

1. District Information

Superintendent Name

ROY BROWN

Effective Date

April 6, 2020

Adapted Learning Plan Point of Contact Name (If Different than District Superintendent)

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School District

FREMONT COUNTY SCHOOL DISTRICT 38

2. Instructional Delivery

What is the **main mode** of instruction for each grade band?

	Virtual (Canvas, Google Classroom, etc.)	Non-Virtual (Instructional Packets, Textbooks, etc.)	Other: Please describe below
For all students			
K-3		X	
Upper Elementary	X		
Middle/Jr. High	X		
High School			
SPED/ADA/504			

If you checked "other" above, please describe the mode of instruction here.

3. Program Design

Summarize how you will deliver instruction to students. If applicable, describe technology access, transportation of school work, etc.

The goal the District will be working toward is to deliver instruction in a primarily virtual method. However, about 35% of K-8 students have indicated they do not currently have internet access in the home. This translates to about 70 different homes without internet connectivity. The District will be working toward securing internet connectivity in the home for all students through traditional and innovative means. We have ordered internet hotspots to deploy to homes if the order is fulfilled. Additionally, we will be purchasing "pre-paid phone cards" for families to use on their cell phone which will give them access to talk, text and data on their phones for 30 days at a time. The phone cards also allow them to use their cell phone as an internet hotspot to which students can connect their internet ready devices and access online lessons. We have also been working with a local internet provider to establish community access points near population clusters as well as equipping District vehicles with wifi repeaters that will send out a wifi signal. This will allow for "drive-up" internet and will open the door to having drive-up tutoring or teaching sessions.

The District is currently providing delivery for the breakfast and lunch meals provided by the school under the Summer Food Program. The Transportation Director has assigned all enrolled students to a route and the Transportation staff deliver meals to residences along their route. When academic or support materials need to be delivered, teachers will prepare the materials and staff will sort by student and bus route. These materials are delivered at the same time as the meals. If we have to suspend daily delivery because of public health concerns, we will work with the local health department to ensure a weekly or bi weekly delivery is still an option.

Middle School instruction will primarily be delivered via Chromebook. Students have been assigned a Chromebook for the school year for in-school usage. We will check the device out to students during the implementation of the Adapted Learning Plan. Teachers will provide several different instructional strategies such as using Khan Academy, Remote Learning with Lexia, and Google apps specific to Google classroom and Google hangouts. For students with internet access, they will be able to engage in these online platforms to receive lessons and academic support and turn in coursework so teachers may track progress and engagement.

We have 31 Middle School students without internet access in the home. In addition to Chrombooks these students will receive a paper packet version of what is assigned via online platforms. Teachers and paraprofessionals will collect the assignments and conduct academic support and some lessons over the phone. Textbooks, consumables, teacher made and/or edited lessons.

Due to inconsistent reliable internet access, Pre-K - 5 students will require a mix of online instruction and paper pencil instruction delivered through packets. Students that need a device to do the work will be provided either a Chromebook, or for some of the younger students an iPad. Online instruction will include the use of Khan Academy for both video instruction and assigned practice, and the use of Lexia for reading instruction that is adaptive to individual student needs. We will make use of Google Hangouts or Zoom to interact with students, stage group instruction

and answer questions.

For students without reliable, in-home access to the internet, teachers will develop packets of work to be delivered to students. These packets will have work for students to return, along with activities to engage students. Specific instructions will be provided to help families assist students in the learning. Teachers and classroom support paraprofessionals will provide additional support through the phone. If the weather is good, we will explore providing support for those students without internet access closer to their home while still observing social distancing guidelines.

How will you track attendance?

Attendance will be tracked by participation of involvement when using teacher directed apps when applying instruction to students. Several online activities will track student time when log in/out of the program. Student work on paper packets will be collected on a weekly basis and teachers will determine the level of engagement by the completed assignments. Teachers will make regular contact with students through online educational platforms, recorded lessons, and establishing "office hours" for student/parent support.

Teachers and/or classroom support paraprofessionals will make phone calls, send emails, texts, or social media messages to students and their parents when the student is demonstrating little to no engagement or effort. Once teachers make contact with these students, they will be expected to create plans and increase availability of support to those students. Teachers will encourage students to take advantage of tutoring with a teacher or classroom support paraprofessional if the student demonstrates a need for additional academic support.

