

STUDENT AND PARENT GUIDE

TO REMOTE LEARNING

FREEDOM AREA SCHOOL DISTRICT



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What are Remote Learning Days?

Remote Learning Days use technology to extend learning beyond the classroom. Remote Learning Days are activated during extended school closures. The goal for instructional remote learning is to allow for continued instruction while acknowledging the additional challenges that come without traditional, face-to-face classroom interaction.

Why is FASD implementing Remote Learning Days?

- Remote Learning Days **maintain learning momentum** and provide students with extended learning opportunities when they cannot be in school.
- Learning occurs anywhere and anytime.
- FASD maintains state-required instructional minutes and avoids adjusting school calendars to recapture lost minutes.

How can our family prepare before Remote Learning Days begin?

Remote Learning Days caused by indefinite school closure could potentially happen at any time, so being prepared when one occurs is helpful.

- **Awareness** - Students and families are made aware of the District's decision to implement Remote Learning Days through communication from the District. Students also learn about Remote Learning Days from their teachers/advisors.
- **Planning for Home** - Students need daily access to their power cord to keep their device fully charged to start each day. Many web services and Remote instructional tools students use can be accessed via personal mobile devices or home computers, from home, but if you need a device, please contact your child's school.
- **Functioning Device** - Having a fully functioning device at home is very important on a daily basis. If a student's school based device is not functioning properly, or the power cord has been lost or damaged, the student's parent can call their child's school during the school day to have the device repaired or be given a replacement device.
- **Technology** - Students need internet access at home on Remote Learning Days.
- **Zoom and/or Google Meet** - A variety of distance learning resources continue to be explored to help teachers and students achieve their goals through the virtual environment. FASD allows the use of Zoom and/or Google Meet/Chat to support teachers and students.
 - Not only do these resources help bring the physical classroom to the Remote environment, but they also help teachers increase student engagement through interactive lessons, collaborative group work, and meaningful student discussions. Students can connect with their classmates and friends to support social and emotional wellness.

- FASD limits access to staff and students within the FASD domain and monitors interactions of students. FASD needs parents as partners, and asks parents to help their child(ren) understand the importance of being responsible Remote learners by using Remote tools in an appropriate manner. Parents have the authority to restrict use of their child’s device and/or programs. FASD wants to ensure students are engaged in meaningful activities to support their learning needs.
- **Communication is Key** - Life does not always go as planned, and things happen that cannot be controlled. Please communicate with your child’s teacher(s) regarding extenuating circumstances and obstacles so they can help adjust learning activities to accommodate student needs and circumstances.

What should students and families expect to experience on Remote Learning Days?

Grades K-2:

- Learning experiences, expectations, and timelines are posted on the learning app, *Seesaw*, by classroom teachers no later than 8:00 a.m. each school day.
- Learning experiences may or may not require electronic devices.
- Teachers clearly outline where materials are organized, and/or where learners can share their work/thinking/projects. Materials may be shared within *Seesaw*, via email, or another means of collection arranged between the student/family and the teacher.
- Teachers provide any directions/login information necessary for students to experience learning and complete expected lessons/activities.
- Teachers provide contact information, anticipated virtual office hours, and the best way to contact him/her should the student/family have any questions.
- All live online sessions and teacher feedback will be scheduled during regular school hours, typically 8:00 a.m. – 3:30 p.m.

Grades 3-12:

- Learning experiences, expectations, and timelines for completion are posted on *Google Classroom* by all teachers (core areas, related arts, encore and electives) no later than 8:00 a.m.
- Learning experiences may or may not require electronic devices.
- Teachers clearly outline where materials are organized, and/or where learners can share their work/thinking/projects. Materials may be shared within *Google Classroom*, via email, or another means of collection arranged between the student/family and the teacher.
- Teachers provide any directions/log in information necessary for students to experience learning and complete expected lessons/activities.
- Teachers post “virtual office hours.”
- Teachers provide contact information, regular virtual office hours, and the best way to contact him/her should the student/family have any questions.
- All live online sessions and teacher feedback will be scheduled during regular school hours, typically 8:00 a.m. – 3:30 p.m.

