

DISTANCE LEARNING: VIRTUAL INSTRUCTION BY EXCELLENCE (VIBE) OVERVIEW

The Virtual Instruction By Excellence (VIBE) program is set up as a Distance Learning environment. All of the classes are taken remotely while instruction, and other educational services are provided virtually. Learning schedules are developed by individual families and Special Education services are scheduled based on student need in concert with the Special Education teacher.

K12 is the curriculum provider for VIBE. All courses can be accessed electronically through K12's digital platforms. Any materials needed for a course that are not digital are sent to students during the enrollment process.

Students should remain in contact with their teachers and learning coaches. They should monitor posts within their courses and also checking the email account used to register with VIBE.

Schedule

Determined by student.

Role of Parents

As a parent of Learning Center students, we ask for the following support:

- Monitor K12 course updates and be sure to check in with your child daily about the distance learning tasks, activities, and assessments they are working on.
- Designate a place where your child will work independently on his/her assigned tasks.
- Ask your child to provide a brief summary of the learning he/she is engaging in for each class to ensure their understanding of the content and of the process they are being asked to engage in to demonstrate their learning.
- Ask your child about their deadline calendar and support them, as needed, in submitting assignments according to the established deadlines.
- Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support. Our faculty will be on hand to help and support you in a timely manner.

VIBE Distance Learning Plan

Content and Timing:

- Total on-task time should average 1 hour/day/class
- Students will be provided with a clear learning target for each class to ensure they know what learning they need to accomplish each day. The daily learning target will ensure continuity of learning that is clearly connected to their learning in prior classes and the classes following.

Asynchronous Interactions:

- Daily learning targets, lessons, and materials will be posted in K12 course.
- Teachers will design learning in multiple tasks that complement each other in the development of understanding.
- Teachers will provide video and/or screencast to introduce the lesson and/or to provide instructions.
- Teacher will provide an estimated duration for all learning activities.
- Students may be expected to participate in discussion posts.
- Deadlines will be flexible to accommodate students.
- Resources needed will not require streaming/downloaded files that are excessively large.
- Teachers will clarify in advance how students should contact them if they need assistance and will respond in a timely manner to all student inquiries on weekdays usually within 24 hours.

Synchronous Interactions:

- Students will engage in synchronous, or real-time, engagement with their teachers and classmates using the K12 platform.
- Teachers will engage in real-time with students in the following ways:
 - **Individual:** Students request help by making appointments with their teachers, or learning coach at an agreed time.
 - **Scheduled Office Hours:** Students can join office hours to ask questions or discuss learning with their teachers and classmates during specific times established by teachers.

- **Small Groups:** Teachers may create cooperative learning groups for students to work together on projects or assignments.

Assessment and Progress Monitoring:

- Teachers will use a variety of assessment tasks to inform instruction, improve learning, and report on student achievement.
- Teachers will design assessment instruments and create environments that assist students in making good choices related to issues of integrity. This could include:
 - Developing a class honor code;
 - Establishing clear expectations and guidelines for use of sources and collaboration and including them as part of the assessment task;
 - Post-assessment authentication through student reflection or teacher: student dialogue; or
 - Creating assessments that allow for student choice and development for how they will demonstrate learning.
 - Set time limits for completing online assessments.
- Non-graded formative and practice tasks:
 - Students must complete assigned non-graded assessments that provide a check for understanding. These may include (but are not limited to) discussions, forms, polls, reflections in K12.
 - Teachers monitor student progress with ongoing and regular feedback.
 - Teachers will determine when summative assessments are administered based on the data collected from formative assessments.
 - Late submissions of formative assessments may not always receive feedback or comparably thorough feedback if additional opportunities for feedback related to the unit objectives are available, students are best served to focus on current assignments to move forward in the learning process, or the submission of late work is not in direct relation to the current unit of study or the nearest upcoming summative assessment.
 - Teachers will actively engage with the student, parents, counselor(s), learning specialist(s) (SpEd, EL Teachers) and School Administration to support students who are not producing evidence of learning during a unit of study using K12 posts, email, texts, and phone calls.
- Graded summative tasks:
 - Students must complete assigned graded assessments to measure progress against learning targets. These may include (but are not limited to) electronic portfolios, electronic quizzes/tests, writing assignments, and projects.
 - Graded summative tasks that are performance-based will include a rubric and/or other forms of scoring criteria shared with students as part of the task overview.
 - Clear instructions on where/how to turn in assignments will be provided to students.

The ISD518 Learning Plan was modeled after the [SAS Distance Learning Plan](#).