Winlock School District

Reopening Plan Draft

Remote Learning

2020-21 School Year

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**Purpose**

The goal of this plan is to develop guidance for Winlock School District educators, parents and students in order to meet the immediate need of supporting students with remote learning practices. The plan is to closely mirror an in-person school day for each student. Each student will be provided a laptop, and a filtered hot spot if requested. We will think globally and progressively about how to best meet the learning needs of all learners. The common theme is a message of inclusiveness and equity. We will continue to monitor this reopening plan throughout the year and update as needed.

**Focus**

* Each teacher will take daily attendance and check in with their student every school day.
* Learning standards across grade levels and content areas will be identified to ensure instructional time and professional learning are tied to the reopening plan.
* Use the CORE 4 electronic platforms consistently across the district.
* CORE 4: Learning Platform – Google Classroom; Synchronous Learning – Zoom; Asynchronous Learning – Screen Castify; Electronic Communication – Google Gmail.
* Traditional grading policy will be utilized.
* At a minimum weekly electronic communication will occur from each teacher to families regarding student progress.

**Section 1: Student Expectations and Guidance**

**Tips for learning at home**

Students need to have a place in the house that is free from distractions, where they can be comfortable and focus on connecting with their teacher and their class. A hard surface or table helps stabilize your device so no one gets sea-sick watching your camera sway back & forth on your lap. Plus, it’s just safer for the device!

Remember teachers want to see students and hear their voice! They are here to answer questions and concerns. Make sure students have a quiet place to study.

**Technology and Equipment**

All Winlock students in grades K-12 will be assigned a Chromebook and charging device. All teachers will be issued a district laptop. Families who need an internet “hot spot” please contact the building principal to request one.

Students and parents must quickly communicate with the school if they have any technology or internet needs. If a student fails to complete their online work, by the teacher provided due date, then the student may not succeed in their coursework.

Once students have been assigned their Chromebooks they need to have familiarity with them. Students must be able to access the microphone and camera on their device. A phone is not a recommended device to be used for asynchronous or synchronous learning. Students must have a dependable wireless connection and Google Chrome as their browser.

**Communication**

Students and teachers will communicate with using their school gmail accounts.

If technology is an issue, then students/parents must call the school as soon as they know about the technology issue.

Staff and students can utilize Google Hangouts as a “chat” area if a quick question needs to be asked, instead of logging into Google Meet or sending an email.

**Class Participation**

1. Students are required to log in/attend online courses as determined by their schedule.
2. Students are expected to use the links provided by their teachers in order to complete assignments;
3. It is expected that students keep online interactions positive and constructive.

**Section 2: Staff Expectations and Guidance**

**Parameters for Teachers**

Use the CORE 4 to instruct and message to students and parents. Teachers may use supplemental platforms to assist with communication and instruction but the CORE 4 are the required platforms.

Learning Platform – Google Classroom

Synchronous Learning – Zoom

Asynchronous Learning – Screen Castify

Email Communication – Google Gmail

Setting boundaries and guidelines by including the following:

* + Follow your school schedule and routine as you would if we were in-person.
	+ Set up an appropriate and adequate working environment
	+ Professional dress attire during videos and video conferencing

Model digital etiquette including:

* + Muting the mic before entering a session
	+ Keeping the background clutter free
	+ Pay attention to lighting
	+ Minimize background noise

Establish a presence with your learners. Communicate with them how they can reach you and be clear about when you’re available and not available. Use our common communication management system where you can post announcements and host discussions, both synchronously and asynchronously.

Think about your physical set up. Are you comfortable? How is the lighting? Be sure you’re lit from the front and not just a dark shadowy figure sitting in front of a window. Be sure to use earbuds with a microphone or a headset with a microphone if possible. If not possible, speak slowly, loudly, and clearly. Remember that some students may have slower Internet connections.

Break the work into smaller chunks. Learning online takes time -- more time than in the classroom. Be considerate and thoughtful as students adjust to a new learning process. Build in time for students to learn how to manage continuous learning.

If you choose, set office hours - when you will be available to answer questions and connect students with technical support. Build in times for breaks – both for students and for you! Clearly communicate this schedule to students and their families.

Provide the opportunity for your students to interact with their peers online. This might mean giving feedback on an assignment, making a collaborative response, or beginning group sessions with a social connection and check-in. This can leverage technology to build stronger and deeper relationships.

**Synchronized Leaning**

Synchronous learning is the kind of learning that happens in real time. Synchronous learning is live. This means that you, interact with students in a specific virtual place, through a specific online medium, at a specific time. In other words, it’s not exactly anywhere, anyhow, anytime. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures.

**What are the advantages of synchronous learning?**

**Classroom Engagement**If a learner that likes active discussion, immediate feedback, and a personal familiarity that can only be completed through real-time interaction, they’re probably a candidate for a synchronous learning experience. This is an especially important distinction when making the transition from the traditional classroom to an online setting. The personal contact that you get through live video conferencing, lecture broadcasts or messenger chatting can make it a lot easier to make the transition. Essentially, you can have all the personal engagement of a classroom.

