ✓ Ensure critical district-level communications are shared with teachers and staff. ✓ Ensure teachers utilize district-provided digital content for remote learning through Canvas. ✓ Adapt processes for coaching, observation, and feedback for all learning modalities. 	<ul style="list-style-type: none"> ✓ Help children be ready to learn by providing a supportive learning environment including time, space, and resources necessary for learning. ✓ Communicate regularly with teachers(s) and school regarding needs. ✓ Take advantage of parent resources available on school websites to support student learning. ✓ Update school with accurate contact information, such as email, phone number and address and best time for check-ins. ✓ Monitor student progress within Canvas (Canvas Observer) and the Parent Portal. ✓ Monitor student engagement through planning, prioritizing, organization, goal setting, and time management.

		<p>or small group learning.</p> <ul style="list-style-type: none">✓ Explicitly teach behavioral expectations for learning in a remote environment.✓ Engage students in online discussions to support English acquisition.✓ Use Canvas as the front door for learning.✓ Diagnose student readiness for grade level content and routinely monitor progress. Provide students the opportunity to discuss their own understanding of these critical standards and what help they need to address gaps in mastery.✓ Provide appropriate synchronous (e.g. individual, small group, and whole group) and asynchronous opportunities.✓ Regularly communicate meaningful feedback to students.✓ Provide small group instruction for ELL students in a mixed model through WebEx or phone calls.		<ul style="list-style-type: none">✓ Collaborate with teachers to increase student motivation and engagement.
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		<ul style="list-style-type: none">✓ Intentionally plan to integrate goals from IEPs into instruction.✓ Explicitly communicate and teach expectations for students to learn in a remote learning environment (connect, navigate, behavioral expectations).✓ Provide instruction on digital learning, digital citizenship, study skills, and goal setting to support remote learning.✓ Prepare one quarter of learning using flexible and multimodal learning and assessments geared toward mastery of content in lieu of completing seat time.✓ Collaboratively design, plan, and implement units of instruction that include learning goals and success criteria written in student friendly language.✓ Design performance tasks, projects, or mini-units that allow for flexibility in learning and a variety of accurate and valid assessment techniques.		
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		<ul style="list-style-type: none"> ✓ Provide options for students in resource classes to participate in general education courses during times of school closure in a co-taught model. This option will help ensure equitable instruction and develop special education teacher capacity. ✓ Elective area teachers, such as fine arts and CTE, may create kits of supplementary materials for learning at home (i.e. art supplies). ✓ Provide online/live whole group lessons that are efficient and short with less objectives ✓ Create recorded tutorials for students who need more time to understand concepts. ✓ Provide a high level of choice in assignments to increase engagement and ownership. 		
Grading		<p>TEACHER EXPECTATIONS</p> <ul style="list-style-type: none"> ✓ Adhere to MPS Grading Practices. 	<p>LEADER EXPECTATIONS</p> <ul style="list-style-type: none"> ✓ Ensure adherence to MPS Grading Practices. 	<p>PARENT RECOMMENDATIONS</p> <ul style="list-style-type: none"> ✓ Monitor student progress via Canvas and the parent portal.

		<ul style="list-style-type: none"> ✓ Ensure grading reflects student learning and mastery of standards and will be communicated to students and families on a regular basis. ✓ Provide regular and targeted feedback to promote understanding and growth. <p><i>Secondary</i></p> <ul style="list-style-type: none"> ✓ Create semester long gradebooks rather than creating individual quarters to be averaged. 		<ul style="list-style-type: none"> ✓ Collaborate with teachers to increase student motivation and engagement.
<p>Connecting and Communicating with Students and Parents</p>		<p>TEACHER EXPECTATIONS</p> <ul style="list-style-type: none"> ✓ Communicate work expectations and schedules. ✓ Post office hours in advance each week so students and families know when teachers are available for conferences and information sessions. ✓ Set office hours weekly to accommodate for parents' work schedules. ✓ Update Architek web page with accurate and relevant information including links to curated resources. 	<p>LEADER EXPECTATIONS</p> <ul style="list-style-type: none"> ✓ Maintain a presence by being regularly available and visible to stakeholders in the virtual setting (e.g., online forum with principal, vlog, video newsletter). ✓ Ensure access to resources and information related to remote learning can be easily accessed from the school's website, (e.g.links to resources such as Canvas tutorials, contact information for teachers and other school personnel, FAQs, who to contact for common questions, etc.). 	

