



Remote Learning 2.0 Checklist

Planning with Experience as Our Best Teacher

Lessons learned from spring 2020 identified areas that required attention if remote learning was part of our future normal. The following questions are provided as a checklist to assess the current landscape of the district and take into account as decisions are being made to scale remote learning options for learners. Our guiding principles remain the same: accelerate learning, prioritize equity, and practice an asset-based mindset.



The top 10 questions required for our success include:

- Do I have a system to track student engagement and attendance daily?**

We learned that disengagement gets worse the longer there is little or no contact between staff. Are my staff able to communicate in the native language of the families we serve?
- Are families assured that community or childcare centers have access to Wi-Fi?**

In cases where this was planned and coordinated between families and care providers, student access to district provided core instruction was best.
- Are all learners connected? Are Wi-Fi hotspots distributed and connected?**

For districts that received hotspots, having them set up and tested before they are needed will ensure better access to remote learning.
- Are meal options clear to families?**

Clear communication on meal distribution can reduce student hunger. Early planning and communication is vital for the winter months.
- Do all students have access to high quality curricular content?**

We learned in the spring that access to quality instruction took weeks for some learners. Prioritize the preparation of curricula materials and to minimize gaps in experiences for our students in CT.
- Do learning schedules prioritize time in core subjects, including synchronous and asynchronous learning?**

We learned from districts that leveraging core digital tools to support the balance of synchronous and asynchronous learning was
- Are learning plans predictable, consistent, and accessible for students, families, and educators?**

Student schedules have consistent start, end, and break/lunch times each day. Families have access to the materials and supports that students need to learn.
- Is Social Emotional Learning embedded in my remote learning plan?**

Students' emotional health required specific strategies aimed at SEL in the spring. During the winter months, where it darkens earlier and most activities are indoors, the needs will be greater.
- Do learners and families have access to dedicated support for their wellness, social-emotional learning, and relationship-building?**

We heard from districts the benefits of assigning educators to specific students for "care team" check-ins or daily advisory time for personalized academic and social emotional support with a consistent adult.
- Are educators' roles clearly defined?**

Clear expectations and opportunities for supports and check-ins should exist for paraeducators, climate staff, and all other educators that are not classroom teachers. Ensuring clarity in expectations increases the likelihood that student needs will be met during remote instruction.

a key component of success. Communicating why, how and who of each tool in different ways and languages can create network of support and increase understanding.