

Blaine County School District

Re-Entry Plan for 2020-2021 School Year

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The District Leadership Team has reviewed the document.

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These plans are expected to change as additional guidance becomes available from the CDC and the Idaho Department of Health and Welfare and the presence of COVID-19 in Blaine County fluctuates.

Blaine County School District closed all schools on Saturday, March 14, 2020 when it was confirmed that COVID-19 was in the community. As the number of cases continued to rise, both the County Commissioners and the Governor, in conjunction with local and state health authorities, issued Stay-Home orders. Blaine County School District began distance learning on April 6 and will continue in that format through May 22, the end of the current school year.

Due to these extraordinary circumstances, the District has made plans for procedures over and above normal operating procedures to mitigate learning loss and threats to the health of students and staff. In addition, these procedures include how to return to distance learning very quickly when needed due to resurgence of community health concerns. The plans for dealing with these circumstances while continuing to provide education to the children of Blaine County are contained below. It is expected that these plans will be revised as circumstances change and new challenges are identified and guidance issued from the Idaho Department of Health and Welfare or the CDC.

This document serves as a framework for school principals and department directors to use as they manage their individual schools and departments. The guidance is intended to let District leaders know what is expected of them and provide order to the overall system, without creating additional layers of approval or constraints for decisions impacting single buildings or reducing responsiveness.

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Academics

Because of the two week hiatus from instruction and the need to provide distance learning online from Mid-March through the end of the 2019-20 academic year, we know there is a high chance that students did not meet the requisite standards to prepare them for the next grade due to a variety of factors. The following re-entry plan will identify students upon their return to school in the fall who need additional support to adequately progress through their curriculum and courses upon their transition.

The goal will be to swiftly resume schooling with social and emotional success (relationship building) while also assessing the academic needs of all students to plan and maximize instruction on the standards needed to embark on the new school year and propel progress.

Guiding Principles for Fall Re-entry to Academics

1. Students have had five months of no physical attendance at school. While distance learning has been provided, this is not the optimal learning medium for many students. It is assumed that the learning loss is equal to or greater than the normal summer learning loss of two to three months, especially for children in low-income households. Disadvantaged students tend to fall behind in the summer while higher-income students maintain or even increase their learning levels. ([National Association of Summer Learning](#) and [John Hattie, Visible Learning](#))
2. Staff understand and support students in restarting learning while recovering from the trauma of the global pandemic and its local impact. ([Learning Loss Through Traumatic Events](#))
3. Provides ordinary and protective care for the safety of students and staff. (IC 33-512(4) and (7))
4. Instructional Requirements: IDAPA 08.02.03.102.02 02. All students will meet standards established locally (at a minimum, the standards of the state) through rigorous accountability, which includes challenging examinations, demonstrations of achievement, and other appropriate tests and measures.

5. The Blaine County School District aims to be a system of schools that do 'whatever it takes' to ensure all students master the standards. We are focused on providing equity for student learning.

Emotional Support

Blaine County School District recognizes that the sudden and lengthy closure of schools, the Stay-Home orders, and the worries about an aggressive illness in the community have been a source of trauma for students, staff, and their families. This may be on top of other factors in students' lives that cause chronic traumatic situations. Trauma affects students' ability to regulate emotions, control behaviors, engage in productive relationships with peers and teachers, and maximize academic learning. ([Hanover Research, Learning Loss Through Traumatic Events](#)) BCSD has adopted Social and Emotional Learning (SEL) Standards and expects all students to receive instruction in mastering these standards at each grade level.

However, in light of the current pandemic and the trauma it imparts to students, BCSD staff will provide a renewed focus on providing instruction and support for mastering the SEL Standards to enable students to fully engage in learning at school.

- Self-Management and Self Awareness: These skills help students handle stress, control impulses and persevere in achieving learning goals. They are critical for students to monitor their progress towards achieving their academic and personal goals.
- Responsible Decision-Making: Contributing to the good in one's classroom and school is essential to creating environments conducive to learning.
- Social Awareness and Relationship Skills: These skills are central to success in school through positive peer relationships, cooperation with others, and respectful communication and conflict resolution.