		<ul style="list-style-type: none">✓ Provide regular feedback about student learning.✓ Respond to parent communication within 24 hours.✓ Provide on-going, continual communication with parents.✓ Continue to provide meaningful access to communication via school site interpreters and/or Language Line services.✓ Help parents develop a flexible learning schedule when at home, and a dedicated space for schoolwork.✓ Help parents with strategies for the balance of screen time; physical exercise, art and music expression, and social connection with friends.✓ Ensure that communication with families takes into account families for whom English is not the primary language spoken at home and accommodates for visual and/or hearing disabilities.	<ul style="list-style-type: none">✓ Ensure staff have weekly office hours posted and are checking in with all students each day in some format.✓ Ensure coordination of office hours across departments.	
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<p>Technology Needs to Support Learning Model(s)</p>	<p>STUDENT EXPECTATIONS</p> <ul style="list-style-type: none"> ✓ Follow district technology expectations and guidelines. ✓ Know and access the district and school support structures for technology and digital curriculum as needed. 	<p>TEACHER EXPECTATIONS</p> <ul style="list-style-type: none"> ✓ Be effective users of Canvas, WebEx Teams, Meetings, and Train. ✓ Monitor the use and care of district provided devices. ✓ Know and communicate the district and school support structures for technology and digital curriculum. 	<p>LEADER EXPECTATIONS</p> <ul style="list-style-type: none"> ✓ Create and implement a structure for monitoring the use and care of district provided devices. ✓ Know and communicate the district and school support structures for technology and digital curriculum. ✓ Be effective users of WebEx Teams, Meetings, and Train. 	<p>PARENT RECOMMENDATIONS</p> <ul style="list-style-type: none"> ✓ Monitor the use and care of district provided devices.
<p>Professional Learning Needs to Support Learning Model(s)</p>	<p>STUDENT EXPECTATIONS</p> <ul style="list-style-type: none"> ✓ Participate in training on the appropriate use of devices. ✓ Participate in training on how to use Canvas ✓ Participate in training on how to use other integrated technology software and programs. 	<p>TEACHER EXPECTATIONS</p> <ul style="list-style-type: none"> ✓ Participate in professional learning about best practices regarding design and implementation of digital content. ✓ Participate in professional learning on digital learning, digital citizenship, study skills, and goal setting to support remote learning. ✓ Become proficient users of WebEx and Canvas. ✓ Complete Architeck module(s) to allow editing and updating of web pages. 	<p>LEADER EXPECTATIONS</p> <ul style="list-style-type: none"> ✓ Ensure teachers are participating in needed training and connect them to resources. ✓ Participate in professional learning opportunities that will help guide collaborative team planning, instruction, and assessment, including integration of technology. ✓ Provide training on planning and setting up a gradebook. 	<p>PARENT RECOMMENDATIONS</p> <ul style="list-style-type: none"> ✓ Take advantage of parent resources available on school and district websites to support student learning. ✓ Contact your teacher and/or principal for assistance when needed.

		<ul style="list-style-type: none"> ✓ Participate in professional learning to recognize and respond to signs of trauma. 		
Social Emotional Learning	STUDENT EXPECTATIONS <ul style="list-style-type: none"> ✓ Engage in Social Emotional Learning (SEL) check-ins and reflections using teacher provided tools. 	TEACHER EXPECTATIONS <ul style="list-style-type: none"> ✓ Conduct Social Emotional Learning (SEL) check-ins regularly with students. ✓ Provide students with a way to reflect on and document their experience and what they've learned about themselves during the pandemic, either through journal writing, artwork, music, or other creative outlets. ✓ Invite families to join in discussion and reflection about the school closure and pandemic and strategies for coping with any resulting trauma. ✓ Provide multiple modes of communication to students and families to respond to questions, concerns, or emergencies. ✓ Work with school counselors to integrate curriculum and intervene when needed. ✓ Provide students with 	LEADER EXPECTATIONS <ul style="list-style-type: none"> ✓ Conduct SEL check ins with teachers and staff during times of school closure and be available for support. ✓ Ensure each student has one caring adult who checks in with him/her regularly and provides resources as necessary. ✓ Ensure collaborative teams are checking in regularly with students and families regarding the impact of school closure and pandemic on the family. ✓ Provide multiple modes of communication to students, staff, and families to respond to questions, concerns, or emergencies. 	PARENT RECOMMENDATIONS <ul style="list-style-type: none"> ✓ Share information with school staff regarding the impact of school closure and pandemic on the family. ✓ Communicate with school staff any barriers to participation in remote learning.

		<p>actionable strategies for exploring, discussing, and regulating their emotions through a virtual platform.</p> <ul style="list-style-type: none"> ✓ Create opportunities for students to collaborate to build relationships in a remote environment. ✓ Plan ways to build rapport and relationships. ✓ Identify students who are disengaged from the remote setting and attempt additional methods for communicating and connecting. ✓ Provide SEL reflection opportunities to check-in with student emotions and provide resources. 		
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Special Education Teacher and Leader Specific

These expectations are in addition to the items embedded above.

