



2020-2021

# Reopening Pioneer Schools Guide Book

***MOVING FORWARD TOGETHER***



# Superintendent's Message

Dear Pioneer School District Families & Staff:

This guidebook is designed to provide a framework for the Fall 2020 reopening of our schools. The purpose of this guide is to provide continuity and consistency in a time of uncertainty. Although we are facing unique challenges in this new school year, we are excited about the opportunity to create personalized learning that is centered around individual student needs.

To explain our **Stages of Reopening**, our district has developed a sequence of stages that are aligned with our county health phases. Detail on these stages is located on page 3. Instruction in each stage will be aligned to specific learning standards to ensure high levels of learning. Each stage will include strong connection opportunities between teachers, students, and families.

Our district will be opening with two primary remote distance learning models **Continuous Learning 2.0** and our new **Pioneer Academy Home School** model. *Students will automatically be enrolled* in Continuous Learning 2.0 with the ability to "Opt out" through Family Access to attend our Pioneer Academy Home School program. Parents will need to "Opt out" by Friday, August 28th to attend Pioneer Academy Home School. Please see page 5 of this guide for a comparison of these two programs..

Teachers will be scheduling **Connection for Success** conferences with each student and their families during the first 7 days of school (September 2, 3, 4 and 8, 9, 10, 11). A primary goal of the **Connection for Success** conferences is to 1.) establish positive relationships with each student and family; 2.) to provide expectations for learning; and 3.) to give each family an orientation of each step of the learning process. In addition, parents will receive a Chromebook device for the remote learning period.

**Connection for Success** conferences will be held in-person with social distancing or via Zoom/Google meets (dependent on each family/teacher preference). During this conference, the needs of each student will be identified and individual learning plans will be established. Teachers will build student schedules that meet learning needs of each student along with family schedules. Please see pages 6-8 of this guide for student schedule information.

We are very grateful for your patience at this challenging time! We know how hard this time is for our families and our staff. Our district closely reviewed our parent, student, and staff feedback to develop programs that will provide the greatest opportunity for student learning with increased connections to their teachers. We look forward to future days when we will have all student faces, voices, and laughter in our classrooms. Until that day comes, we are committed to providing quality learning for every student. Please know that our greatest goal is to work with each of you to create positive learning experiences and learning success for each student in our Pioneer family. As we take the first steps toward reopening schools, we will move forward together. I wish each of you the best school year possible and want you to know how grateful I am to begin this journey with each of you!

Sincerely,

Jill Diehl, Superintendent

# Four Stages of Reopening

The Four Stages allow for flexibility to move between distance learning, hybrid learning, and in-person learning. **Pioneer School District is currently in Reopening Stage 2.**

## STAGE 1

**100% Remote Learning for all students and staff.**

Mason County Health Department - COVID-19 Phase 1 or 2 with high risk designation and stay-at-home order in place.

100% Remote learning for students and staff. There will be no occupancy of buildings.

## STAGE 2

**Remote Learning with limited exceptions for special situations. All staff access buildings.**

Mason County Health Department - COVID-19 Phase 3 with high risk designation and *no* stay-at-home order in place.

Remote learning. At stage 2, conditions will allow all staff and a limited number of students with the greatest needs to safely be on campus. Teachers will instruct from their classrooms via electronic technology while utilizing social distancing and health requirements.

## STAGE 3

**Hybrid Learning, students attend in smaller groups alternating 2 days on site learning/3 days remote learning.**

Mason County Health Department - COVID-19 Phase 3 with low risk designation and no stay-at-home order in place.

Students will participate in hybrid learning. At this stage, our public health crisis will be under control, but safety and caution will guide instruction. The hybrid model is a mix of in person and remote learning with full remote learning still being an option for families who request it.

## STAGE 4

**100% in-person learning, all students and staff on campus.**

Our current public health crisis has ended and health conditions allow all students and staff to return to schools.

All students and staff will be back in school with all sports and activities provided as opportunities.