The following actions will be taken:

- Building leadership will establish a schedule that provides for intentional SEL instruction at least 2 times per week for at least the first quarter.
- Grade level teams/Advisory teams will plan for the intentional SEL Instruction at least 2 times per week for at least the first quarter. These teams will identify a weekly skill to be focused on in these lessons.

- Grade level teams/Advisory teams/Content Teams will plan weekly lessons in their content area that integrate the focus skill/standard for SEL as determined by their school's grade level team/advisory team.

Literacy and Math Support

In order to mitigate learning loss after five months of only online learning, staff will quickly assess students to determine their mastery of literacy and mathematics standards and identify essential skills needing attention. After this quick assessment, the first quarter of instruction will be highly focused and intentional on strengthening literacy (including literacy in the content areas) and mathematics to provide a solid base for moving forward in mastering standards for the students' currently enrolled grade levels. The following actions will be taken:

Assessment

- administer K-10 baseline academic screening in reading and math
 - ISIP K-5 Reading and Math (+Spanish for DI students)
 - STAR 6-10 Reading and Math
- pretest K-12 students in language arts and mathematics
 - Use of the prior year's final assessments (EOCs) or creating a new pre-test similar to identify mastery of the prior year's essential standards to inform lesson design and content of the first unit
 - Pretest data will identify skills that need taught, retaught, more practice in transitioning students to the next grade/course
 - Instruction should be focused on the priority standards and skills that the assessment reveals as needed and not a general blanket review.

Instruction

- design lessons and focus instruction first quarter
 - grades 6-12 primary focus should be on literacy standards in History/Social Studies, Science and Technical Subjects for the first quarter. There should be a focus on literacy/academic language in the content areas with students reading content specific text written in the academic language of that content and writing using the academic language and structures of that content area.
 - grades K-5 the primary focus should be on language arts (reading, writing, speaking & listening, and language) and mathematics as the basis of core instruction during the first quarter. While literacy instruction may include content from other subject areas, other subject areas will receive less time/focus during the first quarter as efforts are made to provide an intensive re-establishing of student mastery of grade

appropriate literacy and mathematics standards. While intensive, this does not imply it will not be fun and engaging.

- grade 1-5 teachers know which two books their new students have for summer reading and may use them to segue their launch into literacy instruction in August as the new school year begins
- identify students in need of increased support and intervention
 - communicate results to parents
 - develop Milepost, Literacy and EL Plans inclusive of interventions and needed supports for individual students
 - meet with parents/students within 30 days of testing to finalize the plans (in person, by phone, virtual meeting)
 - report skill deficits and the interventions and supports that will be provided by the classroom teacher and if applicable, other staff to help close achievement gaps

Progress Monitoring

- progress-monitor student learning in PLCs through common formative and benchmark assessments during the learning cycle throughout the year
 - collaborative teams (by grade level, common course or as a department) share learning data and effective instructional strategies on a regular basis to strategically plan core instruction and intervene or enrich as necessary to propel progress for all students
 - District Leadership Team reviews data to collectively monitor learning progress as part of their PLC work together

Ready for Distance Learning

- Teachers will be requested to post their lessons and learning activities on Google Classroom, Schoology, or Lift (depending on their school) in order to continue building a library of instructional options online and sharpen teacher skills in using these tools and support students unable to be at school.
- Teachers will be encouraged to use a blended learning model for at least one lesson a week to ensure students maintain their skills to successfully participate in online learning opportunities. This should include occasional learning activities done at home online.
- Identify students that are new and do not have connectivity at home for referral to the social workers to ensure students are connected before needing to move to distance learning.

Academic Re-entry Plan Summary:

K-10th grade students will be screened in reading and math upon their return to school in the fall. Additional pre-tests for all students will be administered in language arts and math to

provide data to teachers so they can plan targeted lessons and instruction to meet skill and knowledge deficits. Assessment results will be reported to parents and learning plans will be developed for students who need additional intervention and support to help them close their achievement gaps. Progress will be monitored for all students throughout the year by teams, schools and the district. A focus on social, emotional learning support will be provided to offset the trauma students have experienced from the lengthy school closure and stay-home orders. In addition, a curricular and instructional focus will be placed on reading and math as a priority at the elementary level and secondary courses will focus on the integration of the literacy standards in all content-area subjects during the first quarter of next school year.

