

RLB Distance Learning Plan

INTRODUCTION

As we navigate these unprecedented times, please know that we are committed to continue serving the educational needs of our students. What we think of as school will look very different for your child in the coming days. A combination of online instruction and packet work will make up much of the delivery of instruction. Teachers will continue checking in and monitoring the progress of their students each day. We understand parent concerns regarding this plan and will work with you to help make this transition as smooth as possible. Round Lake Brewster School is committed to providing flexibility of delivery along with meaningful and manageable tasks/projects to meet the educational standards.

DISTANCE LEARNING PLATFORMS AT RLB

The following Online Platforms are the communication tools used to contact and communicate with RLB families, PreK-12.

1. Honeywell Instant Alert System, District Website, Synergy Student Management System, and student/parent email are the communication tools used to contact and communicate with RLB families, PreK-12.
2. Elementary School Distance Learning Platforms (PreK-6): Google Classroom, Google Hangout, Packets, Class Tag App, Study Island, and IXL.
3. Middle School Distance Learning Platforms (7-12): Google Classroom, Google Hangout, Google Meet, Study Island, IXL, and Packets.
4. Faculty online collaboration platforms for remote instructional planning: Google Hangout, and Google Meet

In addition to the above resources, we encourage faculty, students, and parents to email janet.pedley@rlb.mntm.org, or tim.rhodes@swsc.org, or call and leave a message at 507-842-5951 for any tech related questions. This email account and phone number are managed by our Tech Support Team.

ROLES AND RESPONSIBILITIES (SCHOOL)

Administration Team:	<ul style="list-style-type: none">● Develop district plans for distance learning.● Communicate with faculty/staff and parents● Support faculty/staff and parents during Distance Learning.● Ensure effective implementation of Distance Learning plan and accountability to student learning.
Classroom Teachers:	<ul style="list-style-type: none">● Collaborate with colleagues to design Distance Learning experiences for students in accordance with district plans.● Participate in virtual staff, grade-level, content area meetings.● Develop high-quality student learning experiences.● Communicate with and provide timely feedback to students.● Communicate with parents, as necessary.
Special Education Teachers:	<ul style="list-style-type: none">● Partner with classroom teachers to accommodate the online learning curriculum they are providing to the students on their caseload.

	<ul style="list-style-type: none"> ● Communicate with all parents of students on their caseload the first week regarding the online learning plan and how they will co-plan with the teachers for the students to access the content of the distance learning lessons. ● Recommend to parents and teachers other online learning platforms special education students might be able to access at this time.
English Language Teachers:	<ul style="list-style-type: none"> ● Provide instruction and support individually or by grade-level groups via Google Classroom or calls home to students on caseload daily.
Title I Teachers & Interventionists:	<ul style="list-style-type: none"> ● Provide instruction and support individually or by grade-level groups to students on caseload daily.
Counselors & Social Workers:	<ul style="list-style-type: none"> ● Post and share developmentally appropriate resources regarding self-regulation, anxiety and/or wellness strategies that students can practice during this time of Distance Learning. ● Post counseling lessons that students could complete “at home” ● Respond to counseling needs of students, as needed. ● Continue communication regarding career and college readiness with students and parents.
Specialist Services	<ul style="list-style-type: none"> ● Check in with assigned staff to determine needs. ● Provide support and assistance to assigned staff as requested.
Online Tech Support Team:	<ul style="list-style-type: none"> ● Provide timely response to student, family, and faculty requests regarding technology issues.

ROLES AND RESPONSIBILITIES (STUDENTS)

Students:	<ul style="list-style-type: none"> ● Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher/s. ● Check appropriate online platforms for information on courses, assignments, resources daily. ● Attend each class every day as per attendance specifications for each school ● Identify a comfortable and quiet space to study/learn. ● Engage in all learning posted with academic honesty. ● Submit all assignments in accordance with provided timeline and/or due dates. ● Ensure own social and emotional balance by keeping healthy habits.
Questions related to:	Resources
A course, an assignment, a resource	Relevant teacher - use email or Google Classroom
A technology issue/request	Email: janet.pedley@rlb.mtnm.org Call and leave a message: 507-842-5951

