Worthington ISD518 Distance Learning Plan

INTRODUCTION

The mission of Independent School District 518 is to ensure *All Learners will be Successful Citizens in the Future*. The Distance Learning experience aligns with the mission via an alternate mode of delivery. The success of the Distance Learning endeavor is dependent on careful planning by our dedicated staff. The purpose of this document is to outline how students will receive an equitable and purposeful education via a distance learning model.

TO NAVIGATE TO THE SECTION IN THE DOCUMENT – CLICK ON THE LINKS BELOW

SPECIAL EDUCATION (SPED)
ENGLISH LEARNERS (EL)
HOMELESSNESS OR HOUSING INSTABILITY
PRAIRIE ELEMENTARY SCHOOL
MIDDLE SCHOOL
HIGH SCHOOL
LEARNING CENTER
VIRTUAL INSTRUCTION BY EXCELLENCE

DISTANCE LEARNING PLATFORMS AT ISD 518

The following Online Platforms are the communication tools used to contact and communicate with ISD518 families, PreK-12.

1. ShoutPoint, District Website, the District Facebook page, and student and parent email are the communication tools used to contact and communicate with ISD518 families, PreK-12.
2. Elementary School Distance Learning Platforms (K-4): SeeSaw, Zoom
3. Middle School, High School, and ALC Distance Learning Platforms (5-12): Schoology, Zoom
4. Staff online collaboration platforms for remote instructional planning: Google Hangout, Zoom

In addition to the above resources, we encourage faculty, students, and parents to email technology@isd518.net or call the IT Helpline @ 507.727.1127 for any tech related questions. This email account and phone number are managed by our Tech Support Team.

OVERALL EQUITY CONSIDERATIONS

The district is made up of 68% racially diverse students, with 63% of students qualifying for free and reduced lunch offerings. This has potential to have significant impacts on student access to ensure they are able to receive a Free and Appropriate Public Education. The district has taken extensive measures to ensure that all students, grades PreK-12 have access to elements of a successful education. These include, but are not limited to, access to teachers, meals, technology, and instruction. The plan below describes the inclusion for each of these elements.

EDUCATIONAL MATERIALS, INCLUDING TECHNOLOGY

All students in grades K-12 have a district-owned device at their remote location. The device is managed by the school district and contains all essential apps, instructional websites, and a learning management system that students can use to communicate with teachers. It is estimated that approximately 90% of 5-12 students have internet access off of school property. The district has taken measures to ensure all students have internet access. This includes phone calls to parents, collaborations with private industry, remote hotspots, and installing Wifi in homes of those with no access. The district has set up a student technology helpline and IT helpdesk to assist students and parents with technical issues that may be encountered with distance learning.

MEAL DELIVERY AND DISTRIBUTION

The school district will offer free meals to all enrolled school district students. There are eleven sites in the Worthington community in which meals (breakfast and lunch) are distributed at each day. The sites are located throughout the community to reach all students who may not have transportation available.

ROLES AND RESPONSIBILITIES (STAFF)

Administration Team:	- Develop district plans for distance learning. - Communicate with faculty/staff and parents - Support faculty/staff and parents during Distance Learning. - Ensure effective implementation of Distance Learning plan and accountability to student learning.
Classroom Teachers:	- Collaborate with colleagues to design Distance Learning experiences for students in accordance with district plans. - Participate in virtual staff, grade-level, content area meetings.