- The following schedule provides baseline information and recommendations for families to structure the online learning environment to ensure completion of the required coursework during the Remote Learning Days. While the objective is to maintain learning momentum with authentic learning experiences, general expectations for lessons and/or activities combined are as follows:

	Digital Learning Mondays	Digital Learning Tuesdays	Digital Learning Wednesdays	Digital Learning Thursdays	Digital Learning Fridays
<u>K-5 STUDENTS</u>	<u>K-5 Engage in Learning Lessons/Activities</u> 45-90 - Language Arts 60 – Math 30 –SS/Science	<u>K-5 Engage in Learning Lessons/Activities</u> 45-90 - Language Arts 60 – Math 30 –SS/Science 30 – Related Arts (PE/Art/Music)	<u>K-5 Engage in Learning Lessons/Activities</u> 45-90 - Language Arts 60 – Math 30 –SS/Science 30 – Related Arts (PE/Art/Music)	<u>K-5 Engage in Learning Lessons/Activities</u> 45-90 - Language Arts 60 – Math 30 –SS/Science 30 – Related Arts (PE/Art/Music)	<u>K-5 Engage in Learning Lessons/Activities</u> 45-90 - Language Arts 60 – Math 30 –SS/Science
<u>K-5 STAFF</u>	Facilitate Learning Lessons/Activities, Communicate with Students/Families	Facilitate Learning Lessons/Activities Communicate with Students/Families	Facilitate Learning Lessons/Activities Communicate with Students/Families	Facilitate Learning Lessons/Activities Communicate with Students/Families	Facilitate Learning Lessons/Activities Communicate with Students/Families

	Digital Learning Mondays	Digital Learning Tuesdays	Digital Learning Wednesdays	Digital Learning Thursdays	Digital Learning Fridays
<u>6-8 STUDENTS</u>	Engage in Learning Lessons/Activities 45-60 Minutes per course/per day	Engage in Learning Lessons/Activities 45-60 Minutes per course/per day	Engage in Learning Lessons/Activities 45-60 Minutes per course/per day	Engage in Learning Lessons/Activities 45-60 Minutes per course/per day	Engage in Learning Lessons/Activities 45-60 Minutes per course/per day
<u>9-12 STUDENTS</u>	Engage in Learning Lessons/Activities 45-90 Minutes per course/per day	Engage in Learning Lessons/Activities 45-90 Minutes per course/per day	Engage in Learning Lessons/Activities 45-90 Minutes per course/per day	Engage in Learning Lessons/Activities 45-90 Minutes per course/per day	Engage in Learning Lessons/Activities 45-90 Minutes per course/per day
<u>6-12 STAFF</u>	Facilitate Learning Lessons/Activities, Connect with Students/Families, Hold Office Hours	Facilitate Learning Lessons/Activities, Connect with Students/Families, Hold Office Hours	Facilitate Learning Lessons/Activities, Connect with Students/Families, Hold Office Hours	Facilitate Learning Lessons/Activities, Connect with Students/Families, Hold Office Hours	Facilitate Learning Lessons/Activities, Connect with Students/Families, Hold Office Hours

- We recognize students receive different supports throughout the academic school day when they are on campus. Regular education teachers are working with our special

education teachers, ESL teachers, and others who provide support to students in order to provide high quality learning for all students on Remote Learning Days. Special Education teachers and ESL teachers contact their students via district email, *Seesaw*, *Google Classroom*, *Google Meet* and/or *Zoom* and connect with them on Remote Learning Days to support and ensure their learning progress.

What are the expectations for students on Remote Learning Days?

Students begin work on their posted learning experiences, in the order they choose, starting as early as 8:00 am. Students are expected to have completed their learning experiences based upon the timeline given by the teacher, barring any extenuating circumstances.

Student Workflow

- **Grade 4K**: Students will be provided packets of activities monthly that will be picked up at FES. There may be additional learning opportunities provided through Seesaw.
- **Grades K-2**: Parents access their child's *Seesaw* inbox as early as 8:00 a.m. for an announcement from their child's teacher.
- **Grades 3-8**: Students check *Google Classroom* posts daily for their courses beginning at 8:00 a.m. Students personalize their days by selecting, completing, and submitting learning experiences based upon timelines for each experience and course. Learning experiences may span multiple days. Students are expected to:
 1. Access Remote Learning Day materials
 2. Read learning objectives, instructions, and timelines
 3. Complete learning experiences
 4. Repeat steps 1-3 for each course
- **Grades 9-12**: Students personalize their days by selecting and completing learning experiences based upon timelines for each experience and course. Learning experiences may span multiple days. Learning experiences, objectives, instructions, and completion timelines are posted in *Google Classroom*. Classes will function like you were attending face-to-face classes on a regular schedule.

What can students and families expect regarding grading during Remote Learning Days?

Equity and Support

Grading during the duration of Remote Learning Days will focus on the continuation of learning throughout the school district. Each teacher will offer support for learning goals. This may include documentation of learning giving feedback, and/or grades. Examples of this may include teacher/student collaboration, performance based assessments, portfolios, journals, discussion posts, video responses, audio recordings, projects, choice boards, and other artifacts. Students will receive a letter grade (or an equivalent) for each class they are enrolled.

