

4TH MARKING PERIOD REMOTE LEARNING GUIDE FOR PARENTS



Guiding Principles for Remote Learning

- Focus on Accessibility
 - Prioritize essential skills and critical concepts
 - Flexibility and adaptability
 - Support students, families, teachers and administrators
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This guiding document provides details regarding the path forward for the 4th marking period. Revisit the [Parent Guide to Remote Learning](#) for additional details that were previously shared.

Content Delivery

- Students will be engaged in meaningful and productive learning opportunities. We will focus on critical knowledge, essential skills and concepts within the appropriate grade level/content standards as suggested in the [Delaware Department of Education Guidance](#).
 - Standards in most content areas span across the school year and are cyclical in nature.
 - Teachers will prioritize critical standards that students need to know before the end of the school year.
- Students will be provided an opportunity to have skills reinforced while being provided with extension and enrichment activities to deepen their learning by applying concepts in new contexts.
 - Many of the critical concepts and essential skills are hit multiple times during the year, we would also like to provide students new contexts in which to apply them. This does not mean that teachers will finish everything in their pacing guide. On the contrary, with a focus on deepening the standards, instruction will be expanded and extended, ensuring students move forward in their learning.
- Learning paths will be individualized based on the specific class and student readiness to progress forward.
 - Some of our online learning resources are adaptive and will naturally develop individualized learning paths (Dreambox, Imagine

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Learning, Apex Learning, Khan Academy, etc.)

- College Board is providing learning resources for AP courses through AP Live.
 - AP review classes are available through AP Live on YouTube that students can attend for free. Each class will be recorded and available on-demand so students can access them at any time.
 - The classes will focus on reviewing the skills and concepts from the first 75% of the course. There will also be supplementary lessons including topics from the final 25% of the course.

Technology Use Expectations

- Philosophical Basis: Students must adhere to the [District's Acceptable Use Policy Section 5.2](#) (which incorporates the State policy), before they may make use of District technology, including Internet access.
- Students have the responsibility:
 - To respect the rights and computer property of others and not improperly access, damage, mistreat, and misrepresent misuse files, data, or any other computer related information of any user.
 - To use technology responsibly and in accordance with the guidelines in the BSD Acceptable Use Policy.
 - To not share or compromise personal or another user's account information with anyone.
 - To protect all District technology equipment from potential damaging substances (such as food, drink, gum, etc.).
 - To adhere to copyright laws and to not download or install any unauthorized software product.
 - To be responsible for backing up my critical documents and files.
 - To be responsible for preventing and protecting against viruses on Brandywine School District's computer equipment.

Attendance

- Attendance will be monitored based on student engagement with the remote learning materials.

Assignment Feedback

- Having weekly assignments and video check-ins are all ways to assess learning.

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- **Beginning the week of 4/13, Teacher-Led Learning assignments for the week will be posted each Monday by 8 am and students will be expected to complete posted assignments by the following Monday no later than 8 am.**
- Teachers will provide students with feedback on work completed in grades PK-12.
- Completed assignments will also receive a grade of O/S/N in grades 6-12.
 - O= outstanding (outstanding quality of work submitted)
 - S= satisfactory (submitted work)
 - N= no grade (no submitted work)

End of 4th Marking Period Grading

We recognize that we can not institute traditional grading practices during these unprecedented times. Since teachers will be providing feedback on a regular basis, we will not be distributing interims during the 4th marking period.

Grades PK-5

- Students in grades PK-5 will receive a written narrative providing feedback on students' learning for the 4th marking period.

Grades 6-12

Our 4th marking period grading structure will only help to improve students' final grades. Students will have an opportunity to demonstrate mastery of standards during the 4th marking period in an effort to improve their course grade. The final grade will reflect all four marking period grades and will be reported as a single letter grade.

- There will be no final exams for students in grades 6-12.
- There will be no honor roll for the 4th marking period.
- Students in grades 6-12 will receive a grade of O/S/N for the 4th marking period.
- Final grades for courses will be weighted heavily on marking periods 1 through 3 in grades 6-12. Grades 9-12 will also include midterms.

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- The 4th marking period will be used in a value add model for students in grades 6-12.
 - Calculations were run using 3 years worth of data to determine how much the 4th marking period impacted students' grades. In a 4.0 grading system the average impact was +/- 0.4 after averaging the GPA at the end of 3rd marking period. Therefore, the 4th marking period value added for an S (satisfactory) would equate to +0.4 in a students' GPA.

