

MGS Remote Learning Guidelines

Throughout the summer, MGS faculty and administration worked on a plan to bring every student to school, every day, in order to provide each child with the best learning experience possible. Over the course of the last two weeks, we have learned first hand about the health department guidelines for quarantine/isolation of people that are in direct contact of an individual who has tested positive for COVID-19. The plan that was developed, presented, and approved for a shortened school day no longer seemed a feasible route in light of the contact tracing requirements, which would suddenly prevent a student--and possibly all of their siblings--from attending school. Similarly, all school personnel could potentially be required to quarantine without notice. It is important to note that the quarantine affects all students and adults who were within six feet of a confirmed positive individual, regardless if a mask was being worn.

What became evident was with consideration of the size, layout, and range of grades in our building, MGS would struggle to comply with IDPH guidelines. Our concern is that our lack of ability to comply would lead to a forced quarantine of a large portion of classrooms. Although we expected to be forced into a remote-learning situation at some point this year, our purest intent was to see the kids, build relationships, and teach them with all our heart. This is still our desire and expectation. With cases on the rise in Woodford County and statewide, we feel it is necessary to delay in-person learning for the short-term.

The staff and students will be working remotely with a combination of Asynchronous and Synchronous Instruction.

Asynchronous instruction refers to self-paced instruction where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices.

Examples include: activities/projects and recorded video lessons, engaging or applying learning in various online and offline activities and directions for digital/remote learning

Synchronous instruction is similar to on-campus learning. It is two-way, real-time, live instruction between students and teachers through the computer or other electronic devices. Examples include: Live instruction, introduction and/or review of concepts, explanation of directions, opportunities for question/answer sessions and discussions on topics of new learning.

Student Remote Learning Expectations:

- To produce work that is their own.
- Be responsible for their own learning.
- To complete the expected steps to check in each day for both attendance and social emotional support.
- To complete assignments provided in both synchronous and asynchronous format.
- To turn in assignments by the expected due date assigned by their teachers.
- To communicate and ask for help from their teacher if they are struggling or have missing or late work during virtual meeting times or through google classroom.
- Jr High students should check their Skyward gradebook and google classroom to verify that they have completed or submitted all assignments.

**Please note these are general guidelines. Since we service students from grades K-8, we know that parents will need to assist younger students with some of these tasks.*

Teacher Remote Learning Expectations

Teachers are encouraged to teach from the building and develop a schedule during the 8:00-3:30 time frame which will include instructional time, prep time, lunch, and available to students for small group or individual support. However, there may be situations that arise that do not allow for this.

- To communicate with students with questions and concerns during the 8:00-3:30 time frame to offer support and assistance.
- To respond to parents within 24 hours of receiving the communication.
- Each teacher will communicate with their respective parents/families regarding both curricular and assignment grading expectations.
- Provide a recording of classes to be made available for those students who are unable to attend due to extenuating circumstances or provide an alternative means of disseminating the information.
- Teachers will stay in touch with parents regarding academic progress, and/or potential problems a student may be having academically.
- Provide timely feedback on assignments and assessments including.
- Entering grades in Skyward for Jr. high students in a timely manner.
- Work in coordination with case managers of IEP students and the Rtl department.

Administrator Remote Learning Expectations

- Evaluate the Remote Learning Process on a consistent basis in order to provide students, staff, and parents the best Remote Learning experience.
- Ongoing planning for the Return-to-School Process – involve all key stakeholders
- Assist staff with the Remote Learning process, and observe lessons.
- Support students, staff and families with resources and materials to help with the remote learning process.
- Meet and collaborate with teachers regularly to further discuss needs, offer support, and discuss strategies to help further enhance remote learning instruction.

Parent/Guardian Remote Learning Expectations

- Communicate with teachers to work collectively for the benefit of the learning process
- Help students take responsibility for work, knowing the teacher is there to provide assistance.
- Help to positively promote the Remote Learning Process.
- Reserve a place in the home for your child to complete remote learning work.
- Jr. high parents check skyward weekly for both an update on grades as well as work completion.
- Reach out to staff if your child is struggling with remote learning and if you feel your child is struggling socially or emotionally.
- Encourage your child to actively participate in both synchronous and asynchronous learning daily.
- Communicate with the school if your child is ill or not able to participate in remote learning for that school day.