Health and Operational Logistics

Principles for Operations for Fall Re-Entry

Guiding principles for establishing building operational logistics for a fall re-entry to brick and mortar schools include:

1. Consideration of County or State Stay-Home orders.
2. Board of Trustees Decisions and State Board of Education Guidance
3. Provides ordinary and protective care for the safety of students and staff. (IC 33-512(4) and (7))
4. Establishing practices to maintain health and prevent the spread of germs and disease.

Before School Starts

Ensure all students and staff have received communication about how to keep themselves and others healthy when coming to school including information on :

- Entry doors and processes
- When to stay home/when entry will be denied [Symptoms of COVID-19](#)
- Restriction of non students and staff from the building
- How the school day will be structured to reduce the risk of spreading disease inside the school.
- A cloth face covering should be worn whenever people are in a community setting, especially in situations where they may be near people. Encourage elementary students to wear a mask/cloth face covering each day. Request and expect middle school and high school students and staff to wear a mask. Ask and expect parents and/or visitors to wear masks when they come to the school.

Per the [CDC](#), cloth face coverings should not be placed on young children under the age of two, anyone with difficulty breathing, anyone who is unconscious, incapacitated, or unable to remove the covering without assistance. This guidance could be changed depending on the most recent guidance from the CDC.

- Bus Expectations: behavior, seating chart, masks/cloth face covering

Develop building schedules and procedures to meet the guidelines listed below: As Staff and Student Return, During the School Day, Buses, Special Events, After the School Day.

As a contingency plan, develop a schedule that has half of the student body attend for the first part of the day and the second half for the second half of the day or on an Odd/Even Number (date) with half of the student body attending at a time. This includes bus schedules. Students would participate in distance learning during the half of the time that they were not physically present in school.

Establish boundaries for limiting the spaces inside the school that parents and visitors access. Create barriers, signage, etc. to limit where non students or staff may go. Use plexiglass shields (being built by Buildings and Grounds) to protect staff interacting with parents and visitors (i.e. receptionist, secretaries, bookkeepers, etc.)

Ensure the health station is well stocked with at least two digital thermometers, covers, masks, gloves, pillow covers, etc.

Ensure each classroom, office, etc. has equipment to disinfect spaces throughout the day as the spaces are in use. Ensure cleaning equipment is kept out of reach of children.

Ensure all heat pump filters and Energy Recovery Ventilator filters are changed before school begins.

Check all bottle fillers, etc. to ensure water is safe after prolonged shutdown.

Provide refresher training for custodial staff on safe and proper use of disinfectant.

As Staff and Students Return

Post *Stop the Spread* posters ([English](#) and [Spanish](#)) are posted on entry doors, at sign-in stations and on bathroom doors throughout the building. Teach and reinforce with students

washing hands and covering coughs and sneezes. Teach use of a kleenex when needed then immediately dispose of in no touch trash can and wash or sanitize hands.

Post [Do Not Enter/Symptoms of COVID-19](#) posters (English and Spanish) are posted on entry doors and at sign-in stations. Signs are being printed.

Establish Staff and Visitor Sign in Stations (Maintain one entry into the building during business hours. May have separate entries for different grade levels at the start of school day, but only students in that wing should use that door. May have a separate entry for PreK and K registration).

Establish separate sign-in sheets for staff and visitors. Sign in sheets include verification of no symptoms of COVID-19. [Staff Sign Sheet with Verification](#)

Establish a system for students to wash and/or sanitize their hands immediately upon entering the school.

Establish clear barriers/boundaries that only staff and students located in that area of the building may cross. Keep visitors/parents located outside or to a very limited area inside the school. If parents or visitors need to go beyond the entryway of the building, ask them to wash/disinfect their hands and mask up.

Nurses train school staff in how to monitor their own health for sign-in verification purposes and how to monitor students for referral to the office for further screening.

Nurses train appropriate staff how to provide care to students or staff exhibiting symptoms: isolation room/area, masks for students and staff involved, gloves for staff providing care. Notify SCPHD and student guardians of a possible case. Work with SCPHD to determine if other students and staff need to be notified of a possible case while maintaining confidentiality as required by ADA, HIPAA, and FERPA.

