JCSD

Return to Learn

Elementary

DE Approved Temporary Online

Learning Model

Parent Overview

November 2, 2020

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JCSD Return to Learn Overview

The purpose of this guide is to support parents in understanding the structure and expectations of instruction when moving to a Temporary Online Learning Model. This plan guarantees a continuation of the JCSD experience for students.

DE Approved Temporary Online Learning: When deemed necessary by the Iowa Department of Education, working with the Iowa Department of Public Health, the school has permission to provide temporary online learning in increments of two-weeks of time. The learning includes remote learning occurring asynchronously and synchronously. Asynchronous learning is when instruction and learning do not happen at the same time for all learners. *The teacher provides learning resources and tasks through a learning management system (LMS).* Synchronous learning is when teachers and students are engaged online in learning at the same time. *The teacher provides learning resources and tasks through video-conferencing.*

Elementary (DK-5) DE Approved Temporary Online Learning Expectations

LMS and Online Tools

Seesaw will be JCSD's Learning Management System (LMS) for organizing instruction. Additional online resources (i.e. Units of Study Lessons, EDM Online, Mystery Science, etc.) are linked in Seesaw as needed. Students should navigate to their Seesaw homepage each day to engage in instruction. Teachers and students will continue to access Seesaw through Clever.

Student Seesaw Accounts

All students will access Seesaw through the Clever app. View a video tutorial here. The Seesaw Class app must be installed on the student's iPad because the Clever version uses features that it accesses through the app, however, **students will login through Clever**. Students log in using the username (lastname.firstname) and their school-issued password. Students will never use a code to login to Seesaw. Each student also is assigned to several Seesaw classes for their homeroom and related arts. This video shows how students can toggle between each of their classes to see what has been posted for them to view or complete. See graphic 1.0, which represents the student home page.

Journal Entries

Students "show what they know" by creating journal entries. They do this by using photos, videos, drawings, text, PDFs, and links. Journal entries allow students to keep all of their work in one place and share with teachers and families. All journal entries require teacher approval before being posted to the journal. See graphic 2.0, which represents how teachers and students use SeeSaw drawing tools.

Activities

Seesaw Activities are tasks that teachers assign to students to share their learning in creative ways. Teachers can assign activities that have been created by other teachers around the world, or create activities of their own to go along with their instruction. All completed activities also require teacher approval before being added to the student journal.

Messages

There are two ways to message in Seesaw. Announcements are a great way for teachers to reach all families or students in a class, or a teacher can message families privately through the inbox. Teachers can also add attachments to their announcements or private messages. Announcements and private messages are also translated into whatever language in which their device is set. Attachments to messages or announcements are not translated.

Graphic 1.0 Student Homepage View

Graphic 2.0 How Students and Teachers Use Seesaw Drawing Tools

Instruction and Assessment

Curriculum Materials

Teachers will utilize the district provided and created materials that were in place prior to COVID-19. These items may include but are not limited to: texts, planning documents, district documents, assessment tools, and other materials. All students use a district-provided iPad to access some components of instruction.

District Resources

Math: EDM4
ELA**:** Lucy Calkins Units of Study in Reading, Writing, & Phonics; Jan Richardson/Literacy Footprints
Science**:** Mystery Science
Social Studies: Savvas' My World; Iowa Core Standards at a Glance Resources

Classroom Meetings

Teachers and students will engage in whole-class activities and experiences that are focused on relationship-building, social-emotional health and classroom community. This time allows students to interact with their teacher and classmates in the live setting through the use of a synchronous Zoom meeting.

ELA and Math

Teachers provide instruction in the following workshop model structure and based on their students' needs.

Science and Social Studies

Students will be provided learning opportunities and hands-on experiences using an alternating cycle of instruction detailed in the pacing document below.

Related Arts

Related Arts (Art, Music, Band, Physical Education, Guidance and Library) instruction will be provided to learners through activities and tasks posted on Seesaw or through a virtual video platform. Lessons may include synchronous or asynchronous opportunities. There will be 1 lesson a week per RA and not

assigned by day, but date range. Library will provide a lesson every other week to maintain consistency between online learners and in-person learners.

Supplemental Services

Supplemental Services (ESOL, ELP, SPED, Reading Support) will be provided to all students who qualify. Online learners requiring these services will meet with a supplemental teacher and will engage in learning through activities and tasks posted on Seesaw (asynchronous) or through Zoom (synchronous).

Communication

Schoolwide Communication

School-wide communication will continue using pre COVID methods via school-wide updates. Announcements to families specific to supply pick-up information, etc. will be part of an ongoing communication plan.

