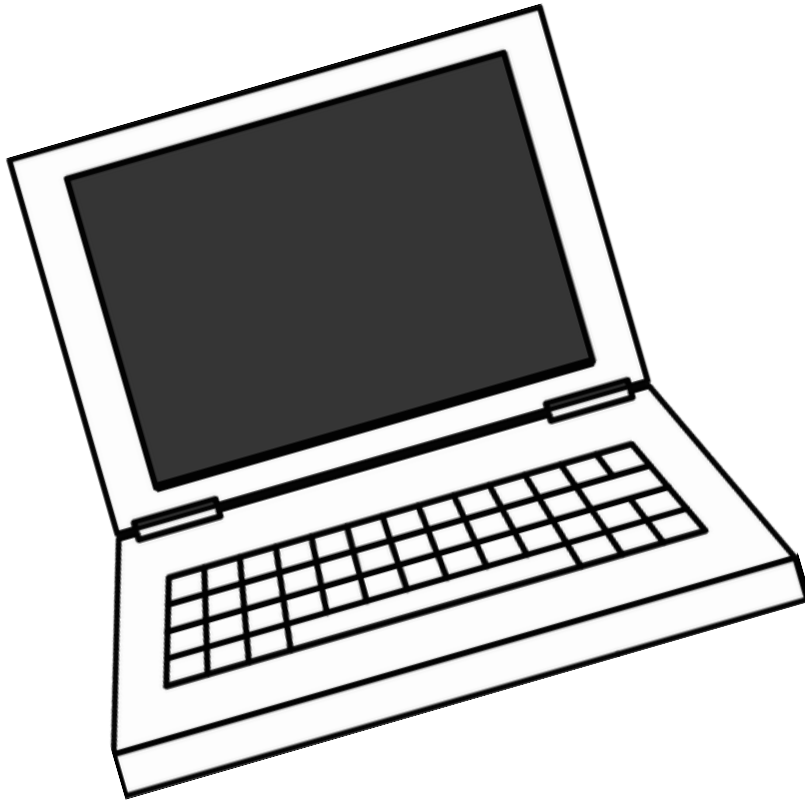


FIELDS MEMORIAL SCHOOL

REMOTE LEARNING



HANDBOOK

August/September 2020

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More information regarding Remote Learning & Little Learners, Remote Learning and IEP Students as well as other topics will be added to this handbook as they are developed. Updates will be shared via Parent Square.



A Message from the Administration

To our FMS Families,

We are very close to bringing our students back to the FMS campus to begin the 2020-21 school year. In this handbook you will find detailed information about how Remote & Distance Learning will work while we open school in a **Hybrid Model**.

We have done our best to cover all aspects of remote & distance learning for you so that there is a clear understanding of what the certified staff, paraprofessionals and administration can and will do to support you and your student(s) during the time that they are learning from home. Everyone at FMS is dedicated to meeting the needs of our students *where they are academically & emotionally* regardless of their physical location and helping them learn & grow through the entire school year.

This is not a perfect plan. There will likely need to be adjustments and tweaks to it as we begin to *live it*. We welcome your questions, concerns and feedback as we navigate through the first couple of weeks back to school. It is our hope, as I am sure it is all of yours, that we can put the Hybrid Model and Remote Learning behind us soon. Until that time, we ask for your patience and compassion as the teachers adjust to their dual role of preparing meaningful, engaging lessons and content for the students in front of them, as well as, those learning from home.

