Remote Learning Plan
Orange Southwest School District (OSSD)
Revised 8/20/20

Communications:

Structures for Student Success:

This plan outlines the processes and procedures that will be followed whenever the district's students are required to learn remotely in a hybrid or fully-remote modality.

Essential Element

1. **Describe your communication plans/routines for student-to-teacher, teacher-to-student, staff-to-staff, and staff-to- family/community.**

Persons responsible: Teachers, Principals, Counselors, Paraprofessionals, Service providers, Superintendent, Directors

Student-to-Teacher and Teacher-to-Student
- Teachers will conduct in-person meetings with students on alternating days throughout the week, and will also conduct remote sessions, both synchronous and asynchronous, through the use of Google email, Google Meet, Google Classroom and school provided Chromebooks for students on alternating days, including those students who opt for fully remote learning. Students with limited Internet access can participate in these sessions by calling into the host platform. Students with limited access are provided with mailed home copies of materials. Families with limited access were identified and school staff worked directly with them to create accessibility.
- Teachers, guidance counselors, advisors and paraprofessionals have set weekly schedules to call home and check-in with students and families to offer individual instructional and counseling assistance as needed
- Teachers have published office hours where students can call in. Shared Google calendars allow students to sign-up for individual time with their teachers, counselors, and other instructional staff (i.e. interventionists, paraprofessionals, service providers).
- Information was provided to all students and families on online etiquette and how to prevent and receive help if bullying and harassment is happening in the remote learning environment.
- All staff have been provided with remote access to their classroom voicemail system.

Staff-to-Staff
- Principals and teachers use Google Meet to continue their regular schedule of team and staff meetings. They also use this platform to collaborate in smaller groups as needed.

Staff-to-Family/Community
- The district uses School Messenger to send out broadband emails and/or Robocalls to the greater school community. These messages can be targeted to specific schools and grades. Robocalls are used to make sure families with limited Internet access receive all critical communications. All districtwide messages are also posted concurrently on the Front Porch Forum. Individual schools maintain a Facebook page where all pertinent information is posted.
- The district created specific pages on its website at a district level, school level, and in some cases grade level where all vital information can be accessed at any time.

Essential Element

2. **Describe how you will establish consistent expectations for teachers in terms of providing learning opportunities for their students. These expectations should include regular office hours/check-ins and feedback loops for students.**

<u>Accountability</u> - Persons responsible: Principals, teachers, instructional coaches

The principals and directors have established with their staff systems for monitoring staff activity to ensure they are complying with the daily schedules that have been developed by the grade and departmental teams. During this limited period of a hybrid model of in-person and remote learning, supervision and evaluation focuses on fulfillment of daily schedules and established learning routines, with principals joining remote teaching sessions to observe lesson delivery and student learning and engagement.

Additionally, principals will join grade team meetings to ensure accountability, student support, and teacher engagement in the work. Teachers will also continue to use spreadsheet trackers and other grade level specific tools to track student work and engagement in learning. Routine surveys of students and families will also be used to inform our ongoing work to support students.

<u>Curriculum</u> - Persons responsible: Teachers, counselors

Grade level and department level teams have been working remotely with the district's instructional coaches to identify essential learning standards in order to pare down the curriculum to emphasize what critical learning standards are and to enable more time focused on essential standards to a manageable level given the limitations of the hybrid model of both in-person instruction and remote learning and to ease the pressure felt by parents assisting their students at home.

<u>Routines</u>

All teachers are expected to:
- Provide a schedule for students to follow.
- Provide direct instruction, either in-person, or remotely synchronous and/or asynchronous at least an hour a week per class or equivalent.
- Take daily attendance: attendance is counted for any student who has been in contact with a teacher on a given day.
- Create 10-15 hours of learning materials a week that are directly tied to the direct instruction and learning modules.
- Provide at least one set hour a week of office time for individual or small group work with students/families.
- Provide office hours each week for individual work with students/families.
- Respond to voice mails and emails from students and families within twenty-four hours.
- Provide feedback, assess work, record grades.
- Reach out to students who are not connecting daily with the school. A phone call home will be the primary method to use in these cases. If that fails, email and postal mail will be used. All failed attempts to connect with such students will be documented and the students' names will be given to guidance for follow up.

Essential Element

3. **Description of your system/structure for ensuring all students, especially those struggling, get support (academic, social/emotional, or technology/material needs) in a timely fashion.**

<u>Identifying Students in Need</u> - Persons responsible: Principals, Teachers, Guidance

- Using survey information provided by the families as well as our own knowledge of the students, families in need of assistance in three areas were identified: no or low quality internet access, students with material needs, and students who don't qualify for an educational plan but who do need assistance academically or emotionally. This information was used to make direct contact with those families and work out an assistance plan.
- Teachers identify students enrolled in their courses or on their caseloads (this includes our school counselors) who are not maintaining contact with the school during this time of both in-person and remote learning. The names of these students are provided to the guidance counselors so they can assist in reaching out (see last bullet in element two above).

