

PHS Guide to Remote Learning

Princeton High School Guide to Remote Learning

2020-2021

[Parent Letter \(Important Information!\)](#)

[Building your daily agenda as a remote learner \(video\)](#)

[RL Agenda Template \(For students to plan out their day\)](#)

Attendance

- Students are expected to log into lessons starting at 7:15 am daily.
- Per the Ohio Department of Education (ODE) attendance in a remote learning model will consist of:
 - Teacher-led remote learning live learning sessions (synchronous)
 - Self-directed remote learning activities (asynchronous) with evidence of participation through a combination of:
 - Completion of assignments by due date
 - Daily logins/posts to Google Classroom
 - Communication with teacher(s) outside of the live learning sessions (synchronous) such as messages through Google Classroom, emails, telephone calls, video chats or other formats that enable teachers to engage with students outside of the live learning session.
 - Engagement time in digital learning resources (e.g. Edgenuity, programs access through the [Clever portal](#))
- Attendance will be taken by the teacher during the live lesson. If your child cannot attend the live virtual lesson they must watch the recorded live session and provide evidence to the teacher that the video was reviewed. The teacher will determine what that evidence looks like.
- Parents must email the teacher if their student is unable to attend the live sessions.
- Daily attendance is expected and will be reported by teachers weekly to allow for assignment completion and viewing of recorded sessions.
- Excessive Absenteeism: according to district policy, a student who *“is absent from school with combined non medical excused absences and unexcused absences in excess of thirty-eight (38) or more hours in one (1) school month, or sixty-five (65) or more hours in a school year, that student is considered ‘excessively absent’ from school.”* The district will notify the parent/guardian, in writing, when a student has reached the level of excessive absenteeism as defined above.
- Habitually Truant: according to district policy, *“ a student will be considered habitually truant if the student is of compulsory school age and absent without a legitimate excuse for thirty (30) or more consecutive hour, for forty-two (42) or more hours in one(1) school month, or for seventy-two (72) or more hours in one (1) school year.”* The principal shall assign the student to an absence intervention team within ten (10) days of a student becoming habitually truant.

Student Engagement

- Students are expected to attend and participate in live sessions by either asking or answering questions.
 - This can also be done using the chat feature if students are not comfortable speaking up during a live session.
 - Interactions between the student and teacher as well as between students should always remain positive as we are all navigating through remote learning together.
- Students should notify their teacher when they cannot attend the live session and follow up with the teacher after they watch the recording to provide evidence that the recording was viewed and work was completed.
- When viewing live sessions students should keep their audio on mute unless asking or answering a question.
- Our preference is for students to keep their video on when possible so teachers can monitor engagement. Students who have their video turned off should demonstrate participation by either using audio, the chat feature and/or completing the live session activity. Students and parents with concerns about using video for the live lesson should contact the teacher.
- Students should find a quiet place to view live sessions and complete independent work so they can focus on their education.
- Students should refrain from moving around the room if possible when attending live sessions so that other students are not distracted.
- We encourage students to reach out to their teachers via email to set up individual sessions if they need additional support. Teachers/Counselors will also be working to set up small group and individual sessions when appropriate to make sure our student's needs are being met both academically as well as socially and emotionally.

Substitute Teachers in the Remote Learning Model

- In the event that your child's remote teacher is absent please check email and Google Classroom for the instructional activity for that day.

Learning Management System

- All teachers will use Google Classroom to:
 - Post weekly agenda that will include assignments, due dates and assessment dates.
 - Attach links to live zoom/google meets lessons
 - Attach recordings of live sessions or other instructional videos or resources.
- Some teachers may also use Remind as a communication tool that can be accessed from parent cell phones.

Parent Support

- Weekly assignments will be provided no later than Monday morning at 8:00 am unless Monday is a holiday and then the weekly agenda will be emailed on Tuesday by 8:00 am.
- Teachers will provide a virtual orientation opportunity for parents. Please check email for more information.
- Teachers will have daily office hours to respond to student and parent questions. These office hours will be communicated to students and families at the start of the school year.

- Teachers will work through department heads and building administration to coordinate material pick-up at the start of September to provide learning materials to support learning at home (this may not be necessary for every course).
- District will provide videos to help students learn to use Google Classroom. [Videos are available online](#) and new videos will be released on Friday, August 21
- Parent/Teacher conferences will be held September 16

Technology Support

- If the assigned teacher is not able to answer your technology questions, please contact the district technology hotline at 864-1162.
- Grade 6-12 remote students who need access to a Chromebook and or wifi, should also contact the district technology helpline at 864-1162.