

# tual Learning **Building Independent Learners**





## **About this Resource**

Managing work, family, and school is a very difficult balancing act. While students continue to learn virtually from home, we created this resource highlighting strategies and templates you can use today to make virtual learning more manageable for your family.

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## **Creating a Schedule**

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### **For Students:**



- $\,\circ\,$  Create a schedule that follows their school's schedule.
- Creating a consistent routine is important for children.
- o Plan for Breaks:
  - Make sure children take a break from any screen during this time.
  - Use breaks and free-time to promote physical activities.

#### **CREATE YOUR SCHEDULE:**

Create a schedule in the space below. Create a schedule that aligns with your child's school and allows you to maximize your own time.

Times:	Monday	Tuesday	Wendesday	Thursday	Friday



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## **Creating Clear Expectations**





#### **Create a Contract:**

#### These contracts should include:

- The days & times students are expected to participate.
- Rules your child(ren) must follow.
- Clear consequences for breaking the rules.
- An agreement between parent/guardian and child.

#### **Establishing an Agreement**

Having clear list of expectations is useful for creating consistency and accountability for your child.

Use the space below to create goals, rules, consequences, and incentives for your students while learning virtually. Create a separate contract for each child.

Make you and your scholar **understand and agree** to the contract you create and sign (or write their name).

#### As a student, I agree to:

As a <u>parent/guardian</u>, I agree to:

If you and your child agree, sign (or write) your names below:

Parent Signature

Student Name or Signature

Date



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## **Creating Clear Expectations**





### **Having Daily Check-Ins:**

#### If you are unable to sit with your child while virtually learning:

- Set a goal for checking in with vour scholar 3 – 5 times a day.
- Use these times to check on how your child is feeling.
- Glows & Grows: What went well. what could have gone better.
- Use this time to for positive reinforcement.

#### Morning Check-In: Setting Goals

Check in with your child before school starts to set goals for the day. For elementary aged children, focus on 1 goal. For middle school students, focus on 1 - 3 attainable goals.

#### **Daily Goals:**

#### Lunch Check-In: Glows & Grows

If you can, check-in with your child during lunch time. Use this time to have a positive conversation with your child about their day so far. Are they meeting the goals they set in the morning? What can they improve on?

Glows: What is going well?

Grows: What could you do better?

### Afternoon Check-in: How was your day?

After school is complete, check in with your child about how their day went. Discuss what they learned in school, and what they enjoyed. Be sure to ask what homework they have and when those assignments are due. Use this time to ask them if they met their goals for the day.

#### What did you learn?

#### What assignments are due tomorrow?



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## **Creating a Learning Space**





- $\circ$  Set up a space specifically for learning at a desk or table.
- Minimize distractions: avoid highly populated areas.
- Try to put up academic resources on walls (ex: word / number chart)
- Create separate spaces for physical activity, quiet time, and eating.

#### **CREATE YOUR BLUE PRINT:**

Use the space below to make a blueprint of your learning space. Draw a diagram of available rooms.



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## **Communicating with Your School**



### **General Support:**

0	The Registrar or Secretary will often be your point of contact for
	attendance related issues.

• The school's principal, assistant principals, or deans may be able to provide you with more resources.

#### Find Your Schools' Contact Information:

Before you can plan a schedule, you should get the contact information for your student's school. From attendance related issues to academic support, it is helpful to have the contact information for the following positions:

- Registrar
- Secretary

- Principal
- Assistant Principal / Dean

### **Behavioral / Emotional Support:**



- Coordinating with your students' counselors will provide them important mental health supports.
- If your student has a social worker in school, having their contact information may be helpful for extra support.

#### **Counselor / Social Worker Contact Information:**

Insert the contact information for all your student's counselors or social workers. It is important to have mental health supports for your students in addition to academic support.

Enter the contact information for your school below:

Contact Name:	Position:	Phone:	Email:



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## **Communicating with Your School**



### **Academic Support:**

- You can work with the teachers to provide extra materials or support that is aligned with virtual instruction.
- If your student has an IEP, or a 504 Plan, coordinating with the school's special education coordinator would be helpful.

#### **Teacher Contact Information:**

Get the contact information for all of your students' teachers. Insert the contact information for all teachers below:

Teacher Name:	Position:	Phone:	Email:



### For DC Public School (DCPS) Students:

DC Public Schools is DC's largest Local Education Agency (LEA). All DCPS schools follow the same policies. The following information can be used to receive help regarding your child's DCPS school.

#### Technology Assistance:

#### DCPS School Profiles: & (202) 328-2660 https://profiles.dcps.dc.gov/

## For Public Charter School (PSC) Students:

There are more than 60 Charter LEAs in DC. Public charter schools have their own policies related to technology distribution, support, and attendance. Use the *DC Public Charter School Board's* school directory to find your schools contact information to learn more about your child's specific school.

#### **DC Public Charter School Board:**

Section (202) 328-2660

https://dcpcsb.org/

#### **PCS School Profiles:**

<a>⟨202⟩ 328-2660</a><a>⊨ https://dcpcsb.org/school-profiles</a>

## For All DC Students:

The government of the District of Columbia provides various information, resources, and services to all families at no cost.

#### **Information Related to COVID-19:**

- https://dchealth.dc.gov
- https://coronavirus.dc.gov

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#### Conflict Resolution: Office of the Ombudsman for Public Education & (202) 741-0886 # https://educationombudsman.dc.gov/

Additional Support: DC State Board of Education (202) 741-0888 <u>https://sboe.dc.gov/</u>



## **Special Education Support Services:**

#### **OSSE: Special Education Resource Hub**

The Office of the State Superintendent of Education (OSSE) created this resource to help parents and families of students with disabilities get answers to their questions regarding special education.

- Section (202)727-6436
- La https://osse.dc.gov/page/special-education-resource-hub-what-families-students-need-know-year

## **Mental & Behavioral Health**

#### **ACCESS Helpline:**

The Access HelpLine is the easiest way to get connected to services provided by the Department of Behavioral Health and its certified behavioral health care providers.

- \$\low\$ 1(888) 793-4357
- https://dbh.dc.gov/service/access-helpline

#### Children and Adolescent Mobile Psychiatric Service (CHAMPS):

CHAMPS is an emergency response service for children, teenagers and adolescent adults who are having a mental health or behavioral health crisis.

- Section (202) 481-1440
- https://www.catholiccharitiesdc.org/ChAMPS/

## **Contact Us:**

For additional information & support related to public school education here in DC, please contact us using any form of communication listed below:

Phone: (202)741-4692 Email: student.advocate@dc.gov Website: https://studentadvocate.dc.gov