<u>Delivering Services: All Students</u> - Persons responsible: MTSS Coordinator, instructional interventionists, counselors, IT personnel, Food Services, Bus Drivers

- In grades 7-12, the MTSS coordinator ensures all identified regular education students are connected with the academic supports they need to be successful. In grades PreK-6, the instructional interventionists perform this function and also provide many of the needed supports.
- Our guidance, mental health and adjustment counselors use in-person, phone and video conferencing to provide services to identified students. One of our mental health counselors has been authorized to meet in person, outside (typically on a front porch or in a yard) with our students most in need. All health, safety and sanitation guidance is followed, including a six-foot length of board that is placed on the ground to ensure proper social distancing.
- The information technology department (IT) has provided families with multiple pathways to access their services. The department helps families struggling with no or low-quality internet; provides instruction on how to use Chromebooks, associated software and applications, assists with technical issues, and provides educational resources (digital) to assist in learning. They also work with identified students to provide assistive technology to better accommodate them in the remote learning environment.
- Each school has created an outside self-service space with weatherproof containers that families can access. Any materials needed by families to complete assignments are provided; for families who cannot afford gas, the materials are mailed home or delivered by the school buses as they do their food distribution rounds.
- Breakfast and lunch are provided to all students who so desire it. Three pick-up locations are set up across the district, one in each town the district serves. Families who cannot access the pickup sites have been identified and busses are used for door-stop delivery (no in person contact).

<u>Delivering Services: Special Education</u> - Persons responsible: Special Education Teachers, Paraprofessionals, Service Providers

- Special Education teachers have developed distance learning plans for each of the students on their caseload and are delivering services based upon those plans.
- Paraprofessionals remote conference with the special education teachers to develop weekly service delivery plans and schedules, they deliver services to their students based on those plans.

- As the 2020-21 school year ends, IEP meetings will be held, all students will be considered for summer compensatory services if needed.
- When normal school operations resume, all students on educational plans will be evaluated by their respective teams and compensatory services will be provided if needed and as determined by the team

Essential Element

4. **Description of how you will structure student learning that is flexible enough to meet student needs and provides predictability for students, families and educators.**

Persons responsible: Teachers, Information Technology

Routines

All students were provided with:
- An example home schedule (differs depending on grade level) will be provided to each student. The schedules have some times that are in-person and on the school campuses, and some that are synchronous: when they are to meet remotely with their class, when weekly check -in phone calls occur, when office hours are available, and when one-to-one or small group remote help sessions occur. They also have asynchronous components: the amount of time to dedicate to different learning tasks each day or week (as opposed to a set time): viewing video modules, attending to learning materials, reading, and exercising.
- Attendance is based on documented interactions with a teacher on a given day. This could be in-person and on-campus, an exchange of emails, attendance in a remote session class, or the turning in of work. This allows flexibility to students and their families as they attend to an increased responsibility to assist in the learning process.
- As teachers encounter needs that are not met under the current system, they collaborate in teams to develop new learning activities or modalities. A few examples that were adopted last spring from the process are the community read along, the use of online brainstorming tools, and the use of podcasting applications. The information from the teacher teams is presented to the technology integration specialist who helps them find appropriate online tools. Teachers now have a large and growing document of resources for online learning they can draw from as they plan learning activities.

Essential Element

5. **Description of how you will monitor and evaluate the effectiveness of your hybrid learning plan.**

Persons responsible: Principals, Teachers, Curriculum Team(s), Grade Level and Departmental Teams

At the start of a remote learning phase, the data we will focus on most will be student engagement; are students attending remote sessions, are they handing in work, are they attending their weekly one-to-one check ins? That data will be used to identify those who are not so we can reach out directly to the families, work with them on the difficulties they are encountering, and get them off to a good start. An enhanced grading/feedback system will be used to aid this data collection while providing feedback to students and families: not engaged, partially engaged, fully engaged.

The grade and department teams have identified the essential standards students must meet to be able to advance and be successful this year. The district level curriculum team has prepared online assessments based on those standards through *Track my Progress, and STAR 360* that will be administered when the students return to school.

The data from those assessments will be immediately available and will be used to identify global deficits. Upon the return to school, time will be devoted to addressing those deficits. Should the deficits be great, the teams will establish essential standards so that the curricula can be pared down to provide time to address the deficiencies.