Teachers will keep a Parent/Guardian contact log from the start of the implementation of the Adapted Learning Plan and if the log shows little to no engagement, the Teacher will inform the principal. Families with students who are demonstrating little to no engagement will be assigned a liaison. The liaison will be a classified staff member whose duties will be to try and reach the families to connect them to resources or support that will help keep the student engaged. If there are resources the family needs, such as cell phone minutes or internet access options, the liaison will attempt to provide the resources to the family in order to increase engagement. If the student needs more academic support the liaison will organize additional time with the teacher or paraprofessional.

How will you track student progress, .i.e. grade students?

For the fourth quarter, students in grades 6-8 will be graded using Pass/Fail scale. The Pass/Fail determination will be based on student engagement, participation, and demonstrated effort. Digital platforms such as Khan Academy and Lexia will track student progress and content mastery. For students assigned academic paper packets, teachers will receive work completed by students to determine the level of student engagement, participation and demonstrated effort. Subsequent work will be determined by completed assignments and level of mastery.

Students who are demonstrating a need for intervention will be expected to participate in the Math 180 or Read 180 interventions in place at the Middle School.

Students Pre-K - 5 will be graded using Pass/Fail based on progress and the work they turn in either virtually or paper/pencil. Lexia provides data to demonstrate progress, Khan academy has problems for students to do that demonstrates understanding, and paper pencil work will be graded much the same as regular classwork would have been scored.

How will you communicate with parents?

Teachers in grades 6-8 will have established office hours during which parents and/or students may contact the teacher. Additionally, a classroom staff member will reach out to parents at least once a week. This encounter will be a means of meeting virtually face-to-face when possible. Otherwise, phone calls will be the means of the contact. Written information will be prepared for parents on a weekly basis and be sent electronically or during one of the meal delivery times.

Pre-K - 5 teachers will also have "office hours" during which they will be reaching out to parents and students by phone or Dojo. We will expect teachers to reach out at least one time each week. Written communication will be sent home with students receiving packets. Additionally, school-wide or district-wide communications will be sent out in the mail or via meal delivery routes as well as posted on the District's social media pages, website and mobile app. As we adapt and revise teachers will be encouraged to come up with other creative ways to ensure that parents are well informed.

How will you reach students who are not responsive to your instructional model?

If students have internet access teachers will reach out with video chat to try and resolve the issue, otherwise phone calls, sending communication with meals, or as a last resort, mailing items. If students continue to struggle with virtual learning we will shift them to packets as an initial intervention. Additionally teachers will be collaborating with grade level teams, interventionists, instructional facilitators, and building administration to find better ways to meet student needs. More regular phone, video, or properly social distanced, in person contact, will be made with students that continue to not respond. We will assign paraprofessionals to contact parents whose children are not engaged in instruction or not returning work.

How will you utilize or reduce staff/faculty that do not have direct report students? (paraprofessionals, some SPED teachers, support staff, admin, etc.)

We expect there to be a number of obstacles to students receiving education in an Adapted Learning environment. Some staff who typically have direct report duties will be re-assigned duties to help coordinate services and resources to students and families. Other staff will be used to help prepare and deliver packets for students that need them, to assist in collaborating with teachers and grade levels, or to reach out to families and determine what needs they have during this unprecedented time. We have already used staff in these ways and will continue to rely on them to be flexible in what duties we ask them to perform.

Are the measures you have in place to protect student privacy adequate or have you implemented additional practices?

We have made sure that the digital platforms we will be using comply with our student privacy policies. The District has prohibited use of certain platforms that might pose a threat to student privacy. We have implemented additional practices in the process for collecting and disseminating student work that ensures only appropriate school officials are viewing student information. The District recently conducted a "refresher" on student privacy and FERPA with a specific focus of the proper protocol when sending student records and information digitally.

4. SPED/ADA/504 - Other Student Groups

How will you meet the needs of SPED/ADA/504 students in compliance with IDEA guidance?

We will communicate with the parents/guardians of students who have an Individual Education Plan (IEP). We will inform the parent/guardian that their child will receive special education services, but their services will look different in a Distance Learning Model. We will create Distance Learning plans for each student who has an IEP. The Distance Learning plan will help us with determining what the student can and cannot do in a Distance learning format. The Distance Learning plans will outline the services and goals that will be addressed for each student in an adaptive learning model.

