

Amherst Middle School Remote Learning Handbook 2020-2021

[Remote Learner Expectations and Rules of the Road \(linked here\)](#)

Weekly Structure

Online Learners will follow the same course schedule as On-Campus learners over the course of the week following the schedule below.

- Online learners will be assigned a teacher at the beginning of each segment. The teacher will communicate this and any changes to the student and family via email. The assigned teacher may change at the beginning of a new segment due to the numbers of online learners, teachers available for on-line instruction, or needs of the learner.
- Attendance will be taken at the beginning of Eagle, Launchpad, and each Core.
- GoogleClassroom will be the primary interface for all on-line and on-campus learners.
- Following [AMS GoogleClassroom expectations](#) (organizational document- staff only access), a weekly agenda will be posted on Monday morning by 7:30am. This will outline the instruction, what students will be expected to work on, learning targets assessed and what products will be scored (how will students demonstrate learning).

Most weeks will use the following subject schedule rotation:

Grade 5

Monday	Tuesday	Wednesday	Thursday	Friday
Core 1	Core 2	Core 1	Integrated Arts	Core 2

Grade 6

Monday	Tuesday	Wednesday	Thursday	Friday
Core 1	Core 2	Core 1	Core 2	Integrated Arts

Grade 7

Monday	Tuesday	Wednesday	Thursday	Friday
Core 1,3	Integrated Arts	Core 2,4	Core 1,3	Core 2,4

Grade 8

Monday	Tuesday	Wednesday	Thursday	Friday
Core 1,3	Core 2,4	Integrated Arts	Core 1,3	Core 2,4

The following daily schedule has been drafted to allow students to access all required grade-level courses. The *same daily schedule will be used for all learners*, whether remote or on-campus. Attendance is mandatory and will be taken at the beginning of Launchpad/Morning Meeting, Eagle, and each Core.

	5th	6th	7th	8th	Integrated Arts Day
7:30-8:00	Launchpad (6-8)/ Morning Meeting (5)				
8:00-9:00	EAGLE				
9:00-10:00	Core1	Core2	Core1/2	Core1/2	Arts 1
10:00-10:30					
10:30-11:00					
11:00-11:30	Lunch/ Recess/Directed Study &SEL support				
11:30-12:00					
12:00-12:30					
12:30-1:30	Core1	Core2	Core 3/4	Core 3/4	Arts 2
1:30-2:24					

On-line Learning Core Structure

- Each core begins with **synchronous** student-teacher interactions that follow the bell schedule: This may include warm-ups, direct instruction, discussions, etc. Paraprofessionals assisting with the class should be added as co-hosts to these Zoom classes.
- Practice/Activity/Assessments: Individual or small group work during the class. This may be on-screen or screen free depending on the learning activity and outcomes. The teacher will keep the zoom meeting open during this time for student questions, help, or to meet with students as needed.
- Each core ends with synchronous student-teacher wrap-up, closing activities, and/or work/draft submissions.
- Wherever possible, a flipped approach to instruction will be integrated so that “lecture” information will be presented in an asynchronous video format to allow the maximum time for interaction and application during the scheduled block.

Practice/Activity/Assessments:

- These could be a self-directed activity, practice session, task, or assessment that students need to complete.
- It may be independent or collaborative with other students. Collaborative opportunities are important for connection for our Online Learners.
- It should have an observable product that can be uploaded to the LMS so that feedback can provide feedback (comments, scores, etc) or be something that contributes to the class discussion/lesson in an observable way (ex. The student is able to answer questions about a passage they just read).
- Formative and summative assessments will be common with On-campus instruction and address the same learning targets.
- Students may need to complete work beyond the scheduled class period or be restricted to that time based on the objectives of the work and lesson. This will be indicated in the weekly agenda.
- All scores should be entered into Empower so that teachers, students and families can monitor progress.

Integrated Arts:

- All on-line learners will participate in **asynchronous** Integrated Arts (IA) courses that mirror the on-campus course. Students participate in 2 IAs courses during each segment and are assigned to these in our student information system, PowerSchool. **If all of AMS shifts to remote, Integrated Arts courses will also shift to live synchronous classes similar to the core structure outlined above.**
- At the beginning of a new segment or when changing to a new IA course, students will receive an email inviting them to join the appropriate GoogleClassroom to access their assigned IA course.
- The learning plan for the week will be posted by 7:30am on the day the grade level IA courses take place (ex. 7th IA courses are on Tuesdays, so the asynchronous work for online learners will be posted by 7:30am on Tuesday. Students may complete the learning activities during their grade level assigned IA day, or throughout the week. Weekly learning activities must be completed and submitted prior to the next week's class time. Teachers may schedule time to check in with students as needed, or students may request to check in with IA teachers during Eagle, scheduled 7:30-8:30am each morning.