Close off areas used by the student and/or staff exhibiting symptoms until thorough disinfected. Wait 24 hours to clean the area if possible.

Ensure outside fresh air intake units in each building are operating for maximum effectiveness and scheduled to operate throughout the day and past the end of the school day in order to provide clean air environments during the day and the next day.

Professional Development: Schedule District-wide and/or School Level professional development in smaller groups (i.e. one or two grade levels or departments at a time, etc.) in larger rooms where staff can physically distance. Disinfect tables and chairs after the session before the room is used by another group. Have staff work with the same small group on various activities during the session rather than mixing groups.

All Staff: An all staff back-to-school celebration may be held if it can be held outside with ample social distancing. Conditions in the community over the summer will be monitored to determine the feasibility of such an event.

During the School Day

Establish clear expectations regarding the wearing of masks by students, staff, and visitors.

- A cloth face covering should be worn whenever people are in a community setting, especially in situations where they may be near people.
- Encourage elementary students to wear a mask/cloth face covering each day.
- Request and expect middle school and high school students and staff to wear a mask.
- Ask and expect parents and/or visitors to wear masks when they come to the school.

Per the [CDC](#), cloth face coverings should not be placed on young children under the age of two, anyone with difficulty breathing, anyone who is unconscious, incapacitated, or unable to remove the covering without assistance. This guidance could be changed depending on the most recent guidance from the CDC.

Establish a building wide schedule that limits the mixing of students and staff and provides for physical distancing and frequent hand cleaning. For example:

- Include in-building and class schedules specific times for hand washing/sanitizing including at least the beginning of the day, before lunch, after recess or being in another space outside of the regular classroom, after group work and at the end of the day.
- Include one grade level/or specific number of students at a time on the playground or in the lunchroom with a limited number of students per table. Be ready to move to lunch in the classroom if need be.
- Conduct Specials classes in the regular classroom frequently while rotating the grade levels that meet in the Specials classrooms to use the content specific equipment. (i.e. During September only grade five meet in the Engineering Technology class while the rest of the students receive Engineering Technology instruction in their regular classroom.) AND/OR
- Rotate specials by grade level throughout the year so that special teachers are engaging with a limited number of classrooms at a time. (i.e. Engineering Technology provides a month of classes 5 days a week for grades 4 and 5 and those are the only specials for grades 4 and 5 that month. Then the next month Engineering Technology rotates to grades 2 and 3.)

- Determine how to operate the library while reducing the exposure of students to a larger number of students or staff?
- P.E. classes should be held outdoors if possible. Engage in activities that reduce contact. Disinfect equipment between each class period.
- Establish clear procedures for passing in hallways, i.e. which side of the hall to walk on, single file or only two abreast, etc. Stagger passing periods if possible to reduce the number of students in the hallway at one time.
- All staff must assist in monitoring hallways during passing periods to ensure students are staying within their assigned areas and passing in a safe manner.
- School assemblies should be limited to the number of students that can gather in the space with physical distancing.
- When food is offered, it should be pre-packed/plated or bagged for each child. Avoid use of buffet style serving and the sharing of food.

Arrange classrooms to provide for physical distancing and assigned work spaces. For example:

- Mark where each specific student will sit during circle time so that there is space between students and mixing of students is limited.
- Separate student chairs and desks as much as possible.
- Assign students to a team in which they work every day all day/or all class period for the quarter to limit mixing of students.
- Limit the number of times students move to different spaces within the classroom.
- Provide supplies to individual students or a small team to reduce the amount of common materials being shared by multiple students.
- Keep individual students belongings separated from others' and in individually labeled containers, cubbies, or areas.
- Assign specific textbooks to each student and store in the student's individual space rather than sharing textbooks.
- Check out a specific Chromebook/device to each student (students may keep the Chromebook currently issued to them). Assign a specific charging location for that Chromebook. Students should use the same Chromebook/device each time they need

such an item. (If learning needs to move to at-a-distance, students should be able to take their assigned Chromebook home.)