Any other issue related to Distance Learning	Mr. Hassing, Superintendent
Any counseling or mental health concerns	SWMHC Hotline phone number: 1-800-642-1525 Jodi Johnson: Jodi.johnson@rlb.mntm.org

ROLES AND RESPONSIBILITIES (PARENTS)

Parents:	Support their child/ren in their learning by: <ul style="list-style-type: none"> ● Providing an environment conducive to learning (safe and quiet space during daytime), ● Engaging in conversation on posted materials, assignments. ● Monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening). ● Encouraging attendance, as much as possible, to the regular synchronous engagements offered by each of their child's teacher/s. ● Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
Questions related to:	Resources
A course, an assignment, a resource	Relevant teacher - use email or Google Classroom
A technology issue/request	Email: janet.pedley@rlb.mntm.org Call and leave a message: 507-842-5951
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GENERAL GUIDELINES FOR DISTANCE LEARNING (FACULTY)

When designing your online lessons and learning experiences, please consider the following:

Feedback:

- Timely feedback is essential to student learning; this is especially so in online learning environments when/where students are unable to ask questions as they normally would in classroom setting.
- Clear communication regarding where/how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines (email, Google Classroom, document, ...).
- Active monitoring of your email for questions and communications from students/families.

Offline work:

- Avoid requiring printing. Tasks should be completed on a device or uploaded as a picture/video.

- 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 video.

Work time:

- Follow the district guidelines for time and schedule.
- Consider varying the activities you normally plan in a graduated way, from very different to slightly modified.
- Offer alternative opportunities for reading, research, online discussions/peer-feedback, and producing written work.
- Seek the support of colleagues and others who have specific interest and/or expertise in delivering online Distance Learning experiences.

Deadlines:

- Provide students ample time to complete assignments. More time than you would usually provide in class may be necessary for students.
- Keep tasks simple and directions clear to make sure students understand what they are required to do.

Bandwidth:

- Consider the size of files to be downloaded by students; students' WIFI access may have limited bandwidth.
- If you embed videos, keep the size of the files small and avoid HD quality.

Files:

- Try to post only PDF or Google docs as they are universal and often easier to convert.
- Avoid email submissions. Consider requiring all submissions to take place through Google Classroom or as a shared document.

DISTANCE LEARNING: ELEMENTARY SCHOOL OVERVIEW

Schooling is always a partnership. In an online Distance Learning environment, especially so at the elementary level, this partnership becomes the champion of learning.

Role of Parents

As Elementary School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in Distance Learning tasks and to access online resources. The designed learning tasks and activities will provide direction and support to families with the understanding that task completion depends on each individual families' circumstances. We recognize that parents may have more than one child to guide: therefore, we have framed the support for the learning experience within one day not exceed 1 hour of computer time; time that will both inform and help prepare the student to engage in the learning tasks that the teacher has designed on that given day.

We ask parents for the following support:

- Read the Google Classroom or email updates from your child's teachers.
- Increase your familiarity with Google Classroom, Google Hangout, Google Meets, Google mail, and Class Tag as the primary instructional tools: Email and packets is our primary platform for home learning during the campus closure. Your child's teacher will provide detailed instructions regarding how students/parents can access email and the Google Classroom application.
- View the student Google email when appropriate with your child where their teacher will welcome you to a new week of learning and introduce the topics for the week.

- Read home learning tasks and activities in the student packets.
- Help your child log in to Google Classroom/Hangout sessions for interactive lessons and activities with teachers and classmates if appropriate.
- Designate a place in your home or where you are temporarily located so your child can work independently on his/her assigned tasks and complete independent reading each day.
- Email your child's classroom teacher if you or your child has questions and/or if your child needs extra help and support. Our faculty will be present on-line to help and support in a timely manner.

Elementary School Distance Learning Plan Content and Timing

Distance Learning will focus on developing new skills, knowledge, understandings, and concepts, as well as on review and practice.

- All learning tasks for each week will be posted on Google Classroom, or in the packet pick-up on Mondays.
- Once learning tasks are picked up or posted on Google Classroom, the new learning tasks/activities will include/reference the corresponding Distance Learning Plan for their grade level as outlined below.
- Weekly optional synchronous Google Classroom/ Zoom sessions will be communicated through email with the login code for the session.