# Continuous Remote Learning 2.0 Preview

***We're looking forward to connecting with students!*** Although Remote Learning 2.0 will take some getting used to until we can meet again for in-person learning we are committed to providing a rigorous, robust education for all students. The success of remote learning for each student is based on three individuals working in partnership: The student, the teacher, and the family member. *Together we can do this!*

***Remote Learning 2.0 will be better than the spring!*** Continuous Learning in the spring was not perfect and left many families frustrated. We've listened and we've learned and we are dedicated to making the remote learning experience better. Having a strong connection with your school is more important now than ever before. We are passionate about finding meaningful ways to cultivate school spirit as we work remotely. Although we can't physically be together, we are committed to growing relationships with our students and families to continue building a community of learners. Please stay connected to your child's school like you would normally. As you begin Continuous Remote Learning 2.0 please see important information below.

10

## things you need to know about Continuous Remote Learning 2.0

1

Students will follow a consistent daily schedule.

2

Remote learning does not mean students will be at the computer all day.

3

There is regular teacher feedback on and grading of student work. Student work is based on the Essential Learning Standards.

4

Attendance will be taken regularly.

5

We will strive to provide a sense of belonging in a virtual environment, with increased opportunities for students to connect with their classmates and their teachers.

6

There will be multiple opportunities for students and families to make contact with teachers throughout the week.

7

School lunches will be available to all students.

8

All teachers will use the district's learning management system, Schoology.

9

There will be support to help families who are interested in getting more assistance to help their students with at-home learning.

10

All teachers and school leaders are involved in training to improve teaching and learning in the online environment.



# Continuous Remote Learning vs. Pioneer Academy



## **SIMILARITIES WITH BOTH PROGRAMS**

- Both Requires parental support & guidance, especially with younger students
- Everyone learns remotely and will receive a Chromebook
- Both have the same grading calendars
- Teacher(s) from Pioneer support learning and same teacher-to-student ratios
- Both programs have the same grading policies

## **PIONEER ACADEMY HOME SCHOOL - UNIQUE FEATURES**

- Assigned 1 primary teacher regardless of grade or content
- Required to make weekly contact with teacher by Zoom, phone, or email
- Flexible schedule outside of school hours (no assigned class periods)
- Curriculum and materials are specifically designed for online learning
- All materials are online (internet access is required for this program)
- Students need to be highly motivated to work without structure to be successful
- Often requires higher levels of support from parents due to less structure
- Students work at their own pace, returning to full-time in person learning during the year could be challenging

## **CONTINUOUS REMOTE LEARNING - UNIQUE FEATURES**

- Assigned content specific teachers - Elementary =1 teacher, Middle School = 6 teachers (plus advisory teacher)
- Maintains traditional school hours with scheduled daily/weekly classes
- Online materials created by the teacher and regular school curriculum used during in-person learning
- Meant to be temporary, until in-person learning can occur

## *Elementary Schedules Overview*

- Students will be assigned a unique schedule built around their individual learning needs at their **Connection for Success** conference to be scheduled during the first 7 days of school.
- Students with special needs will have schedules that meet their IEP requirements and may vary from the sample. Scheduling decisions will be made with parents at the IEP meeting scheduled prior to the start of school.
- Although students will have the opportunity for 30 hours of learning, there is some flexibility in how that learning is accessed.
- In the Continuous Remote Learning 2.0 model, students will have a flexible schedule that includes a combination of scheduled and independent learning that meets the needs of the student and their family's schedules.
- Scheduled classes will primarily be in small groups of 5 or less students to provide the greatest opportunities for learning and skill development.
- Elementary schedules have an 8:30- am - 12:00 pm schedule with opportunities for teacher support, small group learning, or independent learning projects and assignments from 12:30 - 3:00. Students will not be expected to be online the entire time.
- For students without internet access, lessons will be provided on flash drives. Technology needs will be identified and options will be explained in more detail at the **Connection for Success** conference.
- Scheduled classes will begin after the first 7 days of school on September 14th. Students will be provided with learning resources to individually strengthen skills in preparation for the first day of scheduled classes.
- The **Connection for Success** conferences to prepare students and their families for the greatest opportunities for successful learning.

## *Middle School Schedules Overview*

- Each course will have a live (synchronous) component following the school's daily schedule. Students should follow the schedule as outlined by the teacher in Schoology. Attendance will be taken and reported for each class.
- Students with special needs will have schedules that meet their IEP requirements and may vary from the sample. Scheduling decisions will be made with parents at the IEP meeting scheduled prior to the start of school.
- All classes will begin on time according to our daily schedule (Day 1 - Day 5) and all current policies - deadlines, etc. - will be maintained. All classes will be recorded and will be archived through the end of the school year. Students will have access to live sessions, recorded sessions, and asynchronous tasks via the class Schoology course.
- From time to time, some classes may not meet online. Videos with assignment instructions will be shared for those classes via Schoology and are to be completed by students before the next online class meeting. Providing video along with written directions is essential to providing an inclusive and humanizing experience for students.

