

Mountain School Fully Remote Learning Model 2020-21

*(*Scenario Three from the Arizona Department of Education Roadmap to Reopen Schools- All students distance learning from the start of the school year, with the option of returning to physical buildings when appropriate)*

We will strive to provide a balance between live, synchronous instruction with teacher-led support and asynchronous learning that can be done off-screen and submitted through ClassDojo. Paper-and-pencil activities and virtual activities will be assigned. Student workbooks, printed packets of work, and classroom supplies will be provided to keep at home for the duration of remote learning. Teachers will distribute and collect paper-based materials on a bi-weekly basis. All students will be required to meet the grade level requirements. Attendance, participation, and completion of work is not optional.

Remote learning at Mountain School will begin on August 17, 2020 and will include the following components and expectations:

→ DEVICES AND INTERNET:

- ◆ Internet connection and access to a device for Zoom meetings, using ClassDojo for submission of work, and connection to other virtual learning platforms will be necessary for remote learning.
- ◆ Chromebooks will be available to families for checkout if needed.
- ◆ Chromebooks will be distributed on August 13th, per the results of our July 29 parent survey.
- ◆ Internet hotspots can be provided to families who need them, please contact Ms. Audra: audram@mountaincharterschool.com

→ LEARNING MANAGEMENT SYSTEM: CLASSDOJO

- ◆ Schoolwide adoption of ClassDojo as a Learning Management System(LMS) for continuity of communication and submission of completed work.
 - Dojo will be used for all school-wide and classroom communications
 - Students will submit work in their personal portfolios
 - Parents MUST be connected to Dojo to receive communications from the teachers and the school

→ ATTENDANCE REQUIREMENTS:

- ◆ Attendance will be monitored and submitted to the Arizona Department of Education as per a typical school year.
 - Attendance will be taken in the morning meetings, and will be monitored through the day. A portion of attendance may be based on submission of daily work.

→ SYNCHRONOUS, LIVE INSTRUCTION

- ◆ Daily live engagement between students and teachers will be provided for a portion of the daily academic requirement (per ADE guidelines - see below)
 - A portion of each day will be spent on regularly scheduled synchronous, live lessons through Zoom
 - Attendance will be taken during these live meetings, they are not optional.

→ ASYNCHRONOUS INSTRUCTION

- ◆ A portion of the daily work will be conducted asynchronously, through paper and pencil work, online videos or other platforms, and other forms such as daily reading requirements.
- ◆ Parent support may be needed for asynchronous work, and support will also be provided as needed in the afternoons through a “help desk.”

→ DIFFERENTIATION AND SUPPORT

- ◆ Small group support for all students will occur as much as possible in conjunction with whole group instruction by utilizing breakout sessions with our aides and support staff during live Zoom instruction.
- ◆ Teachers will monitor student progress and will contact parents directly to schedule extra support sessions as needed.

→ REQUIRED ACADEMIC TIME

- ◆ Per the Arizona Department of Education, students shall receive 180 days of instruction as in any typical school year.
- ◆ Academic minutes will be met daily with a combination of synchronous(live) and asynchronous instruction:
 - Kindergarten = 356 hours/year or ~2hours/day
 - 1st - 3rd grade = 712 hours/year or ~4hours/day
 - 4th and 5th grade = 890 hours/year or ~5hours/day

→ CONTENT AND CURRICULUM

- ◆ Content will reflect the expectations of a typical school year.
 - All academic subjects will be covered, and Specials classes (Art, Spanish, Music, and PE) will be provided.
- ◆ *Math:*
 - Synchronous: Bridges in Mathematics program will be taught live on Zoom, with breakout support sessions scheduled during the live lesson.
 - Asynchronous: Some review and practice will be provided to be completed independently.
- ◆ *Reading:*
 - Synchronous: Instruction will be delivered live on Zoom and will occur in small group reading instruction, as well as whole group lessons.
 - Asynchronous: Daily/weekly instruction will occur in various forms to include (but not limited to) assigned chapters or texts to be completed at home, fluency and sight word practice, and phonics packets and videos.
- ◆ *Language Arts*
 - Synchronous: Instruction will be delivered through scheduled live Zoom meetings,
 - Asynchronous: Instruction will include (but is not limited to) writing assignments, paper and pencil packets, some virtual/online videos and websites
- ◆ *Science and Social Studies*
 - Will be delivered through multiple platforms and integrated with other academic subjects when appropriate
- ◆ *Specials*
 - (Art, Music, PE, Spanish) will be delivered synchronously and asynchronously.

- Students will receive instruction in PE and one other special each trimester.
 - Rotation through Art, Music, and Spanish by trimester; during fully remote learning specials will be scheduled in the afternoons or after live/synchronous academic instruction.
 - Trimester 1:
 - ◆ K-1 = Art
 - ◆ 2-3 = Spanish
 - ◆ 4-5 = Music
 - PE lessons will be provided to all grade levels in asynchronous format.
 - Participation in specials is mandatory.
 - Attendance will be taken and grades will be given in specials subjects.
- CLASSROOM MATERIALS AND PACKET OF PAPER/PENCIL WORK:
- ◆ Materials will be provided by the school on a bi-weekly basis.
 - ◆ Materials will be available for parent pick up in the drive through lane every other FRIDAY, starting on August 28th.
 - ◆ Basic supplies such as writing tools, lined paper, scissors, etc. should be available at home, teachers will be in contact with more information at the beginning of the year.
- PARTICIPATION AND COMPLETION OF WORK
- ◆ Student participation and progress will be monitored.
 - ◆ Additional support will be provided if necessary.
- BEHAVIOR - following ROARS online
- ◆ Teachers will provide guidelines for behavior expectations in synchronous classrooms and expectations for completion of work to a high standard.
 - ◆ Parent support will be needed for reinforcement of school expectations.
 - ◆ The Mountain School Student Behavior Code will be followed with regard to behaviors in-person and online. (See parent handbook)
- GRADES and REPORT CARDS
- ◆ Teachers will provide feedback in a variety of formats on the submitted work
 - ◆ Student work will be graded and evaluated for progress and mastery of the content
 - ◆ Grades will be determined by student attendance, participation, and academic growth
- SOCIAL EMOTIONAL SUPPORT
- ◆ Whole group, small group, and individual social-emotional support will be provided
- SPECIAL EDUCATION:
- ◆ Students with an Individual Education Plan (IEP) will be contacted directly by the Special Education team and support will be scheduled and provided according to the IEP.