4th Marking Period Value Add		
O = +0.5	S = +0.4	N = +0.2

- When viewing your student's 3rd marking period report card GPA/Grade you can add the value add equivalents above to estimate final GPA/Grade.
 - When calculating the GPA/Grade for a student for each course, please remember the following:

Grade	Quality Points
A	4
B	3
C	2
D	1
F	0

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High School Example:

	1st Marking Period	2nd Marking Period	Midterm	3rd Marking Period		4th Marking Period	Final GPA	Final Grade
Traditional Grading	22.5%	22.5%	10%	22.5%		22.5%		
	A	B	B	A	GPA after 3rd MKPD 3.60	A	3.68	A
Remote Learning	30%	30%	10%	30%		Value Add +		
	A	B	B	A	GPA after 3rd MKPD 3.60	O	4.10	A

Middle School Example:

	1st Marking Period	2nd Marking Period	3rd Marking Period		4th Marking Period	Final Grade
Traditional Grading	25%	25%	25%		25%	
	B	B	C	Grade After 3rd MKPD B	B	B
Remote Learning	33.33%	33.33%	33.33%		Value Add +	
	B	B	C	Grade After 3rd MKPD B	S	B

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Remote Learning Day

- The following guidelines are for consideration when planning your student’s day.
- **The expectation is that students engage in the Teacher-Led Learning activities.**
- These are suggestions and should be adjusted as needed by families to meet the individual student’s needs. Suggested times do not need to be continuous; they may be chunked into shorter time frames as needed. It is recommended that students have ample time for brain breaks and stretching.

PRESCHOOL & ELEMENTARY SAMPLE LEARNING DAY			
Grade	Teacher-Led Learning	Supplemental Learning Activities	Nutrition and Wellness
	Structured grade-level learning directed and supported by the teacher (core content materials)	Learning opportunities through parent choice, but not mandatory (Additional examples of supplemental learning resources provided below.)	Breakfast/lunch/snack and Recess/play
PK	30 Minutes (three 10-minute videos)	1 hour suggested	2 hours suggested (woven into the day as best fits)
	Learning includes, but is not limited to: <ul style="list-style-type: none"> ● Morning Circle ● Read Aloud (literacy) ● Math ● Social-Emotional Learning ● Handwriting ● Science/Social Studies embedded 	<ul style="list-style-type: none"> ● Imaginative play ● Creative arts (drawing/painting) ● Music and movement ● Fine/Gross motor activities ● Counting/sorting ● Board games, puzzles ● Virtual Museum Tours ● Virtual Zoo Field Trips ● Watching educational programs on public television ● Talk time (allow students to talk about how they are feeling and 	Healthy Minds <ul style="list-style-type: none"> ● Refer to our newsletter on the website Meal Time <ul style="list-style-type: none"> ● Schedule routine times ● Integrate handwashing ● Invite children to help ● Connect/talk during meals Outdoor Play <ul style="list-style-type: none"> ● Walk together ● Outdoor exploration ● Exercise