Establish a Building Schedule for Frequent Cleaning and Disinfecting. For example:

- Assign a student (member of a small team), if students are old enough to do this safely, the responsibility for disinfecting the work area at the end of class.
- Ensure cleaning supplies are safely stored away from students when not being used.
- Collaborate with the building custodian to schedule a time during the day for light switches, door handles, etc. to be disinfected while students are at lunch, recess, etc.
- When possible, disinfect equipment to be used by multiple students in between each use such as microscopes, calculators, drums, etc.
- At the end of each class period, disinfect equipment touched by multiple students such as basketballs, frisbees, soccer balls, etc.

Establish ways to celebrate and greet each other at a distance. Teach students ways to celebrate and greet each other at a distance. For example:

- Jazz hands
- Air High Fives
- Clapping
- Thumbs Up
- Dance Party
- Ask students to create ways to celebrate and/or greet each other without physical contact.

Staff meetings should be scheduled in a way to allow for small groups and social distancing or virtually. Small numbers of teachers meeting in the same classroom for a Professional Learning Community, planning, lunch, etc. should practice social distancing and clean the desk or table at which they were sitting when the meeting is over.

Establish attendance check procedures that encourage families to self-report symptoms or cases within the household. Support self-isolating in these circumstances.

Buses

- Bus drivers and aides must wear a mask/cloth face covering at all times while on the bus.
- Teach and reinforce bus behavior expectations each day from day one both on the bus and at school.

- Assign seats and require students to sit in their assigned seat for the entire route. (This allows for easier calculation of who is exposed to whom.)
- Require students to wear masks at all times while on the bus.
- Attempt to assign no more than two students per seat on the bus. (Dependent on being able to hire more drivers.) If possible space students out with empty seats in between them.
- Clean and disinfect buses each morning and afternoon.

Special Events

Back to School/Meet the Teacher Events - Host outside if possible with plenty of space for distancing or by virtual meeting. If the event must be inside the school, consider scheduling a few classes at a time or scheduling families by last name, etc. to keep the number of participants reduced throughout the school during the event.

Conduct Parent-Teacher Conferences by phone or virtual meeting. Send home prior to conferences a specially marked envelope or packet of materials that you want to review with the parent and ask them to have it ready to review during the phone/virtual conference.

Student Performances and Athletic Events - Hold outside if possible or in a large venue with plenty of space for social distancing.

- Limit the number of students performing at the event.
- Limit the number of spectators physically present to allow for social distancing.
- A cloth face covering should be worn whenever people are in a community setting, especially in situations where they may be near people. Encourage students and staff to wear a mask/cloth face covering each day. Ask parents and/or visitors to wear masks when they come to the school. Cloth face coverings should not be placed on young children under the age of two, anyone with difficulty breathing, anyone who is unconscious, incapacitated, or unable to remove the covering without assistance. This guidance could be changed depending on the most recent guidance from the CDC.
- Consider providing virtual streaming for additional viewers.
- Follow IHSAA guidance.

Converting to Learning at a Distance When Needed

(This section will be revised in June after feedback on what worked and what didn't work for distance learning is collected from staff at the end of the 2020-21 school year.)

Guiding Principles for Converting to Learning at a Distance

1. Consideration of County or State Stay-Home orders.
2. Board of Trustees Decisions and State Board of Education Guidance
3. Provides ordinary and protective care for the safety of students and staff. (IC 33-512(4) and (7))
4. Conditions call for increased isolation to maintain health and prevent the spread of germs and disease.
5. All students mastering Idaho Content Standards and achieving at high levels is critical to the future of our county and our state. This high bar requires that all students remain engaged in learning for a minimum of the instructional time required by the State of Idaho (IC 33-512(1)(a)).

In the Event of School Closure

When COVID-19 or other conditions require school closure for a period of time (other than the typical weather/snow day), the District will announce the closure under the guidance of the Superintendent with consultation with the Chairman of the Board. The closure could be school specific or district wide. If possible the announcement will include a time period at which the closure will be reassessed for possible return to school or continuing the closure. The announcement would be pushed out in the same way that school closure for weather is announced.