- **Grading Related to Remote Learning**

Students will be expected to demonstrate progress and development throughout the course materials. Throughout the grading period, teachers will focus on the collection of multiple pieces of evidences of students learning, skill acquisition and building of knowledge. Evidence will be authentic and a diverse selection that is not necessarily delivered in the same method. Examples may include Remote Socratic Seminar, student-created videos, problem based learning projects, self-reflection or self-evaluation of learning.

- **Grading Related to Non-Remote Learning**

Students may be provided the opportunity to write a learning reflection/journal after completing paper-based activities to demonstrate their own thoughts on their growth. These pieces of evidence may be submitted to the teacher via the online platform, email, or another means of collection worked out between the teacher and student.

Grading Model

We recognize that we are asking students to become independent learners and while some are ready, others are not and may require additional supports. For that reason, teachers and families will work together to achieve success in the area of homework completion and demonstration of knowledge on behalf of the student. General grading practices (letter grades, percentages, and/or standards based grades) will be in place throughout the district, independent by grade level and building.

While this is a unique opportunity for students, the focus will remain on what students have learned, student growth, the effort, time, and energy put into the work, and comprehension level of the material.

If you have specific questions related to the grading model being used for your student, please speak with your child's teacher directly.

What if students do not have internet access for Remote Learning Days?

Families in need of internet access might find the following resources beneficial.

- FASD has wifi hotspots available for families to access the internet. Students/families may check-out a hotspot at the FASD District Office. For families with multiple children in FASD schools, the oldest child is encouraged to check out one *hotspot* for the household. Instructions and passwords are included with check-out. Please note FASD *hotspot* devices have filters set up with safety measures to mirror what is currently in place for district devices.

How can students and families ask the teachers questions?

Students are encouraged to contact their teacher via district-issued email or a different communication method established by their teacher. Please wait patiently for teachers to respond because teachers may be assisting other students. Students can also connect with teachers during “virtual office hours”, which the teachers will post.

How can students access technical support?

If you have any school related technology questions and/or need technology support, please contact the FASD District Technology Help Desk directly Monday through Friday during the hours of 8:00-11:30 AM & 1:30 PM--3:00 PM:

Help Desk Contact Information

1. Email: ithelpdesk@freedomschools.k12.wi.us or
2. Phone: (920) 819-6557 or (920) 418-2813

The Freedom Area School District has device loaners that will be available at FASD District Office in the event a student has a damaged/non-functioning device.

Parent Snapshot

4K-5 Student Expectations for Remote Learning

Freedom Elementary Platforms for Daily Use:

- Grades 4K-2 will use *Seesaw* for their daily learning engagements and parent interactions.
- Grades 3-5 will be using *Google Classroom* for their daily learning engagements.
- *Seesaw* and *Google Classroom* will be used to communicate between teachers and students.
- We are mindful that with the school closure, our student's day-to-day schedules may look different than when they are in school. We also recognize there will be transitional learning time for students as they navigate the online platform in ways that are new to them and as they adjust to remote learning.
- Your child's teachers, counselors, and administrators are aware that there are many changes occurring that are disruptive to all of our lives. Please remember that FASD is here to support our families! Do not hesitate to reach out to any of the school staff if you need assistance.

Participation, Responsibility and Accountability

- Attendance will be taken through check-in assignments that the classroom teachers facilitate through *Seesaw* or *Google Classroom*.
- Teachers will be tracking your child's progress and will check-in if they are struggling or not participating to provide support.
- Feedback and/or grades will be given to students on work.
- Your child's continued participation in this virtual environment is important to support their continued growth as a learner. Please help to support their ongoing education and keep in contact with their teachers, administrators, and counselors for help.

Freedom Elementary Daily Expectations for Learning:

- Have your son/daughter check daily for posts in *Seesaw* or *Google Classroom* from their teachers. Expectations for the day will be posted by 8:00 a.m. each day. This will be daily for Math and English Language Arts from classroom teachers, and on the below rotation for specialist work.
 - Tuesday - Art,
 - Wednesday - PE
 - Thursday - Music
 - Counselors will be available to support students and families as needed.
- Help your child establish a good work space at home (Separate space, clean and organized, have all the tools/items they need, distractions set aside, etc.)
- Be sure to review both your child's classroom teacher's expectations and/or schedule. Help your child to connect at available live session times and participate in work at their pace.
- Walk through the Participation Expectations established by your child's teachers. Teaching online etiquette and virtual interaction expectations is very important during this period.

- Your child’s teacher may be including videos, notes, and slide decks of materials to help your child learn the content
 - This may include live check in via video or text chat during scheduled available time per class or daily office hours.
 - Videos or screencasts may be posted of presentations, explanations, etc.
 - Written assignments, reading, or other follow-up work to be completed mostly independently may be included.
 - Students may be asked to record themselves -- for language, talking through math problems, reading for fluency and comprehension, doing physical activity, music lessons, art projects, etc.
- Please reach out to your child’s teachers, counselors, principal/associate principal should they need extra support with academics, work load or need to connect with an adult. See resource contacts listed below.

