



Laconia Remote Learning Program Handbook

REMOTE LEARNING GUIDELINES

Laconia School District is committed to ensuring learning opportunities for all students during the Covid Pandemic. During this time, students and families have a choice in what format of learning they will choose; face to face or remote. The goal is to get all students back to face to face as soon as possible and testing / tracking data and medical recommendations will be constantly assessed to determine when that time comes.

As we open our schools, students and families choosing remote learning will have access to daily instruction focused on the core academic programming that improves their academic skills. This means that Math, Science, Social Studies and English / Language ARts will be the only courses offered in remote learning as we open the school year. At the middle and high school level, this means that no electives (art, band, chorus, physical education and Huot Career Technical courses except for block 4) will be offered in this format.

Daily attendance in the program and its classes will be expected and recorded. Professional educators will work with students in online formats within a tightly structured schedule that students will participate in daily. Engaging instruction, discussions, group work and appropriate rigorous academic tasks and projects will be assigned and graded. Students who are unable to attend a class meeting at the scheduled time should communicate their absence prior to the class. Students will be marked absent if they fail to communicate with their teachers during the scheduled block and/or school day. Students that accumulate 2 or more consecutive absences in a class will be contacted by school administration.

Laconia School District plans to implement an extended support day for students each Wednesday beginning next week. The hope is to support students with additional teacher availability (without new instruction) to receive extra support with their academics and/or allow students more flexibility to meet with support services. Please see the revised schedule below.

WEEKLY SCHEDULE

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Regular Remote School Day	Regular Remote School Day	FLEX DAY Teacher - PD/PLCs Students - extend learning, complete assignments	Regular Remote School Day	Regular Remote School Day

Flex Day:

Remote teachers will meet with ACTLs in a PLC to review remote learning plans, grouping of students for interventions and learning opportunities, and provide training for remote learning. In addition to PLCs, remote teachers will connect with students and parents to provide support during remote learning.

Sample Schedules:

Sample Student Schedule- Elementary		
Times	Activity	Platform/Grouping
8:00-8:30	Morning Meeting (greeting, share, plan for the day)	Zoom, whole group
8:30-8:45	Break	Off devices!
8:45-9:30	ELA Group rotation - meet with teacher or independent reading	Zoom/Google.classroom/See saw, individual/small group
9:30-9:45	Break	Off devices!
9:45-10:30	Math instruction - break out groups (small groups working on a problem together after whole class instruction for 15 minutes)	Zoom/Google.classroom/See saw, Whole group/small group

10:30 - 10:45	Break	
10:45-11:45	Science/Social Studies	Whole group/Zoom or outside
11:45-12:00	Closing circle, plan for next day	Zoom
12:00-1:15	Lunch & Teacher Prep.	Off devices!
1:15-3:00	Help sessions, contact parents Special Educators meet with students on IEP goals The interventions will be provided by the Special Educators, Title 1 interventionists, and Remote Learning teacher.	Zoom Individual/small groups led by Paras used to support these practice / reinforcement based on teacher direction

Sample Student Schedule - Secondary		
Times	Activity	Platform/Grouping
8:00-8:15	Morning check-in (greeting, share, plan for the day)	Zoom, whole group
8:15-9:00	ELA Group rotation - meet with teacher or independent reading	Zoom/Google.classroom/See saw, individual/small group
9:00-9:15	Break	Off devices!
9:15-10:00	Math instruction - break out groups (small groups working on a problem together after whole class instruction for 15 minutes)	Zoom/Google.classroom/See saw, Whole group/small group
10:00-10:45	Science Group rotation - meet with teacher or independent reading	Whole group/Zoom
10:45-11:00	Break	Off Devices!
11:00-12:00	Social Studies Group rotation - meet with teacher or independent reading	Zoom
12:00-1:15	Lunch & Teacher Prep.	Off devices!
1:15-3:00	Help sessions, contact parents Special Educators meet with students on IEP goals OR Specific help sessions/extend your learning (SSB) in small groups SSB 1 - 1:15-1:40	Individual/small group

