

Little Miami Blended Learning Plan

Blended Learning means the delivery of instruction in a combination of time in a supervised physical location away from home and online delivery whereby the student has some element of control over time, place, path or pace of learning. To create a consistent learning environment, whether ***in-person or remote***, LM has aligned its instructional processes with existing technology frameworks to move forward with learning processes in a blended environment.

Learning Management System (LMS)

- As a district, we will be using Schoology as the hub for all teacher resources accessed by students, parents and teachers (i.e., if you are using Google Classroom or Class Dojo, for example, will be able to access it through Schoology).
- Course materials and resources (e.g. Syllabus, Classroom rules, Textbook, Workbook, links to external sites, academic content and assignments, etc.) are made available via Schoology in the *Materials* tab.
- All assignments to be graded are posted to Schoology and need a due date, being flexible for grading purposes when possible. By assigning a due date, the work will show up on the students' "upcoming" list and the Schoology calendar.
 - In an ***in-person*** environment, you may have some assignments that are formative in nature (exit ticket, center work) or collected by hand (journal entries, collages, "about me" pages, dioramas, etc.) or that are performance-based (presentation, singing, playing an instrument, etc.). These can be collected "offline" (i.e., not digitally). NOTE: At the elementary level, these types of assignments do not need to be posted or collected through Schoology.
 - In a ***remote*** learning environment, student work will be collected via Schoology. If this is not possible for a student, please contact your building administrator to discuss best equitable access options.
- Teachers will use the following folder system:
 - Class Information (may be combined with the Contact Information folder)
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 - Frequently Used Sites/Links + login information
 - "Week of" folder or "Unit/lesson" folder
 - Past work Quarter 1, etc.
- All resources and files posted are compatible for all students (i.e., if a home computer does not have Office 365, the student logging in through Schoology WILL have access to the WORD document, but a parent logging in will not).



Communication

- Personalize whenever possible, including using a photo of you for your Chrome, Schoology, and district email profiles.
- General parent communication from the teacher will occur weekly (i.e, newsletters, updates, etc.) and be sent through the “*send message*” option in Schoology. It works like an email.
- Individual parent communication continues to occur as needed and in the method that works best (email, phone, face-to-face, etc.).
- In a remote learning environment, regular communication to students and families regarding expectations for the week are posted prior to 6:00 p.m. on Sunday.

Remote Learning Environment: Students

- In a remote learning environment, establish a developmentally appropriate workload for students working at home. Learning times are approximate. Total workload, including synchronous and asynchronous learning, can equal a full school day. Remember that students work at different paces so times will vary.

Synchronous and/or Office Hour Minimums

- Grades PK-K:** 1-1.5 hours per day
 - Grades 1-3:** 2-2.5 hours per day
 - Grades 4-5:** 2.5-3 hours per day
 - Grades 6-12:** 3-4 hours per day
- If a child is receiving special education services, the IS will collaborate with the general education teacher(s) and therapists to help develop appropriate workload/SDI/therapy balance to keep within these developmentally appropriate guidelines of hours per day.
 - Equitable access to quality instruction - teachers need to track students who are not participating, determine if it is an accessibility or attendance issue, and notify their principal of the concern and of possible alternatives. The Principal will communicate technology access concern to the Technology Director.
 - All board policies regarding competency, granting credit, and promoting students to a grade level will be adhered to.



Remote Learning Environment: Teachers

- Teachers will report to their building for student remote learning unless otherwise directed.
- Teachers will follow contracted hours of 7.5 hours per day (-30 minutes for lunch) using their building hours.
- Administrators will have access to all lesson plans, either turned in to administrator or posted to Schoology.
- In a remote learning environment, teachers will meet with students for small and/or large group instruction. The number of small group meetings will vary depending on student needs.
 - Whole class meetings/instruction will be posted on Schoology in the corresponding “week of” or “unit/lesson” folder.
 - For small group instruction or Extra Time Extra Help (ETEh), video recordings will be assigned to those specific students.
 - Teachers will monitor student progress to determine the need for possible MTSS intervention.
- Student benchmarking will occur as usual for both in-person and remote students.
- In a remote learning environment, classroom teachers will provide accommodations and modifications for intervention students. Intervention specialists will only provide SDI in this environment.
- If a child is receiving special education services, the IS will collaborate with the general education teacher(s) and therapists to help develop appropriate workload/SDI/therapy balance to keep within these developmentally appropriate guidelines of hours per day.

Remote Learning Support

- District support for educators will be located in *The Panther’s Den*.
 - Abre: *The Panther’s Den* tile
 - Schoology: your staff group resources (left side when in the group)
- District-Supported Tech Tools: If you need to use a non-supported tech tool, please contact Lisa Kuhn (lkuhn@lmsdoh.org). An up-to-date list will be maintained in the Panther’s Den.