	● Develop high-quality student learning experiences. ● Communicate with and provide timely feedback to students. ● Communicate with parents, as necessary.
Special Education Teachers:	**Due Process:** ● The Office of Special Programs, Council of Administrators of Special Education and the Minnesota Department of Education are working to provide guidance as districts provide FAPE to all students with disabilities; considering what is appropriate in light of <u>current</u> circumstances. ● The professional team will recommend an Individual Distance Learning Plan (IDLP) for each of students with disabilities. A Prior Written Notice will be attached to the IDL explaining the change in services to reflect the student's needs and current circumstances. ● Initial referrals for special education services will be put on hold for both ECSE and K-12 evaluation due to the restriction of no face-to face-contact. ● 3-year evaluations may be conducted according to timelines through review of records and data collection with parents and students using alternative means such as Zoom Education. ● IEP meetings may be held using alternative methods, Zoom, with parents' consent. ● Small group instruction for students with disabilities is allowable with the lifting of FERPA laws, if parents' consent to the small group teaching method. ● IEP goals will be documented on data collection forms, student contact logs and through conversation with the caregiver. In rare occasions, baseline data will be collected when students return to the traditional learning model. A written progress report will be provided equal to their same aged peers. ● Annual IEPs will continue to be conducted following legal timelines using zoom or a telephone conference call system.
English Language Teachers:	● Provide instruction and support by grade-level groups via Seesaw at Prairie Elementary and Schoology in the other buildings, to students on caseload weekly. ● Develop learning experiences for EL students at each language development level. ● Collaborate with classroom teachers to ensure students can access content and learning experiences incorporate best practice EL instructional strategies.
Interventionists:	● Provide instruction and support individually. Prairie Elementary Interventionists will check-in with students at least weekly via Seesaw, phone call, or Zoom.
Counselors & Social Workers:	● Share Mental Health Mondays- resources regarding anxiety, isolation, and other mental health issues. ● Share Words of Wisdom Wednesdays- motivational quotes ● Share social/emotional developmental videos and lessons.

	● Respond to counseling needs of students, as needed.
Peer Coaches:	● Check in with assigned staff to determine needs. ● Provide support and assistance to assigned staff as requested. ● Implement coaching strategies to support teacher instruction through a distance delivery model.
Tech Support:	● Provide timely response to student, family, and faculty requests regarding technology issues.
Interpreters:	● Connect parents and teachers/administrators via phone to ensure parents understand student learning progress in the distance learning model. ● Provide written transcription of communications for families to receive comprehensible information about distance learning.
Paraprofessionals:	● Collaborate with classroom teachers to assist with student learning. ● Assist with needs throughout the district which may include but are not limited to: food service, daycare, custodial, other.

ROLES AND RESPONSIBILITIES (STUDENTS)

Students:	● Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher/s. ● Check appropriate online platforms for information on courses, assignments, resources daily. ● Attend, as much as possible, the regular synchronous engagements offered by each of their teacher/s. ● Identify a comfortable and quiet space to study/learn. ● Engage in all learning posted with academic honesty. ● Submit all assignments in accordance with provided timeline and/or due dates. ● Ensure own social and emotional balance by keeping healthy habits.
Questions related to:	**Questions related to:**
A course, an assignment, a resource	Relevant teacher - use email or Schoology
A technology issue/request	Email: Technology@isd518.net Call: 507.727.1127
Any other issue related to Distance Learning	Your school's/department's administrator

ROLES AND RESPONSIBILITIES (PARENTS)

Parents:	Support their child/ren in their learning by: ● Providing an environment conducive to learning (access to technology, safe and quiet space during daytime), ● Engaging in conversation on posted materials, assignments. ● Monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening). ● Encouraging attendance, as much as possible, to the regular synchronous engagements offered by each of their child's teacher/s. ● Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
Questions related to:	**Questions related to:**
A course, an assignment, a resource	Email teacher(s)
A technology issue/request	Email: Technology@isd518.net Call: 507.727.1127
Any other issue related to Distance Learning	Your child's school's administrator

GENERAL GUIDELINES FOR DISTANCE LEARNING (INSTRUCTIONAL STAFF)

When designing your online lessons and learning experiences, please consider the following:
Feedback: ● Timely feedback is essential to student learning; this is especially so in online learning environments when/where students are unable to ask questions as they normally would in classroom setting. ● Clear communication regarding where/how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines (Seesaw, email and phone). ● Qualitative feedback is essential to student learning to provide information as to the standards/concepts/skills students are meeting and the specific areas they are challenged with. ● Active monitoring of your email for questions and communications from students/families. **Offline work:** ● Avoid requiring student printing outside of school. All tasks must be completed on a device or uploaded as a picture/video. ● Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures, and/or making video. ● Consider assignments that can be downloaded at free WI-FI locations and can then be accessed by students when they are off line.

Work time:
- Strictly follow the district guidelines for time and schedule.
- Offer alternative opportunities for reading, research, online discussions/peer-feedback, and producing written work.
- Seek the support of colleagues and others who have specific interest and/or expertise in delivering online Distance Learning experiences.

Deadlines:
- Provide students ample time to complete assignments. More time than you would usually provide in class may be necessary for students.
- Keep tasks simple and directions clear to make sure students understand what they are required to do.