If possible, this decision would be made with allowing one additional day of physical school attendance so that students can pick up Chromebooks and teachers can hand out books and other supplies students will need. All staff would report.

If one additional day of physical school attendance is not possible, the District will schedule a day for students and/or parents to pick up Chromebooks and supplies they will need at home. Teachers would work for one day, separated into their individual classrooms/offices and wearing masks, to package the students Chromebook (the one already checked out to the student for the year), a charger, books, paper, and other supplies the student might need. The school would distribute the materials according to a schedule that allows for a limited number of students/parents picking up materials at a time over the course of three days immediately

following the teacher preparation day. Schools will have a schedule and logistics prepared ahead of time so that they can immediately push out a pick-up schedule to parents on the day of teacher preparation. All staff expected would report for the one day. On day two only staff designated by Emergency Closure procedure and/or their supervisor would report and under the guidelines of wearing a mask, signing in and out of the building, and frequent hand washing/disinfecting or the wearing of gloves.

However, on all working days, all staff are expected to work their normal hours as per their job descriptions, either virtually or physically in accordance to social-distance guidelines. If staff are unable to be reached during these hours, they must use the appropriate leave request as approved by the employee's supervisor.

Connectivity: Students who lacked Internet connectivity during April and May of 2020, were provided support by the District and its partners to get connected. These arrangements included a year of connectivity in order to ensure students were ready overnight to switch to distance learning.

Social workers will need to connect with families new to the area or that move in order to ensure Internet connectivity is provided at their new place of residence or provide the support needed to get the student connected as soon as possible.

Lesson Planning Guidance - Secondary

Lessons are posted to **Google Classroom** (EHSS, WRMS, Carey), **Schoology** (WRHS), or **Lift** (SCHS). If a middle school or Carey teacher has not been using Google Classroom, there will be an opportunity to receive virtual assistance/training. Most students will know how to use these platforms. Assignments are provided and returned digitally through these systems or through school email.

Teachers can video record lessons and send them digitally to students for viewing. For subjects like art and music, consider student video submissions or photos of artifacts. Students can also access other platforms that they have already been using with teachers to communicate learning back and forth between students and teachers. New platforms that students have not used prior to remote learning would be difficult to expect students to access and use successfully.

Other Technology Related Considerations

- It is not appropriate to require students to be available at a specific time to participate in virtual instruction.
- Google Meet (and later, Zoom) will be available to provide two-way communication with students.
- Gaggle will be active during remote learning for monitoring expectations of the network user agreement.
- Teachers should not use their personal cell phones to communicate with students, use Google Hangouts, school email, or school phone lines.

Expectations

- Optimizing learning, but not overwhelming students is an essential consideration when planning lessons
- Consider 2-3 hours per week, per class/course
- Deploy lessons according to schedule below
- Focus on developing priority standards and common lessons by course, collaborating with fellow teachers whenever appropriate
- Be cognizant of IEP, 504 and ELD accommodations, and implement them to the extent that they can be applied.
- Coordinate with the IEP, 504 and ELD case managers to implement accommodations.
- Collaborate with special education teachers, ELD specialists, GATE facilitators regarding instructional activities and plan.

Dual Credit Courses

- Dual credit courses are in continuation as outlined by the college for which it is offered. Teachers of DC classes are to follow the college protocols.

IDLA and Plato Courses

- Any students already taking IDLA courses are expected to continue until completion online.
- Students can call or email their teacher for assistance or proctoring of tests.

AP Courses

- AP testing will occur at home (45-minute test covering content through early March; 2 different test dates; students can cancel the test with no penalty). Resources in MyAP Classroom and [free review lectures](#) are available. [More details](#) by April 3.

Resources

Every teacher has their own go-to resources. In addition, they may consider these and others that could be added as we extend learning from home:

- [IDLA content course resources](#) (grades 7-12) - all course content (except assessments and assignments) is available for teachers to use with their own students

- Plato courses (all courses are free of charge, can increase # of licenses as needed)
- Newsela (ELA, Newsela Social Studies, Newsela Science and Social Emotional Learning) is now available through Clever for all students and staff (free of charge through the end of 2019-20 school year)
- Khan Academy
- RB Digital (WRMS only) - access to digital books
- SORA -Overdrive: ebooks and audiobooks (district library collection)
- Epic Reads?

