REMOTE LEARNING GUIDE
2020-2021
FOR PARENTS AND STUDENTS
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PURPOSE OF REMOTE LEARNING GUIDE

In planning for the 2020-2021 return to school, Fountain-Fort Carson School District 8 (FFC8) has updated the Remote Learning Plan based on learnings from the Spring 2020 period of remote learning. This updated plan explains how our district will approach remote learning if students cannot attend school in person. This plan represents the FFC8 commitment to making every effort to ensure the learning of all students continues to be successful and as seamless as possible in any remote learning scenario. For families that have enrolled in the Fountain-Fort Carson Virtual Academy (FFCVA), please reference the FFCVA Student/Parent Handbook. FFCVA will not use or engage in the remote learning plans of schools.

DISTRICT COMMITMENT TO EQUITY

Equity is the foundation of instruction in Fountain-Fort Carson School District 8. We commit to providing high quality, culturally relevant and responsive academic support to all learners, especially to our students with disabilities, and English Language Learners. In addition to academic support, the district will support our students and families with their physical, mental, and emotional health needs of all students during the 2020-2021 school year. More details are provided throughout this plan.

DISTRICT APPROACH TO REMOTE LEARNING

Blended learning is a method of teaching that integrates technology and digital media with traditional instructor-led classroom activities, giving students more flexibility to customize their learning experiences regardless of the physical location. By organizing and implementing blended learning environments in every classroom at the start of the school year, students will have a more fluid experience when and if transitions between in-person learning and remote learning are required.

Based on remote learning feedback and survey results from parents and staff, our remote learning approach ensures that classroom grading practices, assignment expectations, assessments, and daily attendance will remain the same whether in-person or remote is implemented as much as possible and when appropriate.

Please click here for more information on the Fountain-Fort Carson School District 8 Re-Opening Plan.
Internet and Devices
Each K-12 student needs to have an individual device to effectively engage in remote instruction. Some families, including those on Fort Carson, had difficulty with sufficient and stable Internet.

Support for Families during Remote Learning
While the videos and parent/guardian support online helped to some degree, families relied on teachers and the district’s technology staff for more direct support. A more robust blended learning environment in classrooms prior to remote learning would benefit students and families.

Students with Special Services
Parents of students receiving special education and English language development supports reported high levels of engagement during remote learning because of the strong efforts of case managers.

Communication and Daily Interaction
It is important for students to engage in some form of daily interaction and communication with their teacher and other school staff.

Learning Management System (LMS)
Instructional courses in Schoology need to be organized in a simple, consistent, parent/guardian and student friendly manner that allows easy access to content and platforms throughout the remote learning process. Preschool needs to have a curriculum that includes distance learning plans.
REMOTE LEARNING...WHAT WE ARE DOING DIFFERENTLY

CURRICULUM AND INSTRUCTION
Curriculum for remote learning will include all district adopted curriculum resources across all content areas. Preschool will have a curriculum that includes distance learning plans.

STUDENTS WITH IEPS AND/OR 504 PLANS
Students will continue to receive special education services outlined by their Individual Education Program (IEP) during virtual learning. School teams and parents will collaboratively develop plans to ensure that the student receives a Free and Appropriate Public Education (FAPE).

INSTRUCTION, COMMUNICATION, AND GRADING
All students will receive daily instruction from their teacher(s). Common expectations have been established for grading and attendance across the district. Teachers will continue to schedule office hours to assist student and/or parents/guardians.

FAMILY SUPPORT FOR REMOTE LEARNING
Preparing for remote lessons and engagement that require less at-home adult assistance, including prioritizing teacher-led instruction opportunities for students. Starting in-person learning with the use of a learning management system and technology devices for every student. In-person technology training will be available at schools for students and parents/guardians.

LEARNING MANAGEMENT SYSTEM (LMS)
Ensuring consistency in a learning management system (LMS) (Schoology for K-12). Preschool will have a curriculum that includes distance learning plans.

