Virtual Learning Model (School Closure) at the Mountain View School District (Updated) April 2021

VIRTUAL LEARNING is the educational opportunity for students to learn through live and/or recorded instruction outside the traditional classroom when a virtual model for education is used. Through the use of several virtual tools, such as Google Classroom, a teacher will provide each student with a full educational experience.

VIRTUAL LEARNING will take place when students cannot be present in school due to a weather-related event, emergency, or COVID-19 related closure. Students should have tasks/assignments for **VIRTUAL LEARNING** for each class/course that they would have if they were in classrooms on that day. Such tasks/assignments may be done using technology, but do not have to be done using technology.

While a task/assignment is to be completed for each class/course for each day **VIRTUAL LEARNING** occurs, there is no specific amount of time that a student must be engaged in **VIRTUAL LEARNING**. It is recommended that **Elementary Students, grades K-2**, should be online for at least ninety (90) minutes per day, while grades 3-6 should be online for at least two (2) hours per day. It is recommended that all **High Schools Students** be online for at least three (3) to four (4) hours per day. While there is no specific time for engagement, students must engage in a program that tracks engagement, such as Google Classroom.

The connection between our faculty/staff and our families is invaluable during this time of uncertainty. Using our human resources in a manner to support all aspects of the child will help build and deepen relationships.

Our **GOALS for VIRTUAL LEARNING** are for students to
- Access quality instruction in a digital environment, using live instruction, recorded instruction, See Saw, and/or Google Classroom,
- Be given a variety of opportunities for educational practice,
- Have access to digital instruction through the use of several Google tools such as Google Classroom, Google Meet, SeeSaw, ScreenCastify, YouTube, TeacherTube,
- Have the opportunity to explore new concepts to further their learning,
- Have the opportunity to enrich student learning and provide opportunities for independent study,
- Provide standards-based instruction from district teachers at the same level of rigor as the traditional classroom.

For **VIRTUAL LEARNING** to be successful, <u>teachers</u> need to
- Assign specific tasks/assignments for students to do virtually,
- Set a clear purpose for the tasks/assignments (see GOALS above),
- Provide clear written expectations and directions for the work to be completed,
- Provide a venue for parents/students to ask questions,
- Provide feedback to students on work completed virtually,
- Hold the students accountable for the work assigned to be done virtually,
- Utilize provided laptops or appropriate technology to assist in the delivery of instruction,
- Follow a schedule designated to:
    *Present live instruction
    *Prepare recorded lessons
    *Plan virtual learning
    *Communicate with parents/guardians and/or students.

During **VIRTUAL LEARNING**, parents/guardians are encouraged to
- Oversee their child's learning,
- Provide a safe learning environment for their child(ren),
- Check their child's work for completion (or best effort),
- Use needed supplies/manipulatives to complete assignments,
- Communicate with their child's teacher, understanding that teachers will be available from 8:15 a.m.- 3 p.m., Monday through Friday,
- Answer their child's questions about their assigned tasks/assignments, if possible,
- Talk to their child about their education and assist in preparing students for the acquisition and retention of knowledge and skills,
- Ensure that their students are engaged during live instruction (if/when possible) or recorded instruction.

Additional resources needed for **VIRTUAL LEARNING** include, but are not limited to
- Technology for both the teacher and student to have the best possible access to the Internet,
- Programs for teachers to record lessons that may be viewed and completed virtually, School supplies for students to use at home to complete tasks/assignments upon request.

<u>**Role of School Counselors**</u>
The school counselors will address students' well-being through communication with students and families and provide a venue for students to voice their academic and/or social/emotional needs. For those students who are at risk, virtual counseling will be offered via Google Meet, and/or a follow up phone call when the student is doing **VIRTUAL LEARNING**, if needed. Parents will be notified of any counseling services provided.

Role of Special Education Teachers
Special education teachers must continue to meet the goals listed in a student's IEP during **VIRTUAL LEARNING**. Progress monitoring should be completed when the student is in the building. Modifications and adaptations must be made as listed in a student's IEP. The tracking teacher for an IEP student needs to be the contact person for the parents/guardians.

Role of Title I Teachers
Title I teachers will provide practice activities for the students to do virtually and communicate with the parents on how to work with their child. Progress monitoring needs to take place when the student is in the building.

Role of Paraprofessionals
Paraprofessionals can be used in a multifaceted way during the time of **VIRTUAL LEARNING**. Specific programmatic paraprofessionals can support the teacher during a Google Classroom meeting as well as reaching out during "resource time" to read material, further explain and provide remediation of skills. Individual paraprofessionals can be utilized to support one and one students via online remediation.

Attendance
For attendance reasons, students need to log on to Google Classroom; utilize programs such as i-Ready, IXL, or Study Island; or return assigned work upon returning to school. The teachers will report all attendance on the following school day in our attendance system (Sapphire). Teachers will also report all absences to the main office.