Until we can bring all of the members of our FMS community together again,

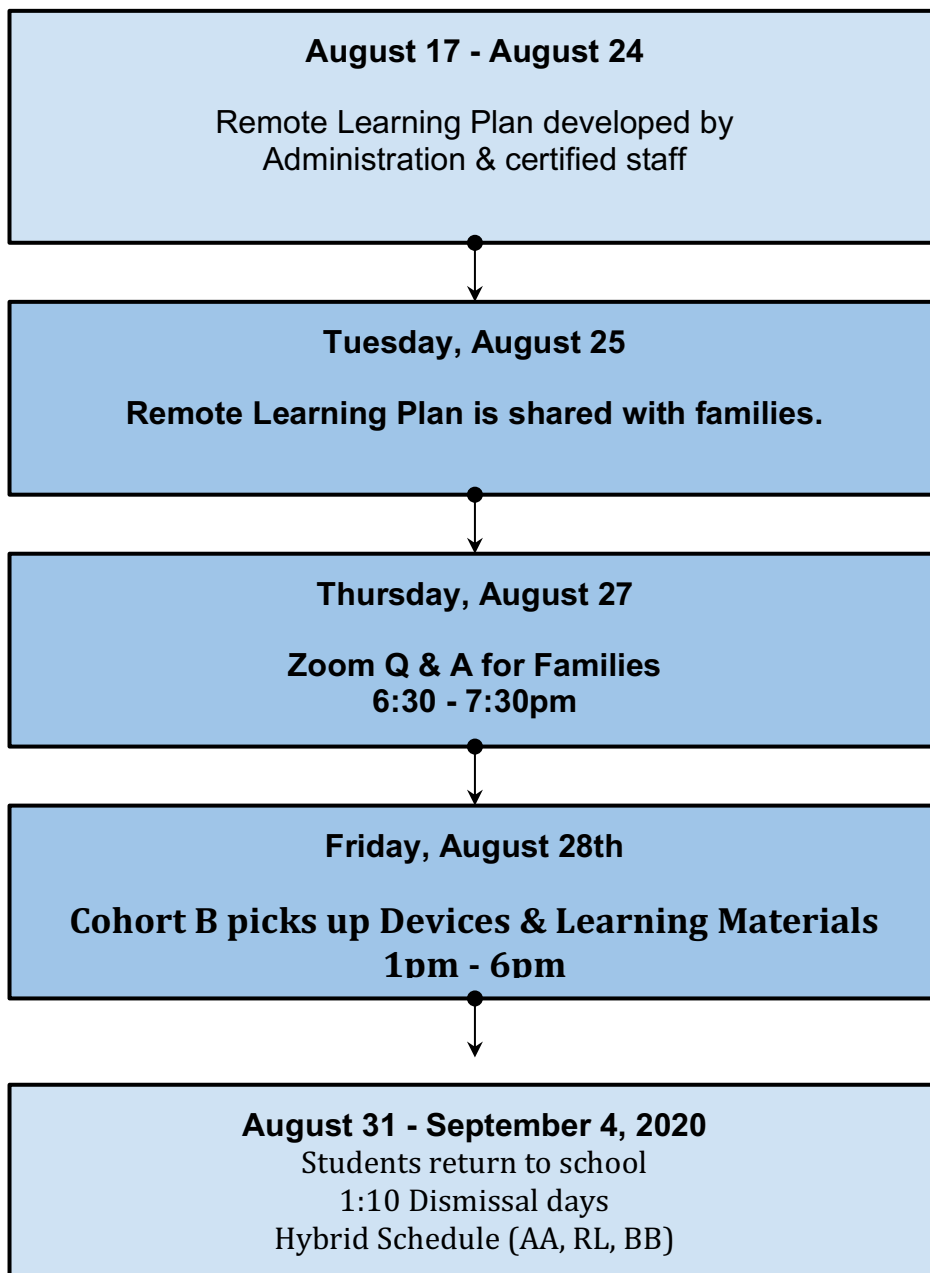
Take care, stay safe & be well,

Ruth Levy
Superintendent

Cathy Dowler
Principal

Eileen Hargreaves
Special Education Director

Remote Learning Handbook Development Timeline



Guiding Principles

Faculty and administration at FMS know and understand that every family has different challenges, access to internet & devices and unique schedules. While opening in with a Hybrid Model, some students will be learning consistently remotely by family choice and other students will be in school 2 days and working remotely 3 days. *Everyone* will be feeling some growing pains as both teachers and families/students become accustomed to our new normal.

