

Learning Continuity Plan Implementation Update to the Board of Trustees

April 21, 2020

Blaine County School District was ordered closed by the Chairman of the Board and the Superintendent on Saturday, March 14 with the confirmation of COVID-19 in the community. Schools were closed for the weeks of March 16 to 20 and March 30 to April 3. (Spring Break was March 23-25 so school was already closed per the Board's calendar.)

On March 30, the Board of Trustees approved the re-start of school with learning from a distance on April 6, 2020. Limited numbers of staff were allowed to re-enter buildings on March 31 in order to clean and disinfect buildings and "for the purposes of facilitating distance learning" as per the State of Idaho March 25 Self-Isolate and the March 20 Blaine County order to Self-Isolate.

The following is a summary of the actions that have been taken to date to re-start learning from a distance for our students with an intense focus on following our constitutional mandate to provide a "thorough and uniform education" to all our students.

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Timeline

March 14:

- Press Release on School Closure and Notifications to Parents, Students, and Staff
- Began posting COVID-19 and Distance Learning on Facebook - endless posts

March 16 to 20

- All Staff Messages: March 15, 16, 17, 18, 19, and 20.
- Built COVID-19 School Closure Page and began posting.
- COVID-19 Page Posting: March 16, 18, and 20.
- Learning Continuity Plan and Logistics drafted and submitted to the State Department of Education after researching options
- Multiple meetings with Incident Command, District Leadership Team, Teaching & Learning, Region IV Superintendents, and BCEA.
- Student Support Services (social workers, counselors, Mental Health Therapist, case managers) continue to provide via telephone critical support to students and conduct IEP meetings.
- March 16 COVID-19 School Closure Update via email, website and social media.
Topics: Message from Superintendent on school closure (originally sent March 14), Free Grab-N-Go Food Distribution, Social Distancing, Trusted sources of information on COVID-19.

March 18 to 20

- 1021 Student lunches provided at Grab 'N Go distribution sites throughout the district
- Teaching and Learning (T&L) begins outreach to teachers and networking with principals to inform the Learning Continuity Plan based on the conditions at that time
 - T&L, principals, some teachers under the request of T&L and our TOSAs began gathering ideas in anticipation for moving instruction and the provision of special education and services at a distance (to meet legal, federal and code requirements)
- March 18: Board Chair Press Release
- March 18 COVID-19 School Closure Update via email, website and social media.
Topics: Board Chair statement on screening students after spring break, mental health resources, message from Superintendent on restarting school April 6, trusted sources of information on COVID-19, cancelled or postponed events (Preschool and Kindergarten registration, sports).
- March 20 COVID-19 School Closure Update via email, website and social media.
Topics: Governor's Order for Shelter in Place, Mental Health Resources, Grab-N-Go Food Distribution, Technology Survey for Parents and Students, Cox Internet Service, Trusted Sources of Information, Cancelled/Postponed Events.

March 23 to 27 (Spring Break)

- 2295 breakfasts and 2295 lunches were provided to students at Grab 'N Go sites.
- March 24: Board Chair Press Release
- All Staff Messages: March 24, 28
- COVID-19 Page Posting: March 24, and 27.
- March 27 COVID-19 School Closure Update via email, website and social media.
Topics: Board of Trustees meeting, letter from Superintendent, letter from Dr. Greenberg/St. Luke's, Free Grab-N-Go Lunch Distribution, Technology Survey for parents and students, Cox Internet service, Trusted Sources of Information, Cancelled/Postponed events (Preschool and Kindergarten registration, sports)

March 31 to April 3:

- 3142 breakfasts and 3142 lunches were provided to students at Grab 'N Go sites.
- All staff messages March 28, April 2, 3.
- COVID-19 Page Posting: March 31.
- Custodial and Buildings and Grounds staff disinfected all buildings.
- The [Learning Continuity Plan](#) was revised to provide instruction fully virtual (no packets of materials/resources able to be sent home) to reduce the number of staff that would need to access the buildings.
 - Explicit guidance drafted for Board Meeting and schools to use in the transition to distance learning
- Chromebooks were collected, cleaned, and packaged with chargers and instructions for distribution to families.
- Principals contacted all staff members in regards to [plans for re-starting learning](#).
- Staff were provided limited access to buildings to retrieve materials needed for working from home.
- Multiple staff meetings and/or department meetings were held for each school to plan distribution of Chromebooks and restart of learning.
- Google Classroom training provided for staff as needed.
- Internet Connectivity Options for students drafted.
- Teaching & Learning vetted multiple free resources for use in distance learning and created a district resource document and special programs padlets to aid teachers in lesson plan and delivery.
- Internal and external communication topics identified and prepared to keep stakeholders informed as leadership learns of changes by the state.
- Multiple coordination meetings with Incident Command, District Leadership Team, Building Leadership Teams, Teaching & Learning, Region IV Superintendents, and State Department of Education.
- Student Support Services (social workers, counselors, Mental Health Therapist, case managers) continue to provide via telephone critical support to students and conduct IEP meetings.
- Discussions for how to assign the end of the year grades began. T&L research options for grading to include information from colleges and other districts within and outside of Idaho to bring to the discussion.

