# Upper Adams School District
## Remote Learning Plan

| School Roles and Responsibilities | |
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| Principals | ● Monitor communication between teachers and their students<br>● Support faculty and students/families shifting to a distance learning environment |
| Core Teachers | ● Collaborate with other members of your department to design distance learning experiences for your students<br>● Use district curriculum and resources (ex. Google Classroom, Zoom, online textbooks, Newsela) to communicate and deliver content<br>● Make sure parents are aware which online resources your students will access.  Include information on how to access the resources.<br>● Communicate with and provide timely feedback -Daily if possible<br>● Communicate with parents and students, as necessary<br>● Teacher availability will be from 8:00 a.m. to 11:00 a.m. and 1:00 p.m. to 3:00 p.m. |
| Special Education, Learning Support, Gifted Education, ELL, LifeSkills | ● Communicate regularly with the subject or classroom teachers who teach the students on your caseload.<br>● Communicate regularly with students on your caseload and/or their parents<br>● Provide supplementary learning activities for students on your caseload<br>● Document time supporting students.<br>● Teacher availability will be from 8:00 a.m. to 11:00 a.m. and 1:00 p.m. to 3:00 p.m. to communicate with students and parents |
| Electives- Art, PE, Music | ● Develop a bank of activities being mindful of the resources families may or may not have in their home.<br>● Communicate with students/families who reach out for assistance<br>● Teacher availability will be from 8:00 a.m. to 11:00 a.m. and 1:00 p.m. to 3:00 p.m. to communicate with students and parents |
| Counselors | ● Serve as a liaison for communication with students/families in crisis<br>● Provide resources for students and families to support them while they are away from school<br>● The teacher availability will be from 8:00 a.m. to 11:00 a.m. and 1:00 p.m. to 3:00 p.m. |
| Tech Specialist/ Librarian | ● Collaborate with colleagues to find resources for high-quality distance learning experiences<br>● Regularly check in with subject and classroom teachers to identify ways to |

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| | support their design of distance learning experiences<br>● Be available for teachers and students as needed for support and respond to identified technology issues.<br>● The teacher availability will be from 8:00 a.m. to 11:00 a.m. and 1:00 p.m. to 3:00 p.m.<br>● Establish office hours, communicate with students, teachers and parents |

## Student Roles and Responsibilities

- Establish daily routines for engaging in the learning experiences
- Identify a space in your home where you can work effectively and successfully
- Identify a space in your home where you can participate in live online learning. Sit at a table with a wall behind you, if possible.
- Regularly monitor online platforms
- Engage in all learning with academic honesty
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Comply with School Internet Safety policies including expectations for online etiquette

| For questions about... | Contact |
|---|---|
| A Course, Assignment, Or Resource | The Relevant Teacher |
| A Technology Related Problem Or Issue | K-6: The Classroom Teacher<br>7-12: Mr. McLean |
| A Personal, Academic Or Social-Emotional Concern | Your Assigned School Counselor |
| Other Issues Related To Distance/Remote Learning | Your School Principal Or Assistant Principal |

## Parent Roles and Responsibilities

Provide support for your children by:
- Establishing routines and expectations
- Defining the physical space for your child to study
- Monitoring communications from your child's teachers
- Beginning and ending each day with a check-in
- Taking an active role in helping your child process his/her learning

- Establishing times for quiet and reflection
- Encouraging physical activity and/or exercise
- Remaining mindful of your child's stress or worry

| For questions about... | Contact |
|---|---|
| A Course, Assignment, Or Resource | The Relevant Teacher |
| A Technology Related Problem Or Issue | K-6: The Classroom Teacher<br>7-12: Mr. McLean: s.mclean @upperadams.org |
| A Personal, Academic Or Social-Emotional Concern | Your Child's Assigned School Counselor |
| other issues related to distance learning | your school principal or assistant principal |

| General Guidelines for Remote Learning | |
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| Feedback | ● Provide timely feedback, as it is essential to student learning; this is especially so in online learning environments<br>● Provide clear communication regarding where/how students should ask questions and seek clarification<br>● Actively monitor your email for questions and communications from students/families |
| Offline Work | ● Avoid requiring printing. All tasks must be completed on a device or uploaded as a picture<br>● Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video |
| Instruction | ● Strictly follow the guidelines for time and schedule provided by the district based on your grade level and subject area<br>● Consider how to use gradual release of responsibility to enhance learning for students<br>● Collaborate with your colleagues as appropriate |
| Deadlines | ● Provide students ample time to complete assignments - more time |