While students are Remote Learning, FMS will make every effort to provide a comprehensive, rigorous remote learning experience. However, parents & caregivers need to be aware of the limitations that apply.

Instructional Time Expectations

- Parent(s)/caregivers will be expected to supervise and engage their children to fully and effectively access the remote learning programming that is offered. New concepts & skills will be provided along with appropriate materials and resources, but *it needs to be clearly understood that parents/caregivers will be in the role of instructor for many of these assignments.* (CSDE document, Addendum # 1 Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together)
- The nature of remote learning programming may not result in matching instructional hours 1:1 with an in-person learning model. Students working remotely *should not be* working the same number of hours as their peers that are physically in school. Guidelines for at home learners can be found on page 5.

Student Engagement in Learning Opportunities Aligned to Standards

- Teachers will provide recommended guidelines with some flexible options to learn new concepts and demonstrate mastery.
- It is understood that students may have varying levels of assistance, supervision or guidance at home.
- Learning opportunities will be aligned to the Common Core State Standards and engage students such that a student is supported both academically, as well as, socially & emotionally.

Equity, Choice, and Flexibility

- Remote learning activities will allow for choice and flexibility, especially when considering student populations that typically have additional support while in school. Instruction should include enough flexibility and choice to reduce instances of students feeling overwhelmed, disinterested, and/or frustrated.

Collaboration Among Students

- Students need social interaction, and collaborating with one another is an effective strategy for learning that also supports the whole child. Teachers will seek to provide students the opportunity to work collaboratively on projects virtually such as through discussion boards throughout the Remote Learning experience.

Feedback on Student Work

- Regular and timely feedback will play an important role in guiding students in their instruction.
- Students should expect to receive feedback/communication from their teacher/support personnel.
- Feedback can show up on the student's email, as a private comment within a document/assignment on Google Classroom or a comment written on a paper/project turned in by the student when he/she is in school.
- Guidelines for when to expect feedback and the kind of feedback will be further explained on page 9.

Social and Emotional Learning

- Social & emotional support and learning opportunities will continue to be available to our students who are learning remotely.
- Teachers will include SEL activities and assignments in Remote Learning.

Time Guidelines for Learners

The amount of time students are expected to learn and complete academic work in a remote setting should differ from instruction delivered in a physical classroom. It is understood that as the year begins, the amount of time a student spends will increase gradually as the year progresses.*

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3 - 5 minutes*
K	30 minutes/day	90 minutes/day	5-10 minutes*
1-2	45 minutes/day	90 minutes/day	10-20 minutes*
3	60 minutes/day	120 minutes/day	10-20 minutes*
4-8	Class period: 15 minutes/day Total: 90 Minutes/day	Class period: 30 minutes/day Total: 180 minutes/day	1 class area or class

Recommended Length of Sustained Attention refers to the amount of time a student spends focused on a single activity or task.

Attendance & Participation

All students are expected to participate in learning whether it is remotely Monday - Friday, or through the FMS Hybrid Model. The faculty & administration recognize that not every student may be able to log in at the same time to engage in synchronous instruction. However, every student is expected to participate in the learning opportunities offered a minimum of once a day.

What is new this fall:

- Teachers will be tracking student participation/attendance each day through a response to a question, participation in a meeting &/or completion of an assignment.
- Students must either log in to an assigned meeting &/or notify the teacher via email if that is not possible.
 - *Any student who does not notify the teacher of the inability to participate in a **synchronous lesson/meeting**¹ within 24 hours will be considered to have an "unexcused absence" and it will be reflected on the end of term report card.*
- It is understood that younger students often require the assistance and supervision of a parent/caregiver to get logged on and complete assignments. It is also understood that a parent's work schedule and demands will take precedence. As long as a student is participating in learning each day and completing assignments by the due date given, there will be no negative consequences provided there is some communication with the teacher.
- **Wednesday is a Distance Learning Day for all students.** Teachers will be conducting Live/Synchronous Meetings/Lessons with the whole class as well as, doing check ins with students that are participating exclusively by remote learning.
 - Teachers will communicate the Wednesday schedule and expectations for their individual classes via Parent Square, Google Classroom or email.

