



Distance Learning: Preschool Overview

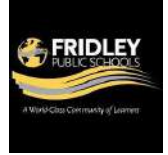
Preschool as we know it is ever-evolving. At Fridley Public Schools, emphasis is placed on the concepts of play and inquiry and children of Preschool age need developmentally appropriate activities to encourage and engage their learning. In this new time of distance learning with our Preschool children, our teachers will work to support parents and to provide activities that will help to further the learning for their child. From the student perspective we need to keep key factors in mind. These include motivation, independent learning and activities and lessons that further the whole child. From the teacher perspective, the key elements include content, instruction and instructional methods, and the means to gather student input and feedback. In a “traditional” learning environment, the teaching is the interaction between the student and the learning experiences. In distance learning, teachers, students, and parents/caregivers need to utilize and build upon the relationship between teachers, students and parents/caregivers. The more these primary partners can interact the better the learning and relationships will be.

Teachers will communicate with students and parents through the means of Bloomz, email, and phone calls, and personal Google meetings to help foster the teacher-child-parent/caregiver relationship.

Role of Parents

- Continue to use your Bloomz app to see postings and information from the teachers
- Continue to use the Preschool Google Site and choice boards as ways to engage with your child in the learning and allow them to pick the activities to allow them to take an active role in the learning
- Use your own home and area as a place of inquiry and education. Use materials you have in your home to extend the learning activities from the Preschool Google Site and the choice board
- Limit the amount of screen time to no more than 30 minutes a day, preferably broken up into small sections of time
- Reach out to your child’s teacher with questions or thoughts through email or the Bloomz app
- Teachers will communicate with families on how and when to provide feedback and reflections from your child’s learning experiences

Distance Learning: Elementary School Overview



Educating our students is always a partnership. As we enter a new online Distance Learning environment, this partnership becomes the champion of learning. At Hayes and Stevenson Elementary, we will partner with parents to engage our students in meaningful content. Teachers will continue to provide instruction and provide interactive experiences for students with their classmates as technology is available. Our special education teachers, specialists (art, media, music, phy-ed, Spanish) and our student support team will also continue to provide services.

Role of Parent or Guardian

As a parent of our elementary students, we ask you for the following support:

- Monitor district and school announcements
- Communicate with school staff in regards to technology needs and access to online learning
 - If technology is not available, support your student in completing materials provided by the school. These will be posted online and available at lunch pick-up. ***Please contact your child's teacher if you have not received distance learning materials.***
- Help your student access learning materials through our [Distance Learning Site](#)
- Attendance will be taken online daily so please ensure your student is engaging in learning each day
 - In order to be counted present, your child must engage in distance learning activities every day
 - This is documented by interactions through Google Classroom, phone calls, text messaging, video conferencing or email
- Help your child log in to learning sessions for interactive lessons and support activities with their teachers and classmates as needed
 - Interactive real-time video sessions are optional
 - You also may choose to have your child participate with audio only
- Contact your child's classroom teacher if you or your child has questions or if your child needs extra help and support
 - Teach your child how to contact their teacher if they are old enough to do so

Role of Students

- Identify your best space for learning at home
- Plan on 1-2 hours of distance learning time each day
- Check appropriate online platforms for information on courses, assignments, resources daily
- Participate in learning activities and complete work provided by your teacher(s)
- You may be invited, but are not required, to engage in real-time video class meetings with your teacher and classmates
 - You may also choose to participate using audio only
- Contact your teacher or student support staff with any questions or needs you have
- Work to be balanced and keep healthy habits

Role of Teachers

- Post learning content daily by 9:00 a.m. beginning March 30th
- Provide Distance Learning orientation to students
 - Teach students how to find learning tasks, how to submit assignments, and how to ask questions of the teachers
- Provide a clear learning plan each school day with learning assignments to complete
- Interact daily with students
- Provide instruction through short videos, tutorials, presentations, etc.
- Give updates to families on a regular basis
- Have a separate plan to regularly communicate with students and families without access to technology

- Respond to communications from students/families within one work day
- Take attendance daily

How to Access

- Access learning materials through our [Distance Learning Site](#)
 - From here, you can access all resources including classroom pages
 - Reminder: Students in grades 1-4 must be logged in to their Fridley Public Schools Google account (ending in @isd14.org)
 - Visit [Distance Learning Site](#)
 - Engage in activities posted on classroom teacher's online classroom
 - Explore other activities on the Distance Learning Site (specialists, EL, SEL, choice board, etc.)