Classroom Communication

Teachers will communicate class schedule to students and families via SeeSaw. Families should ensure that push/email notifications are enabled by accessing their "Account Settings" then "Manage Settings" and setting their preferences. We suggest setting email notifications to "Once per Day" and Push Notifications to "All" or "Once Per Day." Parents can choose to set SMS notifications or not. Students will need to have Push Notifications set to "On." Students will access Seesaw through Clever. All work will need to be completed in the Student Account and can be seen, but not completed in the Parent/Family account.

How to change Seesaw Family Account Settings:

- View Screencast video here or see picture on the following page.

Graphic 3.0 Seesaw Family Account View
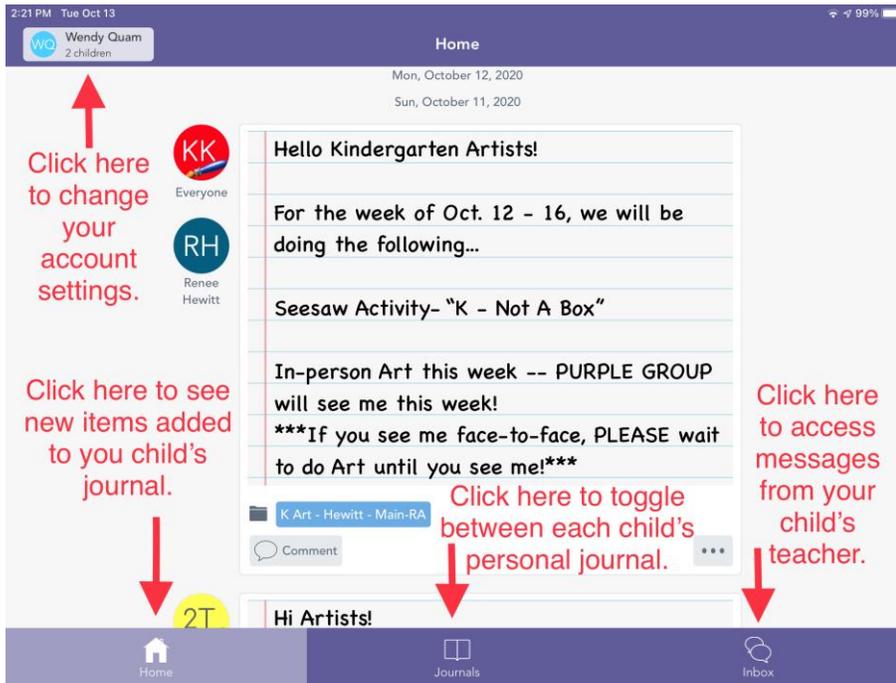
Graphic 3.0 Account View

Seesaw Family

Step 1

To change Seesaw Family account settings, click here.

Here are the music lessons for cycle 5(10/13–22).

https://docs.google.com/presentation/d/1fD1ww5qPEWeZwbPZqX8AzYq5vgJ-XFjvOL1KhvdWVAI/present?usp=sharing

Have fun making music!

Mrs. Petersen

K Music - Stoa - Main-RA

Comment

Sun, October 11, 2020

Step 2

Wendy Quam

Add Child's Journal

Account Settings

Next, click on Account Settings

Here are the music lessons for cycl 5(10/13–22).

https://docs.google.com/presentation 1fD1ww5qPEWeZwbPZqX8AzYq5vg XFjvOL1KhvdWVAI/present?usp=sho

Have fun making music!

Mrs. Petersen

K Music - Stoa - Main-RA

Comment

Sun, October 11, 2020

Hello Kindergarten Artists!

Step 3

Account Settings

Email   wendykquam@gmail.com

Phone   US numbers only

Password

1. Scroll down to "Manage Notifications"

MANAGE NOTIFICATIONS

Email notifications   Once per Day

Push notifications   All

SMS notifications

2. Set your preferences here.

MANAGE CHILDREN

Remove children

PRODUCT UPDATE EMAILS

Logistics

Transition to Temporary Online Learning

Once the determination has been made that a classroom, grade level, or building will move to temporary online learning, many processes will begin. Firstly, families will be notified of the move to the temporary online learning model, and be provided with the timeframe of the move to the model. **The first day of temporary online learning will be asynchronous for all learners, with no support services provided the first day**. While students are completing their day of asynchronous learning, teachers will utilize this time to plan for the remainder of the temporary online learning model. This time could include making videos, scheduling zoom meetings, gathering needed instructional materials, or preparing for any assessments that will need to occur during the online learning time.