Bandwidth:
- Consider the size of files to be downloaded by students; students' WIFI access may have limited bandwidth.
- If you embed videos, keep the size of the files small and avoid HD quality.

Files:
- Try to post only PDF or Google docs as they are universal and often easier to convert.
- Avoid email submissions. Consider requiring all submissions to take place through Schoology.

Special Education

Instructional Practices:
- The professional team will recommend an Individual Distance Learning Plan for each of students with disabilities.
- Plan Partner with classroom teachers to accommodate the online learning curriculum they are providing to the students on their caseload.
- Communicate with all parents of students on their caseload the first week using the Distance Learning Contact Log regarding the online learning plan and how they will co-plan with the teachers for the students to access the content of the distance learning lessons.
- Recommend to parents and teachers other online learning platforms special education students might be able to access at this time. (Zoom, Mystery Science website, Spelling City, Schoology, Prodigy, Imagine Learning, System 44, Math 180, SeeSaw, and Whooo's Reading and Education.com.
- Through a variety of service delivery methods, services will be provided:
- Homework packets, task baskets/tubes, live one on one instruction, live small group instructions, and recorded instruction. All instructions will be provided according to what's reasonable, appropriate and agreed upon according to the IDLP.
- Low tech and no tech options will be provided when appropriate. (Homework packets, totes with activities, functional tasks around the house, downloaded apps that do not require internet, and Bingo activity grids.
- Create programming and instruction that provides the level of progress expected of other students in these circumstances.
- Ensure efforts to avoid discrimination to the greatest extent possible by: adjusting reading and math levels. Clarifying written instructions, shortening assignments to account for attention, and being aware of the ability of parents, guardians, and families to support the student learning.

Student Evaluation Teams; Special Education Evaluation Team (SEAT)
- Re-evaluations will continue to be conducted as long as face to face contact is not required for the completion of the evaluation.
- Due to the requirement of the MN governor and MDE, all initial evaluations will be put on hold until school resumes in the traditional manner. This includes ability, achievement, and social, emotional, and behavioral testing, as well as observations, all of which require face to face assessments for a comprehensive initial evaluation.

504

Students who qualify for services under Section 504 will continue to receive their 504 accommodations and modifications, keeping in mind that the services need to be appropriate and reasonable as they apply to the temporary distance learning mandate within Minnesota. Due to the coronavirus any face-to-face accommodations will be offered through Schoology, Zoom or the communication system as decided by the teacher. Please forward any questions about the existing 504 plans to the Assistant Principals in the respective buildings.

English Learners (EL)
Prairie Elementary

EL Level 1-2.5
- EL teachers will check-in with students through Seesaw.
- Lessons, activities, and videos will take place through Seesaw or through packets that are sent home.

EL Level 2.6 and Above
- Students will receive core instruction from classroom teachers.
- EL teachers will collaborate with classroom teachers to provide support and modifications for EL students as lessons are developed by classroom teachers as needed.
- EL teachers will check progress of EL students in core classes weekly.
- Additional EL support though Imagine Learning and Raz kids, which will be monitored by EL teachers.

Middle School

All EL Levels
- Students will check-in with teachers daily through advisory using Zoom.
- Instruction will be delivered through Schoology, Zoom, telephone, or through packets that students can pick up, or be delivered.
- EL teachers will remotely support students in completing work from other classes.
- EL Teachers will support content teachers to help make learning more accessible for EL students.

High School

ALL EL levels
- EL teachers will deliver instruction through Schoology, Zoom, or through packets students can pick up or be delivered through lunch pick-up locations
- Check in with students will occur through Zoo, Google Voice, Email, or Schoology

Worthington Learning Center

All EL Levels
- EL teacher will call students on the phone twice a week for check-in
- Lessons will be delivered through Schoology and Zoom or through packets that students can pick up, or be delivered
- EL teacher will have virtual office hours every day to provide assistance and support to students

Students Experiencing Homelessness or Housing Instability

Coordinating homeless specific responses
- ○ Homeless Liaison will coordinate and be a point-of-contact person for responses to homeless specific concerns.
- ○ Building social workers will assist with responding to specific needs of homeless students.
- ○ Students will be provided a resource that indicates individuals in the district they can contact if assistance is needed.