ENGLISH LANGUAGE LEARNERS
Continue providing differentiated supports for teachers instructing and supporting English Language Development and instruction in Spanish.

SUPPLIES AND MATERIALS
To eliminate the need for lessons in the form of paper packets, students will be provided a majority of the same instructional supplies and materials used daily during in-person instruction.
Remote learning in 2020-2021 will be significantly different than remote learning in the spring of 2020. Students engaged in remote learning will follow the same curriculum as in person learning with the same rigorous grading expectations.

<table>
<thead>
<tr>
<th>In-Person Learning</th>
<th>Remote Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum/Instruction</strong></td>
<td></td>
</tr>
<tr>
<td>District adopted curriculum aligned to state standards</td>
<td>District adopted curriculum aligned to state standards. Students engage in the same courses and electives that they receive in person</td>
</tr>
<tr>
<td>Standard grading practices and expectations across all content areas</td>
<td>Standard grading practices and expectations across all content areas to the greatest extent possible</td>
</tr>
<tr>
<td><strong>Socioemotional and Instructional Support</strong></td>
<td></td>
</tr>
<tr>
<td>In-person instruction</td>
<td>No in-person instruction</td>
</tr>
<tr>
<td>In person connection with teachers and staff at the FFC8 home school</td>
<td>Continued remote connection with teachers and staff at the FFC8 home school</td>
</tr>
<tr>
<td>In person connection with fellow students at FFC8 home school</td>
<td>Limited remote connection with fellow students at FFC8 home school</td>
</tr>
<tr>
<td>Lessons and learning opportunities are directly facilitated by teachers at FFC8 home schools.</td>
<td>Lessons and learning opportunities are directly facilitated by teachers at FFC8 home schools with increased student self-direction.</td>
</tr>
<tr>
<td><strong>Extra-curricular and Support Services</strong></td>
<td></td>
</tr>
<tr>
<td>Full and direct access to extra-curricular activities as health and safety protocols allow as determined by the district</td>
<td>Limited access to extra-curricular activities as health and safety protocols allow as determined by the district</td>
</tr>
<tr>
<td>Full access to support services and interventions</td>
<td>Modified access to support services and interventions</td>
</tr>
<tr>
<td><strong>Student Supervision and Guidance</strong></td>
<td></td>
</tr>
<tr>
<td>All regular school day supervision provided by district staff for all PreK-12 students</td>
<td>Supervision provided by parents/guardians based on student need/level of maturity</td>
</tr>
<tr>
<td>Teachers at FFC8 home schools continue to frequently monitor and provide instruction, feedback and support related to student progress.</td>
<td></td>
</tr>
<tr>
<td><strong>Nutritional and Food Services</strong></td>
<td></td>
</tr>
<tr>
<td>Regular access to school lunch and related programs at neighborhood school</td>
<td>Regular access to school lunch and related programs at designated sites</td>
</tr>
<tr>
<td><strong>Calendar/Timeline/Schedule</strong></td>
<td></td>
</tr>
<tr>
<td>Regular student calendar</td>
<td>Regular student calendar</td>
</tr>
<tr>
<td>Students participate in core and elective course work during the regularly scheduled school day.</td>
<td>Students participate in core and elective course work during the regularly scheduled school day.</td>
</tr>
</tbody>
</table>
While the district acknowledges that current events in the state and nation continue to pose significant challenges for our students and families, it is important that students continue to receive a high-quality education. It will be necessary for students and families to engage daily in remote learning beginning on August 24th, 2020 for secondary students and as health and safety deems necessary at the elementary level.

**How will student attendance be monitored during remote learning?**

During any period of remote learning, students will be considered in attendance when there is at least a “touchpoint” between the teacher of record and the student.