	SSB 2 - 1:40-2:05 SSB 3 - 2:05-2:30 SSB 4 - 2:30-3:00	
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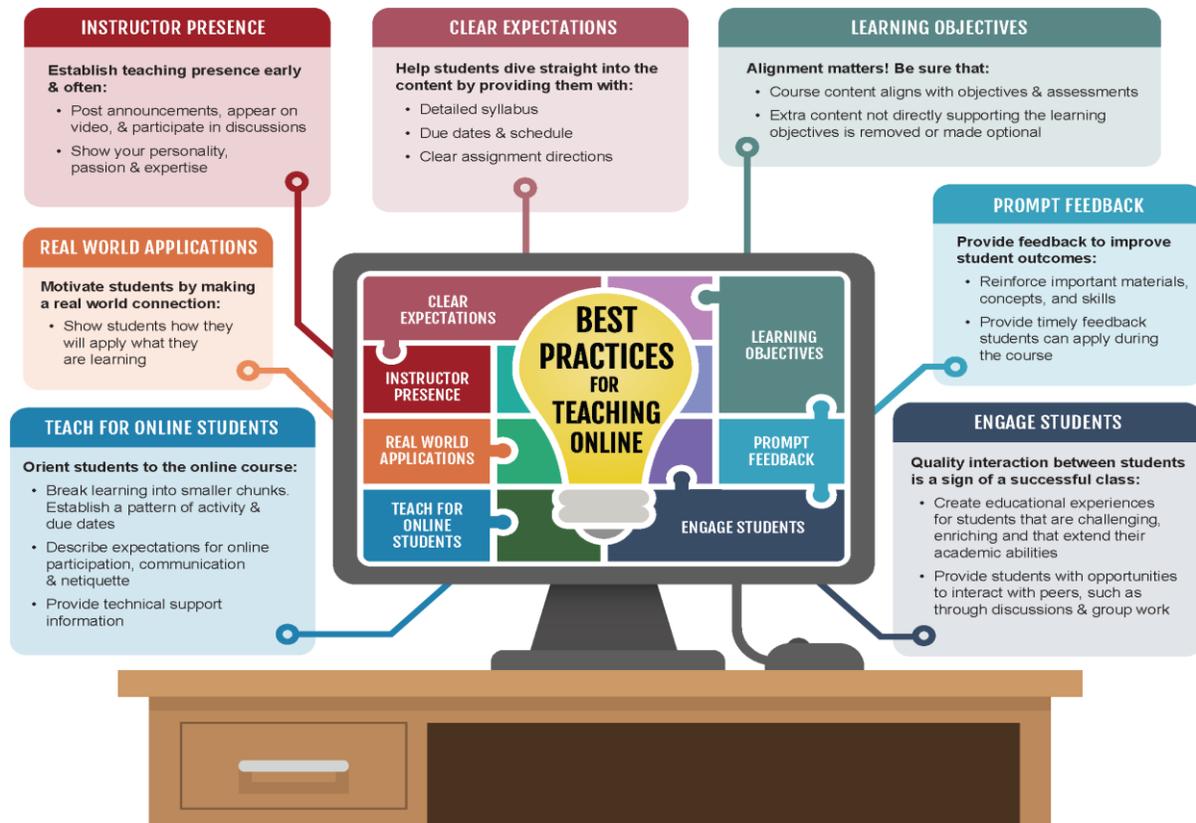
ACTL Role & Schedule

The Academic Coordinators for Teaching and Learning (ACTLs) will provide day to day oversight of the Remote Learning Program and communicate their observations about progress and performance to school administrators. They will connect with teachers to discuss progress and performance and offer suggestions and immediate feedback and support. Teachers should see ACTLs as their primary “go-to” for support and immediate concerns. ACTLs will summarize progress and concerns and use this information to develop and implement weekly professional development with the team of remote teachers during FLEX days.

ACTLS will collect data on Remote Learning, attendance and academic performance, reporting this data to building administrators, school counselors and sharing it in FLEX meetings as a tool to consider improvements to instructional methodology.

Student Academic Expectations

All students are expected to participate in the online activities that are being prepared by teachers and loaded into Google Classrooms/SeeSaw each day. **Students should be available and ready to engage with their classes at the times outlined above.** Students that miss a real-time activity will be marked as absent for that class period (exceptions do apply in some cases, please review “attendance”).



Best Practices for Remote Learning

There is literally no difference between remote and face to face learning when it comes to WHAT WORKS. As is clear in the visual above, the classroom practices, if followed with fidelity, would consistently ensure that learning opportunities are maximized for learners and learning in remote environments.. Examples: read alouds , math manipulatives, getting active and outside, using group activities, ELOs, solving open-ended problems, Project Based Learning for assessments, sending a box of supplies/materials home with each student.

Instructor Presence

The most important thing here is to be YOU. Be authentic, be transparent, be honest, BE PREPARED and effectively represent that you care about student success and hold them accountable with empathy when they choose not to meet academic or behavioral standards. Part of your presence is the messaging you do around the importance of academics. This is represented in how you communicate expectations and how you connect learning to the student's future.