Elementary School Distance Learning Plan Assessment & Progress Monitoring

Teachers will monitor student progress through the activities in the packets that students engage in and other digital platforms. Teachers may provide daily, specific and constructive feedback for each student. Teachers will adjust lessons as needed to meet the learning needs of their students. Formative assessments administered may be included in the daily time guidelines for each subject area. Upon return to campus, a more formal one-on-one assessment will be administered to redesign units as needed and to provide more concrete data for reporting.

Pre-School ages 3- 5

The Distance Learning Plan in Prekindergarten will include a Preschool Learning Kit which will include activities, materials and engagement opportunities parents can facilitate for their children.

Learning Experience: Teachers will provide an initial Preschool Learning Kit that is individualized to each child enrolled. This kit will include learning activities, games, flash cards, manipulatives, and other materials along with plans for parents to facilitate continued learning for their children. Students and their families will participate in literacy, math, art, and play experiences. Students could also be invited to participate in weekly optional interactive lessons and activities using our private Facebook page.

Learning Timeframe: Students are encouraged to engage in Distance Learning which is intended to take place within approximately 30 minutes per day each child is enrolled (1 hour per week for children enrolled 2 days a week and 2 hours for children enrolled 4 days a week). It is important to keep in mind that the quality of this experience is most closely associated with how deeply the child is connecting to the experience. This level of engagement need not take a lot of time; it does, however, take care and intent.

Learning Specifics: The purpose of this document is to provide an overview of the experience. More specifics will be provided.

Approximate Time per Day	Subject Area
10-15 minutes	Literacy: Reading and/or Writing
10-15 minutes	Math Activities
Limitless - Art, and Library Ideas	Looking at books and reading aloud to your child is something we would always suggest, and below are a list of limitless ideas that will serve as resources to help keep your child's mind engaged. We encourage you to spend time as a family in learning that often feel like play. For example, play a game the requires math/strategy/critical thinking. Something as simple as a Tic-Tac-Toe game turned into a graph of wins/losses/draws is one such simple idea. Many more ideas from our teachers will be shared and updated.

Kindergarten to Grade 1

The Distance Learning plan in Kindergarten to First Grade will include home learning engagements and/or activities that parents can assist their child in completing.

Learning Experience: At the beginning of each week, Homeroom Teachers provide packets to welcome and to explain the learning approach and focus for the week. Kindergarten to First Grade students will participate in literacy (reading/writing), math and optional activities from Art, Music, PE and/or Library each day. A variety of tasks will be included, and some learning tasks may include other online platforms

(e.g. Google Classroom, Google Hangouts, Study Island, IXL, Reading Eggs, etc..). If another online platform is required, teachers will share specific instructions for parents to access the platform. Students will also be invited to participate in weekly optional interactive synchronous lessons and activities using Google Classroom.

Learning Time Frame: The described learning is designed to take approximately 45 minutes per/day. It is important to observe your child as he/she engages in the task and to use this observation to help guide your support. We also and always encourage you to explore familiar experiences and activities like that of reading for pleasure, journal writing, and play to extend and enhance your child’s learning.

Learning Specifics: This purpose of this document is to provide an overview of the student learning experience. More specifics will be provided.

Approximate Time per Day	Subject Area
20-25 minutes	Literacy: Reading and/or Writing
20-25 minutes	Math
Limitless – Science/Social, Art, Music, PE, Tech, and Library Ideas from your Teachers	Looking at books and reading aloud to your child is something we always recommend and below is a list of ideas that will serve as resources to engage your child and encourage progress. We encourage you to spend as much family time as possible engaged in activities that bring meaning and joy together. For example, play a game the requires math/strategy/critical thinking. Something as simple as a Tic-Tac-Toe game being turned into a graph of wins/losses/draws is one such simple idea. More ideas from our specialist teachers will be shared and updated.

Grades 2 - 4

The Distance Learning Plan for Second, Third and Fourth Grades will include home learning engagements and/or activities that parents can assist their child in understanding for independent completion.