Special Education Teachers will make contact with parents of students that are on their caseload. Together they will determine what level of student support is needed from the parent and what level of consultation is needed from the teacher to support the learning that will be taking place at home.

Special Education Teachers will make a time available (office hours), so that the parent/guardian may call if they have any question or concerns of the material their child is working on.

Special Education Teachers will create "Tool Boxes" that students will use as everyday resources. The toolboxes will contain sight word flash cards for practice, manipulatives that they can use to

maintain their skills. They will create flipbooks, worksheets that will reinforce learning, and consult with the regular ed. teachers on how to adapt lessons for sped students. They will also use technology to connect with their students by making recordings of read alouds, mini lessons, or to check in with the student.

Special Education teachers will continue to use approved computer programs for reading and math.

Special Education Teachers will use an Instructional Tracking Log to monitor students. The log will include: Subject/goal focus, who provided the service, how the service was provided, accommodation/modifications used, unique tailoring, and student response to the lesson.

Related services (OT, PT, Speech/Language) will be by telecommunication provided by our contracted service provider, Sink Canyon Therapy.

Special Education counselors will reach out to students by telecommunication or phone calls to check in with students.

What other high-risk student groups have you considered and how are you accommodating their needs? (e.g. ELs, homeless, etc.)

The district has been finding ways to deliver food to all students including those who are identified as a student in transition. This provides the district with opportunities to safely communicate with families that can otherwise be difficult to reach. As we proceed, we understand it is vital that we keep in contact with our at risk students to keep them engaged with the school.

The interim EL teacher will reach out to the identified EL students and continue to provide needed support. The teacher will continue the lesson planning with the outside certified consultant on a weekly basis. Instruction will be modified according to each individual EL student's needs. LEXIA EL learning tools will be used to monitor students progress.

The District Student in Transition Liaison will still be responsible for connecting with identified students in transition and ensuring school staff are informed of any changes to residence as well as providing any resources to students at this time.

An increasing number of our students in grades Pre-K-8 have been identified as benefiting from mental health support. That support is provided through school counselors, student advocates, and referrals to behavioral health specialists. We have identified several platforms that will allow District staff members to provide support virtually without compromising student privacy and confidentiality. For support that doesn't rise to the level of counseling, one-on-one support will be provided by phone/cell or other resources.

5. Assessment and Interventions

How will you provide interventions for struggling students?

Middle school students will have access to a device and once they have internet access, it will allow them to use READ 180 and Math 180 as intervention tools . Students who do not have internet access will be given paper/pencil, textbook, consumables, and phone calls for one on one instruction.

Pre-K - 5 teachers will collaborate with grade level teams along with interventionists and facilitators to provide interventions. When virtual does not work packets will be used. Packets will include alternative activities for students to do, not just more of the same work. When possible interventionists will use video chat with students to guide their work.

How will you provide enrichment for students?

Students that have demonstrated proficiency in the content will be provided appropriate grade level extensions. These will not be graded and will focus on giving the students highly engaging ways to use what they have learned in alternative ways.

Art, P.E. Arapaho Culture and Language, STEM, and Library teachers will create "challenges" for each age group, one time per week through video or packets. Students will receive art kits that will be transported home. Students will utilize the Arapaho Language mobile app to enrich their Arapaho language skills. Students who are in STEM will be provided instruction to use the sites and programs they were using prior to school closure.

We will propose a school challenge for students to be involved in a community service project. Students will choose an accessible area that needs to be cleaned and take a before and after picture. We will supply the garbage bags and hopefully gloves, which will be delivered with the meals. Media will be contacted to give positive support and we will give a reward to those involved.

How will you formatively assess students to drive instruction?

For students engaged in online learning formative assessment is built into the program. This will allow teachers to check daily for how students are doing. If students are receiving packets then a short formative assessment will be a part of the work students are expected to complete and return. This will give teachers much the same information they would gain through more traditional checks.

6. Outcomes

How have you re-prioritized essential learnings for students?

Grade level teams will further narrow the scope of what students are expected to learn. PLC teams will identify what must be understood and only work on those things. To begin, some of this may be reviewing and reteaching concepts from earlier in the year.

How are you approaching graduation requirements? NOTE: There may be additional guidance on this but we'd like your thoughts to help formulate guidance

Not applicable for the K-8 School.

7. District Support

How can the WDE best support you?

Is there anything else you would like WDE to know about your Adapted Learning Plan