**Teacher-Directed Independent Learning Time** - Students are expected to engage in learning activities outside of synchronous learning times defined by their daily schedule. Student activities during Teacher-Directed Independent Learning Time may include, but are not limited to, the following:

- Independent/Group/Partner Practice on Teacher Assigned Work
- Videos Assigned by Teacher(s)
- Performance Tasks
- iReady Online Instruction
- One-on-one Time with Teacher(s)

# Elementary School

## *Sample Schedule*

### Elementary School Sample Student Schedule

(this is a sample schedule to show time frames for learning, actual schedules will be individually designed for each student and will have some flexibility based on individual student learning needs.)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:50	Whole Class or Small Group SEL	Whole Class or Small Group SEL	Whole Class or Small Group SEL	Whole Class or Small Group SEL	Whole Class or Small Group SEL
8:50-9:30	Small Group lesson w/Teacher	Small Group lesson w/Teacher	Independent work or Tutoring	Small Group lesson w/Teacher	Small Group lesson w/Teacher
9:30 -9:45	Brain Break	Brain Break	Independent work or Tutoring	Brain Break	Brain Break
9:45-10:30	Small Group Lesson w Teacher	Small Group Lesson with the Teacher		Small Group Lesson with the Teacher	Small Group Lesson with the Teacher
10:30-10:45	Brain Break	Brain Break	Brain Break	Brain Break	Brain Break
10:45-11:30	PE - Music-STEM	PE - Music-STEM	Independent work or Tutoring	PE - Music-STEM	PE - Music-STEM
11:30-12:00	Lunch Break	Lunch Break		Lunch Break	Lunch Break
12:15-1:00	Small Group lesson w/Teacher	Small Group lesson w/Teacher	Independent work or Tutoring	Small Group lesson w/Teacher	Small Group lesson w/Teacher
1:00-2:30	Independent work or Tutoring	Independent work or Tutoring	Independent work or Tutoring	Independent work or Tutoring	Independent work or Tutoring
2:30-3:30	Parent & Family Support Time		Independent work or Tutoring	Parent & Family Support Time	



# Middle School

## *Sample Schedule*

### **Middle School Sample Student Schedule**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:55	Advisory/SEL	Advisory/SEL	Advisory/SEL	Advisory/SEL	Advisory/SEL
9:00-10:00	1st Period	4th Period	Scheduled Support or Independent Work	1st Period	4th Period
10:00-11:00	2nd Period	5th Period	Scheduled Support or Independent Work	2nd Period	5th Period
11:00-12:00	3rd Period	6th Period	Scheduled Support or Independent Work	3rd Period	6th Period
12:00-12:30	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
12:30-2:40	Scheduled Support or Independent Work	Scheduled Support or Independent Work	Scheduled Support or Independent Work	Scheduled Support or Independent Work	Scheduled Support or Independent Work

## ACADEMICS

Self-motivation, dedication to learning, daily progress on work, and communication with teachers and peers are essential to student success. Students can expect deadlines for their work, to work hard, and to deeply engage in learning. They will be expected to join scheduled courses each day and to regularly log into courses on Schoology.

Daily interaction with courses will help students stay on top of their learning and schoolwork. Students will use discussion boards, chat rooms, class meetings, and other communication tools to work with teachers and other students. Academic integrity is essential to success in remote learning.

### *Instructional Participation – 30 Hours/Week*

The average instructional participation for all students is 30 hours per week, this includes a combination of **synchronous** and **asynchronous** learning opportunities. Online lessons will provide regular opportunities to learn and accompany enriching offline lessons, which may include hands-on experiences, skills practice, and more.

**Synchronous** learning opportunities are where the student and teacher have a scheduled classes, appointments, or tasks that needs to be completed at a specific time. Synchronous activities might include class meetings over Zoom, direct instruction, or live collaboration.

**Asynchronous** learning opportunities are those where the student and teacher have some flexibility about the time and/or day when the task is completed. Asynchronous activities might include watching pre-recorded video from a teacher, writing, or practice. Asynchronous may be digital or offline.