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		ask questions)	<ul style="list-style-type: none"> ● Ride bikes ● Sidewalk chalk drawing Quiet Time <ul style="list-style-type: none"> ● Resting/napping ● Listening to calm music
K-2	45 Minutes (10-15 minute blocks of time)	1-2 hours suggested	2 hours suggested (woven into the day as best fits)
	<p>Learning includes, but is not limited to:</p> <ul style="list-style-type: none"> ● Reading/Writing ● Math ● P.E., Art, Music, etc. ● Social-Emotional Learning ● Science/Social Studies embedded <p>Special Education services will be embedded within the lesson or may be provided in a pull-out format.</p> <p>Work can be completed through online resources or paper and pencil, as assigned by the teacher.</p>	<ul style="list-style-type: none"> ● Differentiation Instruction (DI) <ul style="list-style-type: none"> ○ Provided in Schoology ● Journalling (write/draw) ● 15 minutes of independent reading (books of student choice) ● Counting and sorting ● Math facts review ● Arts and crafts ● Board games, puzzles, etc. ● Listening to music ● Drama, acting, singing ● Virtual Museum Tours ● Virtual Zoo Field Trips ● Internet Safety videos ● Watching educational programs on public television ● Talk time (allow students to talk about how they are feeling and ask questions) 	<p>Healthy Minds</p> <ul style="list-style-type: none"> ● Refer to our newsletter on the website <p>Meal Time</p> <ul style="list-style-type: none"> ● Schedule routine times ● Integrate handwashing ● Invite children to help ● Connect/talk during meals <p>Outdoor Play</p> <ul style="list-style-type: none"> ● Walk together ● Outdoor exploration ● Exercise ● Ride bikes ● Jump rope ● Sidewalk chalk drawing <p>Quiet Time</p> <ul style="list-style-type: none"> ● Resting/napping ● Listening to calm music
3-5	60-90 Minutes (10-15 minute blocks of time)	1-2 hours suggested	2 hours suggested (woven into the day as best fits)
	<p>Learning includes, but is not limited to:</p> <ul style="list-style-type: none"> ● Reading/Writing ● Math ● P.E., Art, Music, etc. ● Social-Emotional Learning 	<ul style="list-style-type: none"> ● Differentiation Instruction (DI) <ul style="list-style-type: none"> ○ Provided in Schoology ● Journalling ● 20 minutes of independent reading (books of student choice) 	<p>Healthy Minds</p> <ul style="list-style-type: none"> ● Refer to our newsletter on the website <p>Meal Time</p> <ul style="list-style-type: none"> ● Schedule routine times

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<ul style="list-style-type: none"> ● Science/Social Studies embedded <p>Special Education services will be embedded within the lesson or may be provided in a pull-out format.</p> <p>Work can be completed through online resources or paper and pencil, as assigned by the teacher.</p>	<ul style="list-style-type: none"> ● Math facts review ● Finding and counting patterns ● Measuring (around the house, for cooking) ● Create and solve story problems ● Arts and crafts ● Board games, puzzles, etc. ● Listening to music ● Drama, acting, singing ● Internet Safety Videos ● Virtual Museum Tours ● Virtual Zoo Field Trips ● Watching educational programs on public television ● Talk time (allow students to talk about how they are feeling and ask questions) 	<ul style="list-style-type: none"> ● Integrate handwashing ● Invite children to help ● Connect/talk during meals <p>Outdoor Play</p> <ul style="list-style-type: none"> ● Walks ● Exercise ● Ride bikes ● Jump rope ● Sidewalk chalk drawing ● Independent sports practice <p>Quiet Time</p> <ul style="list-style-type: none"> ● Resting/napping ● Listening to calm music
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SECONDARY SAMPLE LEARNING DAY

Grade	Teacher-Led Learning	Supplemental Learning Activities	Nutrition and Wellness
	Structured grade-level learning directed and supported by the teacher (essential course materials)	Learning opportunities through parent choice, but not mandatory (Additional examples of supplemental learning resources provided below.)	Breakfast/lunch/snack and Recess/play
6-12	3 hours (45 minutes for each block)	1 hour suggested	2 hours suggested (woven into the day as best fits)
	<p>Learning includes, but is not limited to:</p> <ul style="list-style-type: none"> ● Reading/Writing ● Reviewing class notes/online lectures ● Practice activities ● Discussion boards 	<ul style="list-style-type: none"> ● 30-60 minutes of reading or listening to audio books ● Independent research ● Plan for post-secondary with activities such as: 	<p>Healthy Minds</p> <ul style="list-style-type: none"> ● Refer to our newsletter on the website <p>Meal Time</p> <ul style="list-style-type: none"> ● Meal planning, cooking,