Teacher Contact and Communication

Beginning day two of instruction, teachers will follow their regular classroom schedule, which will allow students who receive support services (IEP, ELP, ESOL, Reading Supports) to be able to receive their support in these areas as well. Teachers will utilize both synchronous and asynchronous teaching opportunities during the temporary closure Teachers will update their weekly schedule to reflect any new links, Zoom meeting invitations, etc. that are needed due to the temporary closure. If a whole group lesson is delivered live, it will be recorded and those recordings will be posted by 8:00am the following day.

Substitutes

Teacher absence situations will be dealt with on a case by case basis, if a short term absence (1-2 days) occurs students will learn through asynchronous assignments and daily teacher zooms will be canceled. If a substitute is unavailable, student learning with asynchronous instruction from the teacher through posted videos, learning activities, exploratory assignments, or a combination, will be used to provide students with learning opportunities for the day.

Student Attendance

Teachers mark absences in Infinite Campus. This attendance marking reflects both online visibility and participation in zoom sessions as well as completion of asynchronous assignments. Monitoring of

assignment submission in SeeSaw will provide evidence of asynchronous engagement in daily learning and will also be used for attendance purposes. Attendance will be marked as "present" as a default, and teachers should begin to take action if a student has not engaged after a few days.

Family Support

Moving from in-person school to a completely online learning environment changes the established routines of everyone at home, not just our students.

As parents and caregivers of elementary students, parents may have found themselves also adopting new roles to support their child's learning on top of juggling their own responsibilities. To support our families through this transition, below are some suggestions on how parents can best support their online learner at home. See Table 1.0

Table 1.0 Family Support

Family Support	Suggestions and Tips
Ensure your child has an appropriate work area.	● Make sure your child's work area is quiet, free from distractions and has a good internet connection. ● Keep supplies in this work area, including notebooks, pencils, and the supply packages sent from their teachers. ● Headphones not only help minimize their distractions but also keep their learning from interfering with your own work at home.
Help your child be [independently] on time for instruction.	● Consider helping your child set an alarm for the time they should be getting on Zoom for instruction or returning to instruction after independent work time or a break. Teachers will show students how to use the alarm feature on their iPad for this purpose. ● Consider writing out or printing their schedule with the Zoom links they will need for each time.
Encourage independence.	● We appreciate your support, and we want to balance your involvement with developing independence for your child. ● Every learner has different levels of need for support. If your learner can be independent, consider remaining at least a few feet away from your child and his/her iPad to allow them to build independence in their learning and engagement. ● When your child is on Zoom with his/her teacher, please do not address the teacher or the other students in the class.

	● Teachers will assess students, both formally and informally, throughout the instructional day. Please allow your child to respond independently without prompting or support from you when they are engaged in live learning and assessment using Zoom with their teacher. ● At times, our youngest learners may need additional scaffolding of activities from you <u>if you are available to help</u>. Teachers may help students advocate for support, for example, by asking them if they can find a grown-up to help in certain situations. There is not an expectation that you will be available to support them immediately.
Communicate your questions and concerns.	● Teachers will communicate with parents regularly through Seesaw. ● Email your student's teacher with questions and concerns. ● Please do not use the Zoom chat for communicating concerns or questions to the teacher. This may be distracting while teachers are facilitating instruction. ● When the teacher is not on Zoom with your child, she may be meeting with a small group or individual students; because of this, your student's teacher will not be able to respond to emails immediately.
Check-in with your child.	● If possible, reserve 1-3 checkpoint times during the day to check in with your child. Ask them what they are learning and what they still need to accomplish for the day.

Communicate technology challenges.	● Visit the Virtual Tech Hub to attempt to troubleshoot technology challenges.
	● You may also call 515-270-4926 (8:00 am -3:30 pm) or email techsupport@johnston.k12.ia.us
	  if you have technology-related needs.
	   *Technicians will get to your call as soon as they can, but you may receive a voicemail which will be routed through the ticketing system and be handled by one of the technology team members.

Trust your child's teacher.	● We have dedicated, professional teachers. Online classroom curriculum and instruction are closely aligned with in-person curriculum and instruction. ● Teachers will adjust routines, management techniques, and engagement techniques to meet the needs of online students.
Acknowledge challenges and persevere.	● We may all have technology challenges at times. Model perseverance and problem-solving for your child if this occurs. ● Students may also find their work challenging at times. Teachers provide differentiated instruction to ensure that those challenges are at the appropriate level for students to grow and learn.
My child is not available for a zoom session	● Daily Whole class learning sessions will be recorded and uploaded by the evening for students to access the next day. ● Daily Virtual class check in and Virtual class closing will not be recorded and will not be available online.