Instruction and Assessment	STUDENT EXPECTATIONS	SPECIAL EDUCATION TEACHER EXPECTATIONS	LEADER EXPECTATIONS	PARENT RECOMMENDATIONS	
	<ul style="list-style-type: none"> ✓ Expectations are the same as above 	<ul style="list-style-type: none"> ✓ Virtual direct instruction provided should correlate with current IEP Service minutes (Parents will 	<ul style="list-style-type: none"> ✓ Provide support to IEP teams when hosting IEP meetings in a virtual format. ✓ Ensure apps/platforms are 	<ul style="list-style-type: none"> ✓ Review your child's IEP (Individualized Education Plan) ✓ Schedule a meeting with your child's Case Manager to discuss 	

		<p>be provided a summary of this instructional schedule within the first two weeks of school).</p> <ul style="list-style-type: none"> ✓ Examine each child's needs/abilities and provide support as outlined in the IEP. ✓ Develop specially designed instruction based on strength, needs, and IEP goals. ✓ Provide specific materials for children as appropriate for making progress on individualized education program (IEP) goals. ✓ Ensure that students with disabilities have equal access to the same opportunities as their peers without disabilities. ✓ Collaborate with general education teacher(s) regarding lesson planning and lesson execution. ✓ Continue to work on IEP and evaluation 	<p>accessible to a child based on the child's unique needs.</p> <ul style="list-style-type: none"> ✓ Consider the implementation of a co-teaching model for collaboration, consistency, and structure for students with disabilities. ✓ Provide the option for students with special needs to use MDLP platform according to their needs and IEP goals within collaboration with both the special and general education teachers. 	<p>questions/concerns</p>	
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		<p>paperwork within required timelines.</p> <ul style="list-style-type: none">✓ Document communication with parent/student as attempts to make progress (note section of your learning management or IEP system, communication log, etc.).✓ Continue to progress monitor students according to their IEP goals.✓ Develop guidelines for students to support executive functioning tasks (ex. organizational skills, task completion, etc.).✓ Align general education curriculum, assignments, etc. with accommodations and/or modifications within SDI. This includes support within Canvas or other online platforms.✓ Provide access to online learning platforms for specially designed instruction,			
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		<p>including Freckle, Unique Learning Systems, Multisensory Reading Lessons, and TeachTown Social Skills.</p> <p>✓ Provide resources that offer consistency and structure in the new learning environment.</p> <p>✓ Provide mini lesson plans to parents of elementary students to identify key learning objectives for the week.</p>			
Grading		<p>SPECIAL EDUCATION TEACHER EXPECTATIONS</p> <p>✓ Complete progress monitoring and discuss with parents.</p>		<p>PARENT RECOMMENDATIONS</p> <p>✓ Review progress monitoring and discuss with teacher as needed</p>	
Connecting and Communicat ing with Students and Parents		<p>SPECIAL EDUCATION TEACHER EXPECTATIONS</p> <p>✓ Provide information for alternate formats to facilitate effective communication for individuals with</p>	<p>LEADER EXPECTATIONS</p> <p>✓ Provide information for alternate formats to facilitate effective communication for individuals with disabilities.</p>	<p>PARENT RECOMMENDATIONS</p> <p>✓ Stay connected with your child’s teacher(s)</p> <p>✓ If you need assistance creating a visual schedule for your child, please contact your</p>	

		<p>disabilities.</p> <p>✓ Provide meaningful access to communication from school officials to students, parents, and the community about any aspect of COVID-19 or actions the schools are taking in response to COVID-19.</p>	<p>✓ Provide meaningful access to communication from school officials to students, parents, and the community about any aspect of COVID-19 or actions the schools are taking in response to COVID-19.</p> <p>✓ Document communication, consultation, and remote learning opportunities for IEP related services.</p>	<p>child's special education teacher</p> <p>✓ Contact your child's teacher with any questions/concerns</p>	
Professional Learning Needs to Support Learning Model(s)		<p>SPECIAL EDUCATION TEACHER EXPECTATIONS</p> <p>✓ Participate in professional learning on tools for progress monitoring.</p>	<p>LEADER EXPECTATIONS</p> <p>✓ Consult with the Special Education Director of Specialized Instruction (Lindsay Massey) for site specific training needs</p> <p>✓ Consult with your Area director regarding needs of your campus</p>	<p>PARENT RECOMMENDATIONS</p> <p>✓ Review tutorials from Parent University, Your School Site, and Educational Technology</p>	
Social Emotional Learning		<p>SPECIAL EDUCATION TEACHER EXPECTATIONS</p> <p>✓ Per the IEP, monitor</p>		<p>PARENT RECOMMENDATIONS</p> <p>✓ Review Home Resources from Sanford and Harmony</p>	

		and implement support for students' social, emotional, and/or behavioral goals and needs.		✓ Communicate with special education teacher or related services staff regarding any updates/changes in your child's well being	
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