

## Elementary Distance Learning Core Agreements and Options

Spring 2020

The following outlines common agreements and resources that should be used to provide CORE instruction to students.

### Instructional Agreements for Teachers

#### Teachers will:

- Focus primarily on connecting with families and students and supporting them socially and emotionally.
- Provide at least 2 weekly opportunities for connecting with families virtually. These could be by phone, email, video, etc.
  - [Resources for Virtual Connections and Remote Teaching](#)
- Provide weekly lesson materials in math and reading in the form of:
  - Ready At Home Student Packets
  - Teacher Assigned Reading and Math lessons via iReady platforms.
- If teachers are providing supplemental materials beyond Ready and iReady, communicate with families that they are optional.
  - i.e. If you are doing a virtual meeting, work to find a time that is convenient for families AND make it optional. If you are using google classroom, make it available and optional.

#### Specialists will:

- Coordinate with their principal so they are clear about who they are communicating with, when, and how.
- Communicate with families and classroom teachers so that families are clear about who their child is connecting with regularly.

#### Things to Consider:

- More than anything, relationships need to be at the core of what we are providing.
- In addition to student's individual academic needs, differentiation now is based on household access to technology, internet access, family's schedule and ability to support at-home learning, and parent/guardian's needs as facilitator.
  - When speaking with families, please ask about computer and internet access, and how they are having to share access. Many families have to share time during the day.
- Respond to what families are telling you that they need and want. Families may be overwhelmed during this time. Be cognizant of what we are providing so that we are not adding to this feeling.
- Act with grace, for yourself and families. Everyone is trying their best in this uncertain time. Support students, families, and each other.
- Practice flexibility. This is a living process. As we learn about what works and doesn't, we can adjust to meet needs that arise.

### Common Messaging and Communications for Families about Learning at Home

- The primary focus should be keeping family safe and healthy.
- Please remember to use the BCC option when emailing multiple families so that other's email addresses are not visible.
- Flexibility in schedules: Help your child with learning when it is convenient for your family's schedule.

An “at home school day” does not look the same as an “at school” day.

- Plan with families for their preferred communication systems and technology access to best deliver instruction they can access.
- Be clear about district expectations and extension/supplemental opportunities.
  - Ready Packets and iReady are district expectations
  - Anything beyond is optional for families (Google Classroom, Lightsail, etc.)
  - Families can use and access any of the learning sites previously provided in the [Closure Education Resources Doc](#) however, they are not required to use them.
- [Link to ODE Guide for At-Home Learning](#) for families

### Communication Tools

- Google Hangouts: This is our most effective video chat tool for meetings and small groups
- Remind: This tool allows you to text and voice call using a non-identifiable number from Remind

[Remote Learning Tool Guide Here](#) (This guide provides directions for each learning tool)

## CORE Reading Resources

### [Ready Reading Packets](#)

Printable At-Home Student Packets by grade Level mailed to students

### [iReady Reading](#)

- Students now have access to the iReady Reading. When they log in, they have the option of using either program.
- Students will not be taking a diagnostic, so pathway is not available for this currently. However, you can assign reading lessons just like you do for iReady math. Teachers have access to the full online lessons by grade level, attached to the standards.
- For a refresher on assigning lessons, here is a [video tutorial](#).
- For further help in using the assigned lessons only, without the diagnostic, register for one of their webinars [here](#).
- Teachers can assign online lessons to individuals, groups, or the entire class.
- Teachers have access to reading “Tools for Instruction” lesson plans.
- Teachers can monitor online instruction for assigned lessons and progress.

## CORE Math Resources

### [Ready Math Packets](#)

- Printable At-Home Student Packets by grade level mailed to students

### [iReady Math](#)

- Students can continue to work on individual pathways.
- Teachers can assign online lessons to individuals, groups, or the entire class.
- Teachers have access to math “Tools for Instruction” lesson plans.
- Teachers can monitor online instruction and progress.

[Parkrose School Closure Education Resources](#)

- For families that are looking for extensions or supplemental materials

QUESTIONS?

Contact Christine Blouke or Sarah Lamb-Christensen