Assess the needs of homeless students
- ○ Students will be interviewed to assess the needs of the students during the period of Distance Learning, which may include, but is not limited to; access to meals provided by the school district, access to technology and internet access, how to be contact with the students during Distance Learning, and identify any barriers the students may or are experiencing.
- ○ The homeless coordinator, school social workers, and district administration will work together to address the needs of the students based on the assessment

Check-in with students
- ○ Classroom teachers will attempt to have daily check-in with students, daily check-in will be determined by each of the buildings
- ○ The Social Workers in each of the buildings will check in with classroom teachers once a week
- ○ If a student is unable to check-in with classroom teacher, the social worker will attempt to check in with the student through telephone
- ○ If the classroom teacher and social worker are unable to connect with homeless student, they will contact the Homeless Liaison and the District Truancy officer for assistance

Meals
- ○ Students will be provided a list of the locations where they can receive breakfast and lunch during the District Distance Learning.
- ○ Students will be interviewed before the Distance Learning goes into effect to ensure the students will have access to provided meals.
- ○ In the event the student does not have access to one of the locations where food will be served the Homeless Liaison will be responsible for working with the family to ensure they have access to meals, which may be direct delivery to the student

Assignments
- ○ Students who do not have access to the internet, Wi-Fi or one of the local businesses that have Wi-Fi access the school district will work with the students and family to ensure they receive paper copies of the work teachers are assigning as well as submitting assignments and activities.

Homeless Liaison will communicate with classroom teachers about flexibility of homeless students turning in work after established deadlines due to the home situation of the students.

Community Education

Enrichment Programs: All in-person classes will be postponed/canceled during the distance learning period. Online classes will continue. Enrichment facilitators will receive a letter documenting the cancellation of their work assignment. Enrichment program staff will assist with district-wide communications in addition to planning for future enrichment programming and other on-going duties such as approving hours, coding bills, running photocopies and providing secretarial support to other departments.

Adult Basic Education (ABE): Adult Basic Education classes will continue to meet. Teachers will contact students by telephone to help facilitate connections with our Distance Learning opportunities. Both synchronous and asynchronous learning opportunities will be provided. Students with internet access will be encouraged to participate in the state approved distance learning programs. Students who do not have internet access may have lesson packets delivered to their home on a weekly basis. State standards and CCRS standards will be incorporated into ABE lessons.

Community Connectors/Family Liaisons: These bilingual staff members will provide support to local families, especially those who need language support in order to navigate systems and to help families adapt to distance learning for their children. Staff members will continue to communicate with students and clients via telephone and email contacts. Staff members will also provide interpreting support to the K-12 educators to facilitate communication with families with limited English proficiency.

Nobles County Integration Collaborative: In-person academic and integration programs have been canceled. Youth development staff will be planning and hosting their after-school programs in Zoom. Office staff will be doing research, and planning for summer programs, including selecting curriculum materials, ordering supplies, preparing marketing materials, as well as on-going tasks such as coding bills, professional development, and providing language support to families.

Community Education Early Learning including School Readiness/School Readiness Plus/Pathways II

The Distance Learning Plan for Early Childhood classes will include home learning activities that parents can facilitate for their children and family engagement information and strategies.

Learning Experiences: Licensed Early Childhood Teachers will design four lessons per week which will be delivered to each students' home at the beginning of each week. Staff members will contact families by telephone to explain the activities to parents/guardians and if possible, do one activity with each child over the phone with each contact. School Readiness students will participate in literacy, math and optional activities from art, music, large motor, fine motor and other learning opportunities each day. Each day's lesson will be linked to a Early Childhood Indicator of Progress (ECIP).

Learning Timeframe: Students are encouraged to engage in Distance Learning in the designed activities for a period of approximately one hour, with the understanding that activities that take place throughout the day are extensions of this hour (e.g., reading aloud, pretend play, investigations, writing and drawing). It is important to keep in mind that the quality of this experience is most closely associated with how deeply the child is connecting to the experience. This level of engagement need not take a lot of time; it does, however, take care and intent.

Family Role: Adult family members will be expected to provide time and guidance to students so that they have the opportunity to participate in the learning activities included in the weekly learning packet. A parent or adult family member will sign a form to document completion of learning activities.

DISTANCE LEARNING: ELEMENTARY SCHOOL OVERVIEW

Schooling is always a partnership. In an online Distance Learning environment, especially so at the elementary level, this partnership becomes the champion of learning.