### *Online Time Expectations*

K-5 students are expected to spend no more than 50% of their school day online and the rest of their time working offline in projects, printed lessons, or other related activities. Middle school students may spend up to 60% and 70% of their school day online.

Online activities could include completing online group projects, attending live synchronous class meetings and lessons, watching recorded lessons, reading online content, and producing artifacts of learning. Teachers will develop many options both online and off to allow students to learn and show their learning in a manner that works best for them. For students in need of individualized services, teachers and families may work together to modify the students' schedules.

#### Live Instruction = Synchronous

- Guided Practice
- Teacher Modeling
- Small Group
- Student Participation

#### Independent Activity = Asynchronous

- Independent Practice
- Collaborative Group Work
- Discussion Posts
- Lab

## ACADEMICS CONTINUED

### Feedback

Just as with in-person learning, students are expected to act on feedback provided by their teacher during remote learning.

Feedback is a critical part of improving student work and learning. This feedback may come during student-teacher conferences, individual comments in Google docs or Schoology assignments, or whole class feedback during online sessions or through Schoology. Students engaged in remote learning will also participate in scheduled district and state assessments. Details will vary based on the content and grade level of the course.

In addition, remote learning students are expected to provide feedback to the district and school through regular, short surveys. System wide surveys and individual interviews are the two key ways of collecting student voice to guide future improvement efforts.

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### Grading

All grading policies implemented by the school during in-person learning will continue to take place in remote learning as well. Students will be assessed frequently to determine achievement in their scheduled courses.

Satisfactory performance is based on student participation in online discussions and online threaded discussions, submitted writings, projects, portfolios, quizzes, additional supporting assignments, unit tests, and final exams. Students and parents can view grades and student progress at any time on Schoology or in Skyward Family Access

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### Attendance

Regular participation in classes is critical to student success. It helps to keep students motivated and keeps them connected with their teachers and peers.

Virtual attendance will be taken each day and students are required to participate daily as they would in an in-person classroom. Attendance will be taken through participation in online class meetings or live instruction as well as through participation in online coursework and assignments housed in Schoology.

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### Communication

Teacher-student communication is critical to success in remote learning. Students and teachers must respond to one another in a timely manner for all correspondence and should be checking their email and Schoology multiple times each school day. Responses should be provided within one school day.

## Student Supports



### Connectivity

High-speed internet access is critical to success in remote learning. If you do not have high-speed internet for any reason, please let your teacher know at your Connection for Success conference and the school will identify needed support for equitable learning.

All students taking part in remote learning will be provided a district Chromebook to use at home. Parents may choose to decline this Chromebook but must guarantee an adequate computing device is available for students to use regularly.

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### Curriculum

All approved curriculum will be used for remote learning. It may be packaged and presented differently than in-person, but students will be expected to learn the same standards.

We are planning a year where we could see many changes between in-person and remote learning. Utilizing our already existing curriculum and having our very talented teaching staff develop units and lessons around the curriculum they are already familiar with will be best for our students and allow for the ability to switch between remote and in-person learning more easily.

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### Remote Learning Environment

The Remote Learning Environment is made up of five primary tools and many other supplemental tools. These primary tools are described on page 16 along with their intended use. While all work will reside in Schoology, other individual tools teachers may choose to use with their students will be communicated via their initial Zoom meetings and email.

# Remote Learning Environment

## Digital Tools for Students

### Remote Learning Tools



#### Schoology

- **Description:** Schoology is our district learning management system and is the one place that all students and families can go to find out about what learning is available and expected.
- **Intended Use:** Schoology is the single launch point for all students K-12 to find their learning materials as well as to submit materials back to the teacher for feedback. All students should be able to find everything they need on a daily basis for instruction by visiting their courses within the Schoology platform.



#### Zoom

- **Description:** Video conferencing tool to connect people through video or audio.
- **Intended Use:** Class meetings, student-teacher conferences, short instructional videos. All meetings will require authentication to protect student privacy. Single sign-on to Zoom is available through the PSD portal for all students and staff.



#### Email

- **Description:** Asynchronous messaging tool
- **Intended Use:** Messaging on any topic that can be accessed when the receiver chooses to access the message.



#### Google Drive & Productivity Tools:

- **Description:** Online, cloud-based productivity tools.
- **Intended Use:** Word processing, spreadsheets, presentations, video editing, online storage for student presentation creation, and sharing of teacher instructional materials.