Student performance on daily and weekly learning materials will be used to find and address weaknesses in a more immediate timeframe. Team discussions about the data will be used to develop further learning activities and materials to improve poor student performance on any of the identified essential standards.

Essential Element

6. **Describe how you will identify critical proficiencies for the start of the school year and design learning activities that support students to meet these critical proficiencies appropriate for each grade level cluster (PreK, primary, intermediate, middle and high school)]**

Persons responsible: Principals, Teachers, K-12 Curriculum Coaches

Our grade and departmental teams, led by our curriculum coaches have established which standards are "essential" to ensure three things: 1) that students will be successful when they advance to the next class, 2) that students will be successful when they advance to the next grade, and 3) that students will be able to meet the established graduation proficiencies.   These are PreK-12 curriculum coaches and the work is being done across that span of grades.

The following current actions are being taken by the teachers to support the acquisition of these standards and proficiencies in the hybrid model of an in-person and remote teaching and learning environment.
- Provide a schedule for students to follow.
- Provide direct instruction, at least an hour a week per class or equivalent.
- Take daily attendance: attendance is counted for any student who has been in contact with a teacher on a given day.
- Create teacher tutorials (five hours per week) – video modules that students/families can access at any time or equivalent.
- Create 10-15 hours of learning materials a week that are directly tied to the direct instruction and learning modules.
- Provide at least one set hour a week of office time for individual or small group work with students/ families.
- Provide at least two hours of flexible office hours each week for individual work with students/families.
- Respond to voice mails and emails from students and families within twenty-four hours.
- Provide feedback, assess work, record grades.
- Reach out to students who are not connecting daily with the school. A phone call home will be the primary method to use in these cases. If that fails, email and postal mail will be used. All failed attempts to connect with such students will be documented and the students' names will be given to guidance for follow up.

Proficiencies will be assessed using our currently existing model. Students who successfully achieve the learning standards that comprise a proficiency are considered proficient. In addition to our already established assessments, we will be using a series of in-person and online summative assessments when students return to school as additional data. This will fill out our understanding of which students have achieved proficiency and allow us to target those that have not with additional supports.

Essential Element

7. **Describe your process to create opportunities for teachers and staff to work collaboratively or in teams around curricular design and support of students, and to ensure continuity in case of staff illness.**

Persons responsible: Teachers, Instructional Coaches, Principals

As in the spring of 2020, we will follow our regular schedule of grade team, departmental, and staff meetings remotely. This ensures teachers have dedicated time to collaborate around learning activities, to identify and support students in need, and to continue the work required to meet the goals of our school and the continuous improvement plans.

In terms of maintaining learning if a staff member falls ill, a longer term illness (more than 3-5 days) would result in the district soliciting the help of current teachers in the same grade or department to take over the classes of the staff member out on leave (paying them the contracted rates for this service).   This way skilled professionals already working in the same environment, on the same learning goals, with the same learning activities, with a common understanding of our or remote learning operations, and who already know the students can seamlessly take over, significantly reducing any negative impact on our scholars.

Essential Element

8. **Describe your plan to support and provide professional learning opportunities for teachers, counselors, and staff around effective hybrid instructional design, delivery and practice.**

Persons responsible: Teachers, Instructional Coaches, IT Staff, IT Integration Specialist

At the start school this fall (2020), five days were set aside for the delivery of professional development related to delivering effective instruction in a hybrid or remote environment. They also have five days to use what they've learned to prepare for the 2020-21 school year. This is in addition to the training offered last year when all schools were in full remote session: they had time to receive direct instruction from our technology department as well as respective school educator experts to enhance and expand their skills in remote learning as well as a suite of applications and associated software. This time was also utilized to use teachers with expertise in distance learning as trainers for their peers. This work continues to be fostered through the weekly grade and departmental team meetings and through the work of the instructional coaches as they identify and address any instructional deficiencies encountered during this time of remote learning.

The information technology department's (IT) role has been pivotal to this work. They run a help center for teachers to provide remote training and resources to assist in the remote learning process. As teachers' abilities expand, they turn to the IT department for advice on applications to support their needs in terms of instructional delivery. The department maintains a shared document that outlines all of the applications and strategies currently being used by teachers as a resource that is open to all staff in order to provide them with additional ideas and capabilities.

Over the summer (2020) are representative team of educators met with the IT department to discuss what worked well and not so well during the spring's fully remote session. They developed a list of recommendations to implement should the district be placed in a state of remote learning again – those recommendations have been included in this document.