Role of Parents

As Elementary School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in Distance Learning tasks and to access online resources. The designed learning tasks and activities will provide direction and support to families with the understanding that task completion depends on each individual families' circumstances. Each grade level has carefully organized our learning packets by color to provide a guideline for completion, understanding that there can be flexibility. Each week's assignments will be completed and collected the following Monday.

We ask parents for the following support:
- Pick up your child's learning packet at the designated distribution sites during distribution hours. These hours and location are advertised on the ISD 518 web page as well as our social media sites. Current location is the Prairie Gymnasium (East doors) from 7 am to 6 pm on Wednesday, March 25th. Future dates of learning packet distribution will be communicated through Seesaw and posted on the district web page.
- Your child's teacher will send a Daily Message each morning on Seesaw. Please listen and respond. This will be a way that we will track attendance for the day. This morning message will include a summary of the day's expectations and activities.
- Increase your familiarity with Seesaw as our primary instructional tool: Seesaw is our primary platform for home learning during the campus closure.
- Designate a place in your home where your child can work on his/her assigned tasks and complete independent reading each day.
- Email your child's classroom teacher or send a message on Seesaw if you or your child has questions or needs additional support. Our faculty will be present, on-line, to help and support your child in a timely manner from the hours of 7:30 am to 3:30 pm.

Elementary School Distance Learning Plan

Content and Timing

Distance Learning will focus on developing new skills, knowledge, understandings, and concepts, as well as on review and practice.
- All learning tasks will be posted and explained on Seesaw, daily, by 8:00 a.m.
- Learning Packets provided to students will include the materials necessary to complete the daily learning tasks, as explained by the classroom teacher, on Seesaw. The Distance Learning Plan for grade levels is outlined below.

Assessment & Progress Monitoring

- Teachers will use a variety of assessment tasks to inform instruction, improve learning, and report on student progress toward grade level standards.
- Progress toward grade level targets will be communicated to students and families in a timely manner.
- Ultimately, teachers will be expecting students to do/submit something to demonstrate their understanding.

Kindergarten to Grade 2

The Distance Learning plan for Kindergarten through Second Grade will include home learning activities. Parents may assist with and supervise home learning experiences.

Learning Experience: Homeroom Teachers will post a video on Seesaw daily to welcome students and explain the learning focus for the day. Students will participate in literacy (reading and writing), math, Music, and Physical Education activities daily. A weekly learning activity will be provided in Science and Social Studies. Second grade will have a weekly Art activity as well. A variety of tasks will be included, and some learning tasks may include other online platforms (e.g. Imagine Learning, Writing Wizard, Starfall, Epic!). Students may be invited to interact with their teacher through Zoom.

Learning TimeFrame: The described daily learning is designed to take approximately two hours a day.

We encourage you to provide additional time for other activities such as reading for pleasure, journal writing, and play to extend and enhance your child's learning.

Learning Specifics: This purpose of this document is to provide an overview of the student learning experience.

Approximate Time	Subject Area
20-25 minutes/day	Reading
20-25 minutes/day	Writing
20-25 minutes/day	Math
20-25 minutes/week	Science and Social Studies per week
Art, Music, Physical Education, and Tech activities will come from Specialist Teachers	Looking at books and reading aloud to your child is something we always recommended. We encourage you to spend as much family time as possible engaged in activities that bring meaning and joy together. For example, play a game that requires math/strategy/critical thinking. Something as simple as a Tic-Tac-Toe game being turned into a graph of wins/losses/draws is one such simple idea. More ideas from our specialist teachers will be shared and updated.

Grades 3 & 4

The Distance Learning Plan for Third and Fourth Grades will include home learning activities. Parents may supervise home learning experiences, however, the work assigned is for independent completion.

Learning Experience: Homeroom Teachers will post a video on Seesaw, daily, to welcome students and to explain the learning focus for the day. Students will participate in literacy (reading and writing), math, music and physical education activities daily. A weekly learning activity will be provided in science, social studies, and art. A variety of tasks will be included, and some learning tasks may include other online platforms (e.g. IXL, Study Island, Imagine Learning, Epic!). Students may be invited to interact with their teacher through Zoom.

Learning Timeframe: The described daily learning activities will take approximately two - three hours per day. The quality of this experience is most closely associated with how deeply the child is connecting to the experience. Over the course of this timeframe, students will engage with varying degrees of independence. Encourage your child to seek support, while allowing your child to accept responsibility, and take on challenges with increasing independence.