**Dynamic Learning**This experience comes with more than just engagement. Synchronous online learning allows for a more dynamic exploration of topics, ideas and concepts than is possible in a medium with time lag. Videoconferencing, for instance, makes it possible to ask questions and receive answers mid-lesson; to discourse and debate with classmates at a brisk and exciting pace; to collectively drive a conversation into unexpected new directions. There is a speed and immediacy to synchronous online learning that, at its best, evokes the same level of accountability and engagement as classroom attendance.

**District Platform(s): Zoom**

**Asynchronous Learning**

Asynchronous learning happens on the student's schedule. Materials for reading, lectures for viewing, assignments for completing, and exams for evaluation are provided by the teacher. Students have the ability to access and satisfy these requirements within a flexible time frame. Methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms.

**What are the advantages of asynchronous learning?**

**Flexibility**Learning will typically revolve around materials that can be accessed at a student’s individual pace (though often within a set time frame like a week or two). Materials might include text-based lecture notes, self-guided interactive learning modules, or pre-recorded lectures and podcasts.

**Pacing**One feature of asynchronous learning is the fact that your experience is typically self-guided. Read at your pace. View on your time. Complete based on your understanding…as opposed to the pressure to hit a deadline. If you’re a quick learner, you can choose to power through materials and units that come easily to you. If it takes you a bit more time to absorb new information and knowledge, this path also gives you the chance to review information, take notes, and practice retention without concern over the speed of a lecture or the pace of your classmates. Shape your learning experience based on your needs as opposed to the tempo of the classroom.

**District Platform: Screen Castify**

**Syllabus Creation**

A syllabus must be created that is clear to families and students in regards to what the expectations are for online learning. Below are some questions to consider:

1. How will work be collected?
2. How will work be graded?
	1. How will grading rubrics be provided?
	2. Will extra credit options be provided?
	3. How will late work be assessed?
3. What is the participation policy?
4. How will attendance be taken?
5. What will be your form(s) of communication?
6. What are your office hours?

It is important for students to know exactly what they need to have done and when assignments are due. Remote classes should be structured by what should be accomplished each week and each week of the semester if possible. The semester syllabus should be posted in your Google Classroom.

**Daily Schedule**

For WMSHS students, they will either follow a 7-period block schedule. The block schedule will allow teachers more time to provide office hours, and to work with small groups of students.

For WMES students, they will follow the daily schedule as assigned by their teacher.

On Google classroom, it is important for students to know exactly what students need to have done and when assignments are due. All teachers should structure their online classes so there is intention and clarity about what is to be accomplished daily, and weekly.

For example:

Quarter 1

Week 1

Essential Standards

Learning Target

Success Criteria

The classes you create can be one large class for each subject you teach, or you make Google classrooms for each hour.

**Communication**

If you choose to have standard office hours, students should be aware of your office hours in which you have time to answer questions. These times should be posted on your Google classroom.

 **Section 3: Attendance**

Attendance is mandatory and will be taken each class period by the classroom teacher via Skyward. Students are expected to participate in online learnings as often as they participate in face-to-face learning. This means that students must log in via Zoom each period or daily (K-5), complete any check-ins, assignments, etc... by the time frame given by the teacher.

**Students must have contact with their teacher each day to be considered in attendance.**

**Section 4: Grading**

For Winlock MSHS grading will be based on a traditional scale of A,B,C,D,F. At Winlock Miller ES grading will be standards based and on a scale of 4,3,2,1.

**Section 5: Testing and Exams**

Tests and exams will be given to students online. Teachers may utilize Google Forms to complete online testing, which has an option to block outside sites while taking the test. Teachers will take into consideration that students will have resources available during a test and will create tests and quizzes that support grade level standards.

Students should ensure that they have ample time to complete exams. It is important to read all of the directions. If there are technical difficulties, students will take a screenshot of the problem and notify their teacher immediately. Students should double check that they have completed all of the exam items before submitting their work.

**Section 6: Zoom Guidelines- Synchronous Learning Guidelines**

Google Meets is a way for students to interact with their teacher while distance learning. These meets are set up for specific times and a link will be available. Know that if you are logging into a computer where several people are logged in at one time, you will need to log the other’s out, or you may not be able to access Google Meet.

In order to participate, you click the link provided by the teacher and then click “join”. Students will not be able to join unless they have questions or comments. If a student has the ability to use a camera, we ask that they do so in order to know that it is the student who is actually signed in.

Expectations of Google Meet:

1. Students must abide by the school’s acceptable use policy signed each year;
2. Students must have school appropriate dress at all times;
3. Use professional and polite language;
4. Attempt to keep all background noise and distractions to a minimum. Mute your microphone when the teacher is teaching and use the chat box for questions;
5. Promptly exit the meeting when it is over. The teacher is the first one on and the last one off of the meeting;
6. Only accept Google Meet invitations from school staff;
7. Give your best effort while participating.