Timing

- The first week of Distance Learning will be March 30th
 - This includes orientation to the new online learning environment and routines
- Total daily time for engagement in learning
 - 1 to 2 hours for K-1
 - 2 hours for grades 2 through 4

Content

- **Learning Experiences:** Students will participate in literacy and math each day, and have opportunities for activities from Art, Media, Music, PE and/or Spanish each week
 - A variety of instructional lessons will be included with learning tasks for students to complete
 - Passwords for the online programs teachers will be using have been sent home
 - Please contact your student's teacher if you do not have this information
- **Daily Content**
 - Literacy: Reading, Writing, and Phonics/Word Work
 - Mathematics
 - Unit of Inquiry (Social Studies and Science content which may be integrated into other content)
- **Weekly Content**
 - Art, Media, Music, PE and Spanish
- **Limitless**
 - Looking at books and reading aloud to your child is something we would always suggest
 - We encourage you to spend time as a family in learning that often feels like play
 - Many more ideas from our Specialist teachers will be shared each week

Assessment & Progress Monitoring

- Teachers will monitor student progress through the learning activities, assignments and assessments students complete on Google Classroom/Sites
- Special education teachers, related service providers and interventionists will provide lessons, assignments and assessments to students they service
- Teachers will provide regular feedback to students
 - Teachers will adjust lessons as needed in response to student progress
 - Teachers will be in communication with families that do not have access to technology

Distance Learning: Middle & High School Overview



Role of Parent or Guardian

As a parent of our secondary students, we ask you for the following support

- Monitor Campus and Google Classroom updates, and be sure to check in with your child about the distance learning tasks, activities, and assessments they are working on
- Designate a place where your child will work independently on his/her assigned tasks
- Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support
 - Our teachers should be responding to communication within one school day
- Work with school staff, if needed, to ensure your child has access to the internet and a device to engage in online learning
 - If technology is not available, support your student in completing materials provided by the school
 - These will be posted online and available at lunch pick-up
 - ***Please contact your child's teacher if you have not received distance learning materials***
- Check emails daily if possible for updates/information
- Grades 6-12 attendance will be taken in advisory/homeroom
 - Students should complete the daily attendance activity
 - Please contact your child's advisory/homeroom teacher with any questions about distance learning

Role of Students

- Complete your attendance check-in with your Advisory teacher each day
- Identify a comfortable and quiet space to study/learn
- Check appropriate online platforms for information on courses, assignments, resources daily
- Participate in learning activities and complete work provided by your teacher(s)
- You may be invited, but are not required, to engage in real-time video class meetings with your teacher and classmates
 - You may also choose to participate using audio only
- Contact your teacher or student support staff with any questions or needs you have
- Work to be balanced and keep healthy habits

Role of Teachers

- Post learning content daily by 10:00 a.m. beginning March 30th
- Provide Distance Learning orientation to students
 - Teach students how to find learning tasks, how to submit assignments, and how to ask questions of the teachers
- Provide a clear learning plan each school day with learning assignments to complete
- Interact daily with students
- Provide both individual and collaborative learning activities
- Give updates to families on a regular basis
- Have a separate plan to regularly communicate with students and families without access to technology
 - Prepare necessary materials and plan for distribution
- Respond to communications from students/families within one work day
- Special education teachers, related service providers, and interventionists will provide lessons, assignments and assessments to students they service

