



# **Slidell Independent School District**

## **2020-2021 Remote Learning Expectations**

### **District-Wide Expectations**

Slidell I.S.D. will provide remote learning opportunities utilizing the asynchronous instructional method. Asynchronous instruction allows for self-paced courses with intermittent teacher instruction, pre-assigned work with formative assessments within a Learning Management System (LMS), and pre-recorded videos of instruction. This method will require continual and daily support from parents/guardians to ensure student success. Students will learn from home, but will be expected to continue learning at the pace of Slidell I.S.D. students learning on campus. This also includes following the same schedule of classes, assignment deadlines, and district adopted grading guidelines and policies. Students will begin instruction the same day as face-to-face instruction starts and will stay committed for a full grading cycle. All core courses will be available online for students; however, some elective courses will not be available for virtual learning due to the need for equipment or lab time. At this time, we are awaiting the outcome of a resolution which would prevent remote learners from participating in extracurricular activities. We understand the difficulties faced by our families in making educational decisions for their child during these uncertain times. Our goal is to ensure high expectations in all learning environments while working with parents to commit to supporting the school's remote learning expectations.

## **Student Expectations:**

- Follow the designated schedule communicated by their teacher to attend class during asynchronous assignments
- Participate in learning through live class time (if applicable)
- Students should take responsibility for advocating for themselves
- Turn in school work at the direction of the teacher daily
- Responsible for participation and engagement in the lessons daily to avoid being counted absent. State attendance laws will be strictly enforced.
- Communicate with the teacher when needing additional assistance, tutoring, etc.
- Time management will be crucial in success of remote learning
- Students will show their face on the screen when necessary
- PK-5 will be logged in/engaged 180 minutes daily; 6-12 will be logged in/engaged 240 minutes daily.

## **Parent Expectations:**

- Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year in your role as a learning coach
- Ensure your child is on track with assignments and coursework
- Provide your child with assistance on their day-to-day activities with the exception of designated independent work
- Monitor your child's completion of assignments daily. Attendance will be recorded and 90% is required for course credit, truancy laws apply.
- Assist in supporting your child's needs by establishing and managing the daily schedule communicated by the teacher
- Consider creating a designated learning space for your child at home
- Maintain communication with your child's teacher by phone, e-mail, and/or online meetings when necessary
- Time management will be crucial in success of virtual learning
- Ensure internet reliability and device connectivity for successful online learning

## **PK-2 Remote Learning**

PK-2 learning will focus on student progress on state standards and an academic and social skills checklist by grade level. Students will follow the same schedule and grading policy as implemented with face-to-face classes. Students may receive instruction in the following ways:

- Authentic student work/assignments with timely and relevant feedback for continued progress in learning of the standard
- Hands-on activities requiring direct parent engagement/support
- Choice boards
- Electronic/web-based programs and work submission
- Viewing of pre-recorded video lessons
- Google Classroom/Class Dojo assignments, submission, and communication including a required Gmail email address

## **3<sup>rd</sup>-5<sup>th</sup> Remote Learning**

Instruction in grades 3<sup>rd</sup>-5<sup>th</sup> will focus on student progress on state standards, the continuation of learning, and the closure of potential gaps. Students will follow the same grading policy and schedule as implemented with face-to-face classes. Students may receive instruction in the following ways:

- Authentic student work/assignments with timely and relevant feedback for continued progress in learning of the standard
- Hands-on activities requiring direct parent engagement/support
- Choice boards
- Online assessments
- Pre-recorded video lessons
- Project based learning/assignments
- Google Classroom/Class Dojo assignments, submission, and communication including a required Gmail email address

## **6<sup>th</sup>-12<sup>th</sup> Remote Learning (Canvas Platform)**

Instruction in grades 6<sup>th</sup>-12<sup>th</sup> will focus on student progress on state standards, the continuation of learning, and the closure of potential gaps. Students will follow the same grading policy and receive course credits as they would if they were enrolled in face-to-face courses. There may be instances where students are required to come to campus to complete a required assignment or project for elective courses (i.e. welding, Ag practicum, etc.). Students may receive instruction in the following ways:

- Authentic student work/assignments with timely and relevant feedback for continued progress in learning of the standard
- Choice boards
- Online assessments
- Pre-recorded video lessons
- Project based learning/assignments
- Canvas login requirements, assignments, activities, and submissions

\*For students receiving special programs services, progress will be carefully monitored and ARD/IEP/LPAC Committees will convene and make appropriate recommendations to meet individual student needs to ensure continued growth.

## **Instructional Environment Parent/Student Commitment**

Parents and students must commit to an instructional learning environment for an entire grading cycle (6 weeks). Student success will be evaluated at the end of each grading cycle. Parents will be asked to commit to an instructional model (in-person vs. remote) at the end of each grading cycle.

PLEASE NOTE: The details in this document are subject to change as directives are provided by governing authorities and/or health officials or as environmental conditions change.