Learning Specifics: This purpose of this document is to provide an overview of the student learning experience.

Approximate Time	Subject Area
25-30 minutes/day	Reading
25-30 minutes/day	Writing
25-30 minutes/day	Math
25-30 minutes/week	Science and Social Studies/week
Art, Music, Physical Education, and Tech activities will come from Specialist Teachers	Being immersed in a good book is something we always value and is something we encourage you and your child to engage in frequently over the next few weeks. We encourage you to spend time together as a family, engaged in activities that bring meaning and joy together. For example, playing a game that requires strategy and taking on something as simple as Tic-Tac-Toe and turning it into a graph of frequency/probability is one idea that could spawn other ideas. More ideas from our specialist teachers will be shared.

DISTANCE LEARNING: MIDDLE SCHOOL OVERVIEW

We know that learning takes place in many different forms and can take place in many different settings. Our upcoming Distance Learning experience is the very type of experience that our middle school students are prepared to take on and to grow from, independently, with their peers, and even with their families.

Over the course of this school closure, students will be invited to engage in learning experiences that will stretch their thinking and will encourage new ways of doing things in each of their classes, even though they will not be physically present at school. Students will learn through a blended learning model, which includes asynchronous learning as well as synchronous, real-time interactive sessions with their teachers and classmates. Each of these learning experiences may be followed up with appropriate homework or a formative/summative assessment to confirm that the students have engaged appropriately with the content and that their understanding of the content supports their progress toward the identified target standards.

The clear goal for these days is to be analogous (comparable) to the students' experiences on typical days at school: to interact, to engage, to grow, and ultimately, to learn.

Role of Parents
As Middle School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in Distance Learning tasks and, in some cases, to access on-line resources. The learning tasks and activities provide direction and support to families. We recognize that parents may have more than one child to guide; therefore, we have framed the learning experiences to require minimal parent involvement. As a parent of Middle School students, we ask you for the following support: ● Make every effort to help your child access the internet as often as possible in order to download assignments and electronically turn in homework. ● If you are unable to access the internet, be sure your child's teachers are aware so that they can make arrangements for paper copies. ● Monitor Schoology 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 they are 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. ● Monitor your child's deadline calendar and support them in submitting assignments according to the established deadlines. ● Remind your child to email or call their 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.
Middle School Distance Learning Plan
Content and Timing: The Distance Learning Plan in Middle School will include engaging experiences for English, Math, Science and Social Studies (Core Classes) and also for their Art, Computer, FACS, Music, Tech, P.E., Health, Explore and Agriculture (Exploratory Classes). ● Limit total on-task time to 15-20 minutes per class per day.
Asynchronous Interactions: ● Teachers will communicate with students: learning expectations, provide resources, collect assignments, and provide feedback through Schoology. ● Students will have weekly Learning Targets in each subject area. ● Schoology will be updated for every lesson. Lesson updates will be ready for access following the Zoom class period the day of the lesson. When a learning experience includes a project or extended application of learning over multiple days, lesson updates will be posted for multiple upcoming sessions. Lessons will include: ○ Teachers will provide updates throughout the week that will take on several formats:

- o Students know what learning they need to accomplish for that day.
- o Continuity of learning that is clearly connected to their learning in the prior class and will connect to the learning in the upcoming class.
- o A written explanation and/or recorded video to introduce, explain tasks, or provide instruction for each lesson.
- o Discussion forums using Schoology and email.
- o Digital/scanned resources, assignments, etc.
- If students are required to engage in a project or extended application of learning, the project will be broken down into smaller actions/outcomes with deliverables/check-ins for each lesson.
- Teachers will respond to student and parent emails/questions/phone calls in a timely manner.

Synchronous Interactions:

- Students will engage in synchronous, or real-time, engagement with their teachers and classmates using Zoom.
- Teachers will engage in real-time with students in the following ways:
  - **Individual:** Students request help by making appointments with their teachers or counselors on an agreed upon 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 using Zoom or Schoology or email or by phone.
  - **Mini-lessons:** Students may participate in real time mini-lessons on specific topics during specific times established by teachers.