Learning Experience: At the beginning of each week Homeroom Teachers will provide a packet to welcome and to explain the learning approach and focus for the week. Second Grade through Fourth Grade students will participate in literacy (reading/writing), math and optional activities from Art, Music, PE and/or Library each day. A variety of tasks will be included, and some learning tasks may include other online platforms (e.g. Google Hangouts, Class Tag, Seesaw, IXL, Study Island etc..). If another online platform is required, teachers will share specific instructions for parents to access the platform. Students will also be invited to participate in weekly optional interactive synchronous lessons and activities using Google Classroom, and Google Hangouts.

Learning Timeframe: Students are encouraged to engage in Distance Learning in the designed and described ways for approximately 60 minutes/day. The quality of this experience is most closely associated with how deeply the child is connecting to the experience. Over the course of this timeframe, students will engage with varying degrees of independence. The more challenging the task, the more support that might be required. Encourage your child to seek support while allowing your child to accept responsibility and take on challenges with increasing independence.

Learning Specifics: This purpose of this document is to provide an overview of the student learning experience. More specifics will be provided.

Approximate Time Per Day	Subject Area
25-30 minutes	Reading/Writing
20-25 minutes	Math
10-15 minutes	Science/Social Studies Rotation
Limitless - Art, Music, PE, Tech, Library Ideas from your Specialist Teachers	Being immersed into a good book is something we always value and is something we encourage you and your child to engage in frequently over the next few weeks. Below is a list of resources to help keep your child's mind remain engaged these next few weeks, yet feel free to go beyond this list. Playing a game that requires strategy and taking on something as simple as a Tic-Tac-Toe and turning it into a graph of frequency/probability is one idea that could spawn other ideas. More ideas from our specialist teachers will be shared and updated.

Grades 5-6

The Distance Learning Plan for Fifth and Sixth Grades will include home learning engagements and/or activities that parents can assist their child in understanding for independent completion.

Learning Experience: At the beginning of each week Homeroom Teachers will provide a packet to welcome and to explain the learning approach and focus for the week. Fifth and Sixth Grade students will participate in literacy (reading/writing), math and optional activities from Art, Music, PE and/or Library each day. A variety of tasks will be included, and some learning tasks may include other online platforms (e.g. Google Hangouts, IXL, Study Island etc..). If another online platform is required, teachers will share specific instructions for parents to access the platform. Students will also be invited to participate in weekly optional interactive synchronous lessons and activities using Google Classroom, and Google Hangouts.

Learning Timeframe: Students are encouraged to engage in Distance Learning in the designed and described ways for approximately 80 minutes/day. The quality of this experience is most closely associated with how deeply the child is connecting to the experience. Over the course of this timeframe, students will engage with varying degrees of independence. The more challenging the task, the more support that might be required. Encourage your child to seek support while allowing your child to accept responsibility and take on challenges with increasing independence.

Learning Specifics: This purpose of this document is to provide an overview of the student learning experience. More specifics will be provided.

Approximate Time Per Day	Subject Area
25-30 minutes	Reading/Writing
25-30 minutes	Math
25-30 minutes	Science/Social Studies Rotation
Limitless - Art, Music, PE, Tech, Library Ideas from your Specialist Teachers	Being immersed into a good book is something we always value and is something we encourage you and your child to engage in frequently over the next few weeks. Below is a list of resources to help keep your child's mind remain engaged these next few weeks, yet feel free to go beyond this list. Playing a game that requires strategy and taking on something as simple as Chess/Checkers/Monopoly and turning it into a real life experience that could spawn other ideas. More ideas from our specialist teachers will be shared and updated.

DISTANCE LEARNING: RLB MIDDLE SCHOOL- GRADES 7-8

We know that learning takes place on many different forms and can take place in many different settings. Our upcoming Distance Learning experience is the very type of experience that our students are prepared to take on and to grow from, independently, with their peers, and even with their families.

Over the course of this campus closure, students will be invited to engage in learning experiences that will stretch their thinking and will encourage new ways of doing in each of their classes, even though they will not be physically present on campus. Students will learn through a blended learning model, which includes asynchronous learning as well as synchronous, real-time interactive sessions with their teachers and classmates.

