



The purpose of this document is to provide best practices and expectations for brick-and-mortar schools and programs offering in-person instruction when students, cohorts, or an entire school respond to COVID-19 **outbreaks, public health orders, or executive state orders** by shifting to a temporary remote learning option, such as those described below.

Temporary Remote Learning Options in Response to COVID-19

Quarantine (Individual or Group--not an entire school)

These are short term or temporary instances when individual students or a group of students shift to 100% remote learning while quarantining.

100% Remote Learning Option for an Entire School (Temporary)

These are short term or temporary instances when an entire school shifts to a 100% remote learning option.

Hybrid Learning Option (Temporary)

“Hybrid learning” refers to brick-and-mortar schools that are implementing a combination of both in-person and remote learning as a response to COVID-19 outbreaks, public health orders, or executive state orders.

- For instance, a situation in which a district might implement hybrid learning in response to local public health guidance that requires physical distancing that is not possible without reducing the number of students in a school at any one time.

In a hybrid learning scenario, students access courses from a location other than the school building for part of the school week or school day, including when a school is offering “pod spaces” for students to do their remote learning with adult supervision and internet access, and in-person attendance for the other portion of the week or school day.

- An example would be students who are scheduled to receive both in-person and remote learning instruction based on an alternating schedule (i.e., A and B days, A and B weeks, etc.).

Expectations for Remote Learning Options

Prior to implementing a temporary remote learning option as a result to the COVID-19 pandemic, districts and schools must ensure that the following are in place:

- A local board of education policy or resolution that includes Remote Learning as a Result of the COVID-19 pandemic in its definition of educational process
- Board policy, resolution, or other governance documentation that describes acceptable ways in which synchronous and asynchronous teacher-pupil instruction and contact time may occur during remote learning
- Acceptable ways in which attendance/participation should be documented during remote learning

The district will ensure that all students who are participating in any of the temporary remote learning options will receive equitable instruction and services. Further, the district will ensure that, within the constraints of COVID-19, equitable and appropriate instruction will continue to be offered to those students requiring accommodations. This includes, but is not limited to: students with an Individualized Education Program (IEP) or an Advanced Learning Plan (ALP); students learning English; students from migrant families; students in foster care; and students experiencing homelessness. Considerations may also include targeted in-person services for students who require it. It is also important that students requiring accommodations are provided access to appropriate technology to receive individualized instruction as necessary.



Best Practices for Implementing a Remote Learning Option

It is recommended that each school have a plan in place for how remote learning will be temporarily implemented in the event it becomes necessary to shift from in-person learning. This plan should be communicated to all teachers, building staff, parents, and students. When developing this plan, the following should be considered:

- How the district or school will determine under what circumstances it will implement a temporary remote learning option, and how this will be communicated to the community (e.g., email, student/parent portal, etc.)
- How instruction will be delivered, either synchronously or asynchronously
 - District and schools are encouraged to provide some synchronous instruction weekly for each course.
 - If implementing a temporary 100% remote learning option, districts and schools should consider incorporating a minimum of 20% synchronous instruction per course, per week.
 - How devices will be distributed or the expectation for families to access devices during remote learning
 - Development of a remote learning bell schedule, which may or may not align with the “normal” bell schedule(s) for that school
- Expectations and training for staff members regarding the preparations for and implementation of all temporary remote learning options
 - For example: requiring teachers to post lesson plans and class syllabuses electronically and having students practice and use electronic resources during in-person instruction
- Expectations and training for family members and students regarding the preparations for and implementation of all temporary remote learning options
 - For example: ensuring students and families know how to access online instruction, submit assignments, access academic supports, request social/emotional supports, etc.

Synchronous and Asynchronous Learning

“**Synchronous learning**” is real-time teacher-to-student instruction.

- This could be in the form of whole class, small group, or one-on-one instruction.
- Examples include live-streaming classes (via Zoom, Google Meet, Microsoft Teams, Conference Calls, etc.), reading groups through a virtual platform, peer-to-peer breakout rooms, and other peer-to-peer learning activities, etc.

“**Asynchronous learning**” is teacher-to-student instruction that does not occur in real-time.

- Examples of asynchronous learning that involve daily teacher-to-student instruction for each course include, but are not limited to:
 - A recorded morning greeting, read aloud, and/or lesson where the teacher is modeling a strategy (e.g., a student was not able to attend synchronously at the scheduled time and views the recording at a different time)
 - Discussion board activity where students contribute to a teacher-facilitated class discussion at different times.
 - Use of a choice board in which a student can choose how they will demonstrate learning of a concept (done independently but tied to the overall instruction with follow-up from the teacher).
 - Virtual field trip (tied to content) where students can participate at different times.
 - Completion of work, a quiz, or a test that is meaningful and tied to content.
 - Offline work that is facilitated by a teacher who has provided instruction and then releases the students to practice a skill or complete a project, then gathers students together to conclude the lesson or meets individually (similar to a “writing workshop” in an in-person class).



- Below are some examples of activities that, **if provided in isolation**, do **not** meet the definition of remote learning for the purposes of the Temporary Remote Learning Options:
 - Posting assignments in Google classroom, or other platform, and giving students an entire day to work independently to complete and turn-in the assignments. Further, if the student needs assistance, they are expected to email the teacher who then has 24 hours to respond.
 - Students are provided a link to an app and told to “practice” (such as math facts, a reading app, etc.)
 - Asking students to watch YouTube videos to supplant teacher instruction.
 - Providing a digital curriculum with pre-recorded videos that the student clicks through at their own pace (i.e., the digital curriculum is being relied upon wholly to “instruct” the students.)

Data Reporting Requirements

In the event an entire school is forced to shift from in-person learning to the temporary 100% remote learning option as a result of responding to COVID-19 health and safety concerns, the district will be expected to report the total number of whole and partial days the entire school was participating in remote learning. Districts will report this information in the Report Card March periodic collection within the Data Pipeline.

- Exclude days when the school was forced to switch from in-person to remote learning as a result of emergency school closures (i.e., due to severe weather or an emergency facilities issue such as a water leak).
- Also exclude days when only a portion of the school community was forced to switch to remote learning, for instance due to the quarantine of a cohort of students.

Resources

[COVID-19 Resources for Schools](#)

[COVID-19 Resources for Charter Schools](#)

[Hybrid Learning Resources](#)

[Remote Learning Guidance and Supports](#)