Clear Expectations

This area MUST also be a part of how students see you. They need to know exactly what is expected of them each day in your classroom, regardless of whether it is physical or virtual. This must be taught and retaught until it becomes normalized. Expectations are about setting high standards for performance and reinforcing their value beyond the academic setting. Clarity requires spending time on structure, messaging, assignment processes and accountability.

Learning Objectives

We have preached that the objective must be clearly posted on the board every day and research supports this. That goal must be connected to a bigger concept; the Enduring Understanding. In remote learning, the primary goal is building literacy and numeracy skills. Therefore the learning objectives are very clear. Communicating that in multiple formats and within all activities will help students connect to them and understand them better.

Prompt Feedback

The best feedback comes directly after the performance is completed. Remote learning offers that opportunity in multiple ways, make sure teachers learn how to use the tools that enable this. At the same time, academic work needs to be assessed and returned back to students quickly and conversations are powerful in helping students understand what they need to work on. The schedule offers that time. Do not wait on students to tell you they need help, assign them to meet with you on specific academic areas so you can understand what they are missing and assist them toward proficiency.

Engage Students

A teacher's lesson must be relevant to a student's learning needs. This means we need to get to know our students so we can design effectively. We also must teach WHY something is relevant because some of the learners may not be able to make that connection. Remote activities offer many options that can engage students but the discussion remains a primary way to assess student knowledge and demonstration proves skills. A teacher's clarity on the general and specific expectations around learning and behavior is often tied to a student's ability to engage. Make learning important to THEM.

Teach for Online Students

This is all about the traditional, highly important, WHAT, WHY and HOW of learning but the teacher is tailoring the instruction to online learning. Many students are adept at the use of technology but few are proficient at really using technology to access quality academic skill development. Therefore, we must be explicit in explaining (repeatedly and through multiple formats) how learning should happen in this format. Take the time to explain, practice, review, practice and then practice some more. As students develop confidence in using technology for

learning, their confidence and enjoyment will grow. If we are unsuccessful in ensuring their skills in this area, we are doing a real disservice to their future.

Real World Applications

A teacher's ability to create and ensure relevance through connecting all learning to the world students live in is a priority today. Without a why, young people do not engage well. Developing lesson plans, projects and ELOs that are connected to a student's interests transforms learning, and that is normal for all of us. Creating these lessons is difficult because we cannot assume a student's interest. Therefore, the relationship is central to successful teaching. When we know a student's interests, we can connect learning to them. When we know their deficits, we know where they will try to avoid learning. Relationship allows us to overcome that and relevance, through developing lessons that connect content to real world issues (especially controversial ones, when appropriate) enhances a student's engagement and connection to what is learned.

As indicated, these instructional practices are not new but they are the keys to better learning. As we engage students in remote learning experiences, it is imperative to connect core academic learning to issues that are relevant to their future.

Attendance

To help students obtain more personalized instruction, remediate work, and to balance their academics and general well-being, we will implement an extended teacher availability/ academic support time each day. This is provided to support students in receiving extra support with their academics or to allow students more flexibility to meet with other support services. Students wishing to connect with their teachers should make appointment times or schedule these meetings. On Wednesdays, teachers will work with district administrators to review performance and work toward improving online instruction practices.

Technology Logistics

To support teachers and learners, Laconia School District will (have tech offer some wording on how they will support teachers, students and families in these areas. Offer brief "how to's" on the areas identified (listed on IT webpage).

Teacher Professional Development

Teachers will engage in professional learning at the onset of remote learning in September focused on Google Classroom setup, lesson planning, and platform management. They will receive differentiated professional development as needed as well as continuing supports on Wednesdays work with the Academic Coordinator.

Student Well-Being

School Counselors will be available daily to address day-to-day issues to offer support to all students and staff. All counseling and other mental health support services will be available using Google Meet, video conferencing, or other school-approved tools (following ethical and confidentiality standards as outlined by ASCA). As this is remote learning, it is important for students and families to contact the school if they are concerned about academic performance and / or other issues that may be preventing a student from accessing success.

Illness (Is this relevant to remote learning? Seems like we cover it in attendance)

Students and staff will likely require time to recover from the normal illnesses that occur every year, as well as potential COVID-19 related issues. Counseling, Nursing, and Administrative staff will work with parents, guardians, and students to help resolve any issues or support as needed. Teachers will be flexible with their response to students encountering such issues. Please communicate health issues by calling the school to notify us of your absence and if possible, let your teachers know (through email) that you will not be attending class.