Feedback & Grades

This is new and we are all trying to learn from one another. We know students will vary in their engagement and completion of assignments; however we do expect students to make their best effort to do the tasks we assign.

- Providing frequent feedback on assignments during distance learning is critical to keeping students engaged.
- Recording student learning - use Google Classroom/Schoology/Lift or electronically via text/email/other to collect assignments and provide feedback
- Focus on participation at first, with more on grades later (temperature check of who is still with us)

Weekly Lesson Deployment Schedule

WRMS, WRHS, Carey*, and EHSS** (*Carey - ignore periods 6 & 7; **EHSS - ignore period 7)

Lessons by Period Week 1				
Monday, 4/6	Tuesday, 4/7	Wednesday, 4/8	Thursday, 4/9	Friday 4/10
Schools distribute chromebooks Teachers connect with students/parents and let them know what is being planned for learning Teachers plan lessons and prepare for distribution through Google Classroom/Schoology		Even Day (Periods 2, 4, 6, Personal Project (PP))	Odd Day (Periods 1, 3, 5, 7)	Even Day (Periods 2, 4, 6, PP)

Lessons by Period Each Week - Week 2- (follow even and odd days by week)				
Monday, 4/13	Tuesday, 4/14	Wednesday, 4/15	Thursday, 4/16	Friday, 4/17
Odd Day (Periods 1, 3, 5, 7)	Even Day (Periods 2, 4, 6, PP)	Odd Day (Periods 1, 3, 5, 7)	Even Day (Periods 2, 4, 6, PP)	Odd Day (Periods 1, 3, 5, 7)

Lesson Planning Guidance - Elementary

All instructional staff (art, PE, engineering/design, instructional technology, SPED, GATE, ELD, other specialists and support staff) are expected to network and contribute to lesson planning and preparation for students each week.

Preschool

- Parents will not be charged while students are not physically at school.
- Teachers are asked to stay connected to their families in some way virtually/by phone (send ideas home for things to do at home, see if families need anything and steer them to other resources/support staff, etc.)

K-5

Most elementary students have not had experience learning remotely or online outside of the classroom. Therefore, weekly lesson packets appear to be the best approach for these students. Students/parents will pick-up or have delivered to their homes, a packet of learning tasks each week. Please see the expectations below regarding these core lessons.

Expectations

It is vital that teachers consider the differences in learning from home when planning weekly lessons. Continued learning is the goal, but understanding the circumstances of this crisis is also essential. Each teacher will need to consider both in their planning.

Required Core Lessons:

This is an opportunity to focus on priority standards and build common lessons across grade level teams, involving your ELD and other specialists. When creating lesson plans, think: priority standards, active learning, reading and writing over worksheets, reading a common book and responding to questions or writing an essay in response to reading, practicing specific skills, creating a special project to integrate content, hands-on activities, etc...

- Three (3) lessons each week for Math
- Three (3) lessons each week for Language Arts

Additional Lessons:

Dependent on each week's depth/length of the six core lessons (teacher discretion)

- Accessing digital instructional software through Clever (time determined by teacher, see list below), learning time can be monitored through these platforms
- Additional independent reading or writing as determined by the teacher
- Outdoor play and recreation time
- Creativity time to design, build or create something of their choosing or stimulated by the teacher for a specific cross-curricular purpose
- Consider use of a [Choice Board](#) of activities that students can select from to pursue their own interests
- Other content determined by the teacher working collaboratively with specials teachers (art, music, engineering/design and technology)

Technology/Online Considerations

- Teachers vary in their use of technology tools to share lessons and communicate with families. Google Classroom, ClassDoJo, SeeSaw, etc. - any tools already used by teachers for outreach is encouraged.
- Many teachers have Teacher Pages for their students.
- Google Hangouts are now available for use.
- Gaggle will be active during remote learning for monitoring.

Students will have access to instructional software online through Clever with their Clever Badges on chromebooks. Teachers can prescribe an amount of time per day/week in any of the available systems, but understand that not all students will have internet access right away or will have internet speed limitations. It will be part of the teacher's responsibility to identify which students need assistance in accessing the internet.