How to Access

- Grade 5: Begin each day by accessing your Google Classroom
- Grades 6-12 FMS/FHS: Begin each day by accessing your Advisory/Homeroom Google Classroom
- Access additional learning materials through our [Distance Learning Site](#)
 - From here, you can access all resources including classroom pages
 - FMS Distance Learning Site - [HERE](#)
 - FHS Distance Learning Site - [HERE](#)
- Reminder: Students must be logged in to their Fridley Public Schools Google account (ending in @isd14.org)

Timing

- The first week of Distance Learning will begin March 30th
 - This includes orientation to the new online learning environment and routines
- Total daily time for engagement in learning will be approximately
 - 2 hours for Grades 5-8
 - 3 hours for Grades 9-12

Content

Grades 5 & 6

The Distance Learning plan in fifth and sixth grade will include home learning lessons and assignments that students can complete with some assistance from parents/guardians.

- **Learning Experiences:** Students will participate in literacy (reading/writing), math and some activities from Encore each day
 - A variety of instructional lessons will be included with learning tasks for students to complete
 - Please contact your student's teacher for specific coursework information
- **Learning Timeframe:** The described learning is designed to be 2 hours per day
 - It is important to observe your child as s/he engages in online learning
 - We also encourage you to explore familiar experiences and activities like that of reading for pleasure, journal writing, and play to extend and enhance your child's learning
- **Daily Content:**
 - Literacy: Reading, Writing, and Phonics/Word Work
 - Mathematics
 - Science/Individuals & Societies
 - Advisory/Homeroom - Grade 6
- **Weekly Content:** Students will participate in Google Classroom activities on a weekly basis
 - Plan on checking Encore classes once a week
 - Teachers will have activities posted on Monday each week
 - Encore: Art, Music, Band, Spanish/Chinese, Theatre, Health/Physical Education, College & Career Readiness, Design, Choir, Performing Arts
- **Limitless**
 - Looking at books and reading aloud to your child is something we would always suggest
 - We encourage you to spend time as a family in learning about topics of interest

Grades 7 & 8

The Distance Learning plan in seventh and eighth grade will include home learning lessons and assignments that students can complete with little/no assistance from parents/guardians.

- **Learning Experiences:** Students will participate in Google Classroom activities on a rotating schedule
 - Day A = Hours 1-4 of academic schedule, plus homeroom activities (not including Encore)
 - Day B = Hours 5-8 of academic schedule, plus homeroom activities (not including Encore)

- **Weekly Content:** Students will participate in Google Classroom activities on a weekly basis
 - Plan on checking Encore classes once a week
 - Teachers will have activities posted on Monday each week
 - Encore: Art, Music, Band, Theatre, Health/Physical Education, College & Career Readiness, Design, Choir, Performing Arts
- **Learning Timeframe:** Total time for engagement in learning for each class for the two days until the next assigned goal, including reading, homework, watching any videos, and work towards long term assignments, **should not exceed** 30 minutes for middle school courses
- **Limitless**
 - Reading, Participating in Choice Board Activities

Grades 9-12

- **Learning Experiences:** Students will participate in Google Classroom activities on a rotating schedule
 - Day A = Hours 1-4 of academic schedule, plus advisory activities
 - Day B = Hours 5-7 of academic schedule, plus advisory activities
- **Learning Timeframe:** Total time for engagement in learning for each class for the two days until the next assigned goal, including reading, homework, watching any videos, and work towards long term assignments, **should not exceed** 45 minutes for high school courses (60 minutes for IB DP courses)
- **Limitless**
 - Reading, Self-directed research in interest areas, Participating in Choice Board Activities