¹ Synchronous learning - lessons or instruction is occurring in the present or real time. *The assigned meeting is synchronous, all class members and teachers are participating at the same time.*

- If a student fails to log in to 3 meetings or fails to complete 3 assignments, a parent will be contacted by phone/email.
 - The teacher has the discretion to allow for makeup work or not upon conversation with the parent(s)/caregiver.
 - A student is considered **truant** if the student has 4 unexcused absences from school in one month (30 consecutive calendar days). This would also apply in the case of a remote learner who goes "off the grid" for 4 consecutive days. Follow up phone calls by the teacher & /or administration will occur.

Hybrid Weekly Schedule

FMS will begin school on Monday, August 31st with the following Hybrid schedule. All students in Cohort A will report to the school campus for in person learning with his/her assigned teacher. All students in Cohort B, will remain at home with a parent/caregiver and begin learning remotely. All students will be Distance Learning on Wednesday, September 2nd. On Thursday, September 4th, Cohort B will report to campus for in person learning with his/her assigned teacher. Cohort A will remain at home with a parent/caregiver and learn remotely.

Learning materials & devices will be available for pick up for Cohort B on Friday, August 28th between 1pm and 6pm.

Hybrid Scenario: Two-Day In-Person Rotation (Every Week)				
Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A (In Person)	Cohort A (In Person)	All students and staff on Distance Learning; deep cleaning of building between cohorts	Cohort B (In Person)	Cohort B (In Person)
Cohort B (Remote)	Cohort B (Remote)		Cohort A (Remote)	Cohort A (Remote)

☆ August 20, 2020 the Bozrah BOE approved the proposal to have all students in grades K, 1, 2 & 3 attend all four days that the Hybrid Model is in operation. Kindergarten students will attend for ½ day sessions, AM and PM (8:25 AM – 11:25 AM, 12:00-3:05 PM) all four days. Due to small class sizes, Grades 1 & 2 will attend full days M, T, Th and F. Currently, Grade 3 has ⅓ of the class opting to do remote learning only, allowing us to bring in the remaining 10 students 4 days a week. Wednesday will continue to be a distance learning day for all FMS students.

It is the hope of the faculty and administration, that by offering all 4 days to our littlest learners we can maintain continuity of learning and provide some relief for parents struggling to support remote learning while working full time outside the home or remotely from home.

Remote Learning Responsibilities & Expectations

Teacher Responsibilities

During the Hybrid Model, a teacher will be responsible for 2 different groups of students each day, those students that are sitting in front of them and those students whose family has made the decision to to have their student learn from home. A teacher's first responsibility is to those students present in class. The district is making *in school learning accessible & safe per the guidance and standards established by the CSDE and the DPH*. **Therefore, the district expects students to come to school. Families that elect to have students engage in remote learning do so with the full understanding that the parent(s)/caregiver(s) are assuming responsibility for the instruction, support and assistance of their student(s).**

- Teachers will provide new learning opportunities that will present new concepts & skills through instructional resources such as videos, articles, websites, projects, assignments, reference sheets, anchor charts, etc.
- An FMS teacher/staff member other than your child's classroom teacher will connect with remote learners on an established schedule on Mondays, Tuesdays, Thursdays, and Fridays.
 - All K-8 FMS students will connect virtually with their classroom teacher as a whole class on Wednesdays as distance learners.
 - On Wednesdays classroom teachers will prioritize connections with exclusively remote learners.
 - Teachers will wait 10 minutes for students to "arrive" to scheduled virtual meetings before considering the student absent.