Student Responsibilities in Remote Learning

Transition to PoG?

	Remote Learning Environment	Hybrid Environment
Personal Responsibility	<p><i>I am...</i></p> <ul style="list-style-type: none">· Prepared for learning by knowing how to log in, having materials ready, and saving work as I go· Muting my microphone and ready to chat· Keeping my video on during meetings· Completing attendance· Making sure my laptop is charged and report any technical issues immediately	<p><i>I am...</i></p> <ul style="list-style-type: none">· Prepared for learning by knowing how to log in, having materials ready, and saving work as I go· Completing attendance· Accepting of constructive feedback· Completing daily assignments on time

<p>Respect</p>	<p><i>I am...</i></p> <ul style="list-style-type: none"> · Using technology appropriately · Attending all virtual meetings and being on time · Listening, speaking in turn, and responding politely · Being present, doing one task at a time 	<p><i>I am...</i></p> <ul style="list-style-type: none"> · Using technology appropriately · Being patient with myself · Being present, doing one task at a time <p>Interacting appropriately with others</p>
<p>Involved</p>	<p><i>I am...</i></p> <ul style="list-style-type: none"> · Finding a quiet space that eliminates distractions during schoolwork · Following, reading, viewing directions · Sharing when I know, asking questions when I do not · Reporting to an adult any unsafe or inappropriate conversations and/or material 	<p><i>I am...</i></p> <ul style="list-style-type: none"> · Finding a quiet space that eliminates distractions during schoolwork · Following, reading, viewing directions · Bringing my questions and completed work to my next class <p>In class on time daily</p>

<p>Discipline</p>	<p><i>I am...</i></p> <ul style="list-style-type: none"> · Setting goals and following through · Staying organized · Creating a work schedule with frequent breaks · Checking calendar · Using school appropriate applications/websites 	<p><i>I am...</i></p> <ul style="list-style-type: none"> · Setting goals and following through · Staying organized Persevering on difficult work · Creating a work schedule with frequent breaks · Checking calendar · Using school appropriate applications/websites
<p>Excellence</p>	<p><i>I am...</i></p> <ul style="list-style-type: none"> · Always persevering and trying my best · Virtually connecting & interacting with my learning peers · Showing PRIDE in my OWN work · Offering help to others · Cleaning my space, leaving no trace 	<p><i>I am...</i></p> <ul style="list-style-type: none"> · Showing PRIDE in my OWN work · Always persevering and trying my best · Offering help to others · Cleaning my space, leaving no trace Building habits that ensure quality performance in all that i do

Devices & Resources. All students must have their district-issued device charger and other learning materials (if applicable). Remote technical support (through the IT department) will be made available via phone and email. Physical malfunctions, damaged or broken devices may be exchanged for loaners at the high school during specified and communicated hours.

Access / Connectivity. Families with internet access at home or another reliable source of internet access will provide connectivity for students to complete their schoolwork. District issued devices will extend internet filtering and monitoring services, provided students are logged in via their school-based credentials. Students must login to personally/family owned devices with their school-based credentials as well. Families who lack internet and / or device

access are asked to contact administration so arrangements can be made to provide and discuss alternatives and/or analog (paper) resources.

Engagement. Students will need to continue to engage in their learning from home via supplied resources, directions, and clearly articulated expectations from their teachers and schools. Students will need to meaningfully participate in their schooling **every day to be successful**. Students and families will need to communicate with their teachers about all coursework-related issues (e.g., misunderstandings, clarification, personal illnesses, connectivity, and other technical problems). It is the students' responsibility to meet all assigned deadlines or make alternate arrangements with their teachers. Teachers, administrators, or school counselors will reach out to families if students do not make adequate progress with their online work.

Academic Integrity. Academic honesty is expected, and in keeping in line with the Laconia School District schools' student handbooks, students are expected to hand in work that is their own, and should never use another's work as their own, nor should work be shared with other students unless group work has been indicated by the teacher. Students and Parents are encouraged to review academic integrity policy in the Parent/Student Handbook.