Academic Tasks and Assessment

- **Work at your own pace**
 - Teachers will provide a video and/or screencast to introduce the lesson and/or to provide instructions
 - Teachers will provide an estimated duration for all learning activities
 - Students may be expected to participate in discussion posts
 - Deadlines will be flexible to accommodate student needs
- **Cooperative Interactions**
 - Students may be invited, but not required, to engage in synchronous, or real-time, engagement with their teachers and classmates using Google Hangout or Google Meet.
 - Care should be taken to maintain student privacy including:
 - Video chats with students under the age of 13 should take place with a caregiver present
 - Efforts should be taken to avoid showing personal spaces or the student's home on video - whenever possible show a blank wall as a background
 - Students and teachers may always choose a non-video option, or simply mute their video feeds
 - Teachers may engage in real-time with students in the following ways:
 - **Individual:** Students may request help by making appointments with their teachers or counselors on an agreed time
 - **Scheduled Office Hours:** Students can join office hours to ask questions or discuss learning with their teachers and classmates during specific times established by teachers
 - **Structured Real-time Learning:** Teachers or counselors may invite students to participate in a real time class meeting/lesson or in a small group work session
- **Assessment**
 - Teachers will use a variety of assessment tasks to inform instruction, improve learning, and report on student achievement

- Teachers will design assessment instruments and create environments that assist students in making good choices related to issues of integrity
- **Practice tasks**
 - Students may complete assigned (possibly non-graded) assessments that provide a check for understanding
 - These may include (but are not limited to) discussions, forms, polls, reflections
 - Teachers monitor student progress with ongoing and regular feedback
 - There may also be opportunities for peer feedback
- **Academic Achievement tasks**
 - Students may complete assigned graded assessments (30-45 minutes, no more than once every two weeks per class) to measure progress against learning goals
 - These may include (but are not limited to) electronic portfolios, electronic quizzes/tests, writing assignments
 - Graded summative tasks will include a rubric shared with students as part of the task overview
 - Clear instructions on where/how to turn in assignments will be provided to students
 - Extended tasks such as essays, projects, etc. will include checkpoints for support through the process
 - Re-assessment opportunities will be made available to students to revise or resubmit their work after receiving teacher feedback
 - Special arrangements may be made for specific types of assessments (e.g. oral exams, performance assessments, IB internal assessments)

Distance Learning: Fridley Moore Lake Area Learning Center (ALC) Overview



Role of Parents or Guardians

As a parent/guardian of an ALC High School student, we ask you for the following support

- Monitor Google Classroom/Moodle/Edgenuity updates, and be sure to check in with your child about the distance learning tasks, activities, and assessments they are working on
- Daily updates for courses can be found on our **ALC Distance Learning Site**
- Designate a place where your child will work independently on his/her assigned tasks
- Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support. Our teachers should be responding to communication within one school day
- Work with school staff, if needed, to ensure your child has access to the internet and a device to engage in online learning
 - If technology is not available, support your student in completing materials provided by the school. These will be posted online and available at lunch pick-up. ***Please contact your child's teacher if you have not received distance learning materials.***
- Check your email daily if possible for school updates/information
- Attendance - please call 763-502-5103 if your student will be absent from distance learning
 - Even if the school is closed, we will remotely check voicemail messages

Role of Students

- Complete your attendance check-in with both of your scheduled classes each day
 - Teachers will be in contact with you through email, phone call, Google Hangout, or online in Edgenuity
 - Your teacher will provide you specific instructions for daily attendance for each course
- Identify a comfortable and quiet space to study/learn
- Check Google Classroom, Moodle and/or Edgenuity for information on courses, assignments, and resources daily
 - Daily updates for courses can be found on our **ALC Distance Learning Site**
- Participate in learning activities and complete work provided by your teacher(s)
- You may be invited, but are not required, to engage in real-time video class meetings with your teacher and classmates
 - You may also choose to participate using audio only
- Contact your teacher or student support staff with any questions or needs you have
- Work to be balanced and keep healthy habits

Role of Teachers

- Post learning content daily by 9:00 a.m. beginning March 30th
- Provide Distance Learning orientation to students
 - Teach students how to find learning tasks, how to submit assignments, and how to ask questions of the teachers
- Provide independent learning assignments to complete
- Interact daily with students
- Provide both individual and collaborative learning activities
- Give updates to families on a regular basis
- Have a separate plan to regularly communicate with students and families without access to technology. Prepare necessary materials and plan for distribution
- Respond to communications from students/families within one work day

How to Access

- Students must be logged in to their Fridley Public Schools Google account (ending in @isd14.org)
- Access additional learning materials through our **ALC Distance Learning Site**
 - From here, you can access all resources including classroom pages
- Access your assigned courses through Google Classroom, Moodle, and/or Edgenuity