- The definition of a “touchpoint” is a student participating/logging into his/her online class during the time scheduled for the course (remote learning schedule).
- Should a student be unable to participate/login into his/her online course at the time schedule due to extenuating circumstances, other examples of a “touchpoint” may include, but are not limited to, an email exchange with the teacher, work completion, attendance at an online meeting/office hours session, a text message exchange with the teacher, or a phone call with the teacher.

**What should I do if my child is sick and cannot attend school (either in person or remote)?**

- Parent/Guardian should call the school each day a student is ill to ensure that the absence is excused.
- Student work expectations will be the same for any illness (excused absence).
- Make up work: teachers will provide some flexibility based on severity of illness. Per district policy, students will have one additional day extra for each day of excused absence to turn in assignments missed.
### Assessing and Sustaining Student Growth in a Remote Learning Environment

<table>
<thead>
<tr>
<th>Assessing Previous and Current Student Learning</th>
<th>Providing Fluidity Across Scenarios</th>
<th>Engaging Students Who Need Additional Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The district has researched and has engaged staff in professional development to best assess current student learning, mastery, and potential gaps aligned to the Colorado Academic Standards for 2020-2021 school year.</td>
<td>• The district is committed to providing fluidity of instruction as students potentially move from in-person to remote learning scenarios. This includes improved readiness for blended learning and improving the quality and effectiveness of our online programming strategies.</td>
<td>• The district will ensure that regardless of whether students are in-person or remote they will receive the academic support they need to make adequate progress.</td>
</tr>
<tr>
<td>• To continue to accelerate student learning in the 2020-2021 school year, the district will support instruction through a variety of digital and non-digital materials to address learning loss and social emotional/mental health challenges prompted by the pandemic.</td>
<td>• We are committed to transitioning students from one learning scenario to the other without significant loss or disruption of learning.</td>
<td>• We commit to re-engaging students that need the most academic support, including students who did not participate in remote learning in spring 2020.</td>
</tr>
<tr>
<td>• Supports for the whole child through culturally relevant and responsive teaching practices and scheduled time for social-emotional learning.</td>
<td></td>
<td>• We will improve engagement to ensure that every student who needs academic support will receive additional touch points from adults.</td>
</tr>
</tbody>
</table>
GRADING POLICIES

- K-12 grading practices between periods of remote learning and in-person learning will remain consistent.
- Teachers will assign letter grades as appropriate to assignments and projects.
- Teachers will utilize descriptive feedback within the learning management system (LMS) to provide continuity and ensure progress in learning.
- For students who experience challenges accessing course content, whether due to personal or familial illness, Internet, or other challenges, the school will work individually to support those students and adjust grading practices, as needed.
- Quarterly and semester grades will be reported.
- The district will ensure digital report cards are available in Student Information System/Infinite Campus/Parent Portal.
PHYSICAL, BEHAVIORAL, AND MENTAL HEALTH

Fountain-Fort Carson School District 8’s longstanding commitment to supporting the physical, behavioral, and mental health of students will remain a priority even when students must engage in school activities remotely. The district’s robust team of counselors, nurses, psychologists, and social workers will provide a variety of resources, services, assessments, and supports to students and families during remote learning, including but not limited to those listed below:

Physical Health

- Connection and coordination with families and staff regarding health needs of students
- Hearing and vision screenings for required grade levels
- Health care plan creation and revision
- Medical delegation training as necessary to prepare for return to in-person learning
- Facilitation of information sharing and referrals to community resources

Behavioral and Mental Health

- Connection and coordination with families and staff regarding existing mental health needs of students, and those that arise during remote learning
- Direct services and supports for students to address behavioral and mental health needs as outlined in student plans or as determined by school staff and families
- Identification of students newly in need of behavioral or mental health supports
- Suicide risk assessments and supports
- Facilitation of information sharing and referrals to community resources to best support students with behavioral and mental health needs
All students attending FFC8 deserve to learn and thrive in a socially and emotionally safe environment fostered by staff and that emphasizes trauma invested, student-centered, and culturally responsive practices.