- March 31 COVID-19 School Closure Update via email, website, social media. Topics: Board of Trustees Extend School Closure Until April 20, Distance Learning Begins April 6, Preschool and Kindergarten Registration Postponed, Free Grab-N-Go Lunch Distribution, Cox Internet Service, Trusted Sources of Information.

April 6 to 10:

- 3538 breakfasts and 3538 lunches were provided to students at Grab 'N Go sites.
- All staff messages: April 6, 7, 10.
- April 6 and 7: Board Chair Press Releases
- April 7: Began Frequently Asked Questions posting.
- COVID-19 Page Posting: April 6, 7, 8, 9, and 10.
- Teachers called students to restart learning. 99% of students contacted during this week. Information gathered on student needs around Internet connectivity. Teachers kept a log to inform internet connectivity work across the district.
- Elementary teachers provided initial learning opportunities/assignments to students over the phone such as reading a book, writing a journal, etc.
- Secondary teachers provided the first distance lesson on April 8 according to Lesson Plan Guidance (see Appendix A) with even period classes providing learning opportunities on even number days and odd period classes on odd number days.
- Teaching & Learning determines how to take attendance based on state reporting and financial impacts.
- Internal and external communication topics identified and prepared to keep stakeholders informed as leadership learns of changes by the state.
- Student Support Services (social workers, counselors, Mental Health Therapist, case managers) continue to provide via telephone critical support to students and conduct IEP meetings. (see Appendix C)
- Principals contacted parents about their individual school's Chromebook distribution schedule.
- T&L check in with the staff and programs they support (SPED, Nursing, ELD, GATE, TOSAs, College & Career Advisor, Social Workers)
- Internet Connectivity Options for students finalized.
- Chromebook distribution by schools began with strict safety protocols.
- The State Board of Education extended its directive for a soft-closure of schools through the remaining academic year. Schools are to offer learning from a distance.
- Graduation planning began in light of school closure through the end of the year.
- How to assign grades discussion continues.
- How to take attendance protocols put in place at each school.
- Multiple coordination meetings with Incident Command, District Leadership Team, Building Leadership Teams, Teaching & Learning, Region IV Superintendents, and State Department of Education.
- Began assigning internet solutions to families through referrals to Cox, SafeLink, and delivery of hotspots.
- Google classroom training continued for teachers as needed.

- April 6 COVID-19 School Closure Update via email, website, social media. Topics: Board of Trustees Statement on Distance Learning, Welcome to Distance Learning, Free Grab-N-Go Lunch Distribution, Mental Health Resources, Local Charitable Resources, Trusted Sources of Information, Cancelled/Postponed Events.
- April 9 COVID-19 School Closure Update via email, website, social media. Topics: Board Chairman and Superintendent Statement on Idaho State Board of Education and Distance Learning "Will Continue Through the End of the School Year," Frequently Asked Questions, Graduation Information, Be the Light Event, Celebrate Unsung Heroes/Custodians, Trusted Sources of Information, Board of Trustees Meeting

April 13-17:

- Last of Chromebooks distributed.
- All staff messages: April: 12, 16, 19.
- COVID-19 Page Posting: April 14 and 15.
- Multiple coordination meetings with Incident Command, District Leadership Team, Building Leadership Teams, Teaching & Learning, Region IV Superintendents, and State Department of Education.
- Continued assigning internet solutions to families through referrals to Cox, SafeLink, and delivery of hotspots.
- Teachers checked in with each student again at least once during the week (usually multiple times).
- Elementary and Secondary teachers continued to provide lessons according to the schedule and Lesson Plan Guidance (See Appendices A and B). Many are learning how to use new digital tools to package and deliver instruction.
- Internal and external communication topics identified and prepared to keep stakeholders informed as leadership learns of changes by the state.
- T&L connects with those in the field (principals, teachers, TOSAs, college & career advisors, librarians, etc.) to get a pulse on their needs, successes, and continued challenges.
- Equipped four buses and one van to broadcast WiFi for internet connectivity, field tested and developed a schedule for when buses would be at specific locations to provide Internet to clusters of students needing connections.
- Student Support Services (social workers, counselors, Mental Health Therapist, case managers) continue to provide via telephone critical support to students and conduct IEP meetings.
- Decision made on how to assign end of year grades. Documents created for sharing information with staff, students, and parents. Begin disseminating information.
- Began to develop considerations for a Summer Learning Plan.
- Began drafting return to school plan (fall)
- Began drafting school closure plan - how to get possessions back to students, close up classrooms, distribute report cards, etc.
- (April 15: Update via email: Calendar decision by Board of Trustees)

- April 17 COVID-19 School Closure and Distance Learning Update via email, website, social media. Topics: Letter from Teaching and Learning, Attendance, Grading, Frequently Asked Questions, Why Is Each School Doing Things Differently?, Distance Learning Snapshots from Home, Trusted Sources of Information,

April 20 -

- Board Chair Press Release
- All staff messages April 20

Distance Learning Numbers to Know

Staff Supporting Learning from a Distance	521
Students Contacted and Learning from a Distance	All 3299 K-12 students
Number of Breakfast and Lunches Provided to Students	25,095 (as of 4/16)
Number of Students that Needed Connectivity Support (Either no Internet or insufficient Internet. 142 of these had Internet)	296
Number of Students Supported in Receiving Internet at Home	129 (as of 4/20 at noon)
Number of Bus/Van Locations for WiFi Broadcasting	9
Number of Google Classrooms Being Used in BCSD (Compared to 55 before distance learning. Also, WRHS uses Schoology instead of Google Classrooms)	1472

Alturas Elementary - Dual Immersion

Current Status: Alturas Elementary is actively engaged with our convocation in learning opportunities for all. Teachers are actively engaged with each other in shared learning experiences to ensure strong distance learning practices are employed by all. Classes, course work, and engaging activities are being offered in both languages in support of our Dual Immersion environment.

Chromebook Distribution: 320 Chromebooks were handed out. 320 of 414 approximately 77% of our student population. We anticipate this number will grow, as families get connected, and as technical difficulties continue to happen with personal devices. Families who took only one or two devices to share among all their children, will most likely begin to recognize - all students having their own devices will work better for their families general well-being.

Internet Access: 26 families have asked for assistance in getting internet services, thus far. We think about ½ have received it. Our school social workers have been working tirelessly to contact families, and service providers to get families online asap. We have come to the realization some may never, based on circumstances. Companies are sending the modems and equipment to the homes, and families are expected to hook it up themselves. Current

restrictions will not allow service people to enter the home. They do attempt to troubleshoot from outside. Many have not been able to make it work. The assumption is the existing wiring is old, or faulty, and in those situations there is nothing they can do.

Approximate School Engagement: 100% of our students have been contacted. Participation and engagement varies by grade level dependent on student and parent's comfort and ability to access technology in gaining access to our learning opportunities.

Students are connecting in various ways. Not all students are engaged in the classroom learning activities teachers are providing. Most are accessing online digital platforms like Raz Kids (estimate of about 90% school wide). Most respond to emails from their teachers or participate in a google hangout (85 - 95%). However, It varies drastically when considering those students who engage in the ELA and Math activities K - 5 that are offered (30 - 99%).

Online Learning Platforms: Teachers are using a variety of learning platforms, to present lessons, and engage students.

<u>K</u>	Class Dojo
<u>1st</u>	Google, Google Meet, Google Slides
<u>2nd</u>	Google, Google Meet, Google Slides
<u>3rd</u>	Class Dojo, Google Classroom
<u>4th</u>	Google Classroom
<u>5th</u>	Google Classroom, Seesaw, Google Slides

Specials: Our Specials teachers have created a landing page using Google Slides for all Specials classes. Per their daily schedule teachers access the lessons, videos, and other learning opportunities the Specials teachers have created. Lessons are designed for Kinder through 5th grade with an accompanying link - teachers access this living document to embed the links into their daily schedules for students to access. Creating an archived resource for all students to continue to access again and again as they wish. All opportunities to engage consider activities supporting the varying content domains, with considerations for language level, ability, and guided by their content standards. Specials are working with other Support staff to create co-taught lessons that support the various instructional practices we employ throughout our school to support language and independent thinking.