# SPECIAL PROGRAMS

Student Services supports a variety of categorical programs and a continuum of services and placement options. Students who are eligible for special services or who participate in a special program often spend the majority of their school-day in the general education environment. Inclusive practices and strategic planning will be utilized to ensure access to grade-level content and essential learning standards as well as supplemental services.

Collaboration between special services staff and general education staff is critical in order to ensure successful outcomes for students. Students and families will work with their general education teacher, case manager, program staff, school counselor, principal, and/or Student Services support staff regarding programming and services within a remote learning environment.

## *Students with Disabilities*

### *Early Childhood Education (Preschool)*

- Students will be provided with the special education services identified in their Individual Education Plans (IEPs) or IEPs will be amended by the IEP team as needed.
- IEP case managers will collaborate regularly with service providers to plan instruction for students with disabilities, which includes ensuring that appropriate accommodations and modifications are provided.
- Limited in-person IEP services will be provided to students, beginning with those with the most significant disabilities, starting at Stage 2 and as defined by specific criteria at each stage on the dial.

### *Elementary*

- Students will be provided with the special education services identified in their Individual Education Plans (IEPs) or IEPs will be amended by the IEP team as needed.
- Students who receive services in a resource room setting will receive remote instruction from their general education teacher(s) and supplemental IEP services in accordance with their IEP.
- Students who receive services within a district-level program will be included in general education classrooms in accordance with their IEP.
- IEP case managers will collaborate regularly with general education teachers and other service providers to plan instruction for students with disabilities, which includes ensuring that appropriate accommodations and modifications are provided.
- Limited in-person IEP services will be provided to students, beginning with those with the most significant disabilities, starting at Stage 2 and as defined by specific criteria at each stage on the dial.

## *Secondary*

- Students will be provided with the special education services identified in their Individual Education Plans (IEPs) or IEPs will be amended by the IEP team as needed.
  - Students who receive services in a resource room setting will receive remote instruction from their general education teacher(s) and supplemental IEP services in accordance with their IEP.
  - Students who receive services within a district-level program will be included in general education classrooms in accordance with their IEP.
  - IEP case managers will collaborate regularly with general education teachers and other service providers to plan instruction for students with disabilities, which includes ensuring that appropriate accommodations and modifications are provided.
  - Limited in-person IEP services will be provided to students, beginning with those with the most significant disabilities, starting at Stage 2 and as defined by specific criteria at each stage on the dial.
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## *English Learners*

### *EL Student Identification*

- Established district procedures are used to determine which students qualify for EL support. In the case of students who are new to the state and not previously identified, qualification for services will be determined through ELPA21 Screener testing which may be administered by appropriately trained staff on-site at the school if available, or off-site at a centralized testing location.
- To determine continued program eligibility the ELPA21 Annual test will be administered in a secure location at the student's school. Each school will secure space and schedule for students to test during the testing window.
- The families of students who qualify for EL support will be notified through a letter and/or phone call in a language they can understand.
- Teachers will have access to information about which students in their class qualify for EL support through direct communications with the building's EL staff or EL coordinator.

## *EL Support in All Classes*

- EL students participate fully in core grade-level classes.
- Within each class, EL students will be provided appropriate supports to assist them in accessing content (eg. visual support, relatable context, repetition) and responding to the content (eg. sentence frames and varied response options), as well as opportunities for oral practice of new language, including academic content language (eg. Synchronous: structured interactions with the teacher and other students, Asynchronous: student-recorded responses that are scaffolded and practiced)
- Grade level and content teams will collaborate with the school EL Specialist to plan for the implementation of appropriate supports for ELs in classes and co-plan for effective instruction.
- Classroom activities, assignments, and assessments will be differentiated and accessible for EL students and align with English language development standards that support grade-level content standards.

## *Elementary - Support Provided by EL Staff*

- Depending on individual language learning needs, EL students may participate regularly in lessons delivered by the building's EL Specialists
- Direct support for EL students in a manner and frequency appropriate for each student and prioritizing those in the earlier stages of English language acquisition, will be provided. EL support classes may occur during a scheduled academic or intervention block designated for select ELs in addition to in-class supports.
- EL students will have regular weekly check-ins with the EL specialist to support their learning and language development. As state guidance allows and as identified in PSD guidance, we will offer a hybrid model that includes face-to-face instruction with the building EL specialist in small group settings.