**What is Social Emotional Learning (SEL) and why is it important?**
Social emotional learning is the process through which students and adults learn to name and understand emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make decisions. Developing these skills in students is important in order for them to thrive socially, emotionally, and academically. (See the video, [Five Keys to Successful Social Emotional Learning](#), to learn more).

FFC8 will continue to create opportunities within remote learning to promote social emotional skill development among students. To do so, the district commits to:

- Foster inclusive communities where students feel a sense of belonging and emotional safety.
- Ensure remote learning environments are intellectually challenging as well as developmentally supportive of social, emotional, and behavioral needs.
- Encourage student learning opportunities that are aligned with and include components of the Colorado Social and Emotional Wellness Standards.
- Continue to provide instruction in social emotional curricula across grade spans during remote learning, including:
  - Responsive Classroom (K-5),
  - Positive Behavior Interventions and Supports (K-5),
  - Second Step (6-8),
  - Check and Connect (9-12),
  - Sources of Strength (6-12), and
  - Signs of Suicide (6-12).
To provide fluidity across scenarios, the district approach to remote learning will remain consistent regardless of the scenario students and educators experience. The next section highlights the various scenarios students may experience across the 2020-2021 school year based on changes in health conditions caused by the COVID-19 pandemic.
When a cohort, school, or full district transitions to remote instruction:
- Digital instruction is provided by the in-person teacher(s) from the home school.
- Daily attendance is taken for all students.
- The same K-12 learning management system (LMS), Schoology, used in-person will be used remotely. Preschool in-person curriculum has distance learning resources for families.
- Communication and instruction will continue digitally through teacher-led instruction based on daily scheduled classes.

Roles During Remote Learning

Teachers:
- Design and plan the sequence of learning for students based on district curriculum maps, curriculum resources, student progress, and assessment outcomes.
- Take daily student attendance.
- Administer assessments and assignments to students based on instructional planning and district curriculum maps.
- Communicate regularly and provide quality feedback to students on assessments and assignments, including grades when appropriate.

Students:
- Attend classes as scheduled during the normal instructional school day.
- Apply usernames and passwords or CLEVER credentials for instructional resources via the district learning management system.
- Create a workspace at home and calendar to manage their time.
- Take assessments and complete assignments as scheduled by teacher(s).
- Attend office hours to connect with and receive additional support from teacher(s) as needed.

Parents/Guardians:
- Assure Internet access is available at home; contact the FFC8 home school (school of residence) if needed resources are not available.
- Ensure students attend classes as scheduled during the normal instructional school day and directly support students as necessary to ensure success.
- Communicate regularly with your child’s teacher to monitor student progress.
- Post child’s username and password or CLEVER credentials for instructional resources somewhere easily accessible for child.
When a cohort or school moves to hybrid instruction:

- Digital instruction is provided by the in-person teacher(s) from the home school; and on specified days, students will report to their home school to receive in-person instruction from their teacher(s) and/or special service providers for a scheduled amount of time.
- Daily attendance and engagement is expected and documented for all students during both remote learning and in-person instruction.
- Grading expectations remain the same during transitions between remote learning and in-person instruction.
- The same learning management system (LMS), Schoology, is used.
- Communication to parents/guardians will be facilitated digitally by teacher(s) and special service providers.

Schedule During Hybrid Learning*

AA/BB Schedule (Up to 4 Weeks)**

Based on community and staff feedback, the district has determined that if we need to implement a hybrid schedule, a 2-day block schedule (AA/BB) for in-person learning will be utilized. Students will be assigned to an “A-day” or “B-day” cohort based on their last name. Students with the last name A-K will attend Tuesday/Wednesday as part of Cohort A. Students with the last name L-Z will attend Thursday/Friday as part of Cohort B. Mondays will be used for students to continue remote work, provide opportunities for check in with teachers on-line, gain clarity regarding assignments, and also provide additional planning time for teachers.