**Section 7: Meeting the Needs of IEP and Section 504 Students**

***Any decisions regarding Special Education/Related Services and students with 504 Plans should be made by the student’s IEP or Section 504 Team, and should not be based on diagnoses, eligibility categories, or blanket policies.***

**Tips for Learning**

Provide resources that offer consistency and structure in the new learning environment.

Examine each child’s needs/abilities, give support both in school and at home.

Provide specific materials for children as appropriate for making progress on Individualized

Education Plan (IEP) goals, ensuring that students with disabilities have equal access to the same opportunities as their peers.

Collaboration between General and Special Education regarding lesson planning and lesson execution.

Special Education Teachers and Related Service Providers will continue to work on IEP and evaluation paperwork within required timelines.

Special Education Administrators will work with individual teams if IEP meetings are going to be held via phone, or in another format such as Zoom or Google Meets.

Teachers should document communication with parent/student as attempts to make progress (notes section of your learning management or IEP system, communication log, etc.).

Adjust students’ plans to meet needs in home or blended learning environments.

Investigate and determine whether newly introduced apps/platforms are accessible to a child based on the child’s unique needs.

Provide meaningful access to communication from school officials to students, parents, and the community about any aspect of COVID-19 or actions the schools are taking in response to COVID-19.

Modify information for persons with disabilities (such as persons who are deaf, deaf-blind, or blind). Thus, the information and materials must be provided, as appropriate, in alternate formats to facilitate effective communication for individuals with disabilities.

**Testing Accommodations**

Many students have accommodations that apply to test situations. These accommodations must be provided even when engaging in an online learning platform.

One accommodation frequently utilized is text to speech. Below are the chromebook directions:

Hear Text Read Aloud

You can hear full pages read aloud with chromebook’s built-in screen reader or hear parts of a page, including specific words, read aloud with select-to-speak.

Listen to all Text

To have pages read aloud, turn on the chromebook’s built-in screen reader:

1. Press Alt + Shift + s;
2. Select “Settings”;
3. At the bottom, select “Advanced”;
4. In the “Accessibility” section, select “Manage Accessibility Features”;
5. Under “Text-to-Speech” turn on “Enable ChromeVox” (spoken feedback).

Other Accommodations Tools to Consider

Extended Time

Access to Notes

**Section 8: ELL Accommodations**

* Provide essential communications in languages representative of student and family populations
	+ Reach out to each head of family to discuss important facts and school structures for the remainder of the year including the continuous learning plan, how to get breakfast/lunch, and what community groups/contacts/supports are available for the families.
	+ Designate a point person for each English Learner family to access over the phone interpreting and/or specific personnel within the district who can provide interpretation services;
* Utilize suggested materials on resources document and materials teachers may already be familiar with;
* Adjust resources according to different grade levels and language levels as needed;
* Provide options and multiple ways for students to demonstrate knowledge/skills;
* Include technology and non-technology options;
* Coordinate distribution of hard copies and/or online work;
* Collaborate with General Education to maximize efficiency;
* Create highly motivating, interest-based activities;
* Follow all outlined accommodations and modifications.

**Section 9: Social and Emotional Supports**

* + Communicate to Students, Parents, Staff, Etc. – Although we all would want to provide the opportunity for in person education this is remote learning. Please share with students that this is non time off. Instead this is an opportunity to embrace this change, and learn to advance their education with skill sets in technological communication that will make them much better learners in all modalities. Adults need to acknowledge that the students in their lives will watch their reactions. This is an opportunity to teach them SEL competencies such as grit, teamwork, and problem solving;
* Provide parents with lists of outside mental health resources;
* Ask staff members to make a list of their “most vulnerable” students. Who are the kids that you were “keeping an eye on?” That list should be shared with counselors and administration.
* Identify resources schools were providing students and their families, and work to maintain that support. Schools should have a plan for referring students in need or in crisis.
* In addition to the school day, it is a good idea to conduct regular check-ins with students
	+ This could be done through a Google Form, phone call, home visits when appropriate, etc.
	+ Just like in the school setting, if a teacher/staff member feels like a student needs counseling services, the school counselor, or mental health team member should be contacted.
	+ Keep the ratio as small as possible. (1:25)
		- Middle School/High School: Check-in with students during Advisory

**Section 10: Set-up of Classroom Schedule**

**VISUAL ARTS, MUSIC, PE, HEALTH, LANGUAGES, ETC… Time frames for electives and specialists is part of the total hour’s requirement for all classes.** These courses will be reflected in the student’s schedule.

**Section 11: Social Emotional Learning**

The district has adopted ***Character Strong*** as its Social Emotional Learning (SEL) curriculum. Students will receive instruction in SEL and staff will work with students to help them celebrate successes and to either work through issues or get appropriate help as needed.

**Section 12 PBIS**

Each school and class will provide PBIS guidelines and incentives for positive behavior. These will look different and may include home visits and incentives being sent directly to a student’s home. We are excited for the different opportunities to connect with students.

**Section 13 Inclement Weather Days**

During days of inclement weather, teachers are expected to work from home and the remote learning schedule will be followed as a regular school day.