



# National Trail Remote Learning Framework: 9-12

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The goal of remote learning is to support essential/core learning for the grade level/course. The remote learning experience will enable students to continue to advance their learning through meaningful live/pre-recorded lessons and online activities. Students will also have several opportunities to meet virtually with their teacher(s) throughout each week.

### Secondary Daily Expectations

- Direct instruction/remote learning experiences for all content areas (ELA, Math, Science and Social Studies) will not exceed 5 hours per day
- Generally, students should not exceed 30 minutes of homework per class meeting

#### Weekly Schedules:

#### [HIGH SCHOOL SCHEDULE](#)

### Student Expectations

- Follow the daily schedule to be your productive best. When this is not an option, check in with your teacher(s) to make arrangements for alternate learning options.
- Sign into Moodle and Zoom lessons daily
- Check your school email daily
- Reach out to your teacher if you are feeling overwhelmed
- Participation in lessons and independent work per week:
  - Approximately 5 hours of class time per day
  - Attendance in class Zoom meetings, student conferences and small groups is expected as needed for follow up support
- Work completion:
  - Participate in live or pre-recorded whole or small group lessons presented by teachers
  - Complete online activities supported by digital products
  - Complete other activities assigned by the teacher that provide independent practice, reinforcement and/or extension opportunities.
- Individual/small group work in a school building

- Any student entering the building will be screened for health and safety protocols. Students should expect to have their temperature taken and asked screening questions upon entering the building.

## What to Expect from Your Teacher

- Agenda/assignments posted with daily/weekly expectations outlined
- Teachers will be available during normal school hours
- Collaboration with the intervention specialist to best support your students and their individual needs
- Live Lessons/Pre-recorded Lessons and Independent Work for Students:
  - Opportunities for live lessons as scheduled by teacher that will be recorded for later viewing
  - Posted pre-recorded lessons (instructional videos or lectures) will be approximately 10-20 minutes; there could be additional discussion/feedback/engagement activities during a scheduled class time
  - Post live lesson times 24 hours in advance to allow for families to plan
- Reply time to students and parents:
  - Reasonable effort will be made to respond before the end of next school day
- Grading and Feedback:
  - Resume regular grading practices using letter grades (A, B, C, D, F)
  - Feedback will be provided weekly and teachers will enter grades into Moodle
  - Teachers will set reasonable due dates for assignments and provide extended time for special populations or situations

## Late Work Policy

- Online Late Work Policy
  - Teachers set initial deadlines (good because deadlines can be used as attendance)
  - Work must be completed & submitted within 2 weeks of deadline
  - Late work turned in within 2 weeks is 50%
  - **If a student reaches out ahead of time (within the designated school day), they can make arrangements with the teacher**
  - If a student needs to miss a summative assessment, such as a quiz or test, they must reach out ahead of time.

## Parent Expectations

- Understand Roles: Parents are not expected to take the place of their students' school teachers. Instead, parents should play a support role. A good rule of thumb is to keep your children engaged and thinking critically. Even though staying home from school might feel like a holiday, remind your children that they are not on vacation.
- Making Space for Learning: Your children will achieve their best work in a quiet, comfortable, and dedicated space devoted to learning. Ideally, this will be a different space than where they normally play games or watch television.
- Set clear expectations: Parents should build time into their remote work day to assist with their students' learning and schedule other activities they know their children will be able to

do independently. Consider scheduling “office hours” when you’re available for school-related questions.

- Show empathy: Allow yourself, your children, and their teachers some latitude and grace during these unprecedented times. Understand you are not going to have all the answers and this transition is not going to be perfect. Acknowledge this is not an ideal situation for anyone and give yourself permission to be flexible.
- Plan your work and work your plan: Good planning can relieve stress for both children and parents. Check-in with your kids about their plans and help them develop a written schedule not only for the day, but for the week. Help them prioritize and learn to create goals, tasks, and deadlines, just like adults do when they go to work.
- Take regular brain breaks: Make sure your children take plenty of breaks from computers in order to get time away from screens. Set alarms similar to those students would encounter at school and encourage them to get up, get some fresh air, have a snack and participate in physical activities.
- Ask for help: Remember that you’re not alone in this journey. For parents working with multi-aged children, take a team approach and ask older siblings to help support younger students. Don’t hesitate to ask your child’s teacher for tips and guidance. Additionally, reach out to other parents to see what they’ve found effective.
- Communicate with the classroom teacher(s) with any questions, concerns or feedback
- Encourage reading: When in doubt, have your children read. When you have time, read with them. For younger readers, consider using audiobooks. If you can’t do anything else, have your children read!

## Attendance Expectations

### ATTENDANCE PROCEDURES

- Students are expected to follow the remote learning bell schedule each day. Students who do not follow the schedule will be counted as absent
- Attendance and accountability for learning are important during the school closure.
- If a student accumulates too many absences, they may be subject to our excessive absence or truancy policy
- Our administrators and teachers will contact students and parents through personal phone calls and virtual sessions to determine family needs.
- Attendance will be determined in various ways, including: completed work, online contacts, Zoom, Moodle, and Remind.
  - If students are not completing work or participating in learning, teachers will be contacting parents, principals, counselors, and social workers to work with families to develop plans for student engagement based on the needs of each student.
  - The lack of attendance and work completion will have a negative impact on student grades.
  - Office hours for teachers will be held on a consistent basis in order to accommodate students whom the daily schedule does not meet.

## Technology and Communication Information

- Moodle will be the platform used for parent and student communication
- Communication from teachers will be sent by Moodle with updates and assignments

- Teachers will post all student assignments in Moodle with Playlists or Checklists of the days assignments
- Laptops will be provided to students in grades 5-12 to support their online learning. Students also may use a family home computer for online learning
- WiFi hotspots will be provided for students who do not have internet at home and are unable to access the internet through any other means