*Hybrid schedule changes will be communicated directly by schools as we collaborate with our community health partners throughout the year.

**Welte Education Center will implement daily in-person instruction. Remote learning will only be used during a resurgence or quarantine period.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort A</td>
<td>Remote Learning</td>
<td>In-Person Instruction</td>
<td>In-Person Instruction</td>
<td>Remote Learning</td>
<td>Remote Learning</td>
</tr>
<tr>
<td>Cohort B</td>
<td>Remote Learning</td>
<td>Remote Learning</td>
<td>Remote Learning</td>
<td>In-Person Instruction</td>
<td>In-Person Instruction</td>
</tr>
</tbody>
</table>

= Remote Learning at Home  
= In-Person Instruction at School

Prioritizing Student Groups for In-Person Learning

Secondary schools will develop and communicate a schedule for students with specialized learning needs (ELL plan, 504 plan or IEP plan) to access in-person services during remote learning if needed.
LEARNING MANAGEMENT SYSTEM (LMS) AND INSTRUCTIONAL DESIGN
LEARNING MANAGEMENT SYSTEM (LMS)

Schoology Parent/Guardian and Student Resources
To continue to meet and align our efforts and the needs of students and families, the district will continue to use the learning management system, Schoology, for K-12 students during both in-person or remote learning.

- The LMS was chosen based on the ability to provide equitable district-wide access for all students and provide consistent professional learning for administrators, staff, students and families.
- The district LMS assists teachers and administrators track student data and progress. It will also allow Specialized Service Providers (SSPs) and other educators to support multiple students across many different schools, within one system. Families with multiple K-12 students will manage only one system.
- Professional development and training will be provided to enhance blended learning instruction and assist teachers, students, and parents/guardians with Schoology management of courses, communication, and resources.

Student Data Privacy
At FFC8 we take data privacy for our students and staff very seriously. Families will be able to see the tools and resources that are being used in Schoology accounts as we implement remote learning in the 2020-2021 school year. Also, when we purchase technology tools, we have the vendor sign a Data Privacy Agreement in order to keep all student information safe in any learning environment.
INSTRUCTIONAL DESIGN
IN A REMOTE LEARNING ENVIRONMENT

Preschool

• Implementation of instruction that engages learning based on the *most essential skills* students need to be successful moving forward in their learning.
• Core resources (Creative Curriculum and Ready Rosie) will be utilized for planning instruction in social/emotional, language, cognitive, physical and early learning skills.
• Students will be encouraged to take play-based breaks during the day to apply and practice their learning. Ready Rosie videos will provide resources and supports for parents/guardians in application of these skills.
• Special service providers will be part of weekly planning of instruction with preschool teachers and will also use the available digital platform(s) to provide services.
• Families will have access to the Family Sharing and Connection Resources included with the Creative Curriculum program. These resources include a family connection app to support communication and sharing of instructional resources as well as Ready Rosie video libraries for additional modeling support.
• Students will also have access to a school supply kit including manipulative’s, crayons, pencils, scissors, etc.

Grades K-1

• Implementation of instruction that engages students in learning based on the *most essential skills* students need to be successful moving forward in their educational careers.
• District adopted resources will be utilized for planning instruction in Math, ELA, and Science. Intervention resources will be used as appropriate.
• Students will be encouraged to take play-based breaks during the day to apply learning.
• Interventionists, including special education providers, will be part of weekly planning of instruction with grade level teams, and will also use the digital platform to provide services.
• In addition to a Chromebook device, families can expect students to also have the following materials provided for their remote learning needs: reading text, reading consumable workbook, math consumable workbook, science consumable workbook, and whiteboard (or equivalent).
Grades 2-5

• Implementation of instruction that engages students in learning based on the *most essential skills* students need to be successful moving forward in their educational careers.

• District adopted resources will be utilized for planning instruction in core content areas. Intervention resources will be used as appropriate.