## *Secondary - Support Provided by EL Cert Team*

- EL support appropriate for a student's individual language learning needs may occur in the form of an EL support period or as an extended intervention class.
- EL teachers will collaborate with content teachers to help differentiate curriculum so it is accessible to EL students.
- EL students will have weekly check-ins with an EL teacher to support their learning and language development. We will offer a hybrid model that includes face-to-face instruction with the building EL teacher in small group settings.

### *LAP/Title Services*

- Students participate in their general education classroom with supplemental small group sessions/lessons provided by LAP teacher focused on skill-based interventions and pre-teaching
- Eligibility for LAP or Title Interventions will be based on multiple assessments, including DIBELS, iReady, and teacher collected assessment data
- Priority for reading interventions are grades 1-3, with K services beginning upon return to in-person school
- Grade level and content teams will collaborate with the LAP/Title staff to plan for the implementation of appropriate interventions based on skill deficits
- LAP Teachers have access to a variety of evidence-based interventions that may be used to provide interventions in early literacy.

### *McKinney Vento (Students experiencing homelessness)*

- Established district procedures are used by the school office to determine which students qualify for McKinney Vento services. In the case of students who are new to the state and not previously identified, qualification for services will be determined through the district housing survey which is conducted at the beginning of school or upon registration.
- School counselors work with families to determine eligibility for McKinney Vento services and provide outreach for resources and services needed.

### *Section 504*

- Eligible students will be provided Section 504 accommodations as indicated in their 504 plans during remote learning. If there is a need to discuss specific accommodations related to the remote learning environment, the student's case manager should be contacted.

# Teacher Expectations

## Academics

The [Washington State grade-level standards](#) are the basis of instruction in the Pioneer School District. OSPI is requiring school districts to identify essential standards that will be taught as a primary component of the Fall 2020 Reopening plan. District leaders will be working with teachers to identify Essential Standards for all courses beginning with the 2020-2021 school year. Essential Standards represent the minimum learning expectations for all students. These learning standards will be prioritized for student learning.

Teachers will provide students and families with a syllabus or other centralized documentation showing how the class will run, including:

- Contact information
  - Communication methods and expectations
  - Schedules, including office hours
  - Standards and work expectations
  - Grading practices
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## Student Behavior

Classroom and schoolwide behavior matrices exist in all remote classrooms as they would in an in-person classroom. Common expectations will be collaboratively developed with students having some voice in determining the expectations.

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## Communication

Research has shown that the students do best when remote teachers reply quickly to student questions and requests. Teachers should respond within one school day to student emails and messages to support their learning. Regular office hours for students and parents to join and get assistance and clarification are built into school schedules.

At elementary, Homeroom teachers will check-in with each student individually at least twice per week via phone or 1:1 Zoom. For secondary, weekly phone or video conference progress checks with each family are expected. Students with incomplete grades from the 2019-2020 school year or at risk of failing will require more frequent family check-ins.



# Teacher Expectations

## Remote Learning Environment

Consistent with state guidance, Schoology is Pioneer School District's singular online classroom Learning Management System and all student learning and resources will be launched from it. Within Schoology, the calendar should be used extensively to assist students in planning their work and managing time.



All assignments and lessons will exist here so they are easy to find, and discussion boards should be vibrant and effective. Common layouts, organization, and experiences for students will help students navigate their classes and will help parents support their child's learning.

Just as a physical classroom houses teachers and students and their work, with teachers bringing their talents, knowledge, and skills to the physical classroom, the same should be thought of within Schoology. There is a multitude of resources and tools available to include in the remote classroom that may be beneficial to students. Teachers are encouraged to be creative, explore, and add into their Schoology classroom outside resources they feel are effective for their students.

Before adding in outside resources that are not already part of the standard set of PSD approved tools and curriculum, teachers need to be cognizant of the curricular alignment of the tools/resources as well as data privacy and cyber-security safety of the students. All outside digital tools should be first vetted by the school district technology department.

Zoom is the video conferencing tool used for live instruction, class meetings, small group instruction, and any other video conferencing needs between students or parents and teachers.



All instruction and class/group meetings should be recorded, stored in Google Drive (not Zoom's cloud storage), and linked back to Schoology so that students who may not have been able to access them live can watch them at another time. Students whose families have requested they not be photographed should keep their cameras off during recorded sessions.