Timing

- The first week of Distance Learning will begin March 30th which includes orientation to the new online learning environment and routines
 - The first day of distance learning will be Monday, March 30, and students will be expected to engage in two A-day assigned classes
 - The second day of distance learning will be on Tuesday, March 31, and students will be expected to engage with two B-day assigned classes
- Distance Learning will follow an every other day (A day/B day) rotation, with students expecting to engage in 2 courses per day, 4 courses total
 - Students will be assigned an AM or PM schedule
 - The AM schedule will consist of one class from 9:00 am - 10:30 am and one from 10:30 am - 12:00 pm
 - The PM schedule will consist of one class from 12:30 - 2:00 and one from 2:00 - 3:30
- During these class times, students should communicate with the content area teacher through email, 1:1 phone call/Google Hangout, in small online groups, or engaging with course material

Content

- Students will be provided with a clear daily learning goal for each class to ensure they know what learning they need to accomplish each day
- The teacher will provide directions to individuals on where to locate the course content
- Students may engage in more than one class during that 1.5-hour time period when appropriate
 - For example, if a student was scheduled in "Science" period 1, they may be engaging in Biology and a Science Elective class during this time frame
 - This 1.5 hours of class time will be used to provide 1:1 or small group instruction, answer questions, provide feedback, and to help the student develop a schedule and structure to complete the course in a reasonable amount of time
- As many ALC students are simultaneously working on current courses and credit recovery courses, they will need to work at an accelerated pace to earn both in a timely manner

Academic Tasks and Assessment

Individual Interactions

- Daily learning goals, lessons, and materials will be communicated on an individual student level when interacting with teachers
- Teachers will design learning activities and provide enough content to keep students engaged and progressing during non-structured class time
- Students will engage in learning using courses on Edgenuity, Moodle, or Google Classrooms
 - This will vary depending on the course
- Videos and/or screencasts to provide instruction will be available for many of the courses
- Teachers will provide an estimated duration for all learning activities
- Students may be expected to participate in discussion posts

- Deadlines will be flexible to accommodate student needs
- Resources needed will not require streaming/download of files that are excessively large
- Teachers will clarify in advance how students should contact them if they need assistance and will respond within 24 hours to all student inquiries on school days

Cooperative Interactions

- Students may be invited, but not required, to engage in synchronous, or real-time, engagement with their teachers and classmates
- Teachers may engage in real-time with students in the following ways
 - **Individual:** Students should request direct help during scheduled class/office hours with their teachers or social worker
 - **Structured Cooperative Learning:** Teachers or social workers may invite students to participate in a real-time class meeting/lesson or in a small group work session

Assessment and Progress Monitoring

- Teachers will use a variety of assessment tasks to inform instruction, improve learning, and report on student achievement
- Teachers will design assessment instruments and create environments that assist students in making good choices related to issues of integrity which includes

Formative and practice tasks

- Students may complete assigned (possibly non-graded) assessments that provide a check for understanding. These may include (but are not limited to) discussions, forms, polls, reflections.
- Teachers monitor student progress with ongoing and regular feedback
- “Units” or credit and a letter grade may be awarded for satisfactorily completing formative and practice tasks
- There will be opportunities for regular formative assessment within the Edgenuity, Moodle, or Google Classroom courses
- Teachers will actively engage with the student, parents, and the Teacher On Special Assignment (TOSA) to support students who are not producing evidence of learning during a unit of study

Summative (Academic Achievement) tasks

- Students may complete assessments to measure progress against learning goals
 - These may include (but are not limited to) electronic portfolios, electronic quizzes/tests, writing assignments, and/or completion of an online course and its requirements in Edgenuity
- “Units” or credit and a letter grade may be awarded for satisfactorily completing summative tasks
- Clear instructions on where/how to turn in assignments will be provided to students
- Re-assessment opportunities will be made available to students to revise or resubmit their work after receiving teacher feedback