Support Staff:

ELD: ELD teachers are working with teachers and other support staff to create co-taught lessons that support the various school wide instructional practices we employ throughout our school to support language and independent thinking. They have created multiple instructional resources to help teachers implement their virtual classrooms. And are building a library of Virtual field trips with scaffolded activities based around the major themes and content at each grade level.

Interventionist:

Our Interventionists continue to support classroom teachers with their Tier II, and Tier III interventions.

K: Add Letter Books in English to match Backwards Letter of the Day and Read Aloud for letter of the Day. (RAZ Kids for all students)

1st: Decodable Books for Intervention students (RAZ Kids for all students)

2nd: Decodable Books for Intervention students (RAZ Kids)

3rd: Leveled Readers for mainstreamed Intervention students (RAZ Kids)

4th: Leveled Readers for lower readers (RAZ Kids, from four homerooms)

Special Education: Our resource room continues to support students academically and socially with special education needs. Checking with students throughout the week to support their understanding and work in the assignments teachers have assigned. We are continuing to manage the IEP/Evaluation process with the support of the Special education team (Teacher, OT/PT/SPL/Psych). We have held one IEP, and have 5 more scheduled this calendared school year.

Paraeducators: Working in a variety of ways to support Alturas and BCSD. Many have joined in to help put together and distribute the lunch program district wide. Others are using their bilingual skills to support teachers in communicating with parents. Others are supporting small reading groups, math or writing groups under varying teachers guidance. All are available as needed.

Social Workers: Our social workers have been working tirelessly to support the social emotional, financial, and technological needs of our Alturas community. Checking in with families and providing resources to support their basic needs (Food, Gas, technology). They are doing an exceptional job of communicating back to teachers, and keeping the educational support team informed. Social Workers are also continuing to maintain and monitor all 504 plans, updating them as needed per their annual review schedule.

Bellevue Elementary

Current Status: Bellevue Elementary is up and running with distance learning. Thanks to our incredible BCSD team (teachers, administrative assistants, Technology specialists, custodians, maintenance crews, Teaching and Learning team, Special Education team, communications, HR, and Finance teams) we were able to provide the following to our Bears and create a sustainable system to continue to learning until the end of the school year.

Chromebook Distribution: 187 of 216 (87%) have received a device

Internet Access Status: 199 of 216 (92%) have access

Approximate School Engagement Percentage: 87% engagement throughout a week.

Online Learning Platforms Used (by Grade level/Specials): Each grade level is utilizing a combination of online resources (video, links, games, and activities) in fun and engaging ways to provide the opportunity for learning. These lessons are also focused on ensuring that there are clear targets for the learning and both student and parent are able to participate and that students have the opportunity to interact socially.

Classroom teachers continue to focus primarily on 3 ELA and 3 Math lessons each week.

Kindergarten - Seesaw, Google Classroom, Google Meets

1st - Seesaw, Google Meets

2nd - Seesaw, Google Meets

3rd - Google Classroom, Google Meets

4th - School Websites, Google Meets, Flipgrid

5th - Google Classroom, Google Meets

Specials- Safetube, web based applications

Specialists- Google Meets

- Lessons are submitted on Wednesday for the following week so other specials and specialists are able to coordinate learning throughout the week.

Internal Staff Communications/coordination

Grade Level Teams: Weekly

Specials: Weekly

Specialists: Weekly

Building Leadership Team: Every other week

Staff Meeting: Every other Week (daily staff message)

Specials Staff:

- All specials staff are providing learning opportunities by grade level for a specific day of the week. Lessons are embedded into the daily schedule of the classroom teacher.
- The instructional Technology teacher is focusing primarily on troubleshooting, training, and being responsive to students, parents, and teachers needs.

Support Services Provided for students of need (IEP/504/ELD/ELA plans)

- **Reading Specialists and Parapro** - focusing on Tier III students, meeting weekly for 30 minutes to provide needed reading support and help with classroom engagement. They are creating phonemic awareness videos to support what they were working on in small group instruction.
- **ELD Specialist and Parapro:** Primary focus is on ensuring our Spanish speaking families are able to connect and then working with classroom teachers to support their

efforts. They are also continuing to conduct IEP meetings with parents and staff remotely.