- **Feedback**
 - Virtual/Remote assessments (tests or quizzes): Feedback will be provided in a timely manner after the assessment's due date.
 - Long term projects/papers: Feedback will be given throughout the process and final comments within 2 weeks after the due date.
 - Daily assignments: General feedback will be given as soon as possible with specific comments as needed.
- **Grading and Reporting**
 - **Grades are going to be given** based on a student's ability to demonstrate mastery of the standards presented.
 - A student's level of participation or lack thereof will affect their grade and be noted on their report card.
- Teachers will provide necessary school-issued usernames and passwords to all students and families.

Student Responsibilities

- DO SOMETHING!
- Participate fully and to the best of their ability in the remote learning opportunities offered.
- Engage in learning daily - see chart on page ###
 - Read every day
 - Practice math facts daily
- Students can expect to see math, reading, and writing assignments.
- Social studies and science may include language arts and math instruction.
- Students should complete their OWN work as independently as possible.
- As students gain independence, they should communicate directly with teachers to seek help, express concerns, and ask questions.
- Students will continue to adhere to the expectations outlined in the FMS Student Handbook.
- Make sure you are logged into YOUR Google account before completing assignments.
- Don't change your assigned username and password for school provided accounts.
- Attend scheduled Zoom meetings.
 - Appropriate school behavior is expected during all Zoom meetings.
 - Do not share Zoom meeting IDs and passwords with anyone.

Parent/Caregiver Responsibilities

- Parents should check with their child(ren) to assure they have communicated directly with teachers to seek help, express concerns, and ask questions before reaching out to their child's teacher.
 - For younger students, we encourage them to ask their parents to communicate with their teachers on their behalf.
- Parents should check in with their child BEFORE contacting their child's teacher. Parents should check in with their child's teacher BEFORE contacting administration.
- Ensure that your child has a quiet workspace and appropriate supplies to engage in remote learning.
- Check on your child! Ask them to see the work that they are completing and their Google Classroom page.
- Reach out to your child's classroom teacher if you need hard (paper) copies of assignments.
- Check student assignments for completion.

Remote Learning & Art, Music, Health and Physical Education

During our Hybrid Learning model, students in school will have a special for the 2 days they are on campus. If students are *in school 2 - 4 days*, students are not expected to engage in remote learning activities provided. If a student does not *see Mrs. James on campus*, Health assignments will be posted in *Google Classroom*.

- Students are expected to engage in and complete the assigned activity.
- Grades PK - 3 will have 4 special area classes each week; Art, Music, PE, and Library.
- Grades 4 - 8 will have 2 Special Area classes on a 2 week rotating schedule. For example: Mrs. Jones' 4th grade class will have PE and Art Week 1 and Library and Music Week 2.
- For those learning exclusively remotely, one Remote Learning assignment will be posted on Monday for each special that a student's *in school classmates* would attend. For Example: John is in Mrs. Jones' class. Mrs Jones' class has PE & Art Week 1. John will be expected to complete the remote learning assignment for PE and Art by Sunday ending that week.
- Students will be graded on their participation and completion of assignments. Failure to do so will result in a negative impact on the report card.

Music Expectations:

- Returning band students in grades 5 -8 will be able to continue their instrumental growth and development through the online platform *Music First & Practice First* which will be found in *Mrs. Coats' Google Classroom*.
- Mrs. Coats will be touching base with band students on Wednesdays and providing feedback on Practice First assignments.
- Use of Music First will be introduced and rolled out gradually.
- More information will be coming as the platform is set up and introduced.

Art Expectations

- Remote Learning experiences in Art may include, but are not limited to, opportunities to create works of art, learn about different types of art and artists.
- Every effort should be made to engage in the activity *as assigned* to promote the appropriate skill and art education target.

Physical Education & Health Expectations

- Physical Education & Health are mandated by federal and state regulations and therefore are not optional.
- Assignments are given to address specific skills and fitness.
- Every effort should be made to engage in the activity *as assigned* to promote the appropriate skill and learning target.