Assessment and Progress Monitoring:

- Non-graded formative and practice tasks:
  - Students will provide evidence of learning for each subject and lesson as a check for understanding.
  - Students will have the opportunity to provide feedback to each other.
  - Teachers will provide students with ongoing and regular feedback on their evidence of learning.
- Graded summative tasks:
  - Students will participate in graded summative tasks at the end of a learning sequence.
  - Graded summative tasks that are performance-based will include a rubric and/or checklist shared with students as part of the task overview.
  - Teachers will provide feedback to students at regular checkpoints on tasks that extend over multiple lessons.
  - Students will have the opportunity to revise their tasks following a reflection and/or relearning task designed by the teachers when submitted work does not meet the Distance Learning Target.

SCHEDULES: Students will be expected to participate in their classes following the schedule below as closely as possible. This schedule allows teachers to have live interaction if they choose to do so on certain days. It also provides a space for students to ask questions and get support from teachers/paras each afternoon.

We understand some students will not be able to follow the schedules specific timeframe every day but they will still be expected to review the material and complete assigned tasks. Our intention is to record any live feeds and archive online group discussions that students may access later.

We will evaluate the effectiveness of the schedule after the first week of distance learning and make adjustments if necessary.

5th Grade Teacher *Zoom* Virtual Schedule:

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
7:30-10:55	Reading	Math	Advisory	Science	Social
12:05-12:45	Computer	Art	Explore	Music J	Music R/ Gym

5th Grade Student Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00	Questions/ Homework Time	Questions/ Homework Time	Questions/ Homework Time	Questions/ Homework Time	Questions/ Homework Time
8:00-8:20	*Zoom with Advisory*	*Zoom with Advisory*	*Zoom with Advisory*	*Zoom with Advisory*	*Zoom with Advisory*
8:30-11:00	Work on core class work: Reading, Math, Science	Work on core class work: Reading, Math, Science	Work on core class work: Reading, Math, Science *10:30 Weekly Zoom Check-in with Advisory Teacher*	Work on core class work: Reading, Math, Science	Work on core class work: Reading, Math, Science
11:00-12:00	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
12:05-12:45	Exploratory Classes	Exploratory Classes	Exploratory Classes	Exploratory Classes	Exploratory Classes
12:50-3:00	Work on class work: Language Arts, Social Studies	Work on class work: Language Arts, Social Studies	Work on class work: Language Arts, Social Studies	Work on class work: Language Arts, Social Studies	Work on class work: Language Arts, Social Studies

6-8th Grade Teacher Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00	Teacher Prepare Time	Teacher Prepare Time	Teacher Prepare Time	Teacher Prepare Time	Teacher Prepare Time
8:00-8:20 *Daily Advisory Meeting by Zoom*	ALL Advisories	ALL Advisories	ALL Advisories	ALL Advisories	ALL Advisories
8:25-10:40 *Core Zoom Class* times or *Zoom* Office Hours	English/EL	Math	Science	Social	**"Office Hours"** Cromie 5th hour, 8th grade math Rasmussen 3rd & 7th hour Science
12:05-3:00 *Explore Zoom Class* or *Zoom* Office Hours	Computers	Art	FACS	Tech	Health
					Gym
					Music/Ag

5th-8th Grade Student *Zoom* Schedule:

Times	5th Grade	6th Grade	7th Grade	8th Grade
7:30-8:00	Homework/Questions time	Homework/Questions time	Homework/Questions time	Homework/Questions time
8:00-8:20	**Advisory**	**Advisory**	**Advisory**	**Advisory**
8:25-8:55		**1st Hour**	**3rd Hour**	**2nd Hour**
9:00-9:30		**2nd Hour**	**4th Hour**	**3rd Hour**
9:35-10:05		**6th Hour**	**7th Hour**	**4th Hour**
10:10-10:40		**7th Hour**	**8th Hour**	**5th Hour**
10:50-12:05		Lunch/Study Break	Lunch/Study Break	Lunch/Study Break
12:05-12:25	**Exploratory** **(5th Hour)**	Homework/Questions time	Homework/Questions time	Homework/Questions time
12:25-12:45	**Exploratory** **(6th Hour)**			
12:50-1:10		**Exploratory** **(3rd Hour)**	Homework/Questions time	Homework/Questions time
1:10-1:30		**Exploratory** **(4th hour)**		
1:35-1:45		Homework/Questions time	**Exploratory** **(1st Hour)**	Homework/Questions time

Times	5th Grade	6th Grade	7th Grade	8th Grade
1:45-2:05			**Exploratory** **(2nd Hour)**	
2:10-2:30		Homework/Questions time	Homework/Questions time	**Exploratory (7th Hour)**
2:30-3:00				**Exploratory** **(8th Hour)**

DISTANCE LEARNING: HIGH SCHOOL OVERVIEW

During campus closure students will participate in meaningful learning experiences in each of their classes, even though they will not be physically present on campus.