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	<ul style="list-style-type: none"> ● Online Resources ● Content based activities <p>Special Education services will be embedded within the lesson or may be provided in a pull-out format.</p> <p>Work can be completed through online resources or paper and pencil, as assigned by the teacher.</p>	<ul style="list-style-type: none"> ○ Research careers ○ Explore scholarships opportunities ○ Investigate colleges and/or apprenticeships or other post-secondary programs <ul style="list-style-type: none"> ● Draft college or scholarship essays ● Plan for SAT/ACT- take a practice exam ● Engage in problem solving activities ● Board games, puzzles, cards ● Create and solve story problems ● Sewing, knitting, crafting ● Reading to younger siblings ● Math facts review ● Drawing or creating art ● Making music ● Creating videos ● Journaling, creative writing ● Interview a family member to learn about family history ● Identify & solve a local problem or challenge (family, neighborhood, school community, etc.) ● Learning from educational programs, podcasts, documentaries, or public television 	<p>cleaning up</p> <ul style="list-style-type: none"> ● Cooking and modifying recipes (doubling or tripling) ● Integrate handwashing ● Connect/talk during meals <p>Physical Wellness Activities:</p> <ul style="list-style-type: none"> ● Walking ● Jogging ● Riding bikes, skateboards, etc. ● Jumping rope ● Workout ● Practicing mindfulness; yoga/stretching ● Independent sports practice
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18-21 Program	2-3 hours	1-2 hours suggested	2 hours suggested (woven into the day as best fits)
	<p>Learning includes, but is not limited to:</p> <ul style="list-style-type: none"> ● Vocational training/tasks ● Web-based training of job skills ● Resume Building ● Independent Living Skills Instruction ● Recreation/Leisure Training 	<ul style="list-style-type: none"> ● 30-60 minutes of reading or listening to audio books ● Plan for post-secondary/transition activities such as: <ul style="list-style-type: none"> ○ Research post-secondary goal ○ Explore vocational opportunities ○ Investigate colleges and/or apprenticeships or other post-secondary programs ● Work on transition activities outlined in Individual Education Plan ● Board games, puzzles, cards ● Sewing, knitting, crafting ● Reading to younger siblings ● Math facts review ● Drawing or creating art ● Making music ● Creating videos ● Journaling, creative writing ● Interview a family member to learn about family history ● Identify & solve a local problem or challenge (family, neighborhood, school community, etc.) ● Learning from educational programs, podcasts, documentaries, or public television 	<p>Healthy Minds</p> <ul style="list-style-type: none"> ● Refer to our newsletter on the website for <p>Meal Time</p> <ul style="list-style-type: none"> ● Meal planning, cooking, cleaning up ● Cooking (following step-by-step directions) ● Integrate handwashing ● Connect/talk during meals <p>Physical Wellness Activities:</p> <ul style="list-style-type: none"> ● Walking ● Jogging ● Riding bikes, skateboards, etc. ● Jumping rope ● Workout ● Practicing mindfulness; yoga/stretching ● Independent sports practice

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Supplemental Learning Resource Examples (click on the links below)

[Move This World](#): Social-emotional learning videos for home

[PBS Kids](#): You can find games, activities and videos designed for Pre-K through Grade 2

[GoNoodle](#): Good Energy at Home is a free online resource that provides tons of ways for kids and families to be active, stay mindful, and keep on learning!

[Kaplan Live](#): Tune into Kaplan Live for easy and fun activities, creative arts & crafts, and helpful tips & strategies to champion learning through play. Streaming service and recording is free of charge. Simply sign up to enjoy unlimited access.

[NetSmartz](#): These differentiated video series present digital safety lessons in a fun and age-appropriate manner. Younger audiences learn with Nettie, Webster, and Clicky, the internet safety robot, while tweens engage with the animated cast of NS High. For teens, real-life stories and interviews with teenagers across the country provide the basis for real-world learning.

[Pure Edge](#): Family Brain Breaks and PE Mindful Movement videos

[Stop Bullying](#): Videos to help students understand what bullying is and how to handle situations.

[iKeepSafe](#): Meet Faux Paw, an adventurous six-toed cat who loves technology. These fun books teach rules to promote the safe and healthy use of digital devices. Read or watch Faux Paw's adventures using links below each book's description.

[Virtual Field Trips](#): Field trip out of the question? Think again. Thanks to technology, it's now possible for kids to visit all kinds of places from the comfort of their classroom (or home!). We've compiled a list of the best virtual field trips for you, so enjoy your "visit"!

[Movement Videos \(Popasugar\)](#): Take a Brain Break With These 11 YouTube Channels With Movement-Encouraging Videos For Kids

[WHYY](#): WHYY has expanded their lineup of children's programming for Pre-K to 2nd Grade students on their main channel from 6AM to 6PM! Half of their broadcast day is now dedicated to educating and entertaining curious young minds in our region.

[Cooking with Kids \(Food Network\)](#): Get the little ones involved in the kitchen with simple, kid-friendly recipes and ideas.