• Interventionists, including special education providers, will be part of weekly planning of instruction with grade level teams, and will also use the digital platform to provide services.

• In addition to a Chromebook device, families can expect students to also have the following materials provided for their remote learning needs: reading text, reading consumable workbook, math consumable workbook, science consumable workbook, and whiteboard (or equivalent).

Secondary Schools

Grades 6-12

• Implementation of instruction that engages students in learning based on the *most essential skills* students need to be successful moving forward in their educational careers.

• District adopted resources will be utilized for planning instruction in core content areas. Intervention resources will be used as appropriate.

• Interventionists, including special education providers, will be part of weekly planning of instruction with grade level teams, and will also use the digital platform to provide services.

• In addition to a technology device, students will also receive textbook(s), consumable workbook(s), and other supplies and materials needed to engage in courses based on their individual schedule.
BEST PRACTICES AND SUPPORTS

Special Populations

Students with a Disability: Special Education and Section 504
Fountain-Fort Carson School District 8 remains committed to serving students with disabilities during remote learning, and supporting families in a remote learning environment. To accomplish this, FFC8 special education staff and administrators will:

• Collaborate with general education teachers to align content and service schedules.
• Provide necessary technological and educational accommodations to ensure students with disabilities can successfully access remote learning based on their needs.
• Communicate frequently with families to collaboratively and creatively meet existing student needs as well as those that might arise as a result of remote learning.
• Continue to schedule and hold IEP meetings, 504 meetings, and related evaluations, emphasizing family participation.
• Commit to creating opportunities for in-person special education assessments and student contact, following health and safety guidelines, when necessary.
• With permission from families, partner with community service providers to align service goals and areas of emphasis in order to maximize student progress.

English Language Learners
ELL students who are enrolled in an English Language Arts (ELA) course will receive:

• Daily English Language Development (ELD) instruction based on individual student goals,
• Weekly support of work assigned in their ELA course, and
• Weekly support of academic vocabulary.

Teachers will ensure that remote lessons include:

• Multiple opportunities for student talk,
• Explicit academic language instruction,
• Access to rigorous grade level content,
• Extensive use of visuals, videos, graphic organizers and exemplars,
• Culturally relevant texts and videos,
• Opportunities for students to connect the learning to their experiences, cultural and home life, and
• Frequent check in with students.
**Gifted and Talented Learners**
Gifted and Talented coordinators and administrators will collaborate with teachers and families around expectations, work load, and academic/social-emotional supports. This will include meeting with students and families in remote and in-person settings, as appropriate.

**Currently Identified Gifted and Talented Students**
- Advanced Learning Plans (ALP) for 2020-2021 will be developed collaboratively with families, students, classroom teachers, and GT coordinators/administrators to outline goals and programming. Adjustments to ALPs may be made throughout the year to reflect current learning settings and changing student needs.
- GT instructional practices for academic and social emotional support will be provided.

**Gifted and Talented Identification Screenings**
- Universal screening assessments will be available in Grades 2, 5, and 8.
- The Gifted and Talented Department will work with schools and learners to determine safe administration of assessment throughout the year.

**Twice Exceptional Learners**
- Twice Exceptional Learners will have their ALPs and 504s or IEPs both planned and accommodated. The GT coordinator and special education provider or 504 Coordinator will work together with the student’s teacher(s).
DAILY REMOTE LEARNING SCHEDULES

Remote learning schedule links will be available by August 21, 2020 for secondary schools and August 27, 2020 for elementary schools.

**Preschool:**
Conrad Early Learning Center
Weikel Preschool

**Elementary:**
Abrams Elementary School
Aragon Elementary School
Eagleside Elementary School
Jordahl Elementary School
Mesa Elementary School
Mountainside Elementary School
Patriot Elementary School
Weikel Elementary School

**Middle:**
Carson Middle School
Fountain Middle School

**High School:**
Fountain-Fort Carson High School
Welte Educational Center