As the remote learning environment is so heavily digital, Digital Citizenship skills are imperative to be explicitly taught throughout the course and refreshed whenever appropriate. Teachers must not assume that all students have these skills, and they should be interwoven and clearly communicated into all areas of remote learning.



# Teacher Expectations

## Attendance

Student attendance will be taken daily in Skyward for each class that is scheduled to meet. Students may demonstrate their attendance through being present for scheduled Zoom sessions, through their activity on Schoology, or if the student and instructor have connected and responded back and forth at least once during a different time on the day of the scheduled class. Teachers will check Schoology analytics, participation in discussions and assignments, and attendance at live Zoom sessions before marking a student absent.

Different absence codes will be used to track the above listed different types of attendance. As with in-person learning, students may sometimes be present for school without completing their assigned work. For families with internet access issues, teachers may need to call students to check attendance. Counselors and other staff may be available to help teachers with these phone calls. Over the course of the school year, schools are expected to implement a tiered approach to support student attendance, increase engagement, and reduce absenteeism.

## Feedback and Formative Assessment

Formative assessment is an integral part of teaching and learning. Just as with in-person learning, teachers are expected to provide frequent feedback to students aimed at improving student learning. In general, research indicates that feedback is most effective when it is specific, timely, improvement-focused, and separate from scores/grades.

Teachers will provide feedback to guide student learning and check for understanding. Students should always have an opportunity to act on feedback prior to summative evaluations or grades. This feedback should be provided through a combination of student-teacher conferences, individual comments over email, or whole class feedback during Zoom or through Schoology.

## Grading

All grading policies implemented by the school during in-person learning will continue to take place in remote learning as well. Teachers will assess students frequently to determine progress and achievement in their scheduled courses. Satisfactory performance is based on student participation in online discussions and online threaded discussions, submitted writings, projects, portfolios, quizzes, additional supporting assignments, unit tests, and final exams. Students and parents can view grades and student progress at any time on Schoology or through Skyward Family Access.



# Family Expectations

## Attendance

All Pioneer School District attendance and truancy policies will apply to remote students. When students are ill or will be missing school for any reason, parents will be expected to contact your child's school to report absences as you have done in prior years.

## Communication

Parent-Teacher communication is a vital cornerstone to maintain the relationship between the school and parents. Teachers are the parents' first point of contact for academic questions. For students to succeed in remote learning, parents are expected to maintain responsiveness to email, newsletters, phone, and or video communications with the teachers and the school. Professional, courteous two-way communication is always encouraged.

## Learning Environment

- Provide a learning space best suited for your learner's needs for studying and academic work.
- Have a set schedule for the school day, including breaks, lunch, and physical activity.
- Talk to your student daily about what they are learning.
- Let your student know that you support them and want them to be a strong learner. Let them know that you are proud of them because of their work and goals they are accomplishing.
- Help your student assess personal strengths and areas for growth and encourage them not to avoid the subjects they find most difficult.
- Monitor schoolwork and proper computer usage. Students should be making consistent progress in all their classes in order to complete each class by the end of each trimester.



## General

Pioneer School District is developing an information site that will be posted on our website where parents can go to find resources on curriculum, expectations, processes, checklists, virtual hosted training, and other necessary resources to support their students. The district is also working on an electronic family resource that will include school information, recorded video tutorials to get started with the tools and systems necessary to support student learning remotely.

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## Technical Supports

Basic student questions about how to access a course or learning resource will be handled by teachers. In addition, technical resources including instructional videos and Frequently Asked Technology Questions will soon be posted on our website. A technical support email is being established to provide families with additional technical support when students are having problems with devices, connectivity, or access to systems online. Once this email is developed, it will be provided to families and posted on our website.

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## Schoology

As Schoology is the primary Learning Management System and its usage is critical to student's success in remote learning, parents are strongly encouraged to set up parent Schoology accounts to interact and view their child's progress in their Schoology courses. Resources describing this process will be provided to students within the first 7 days of school. Within Schoology, all parents with students enrolled in remote learning will be enrolled in a group with discussion forums for parents to communicate with one another as well as look for general answers from other parents. This forum will also be monitored by Pioneer staff to ensure that all questions are answered as needed.

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## Teacher Office Hours

Pioneer staff will have scheduled office hours outside of teaching sessions where parents can connect with them. These are opportunities to assist families with strategies for student learning, organization, motivation or to find avenues to encourage student social interaction.