As a process for ensuring quality instructional design and delivery, there are six steps:
- The teachers and instructional coaches identify a need or problem.
- They seek to resolve the problem through a collaborative process.
- They reach out to IT to help them research a solution.
- IT helps find an application, software or assistive technology that can serve as a solution; these are vetted by IT to ensure they do not require our shared information that would violate FERPA.
- Once vetted, the technology is put into play and IT provides training if needed.
- Teachers and instructional coaches examine learning data to see if the new strategy is effective; if it is not, they begin this process again.

Essential Element

9. Describe how you will ensure the provision of FAPE.

Persons responsible: Special Education Leaders and Teachers, Teachers, MTSS Leaders and Team Members

Special Education
- Special Education teachers will continue to develop distance learning plans for each of the students on their caseloads and will deliver services based upon those plans.
- Paraprofessionals remote conference with the special education teachers to develop weekly service delivery plans and schedules, they will deliver services to their students based on those plans.
- As year-end IEP meetings are being held, all students are being considered for summer compensatory services if needed.
- When normal school operations resume, all students on educational plans (includes 504 plans) will be evaluated by their respective teams and compensatory services will be provided if needed and as determined by the team.

Regular Education Students on MTSS Plans
- Our MTSS director is working with the faculty to provide an on-going review of all students on plans that fall under our Response to Intervention Model so that accommodations are made to maximize success during the time of remote learning.
- Performance data on teacher assigned work, combined with the scheduled on-line testing that will occur when students return to school, will be used to determine if adjustments need to be made to these students' educational plans to ensure any gaps in knowledge or skills are addressed.

Essential Element

10. Describe how you will address adherence to FERPA.

Persons responsible: All staff

The district will follow all of its normal procedures with respect to protecting student information with two notable exceptions:
- With the need to conduct more operations remotely; we have sought the advice of counsel on the use of email to exchange student information amongst parties who have the right to access that information. We have been advised that email is viewed as the equivalent of sending a letter in a sealed envelope and have been allowing time sensitive information to be sent via this format. Further, because of staff uneasiness with handling paper that has passed through multiple hands, this is seen as a positive solution.
- In the remote environment, staff and families began using shared documents and folders to communicate sensitive ideas and information with one another. We have restricted this to prevent accidental access to

this information by outside parties. Any sharing that goes on happens at the folder level (because this overrides any sharing access provided at the document level), and the folders are created by the IT department who provide access only to the individuals whose need is stated in writing by the team. Once the team has completed its work, those folders are removed. This process prevents a folder from being "reused" and someone forgetting to remove the access of persons who should not have it.

Essential Element

11. **Describe how you will address equitable student access to instructional materials and instructional experiences.**

Persons responsible: All staff

Given that portions of the OSSD community do not have access to the internet or in some cases home computers, but most do have access to email and the web through cellular services, the following actions have been taken.

1. All communications go out via school messenger email and are posted on school Facebook pages as well as local Front Porch Forums. The website has been modified to contain all updates from both the district and the individual schools so that they are instantly available. Robo-calls were used to remind community members where to look for information coming from the schools.
2. A Robo-call was used to have those who do not have any electronic access – Internet or cellular – to call their school so that postal mailings and other means of communication can be established for these families. All families who did not respond were connected with through phone calls to determine their needs in terms of access.
   a. Our project-based learning coordinator leads a team in conjunction with the IT department to help those identified as needing better internet access find it through state and local programs.
   b. Students needing enhanced access to be successful have been identified and are receiving accommodations through the work of our RTI/MTSS teams, as well as by ELA and math interventionists.
3. All learning materials are provided via Google Classroom; postal mail is used to connect with those families identified as needing this service.
4. District owned Chromebooks were made available to all students. Touch screen Chromebooks were provided for special education students in all grades to provide enhanced access to work for those this would benefit – especially the younger students.
5. Teachers providing support for students on IEP's and 504's have created and implemented distance learning plans. Paraprofessionals and service providers have created and implemented service delivery plans.
6. Despite a policy of not promoting any private business, a listing of local Internet service providers was sent out to all community members as a resource. We were clear in the message that this was not a recommendation but a resource and included a warning to read the fine print.
7. All students connect with a staff member weekly by phone or through a one-to-one remote sessions.
8. All staff have been set up with remote access to their school phones in order to receive and respond to messages.
9. Fall online testing will provide additional detailed information on which standards and proficiencies students have acquired and where gaps exist. This information will be used to create supports to address those needs.
10. In terms of our work-based and co-op programs at both the technical center and high school, students progress was assessed in those programs; students who had not yet achieved the skill and learning standards those programs would have provided, have been given, where possible, alternative routes to show proficiency in those areas.