Each of these learning experiences may be followed up with appropriate homework or a formative/summative assessment to confirm that the students have engaged appropriately with the content and that their understanding of the content supports their progress toward the identified target standards.

The clear goal for these days is to be comparable to the students' experiences on typical days at school: to interact, to engage, to grow, and ultimately, to learn.

Role of Parents

As students are still developing their independence, a teacher-parent partnership is necessary for students to engage in Distance Learning tasks and, in some cases, to access on-line resources. The learning tasks and activities provide direction and support to families. We recognize that parents may have more than one child to guide; therefore, we have framed the learning experiences to require minimal parent involvement.

As a parent, we ask you for the following support:

- Monitor Google Classroom updates and be sure to check in with your child daily about the Distance

Learning tasks, activities, and assessments they are working on.

- Designate a place where your child will work independently on his/her assigned tasks.
- Ask your child to provide a brief summary of the learning he/she is engaging in for each class to ensure his/her understanding of the content and of the process they are being asked to engage in to demonstrate their learning.
- Monitor your child's deadline calendar and support them in submitting assignments according to the established deadlines.
- Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support. Our faculty will be on hand to help and support you in a timely manner.

RLB MIDDLE School Distance Learning Plan

Content and Timing:

The Distance Learning Plan will include engaging experiences for all students at RLB Middle School 7-8.

- Limit total on-task time to approximately 2.5 hours/day

Teacher Student Interactions:

- Teachers will communicate students learning expectations, provide resources, collect assignments, and provide feedback through Google Classroom.
- Google Classroom will be updated for every lesson and or day. When a learning experience includes a project or extended application of learning over multiple days, lesson updates will be posted for multiple upcoming sessions. Lessons may include:
 - A brief update referencing the daily learning for the lesson and directing students to the materials page to access resources/assignments, etc. This brief update will ensure:
 - Students know what learning they need to accomplish for that day.
 - Continuity of learning that is clearly connected to their learning in the prior class and will connect to the learning in the upcoming class.
 - A written explanation to introduce, explain tasks, or provide instruction for each lesson.
 - A method of interaction such as:
- Discussion forums
- Google Classroom Tools to provide feedback on student work
- Digital/scanned resources, assignments, etc.
- If students are required to engage in a project or extended application of learning, the project will be broken down into smaller actions/outcomes with deliverables/check-ins for each lesson.
- Teachers will respond to student and parent emails/questions in a timely manner.

- Students may engage in real-time interactions with their teachers and classmates using Google Hangout, or Google Meet.
- Teachers may engage in real-time with students in the following ways:
 - **Individual:** Students request help by making appointments with their teachers or counselors on an agreed time.
 - **Scheduled Office Hours:** Students can join office hours to ask questions or discuss learning with their teachers and classmates during specific times established by teachers.
 - **Mini-lessons:** Students may participate in real time mini-lessons on specific topics during specific times established by teachers.

Assessment and Progress Monitoring:

- Formative and Summative Assessments/ Progress Monitoring:
 - Teachers will use a variety of assessment tasks to inform instruction, improve learning, and report on student achievement.
 - Students will provide evidence of learning for each subject and lesson as a check for understanding.
 - Students may have the opportunity to provide feedback to each other.
 - Teachers monitor student progress with ongoing and regular feedback.
 - Students may participate in graded summative tasks at the end of a learning sequence.
 - Teachers will provide feedback to students at regular checkpoints on tasks that extend over multiple lessons.
 - Teachers will actively engage with the student, parents, counselor, and RLB Principal to support students who are having trouble adjusting academically to the distance learning format.
 - Clear instructions on where/how to turn in assignments will be provided to students.

On behalf of the students, faculty, staff and administration at RLB Schools, thank you for your continued commitment to your children and our school. As we all know, parents are their child's first teacher. As we enter Distance Learning; we would like to thank parents for working cooperatively and collaboratively with our staff. This gives new meaning to "It takes a Village to raise a child". Please feel free to reach out to your child's teacher with any questions. The staff is available to assist you Mondays – Fridays through various mediums: email, phone, Google classroom or other means. Please check your students Google mail/ classroom for daily updates. Together we can do this.

The RLB Learning Plan was modeled after the [SAS Distance Learning Plan](#).