Teacher Responsibilities

- All communication and curriculum delivery should occur through the Google platform or Alma. For video conferencing, we are using Zoom.
- **Attendance.** Teachers will be taking attendance in ALMA daily. This may be done at the end of each day noting whether students are participating.
- **Community.** Teachers will endeavor to engage students in building a collaborative team of students who work together to build academic skills in a safe and supportive learning environment.
- **Curriculum.** Teachers shall make efforts to follow the planned curriculum in all classes as of the date the school is closed, with reasonable flexibility to allow for unavoidable deviations. Teachers and other professionals must make every effort to engage all learners through various options and methods (paper-based materials, online / vetted sources, online learning tools, group chats, video and email) Administrators recognize that some subjects lend themselves to uninterrupted instruction while others by their nature may require significant alteration. Professional strategy and discretion are crucial in planning to meet individual learner's needs..
- **Instruction.** Teachers will primarily focus their teaching on the development of core academic development while focusing on the Enduring Understanding and essential questions of the courses they teach. The remote learning experience gives students the opportunity to go deeper into big ideas around content, develop their literacy and numeracy skills while also learning to research and organize themselves for

college and career readiness. Teachers shall plan and provide **daily** instruction and clear notification of student learning expectations. Teachers may employ additional online tools and resources that are approved for use by SAU 30 and are following digital privacy and security requirements.

- **Special Education Services.** Coordinator of Student Support Services shall review and/or facilitate review of all student IEPs and 504 Plans to evaluate the need for accommodations, modifications, and / or interventions.

- Case managers shall conduct instruction and monitoring in the same manner as other certified teaching staff, with the same minimum assessment expectations. Case Managers will team with teachers providing direct instruction to support the learning needs of identified students. Time will be provided at the end of each day for identified students to connect with case managers for additional, more individualized supports.

- Special education administration will be contacting students and families about direct services.

- Any currently scheduled IEP meetings will be held either by phone or other electronic platforms. Your student's case manager and special education secretary will be in touch to determine which platform is appropriate. Documents may need to be sent home either by regular mail or electronically depending on how the situation develops. IEP meetings that are due to be scheduled will happen in the normal time frames. Meeting platforms will be determined once we know our school open/closed situation.

- **Assessment.** Teachers will continue to assign and assess student work and will enter grades in ALMA on a weekly basis (2 well-articulated and communicated formative or summative assessments *minimum* per student, per class, and per week.) Please be sure that appropriate and documented flexibility regarding due dates are in place. It is the teacher's responsibility to provide engaging and appropriate opportunities for all students to demonstrate competency in each course. This is a great chance for all teachers to be creative!

- **Availability.** Teachers will have daily availability according to the above schedule. **Teachers should not text message students' personal cell phones or use social media platforms (Snapchat, Instagram, Facebook, or Twitter) to "host" online dialogues and / or communications with students and families. Communications shall be limited to school-approved software tools and resources.** Beyond the

scheduled hours of online availability for students and parents, teachers will work with their building administrators to cultivate their schedules and expectations for collegial connections, meetings, feedback, assessing student work, and collaborative/individual lesson planning.

Administration Responsibilities

Administrators are responsible for the oversight of the remote learning program. They will provide supervision of the instructional program, ensuring classes meet and scheduled times and offer engaging, appropriate learning opportunities to the students. They are also responsible to ensure that grades are completed in a timely manner and one that accurately reflects students' work.

Administrators are further tasked to ensure teachers are communicating effectively with parents in relation to both attendance and academic performance. When a student is not attending and / or not succeeding, the teacher provides the first intervention in contacting the parent. They will advise and keep record of that contact, providing it to the administrator responsible who will follow up if the performance does not change. Please see below for specific and additional information on administrator responsibilities.

- **Student progress.** School administrators and counselors will monitor ALMA, Google Classrooms, and connect with teachers, assessing student compliance/progress and supporting teacher efforts. Administration and counselors will offer interventions and supports when necessary as guided by their professional discretion. Interventions may include emails or outreach to students and/or parents. Students who need technical support to use computers and software tools more effectively may be offered online/remote sessions by the IT Department and/or Instructional Innovation staff.
- **Family support.** Administration will actively attempt to assess needs and help direct families to available community or government resources. If state and/or federal rules are relaxed, family support programs such as Free and Reduced Lunch may be expanded, and administration will attempt to expand participation in whatever programs become available.
- **Teachers.** Administration will provide a wide-range of supports for teachers during regular business hours -- either online, over the phone, or in person at the school (with limited access to the school as may be practical). Teacher support functions will be made available via Administration, School Counselors, and Department Heads. These professionals should be connecting with administration, teachers, and colleagues to add support and value to instructional efforts. If administrators believe a teacher is struggling to effectively implement an online learning environment in specific ways, targeted coaching will be offered (and in some cases required). It is the teacher's responsibility to

provide opportunities for all students to demonstrate competency in each course's expected outcomes.