Students will be expected to participate in their classes following the schedule below as closely as possible. This schedule allows some teachers to have live interaction if they choose to do so on certain days. It also provides a space for students to ask questions and get support from teachers/paras each afternoon.

We understand some students will not be able to follow the schedules specific timeframe every day but they will still be expected to review the material and complete assigned tasks.

The main platform for classes and communication between teachers and students will be Schoology. Teachers may ask students to access material differently at times but the majority of initial contact will still occur through Schoology. Students should be diligent about checking Schoology and their school email daily.

Schedule
8:00 – 9:00 1st Block
9:00 – 10:00 2nd Block
10:00-11:00 3rd Block
or   10:00 – 10:45 3A Skinny
and 10:45 – 11:30 3C Skinny
11:30 – 12:30 Allow time for lunch distribution/pick-up
12:30 – 1:30 4th Block
1:30 – 3:30 Student/Teacher open electronic communication and feedback.

Role of Parents

As a parent of High School students, we ask for the following support:

- Monitor Schoology 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.

High School Distance Learning Plan

Content and Timing:
- Limit total on-task time to 1-1.5 total hours per day per class (including instruction and work completion)
- Students will be provided with a clear learning target for each class to ensure they know what learning they need to accomplish each day.
- For courses with multiple sections, students will have the same Learning Target and comparable learning experiences as students who have other teachers.

Asynchronous Interactions:
- Learning targets, lessons, and materials will be posted on Schoology.
- 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.

Synchronous Interactions:
- Students will engage in synchronous, or real-time, engagement with their teachers and classmates using Schoology.
- Teachers will engage in real-time with students in the following ways:
  - **Zoom:** The Zoom App has been loaded on all student iPads. Zoom allows for live instruction and discussion between the teacher and students. Lessons presented on Zoom can be saved and the link uploaded to Schoology courses.
  - **Individual:** Students request help by making appointments with their teachers, counselor, or social worker 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 Schoology.
  - 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 Schoology, 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.

DISTANCE LEARNING: LEARNING CENTER OVERVIEW

Role of Parents

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

- Monitor Schoology 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.
- As 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.

Learning Center Distance Learning Plan

Content and Timing:

- Limit total on-task time to 1-1.5 hours/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.
- For courses with multiple sections, students will have the same Daily Learning Target and comparable learning experiences as students who have other teachers.

Asynchronous Interactions:

- Daily learning targets, lessons, and materials will be posted on Schoology.
- 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.

Synchronous Interactions:

- Students will engage in synchronous, or real-time, engagement with their teachers and classmates using Schoology.
- Teachers will engage in real-time with students in the following ways:
  - **Zoom:** The Zoom App has been loaded on all student iPads. Zoom allows for live instruction and discussion between the teacher and students. Lessons presented on Zoom can be saved and the link uploaded to Schoology courses.
  - **Individual:** Students request help by making appointments with their teachers, counselor, or

social worker 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 Schoology.
  - ○ 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 Schoology, 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.

Schedule

8:00 – 9:00 1st Block

9:00 – 10:00 2nd Block

10:00-11:00 3rd Block

11:00 – 12:00 Allow time for lunch distribution/pick-up

12:00 – 1:00 4th Block

1:00 – 2:00 5th Block

Wednesday Only 2:00 - 2:15 - Connect

2:00 – 3:30 Student/Teacher open electronic communication and feedback.

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.
- As 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.

o **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:
    o Developing a class honor code;
    o Establishing clear expectations and guidelines for use of sources and collaboration and including them as part of the assessment task;
    o Post-assessment authentication through student reflection or teacher: student dialogue; or
    o Creating assessments that allow for student choice and development for how they will demonstrate learning.
    o Set time limits for completing online assessments.
- Non-graded formative and practice tasks:
    o 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.
    o Teachers monitor student progress with ongoing and regular feedback.
    o Teachers will determine when summative assessments are administered based on the data collected from formative assessments.
    o 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.
    o 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:

    o 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.
    o 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.
    o 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.