EAGLE:

- Students in grade 5 will remain online with their Morning Meeting leader to check in on their daily Eagle plan. Their activities will align with their Core for that day, so that if a student has STEM the student will engage in STEM activities. However, these activities may be completed asynchronously, unless the student is scheduled for a live remediation, intervention, service, or extension.
- Students in grade 6 will log off their Launchpad and join their Core teacher for that day, so that if it is a STEM day they will join their Core STEM teacher, for a quick check in on their daily Eagle

plan. Their activities will align with their Core for that day, so that if a student has STEM the student will engage in STEM activities. However, these activities may be completed asynchronously, unless the student is scheduled for a live remediation, intervention, service, or extension.

- Students in grades 7 and 8 will remain online with their Launchpad Flight Director on Mondays and Fridays to review their weekly Eagle plans and progress. After the brief review, students may log off and work asynchronously on a chosen activity or log into a live remediation, intervention, service, or extension if scheduled. On the remaining days (Tuesday, Wednesday, and Thursday), students may log off Launchpad and work asynchronously or log into a live remediation, intervention, service, or extension if scheduled.

Morning Meeting/ Launchpad:

- All students in 6-8 will participate in *Launchpad*, and students in grade 5 will participate in *Morning Meeting* from 7:30-8:00am each day. Students will be assigned to a Launchpad group that will remain consistent throughout the year, regardless of their decision to be on-campus or online. Students' Launchpad "Flight Instructor" will serve as an anchoring adult for that students across the year.
- In 5th grade, students will participate in Morning Meeting with whichever teacher they will be learning with in Core that day. On Thursdays, when 5th grade students participate in Integrated Arts courses, students will begin their day with their anchoring adult who will be with them throughout the year, regardless of their decision to be on-campus or online. The anchoring adult may be the same teacher from one of their Morning Meetings or a different 5th grade teacher but will be a consistent presence for students and families during a dynamic year.

"Smart" Lunch including Directed Study:

- "Smart" lunch occurs each day from 11:00am-12:30pm.
- This time is set aside for lunch, recess, and directed study.
- For online learners, directed study activities (with the exception of scheduled interventions) can occur during the "Smart" lunch period or at another time agreed upon by the student and family as these are asynchronous activities.
- ***All students will be required to complete the following non-negotiable activities:***

Monday	Tuesday	Wednesday	Thursday	Friday
20 minutes of DreamBox Math	20 minutes of Membean	20 minutes of DreamBox Math	20 minutes of Membean	20 minutes of DreamBox Math
20 minutes of Independent Reading	20 minutes of Wellness	20 minutes of Independent Reading	20 minutes of Wellness	20 minutes of Independent Reading

Feedback:

- Feedback to comments and questions should be answered within 24 hours (Monday-Friday).
- Assessments should be scored in accordance with the Grading & Reporting handbook.

Best Practices/Expectations

1. Continue to follow the established learning progression for your approved course curriculum for each segment. Online and On-campus sections will have a common curriculum, pacing, and assessment.
2. Be available online to answer questions and support students who need help during the designated class period.
3. Provide timely and meaningful feedback to students on both scored and unscored work AND continue to post assessment scores in Empower (within 48 hours as described in the Mastery Grading Handbook).
4. Follow up with students who are not submitting work as expected.
5. Remember that there is no natural break to “leaving school” at the end of the day in a remote environment. It is important to create a “work day” schedule and routine that meets the needs of both students and staff.

Structural Resources

Platforms:

- Google Classroom- This is required to be the landing site for all communication.
 - <https://teachercenter.withgoogle.com/first-day-trainings/welcome-to-classroom>
- Empower*
 - <https://desk.zoho.com/portal/empowerlearning1/kb/empower-learning/general/general>
- Microsoft Class Notebook*

**If you are using Microsoft OneNote or Empower, please create a GoogleClassroom and add the link for students with a short description. If you need help or have questions, please reach out to administration for support. Example: We will continue to use Empower to access your files and upload work. Please check into GoogleClassroom each day for announcements....*

Recommended Tools:

- Video Recording
 - Screencastify
- Communication with colleagues
 - Slack
- Voice Calls
 - Google Hangout allows you to call phone numbers without using your personal phone

- Conferencing with students
 - GoogleMeet
 - Zoom

- Class Discussions
 - GoogleClassroom “Ask a Question” Feature
 - Zoom

- Teacher Office Hours
 - Zoom- share the link in the Stream section of your GoogleClassroom
 - GoogleClassroom “Ask a Question” feature with you live commenting and answering in real time.

- Possible Collaboration Tools
 - Padlet
 - FlipGrid
 - SeeSaw
 - Google slides and Google drawings

For technical questions and support, please e-mail:

remotesupport@sau39.org

Subscriptions and Sites to Support Instruction and Student Activity

<https://sau39.sharepoint.com/sites/SAU39Knowledgebase/SitePages/Remote-Learning.aspx>

SAU 39 Website - Student Learning Resources (*for students and parents*)

<https://www.sau39.org/domain/579>