Accessible software through Clever:

- *Istation* (all students K-5, Reading, Math and Espanol)
- *Reading A-Z; Raz Kids Plus* (all students K-2)
- *Imagine Learning* (Free licenses to Idaho's students: Imagine Language & Literacy (Pre K-6), Imagine Math Pre K-2, and Imagine Math 3+)

Please work with your SPED teachers and interventionists to access these limited resources for students receiving intervention or are on IEPs

- iReady (math)
- Read Live (reading)

Principal Considerations

- Welcome-back message / video
- Monitor Gaggle

Resources

- Newsela (ELA, Newsela Social Studies, Newsela Science and Social Emotional Learning) is now available through Clever for all students and staff (free of charge through the end of 2019-20 school year)
- SORA -Overdrive: ebooks and audiobooks (district library collection)
- [K-5 Remote Learning Resources Folder](#) (has K-5 LA and Math lessons for week 1 and additional resources to assist with planning)

Weekly Lesson Deployment Schedule

Lessons for Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Schools distribute chromebooks</p> <p>Teachers connect with students/parents and let them know what is being planned for learning</p> <p>Teachers plan lessons and prepare packets for distribution</p>		<p>Lesson packets are picked up or delivered to students</p> <p>Teachers plan next week's lessons</p> <p>Teachers check in with students and are available for questions by students/parents virtually</p>	<p>Teachers are available for questions by students/parents virtually</p> <p>Teachers reach out to students they feel may need more support</p> <p>Teachers continue to plan next week's lessons</p>	<p>Teachers check in with students as needed and are available for questions by students/parents virtually</p> <p>Teachers finalize next week's lessons</p>

Lessons for Week 2 - If packets are an option.				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Distribute or deliver week 2 lesson packets</p>	<p>Check in with students</p> <p>Be available for questions</p> <p>Prepare next week's lesson packets</p>	<p>Check in with students</p> <p>Be available for questions</p> <p>Prepare next week's lesson packets</p>	<p>Check in with students</p> <p>Be available for questions</p> <p>Prepare next week's lesson packets</p>	<p>Check in with students</p> <p>Be available for questions</p> <p>Prepare next week's lesson packets</p>

Responsibilities of Special Programs & Supports

Students on IEPs/504s:

- [Review Special Education Services Guidance for Sped/504](#)
- Accommodations and service delivery of specially designed instruction to meet required minutes on IEPs
- Hold IPE/504 Meetings virtually or via Meet Me if possible.
- All timelines are still in effect
- As of April 6 we are responsible for delivery of instruction related to IEP goals.
- Support general education teachers with lesson planning as needed to implement accommodations and modifications and meet IEP needs.

Social Workers:

- Identify families that need food
- Connect personally with families that will need support directing them to resources
- Coordinate with teachers regarding student needs and supports

Students in Intervention:

- Additional practice on specific skills identified in each student's plan
 - specific tasks prescribed in weekly lessons for individual students (e.g.: Istation, Imagine Learning, ...)
- Will not be progress monitor students currently in RTI to start, but if assume remote learning in further weeks, consider oral reading fluency measure in Istation (TBD)

GATE:

- Secondary GATE Facilitators have their own courses to plan for and prepare.
- Elementary GATE Facilitators are expected to network with classroom teachers in planning lessons to allow enrichment modifications to assignments being prepared and sent home.
 - Additional resources may be sent home for identified students as options in weekly learning plans.
- Both elementary and secondary facilitators are expected to reach out to students/parents on their caseloads during the remote learning experience to determine needs specific to their GATE plans.

ELD:

- Support general education teachers with lesson planning as needed to meet individual students' language needs.

- Communicate daily with all general education teachers with whom you co-teach. This communication should include lesson planning, lesson execution, and student feedback.

Resources

[How Will Schools Look After COVID-19](#)

[Protocols for Daycare and Child Care](#)

[Protocols for Youth Organizations](#)

[DRAFT CDC Protocols for Re-Opening](#)

[Guidance on Use of Cloth Face Coverings](#) - Idaho Department of Health and Welfare

[Cloth Face Coverings](#) - CDC