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| | than you would usually provide in class may be necessary for students<br>● Make sure that all directions for tasks are clear and detailed |
| Online Learning Environment | ● Use district supported platforms such as Google Classroom, Zoom, online textbooks, Google Drive, etc.<br>● Provide both synchronous and asynchronous learning opportunities as detailed by the district based on your grade level and subject area |
| Synchronous Learning | ● Students have the opportunity to interact with one another and the teacher<br>● Could take place via Zoom, Google Meet or online written interactions such as Questions in Google Classroom<br>● All video synchronous learning opportunities should be recorded and posted for students who are unable to make the live session |
| Video Conferencing Guidelines | ● Students should be seated at a table when possible<br>● Maintain class etiquette |
| Student Check-In & Assessment | ● Assessments as necessary to ensure students have the appropriate number of learning experiences<br>● Use tools such as Google Forms, online textbook assessments, Google Classroom Tools etc. |
| Office Hours | ● All staff will be available to their students and parents via identified communication tools and digital platforms from 8:00-11:00 AM and 1:00--3:00 PM every day. |

## Biglerville High School

Priorities
● Students will have both online and off-line learning activities.
● The primary tools for communication between teachers and families will be Google Classroom, ZOOM, student email addresses, and parent provided email addresses.
● Teachers will provide synchronous learning that will be recorded and made available to students to watch at any time.  The synchronous learning sessions will be at a regularly scheduled school time.

Approximate Time Frames for Learning

| Grades 9, 10, 11, 12 | |
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| 30-35 minutes per day | Each Scheduled High School Course |

Total Distance Learning Time:  Approximately 3.5 – 4 Hours Per Day

## Upper Adams Middle School

Priorities
- Students will have both online and off-line learning activities.
- The primary tools for communication between teachers and families will be Zoom, Google Classroom, student email addresses, and parent provided email addresses.
- Teachers will provide synchronous learning that will be recorded and made available to students to watch at any time.  The synchronous learning sessions will be at a regularly scheduled time determined at each school.

Approximate Time Frames for Learning

| Grades  7, 8 | |
|---|---|
| 30-35 minutes per day | ELA |
| 30-35 minutes per day | Mathematics |
| 30-35 minutes per day | Science |
| 30-35 minutes per day | Social Studies |
| 20-25 minutes per day | Art, Music, PE and Exploratory teachers will provide a range of activities that continue to support the current program |

Total Distance Learning Time:  Approximately 3 – 4 Hours Per Day

## Upper Adams Intermediate Levels

### Priorities

- Students will have both online and off-line learning activities.
- The primary tools for communication between teachers and families will be Zoom, Google Classroom, student email addresses, and parent provided email addresses.
- Teachers will provide synchronous learning that will be recorded and made available to students to watch at any time. The synchronous learning sessions will be at a regularly scheduled time determined at each school.

### Approximate Time Frames for Learning

| Grades 4, 5, 6 | |
|---|---|
| 25-30 minutes per day | ELA |
| 25-30 minutes | Social Studies |
| 25-30 minutes | Science |
| 25-30 minutes per day | Mathematics |
| 20-30 minutes per day | Art, Music, PE and Library teachers will provide a range of activities that continue to support the current program |

Total Distance Learning Time: Approximately 2.5 Hours Per Day

## Biglerville Elementary

### Priorities

- Students will have both online and off-line learning activities.

- The primary tools for communication between teachers and families will be phone calls, Zoom, SeeSaw, Remind, ClassDojo, ClassTag, Google Classroom, or another form of communication and parent provided email addresses.
- Teachers may provide synchronous learning that can be recorded and made available to students to watch at any time.  The synchronous learning sessions can be at a regularly scheduled time determined by the teacher.

**Approximate Time Frames for Learning**

| Grades K, 1, 2, 3 | |
|---|---|
| 20-25 minutes per day | Reading (Science/Social Studies connections as appropriate) |
| 15-20 minutes per day | Writing |
| 20-25 minutes per day | Mathematics |
| | Art, Music, PE and Library teachers will provide a range of activities that continue to support the current program |
| Flex learning | Reading aloud and independent reading<br>Board games and challenges with math/strategy/critical thinking<br>Puzzles<br>Designing and building structures with blocks or other available materials |

**Total Distance Learning Time:  Approximately 1.5 Hours Per Day**