Freedom Elementary Resources and Contacts

- *Seesaw, Google Classroom, Apps, Etc.:* Digital Learning/Integration Specialist (Mrs. Tennant), Library Media Specialist
 - Freedom Elementary School:
- Tech Support (devices not working, filtering issues, wifi connection, etc.): Technical Support Specialists
 - Elementary, Middle, and High School Buildings: Mr. Roskowski and/or Mrs. Tennant
- Academic Concern and/software (Seesaw, Google Classroom, Class Content): Classroom Teacher
- Self-Care Concerns: School Counselors
 - Freedom Elementary School Counselor: Mrs. VanderHeiden
- Other Concerns, Questions or Issues: Principals, Associate Principals
 - Freedom Elementary Principal: Mrs. Lipsey
 - Freedom Elementary Associate Principal: Mrs. Osowski

Parent Snapshot

6-12 Student Expectations for Remote Learning

Freedom Middle School & Freedom High School General Information and Expectations:

- *Grades 6-12 will use *Google Classroom* for their daily learning engagements and parent interactions.
- *District provided email and *Google Classroom* will be used to communicate between teachers and students.
- *We are mindful that with the school closure, our student's day-to-day schedules may look different than when they are in school. We also recognize there will be transitional learning time for students as they navigate the online platform in ways that are new to them and as they adjust to remote learning.
- *Your child's teachers, counselors, and administrators are aware that there are many changes occurring that are disruptive to all of our lives. Please remember that FASD is here to support our families! Do not hesitate to reach out to any of the school staff if you need assistance.

Participation, Responsibility and Accountability

- Attendance will be taken through expectations or check-in assignments that your course teachers assign through *Google Classroom*, *Google Meet*, *Zoom*, etc.
- Teachers will be tracking your progress to ensure your participation and check-in with you if you are struggling or not participating.
- Feedback to students will be given on every assignment, even if it is just text, audio or video feedback.
- Your participation in this remote learning environment will ultimately impact credits earned for each course.
- Your grades will be posted on Skyward in a timely manner.
- Academic integrity will be fully enforced. Do your own work, and do not plagiarize.

Freedom Middle School & Freedom High School Daily Expectations for Learning:

- Check daily posts in *Google Classroom* from your teachers. Expectations for the day should be posted by 8:00 a.m. (FHS – 7:55 AM (1st Block)) on the day class is meeting.
- Establish a good work space at home (Separate space, clean and organized, have all the tools/items you need, distractions set aside, etc.)
- See your teacher's calendar and plan for learning. Connect at expected-available times and participate in work at your own pace. There will be content shared for your daily learning based on when your course typically meets throughout the week.
- Be sure to follow the set Participation Expectations established by your teachers. Proper behavior and interaction with each other online is expected.
- Your teacher may be including videos, notes, & slide decks of materials to help you learn the content:
 - Written assignments, online quizzes, reading, or other work to be completed mostly independently may be included.
 - This may include live check-in via video or text chat during scheduled available time per class or daily office hours.
 - Videos or screencasts may be posted of presentations, explanations, etc.

- Students may be asked to record themselves -- for language, talking through math problems, reading for fluency and comprehension, doing physical activity, music lessons, art projects, etc.
- You will be using features in Google Classroom that you are familiar with such as modules, assignments, & quizzes.
- You will also be using additional features linked on the main course navigation that are useful in an online learning environment such as chat, collaborations and additional use of the Calendar for scheduling time during your teacher's office hours.
- Please reach out to your teachers, counselors, principals/associate principals should you need extra support with your academics, work load or need to connect with an adult. See resource contacts listed below.

Freedom Middle School & Freedom High School Resources and Contacts

- *Seesaw, Google Classroom, Apps, Etc.:* Digital Learning Specialist (Mrs. Tennant), Library Media Specialist
 - Freedom Middle School:
 - Freedom High School:
- Tech Support (devices not working, filtering issues, wifi connection, etc.): Technical Support Specialists
 - Elementary, Middle and High School Buildings: Mr. Roskowski or Mrs. Tennant
- Academic Concern and/software (Google Classroom, Class Content): Classroom Teacher
- Self-Care Concerns: School Counselors
 - Freedom Middle School: Mr. Bins
 - Freedom High School: Mrs. Vander Loop, Mr. Harke
- Other Concerns, Questions or Issues: Principals, Associate Principals
 - Freedom Middle School Principal: Mr. Fisher
 - Freedom High School: Mr. Erickson
 - Freedom High School Associate Principal/Athletic Director: Ms. Olson