- **School Social Worker:** Continuing to connect with families who are in need of basic needs and ensure families have internet access. They are also continuing to conduct 504 meetings with parents and staff remotely.
- **General Special Education Supports:** The Learning Center Teacher and parapro are meeting with all IEP students daily, via video, to ensure students are supported in general classroom work and continuing to maintain gains made throughout the year.
- **Special Education (Extended Resource Room):** The ERR teacher and paraprofessional are working in conjunction with parents, Occupational Therapist, Speech Language Therapist, and Physical Therapist to support in home learning opportunities through video meetings and assistive technology.

Support Personnel Applied: General Para support staff are working with assigned classroom teachers to support one on one video chats with students to support lessons in reading and math. This may include reading a book together, doing a read aloud, or supporting math work.

Bear Buddies: Buddies are continuing to contact their Bears to support them through this difficult time.

Lessons Learned Thus Far:

- Less is more
- Keep it simple
- The fewer staff making contact with families the better (all support funnel through the few)
- Planning and learning takes 2x-3x longer the younger you go
- Students, parents, and staff need to UNPLUG on a regular basis to support this in the long run.
- Maintaining current knowledge is the priority.
- Access is still an issue for many of our highest needs students and families

Carey Elementary and High School

Current Status: Carey School is actively engaged in providing quality learning to all grades in our new challenge of distance learning. Teachers are meeting the challenge head-on and working very hard to provide the best they can. Mr. Peck had the opportunity to join a 1st-grade hangout last week and was impressed with how in such a short amount of time the students were able to mute when they were not reading and unmute when it was their turn to read. They asked questions and for the most part, kept

up with the teacher through the 20-minute lesson. It wasn't like being in the classroom and they were missing three students on this hangout, but the concepts were being discussed and most students were active in the lesson. In some cases, older siblings were in the background to help when needed. The teachers are working hard to learn new ways to connect with their students.

Chromebook Distribution:

7 - 12th grades at Carey School take their Chromebooks home during the school year if they want to, so the majority of them already had their Chromebooks at home. Grades K - 6 have handed out Chromebooks to all students when they came to pick up lunches..

Internet Access: 100% of students have been contacted by teachers initially to touch base and ask about their wellbeing and internet access. The school social workers and technology department have been working tirelessly to contact families and coordinate service providers with families in need. In our staff meetings on Friday when I asked about students who are not responsive after the initial contact by teachers they reported that all students except 5 have been mostly responsive (may not be doing any class work, but have joined a hangout to connect with the teacher somehow). Of the five students, one lives in Picabo without connectivity. A couple live in houses where Teresa delivered a jet pack to take care of the internet. And a couple just have not been responsive. Teachers have been contacting students in all kinds of ways, one example is a teacher stopping at Carey Lake when they see their truck parked there just to say hi and invite them to participate with the next hangout. I talked to a student who is trying to do his school work on his phone while driving a tractor working on the family farm each day.

Approximate School Engagement: 100% of our students have been contacted. I guess I answered this question above. Monday morning on our summary of attendance we have 13 students who have been marked absent from at least one secondary class period, of the 13 students, one is in the hospital (not COVID-19 related), one is marked absent in 4 of his 5 classes, one is marked absent in two of her classes and the rest are marked absent in one of their 5 classes. Mr. Peck will make contact with all of these students today (Monday).

Online Learning Platforms: Teachers are using a variety of learning platforms, to present lessons, and engage students.

K - Online Lesson Plans and handing out weekly learning packets.

1st - Google Meet & Google Classroom

2nd Google Meet, Google Docs, & Class Dojo

3rd - Google Meet, Google Classroom

4th -Google Meet, Google Classroom, Istation, Scholastic News, Moby Max,
Virtual Field Trips

5th: Google meet and Google Classroom, Khan Academy, i-Ready

6th: Google Meet and Google Classroom, Khan Academy, i-Ready

7th and 8th **Google Classroom/Google Meet**, Newsela, Sora, Fossweb, TCI,

9th - 12th **Google Classroom/ Google Meet**, Flipgrid,CK-12, virtual field
trips,

Elementary Specials: PE, Music, Art, Instructional Technology, Engineering Design
Technology, Computer, and Library Specials have been communicating through the
grade level teachers once a week with lessons and activities.

Support Staff:

ELD: Working with classroom teachers that they co-teach with. Taking part in
Google classroom and Hangouts.

Special Education: Working with the SpEd teachers, working with students in
hangouts with their regular ed teachers as well as meeting with and working with
students on their goals. Translating for ESL parents to make sure that they have
the required connection to stream online.

Paraprofessionals: Working with/supporting the teachers and students they
worked with when we were in school before the stay home order.

Kimberly Hochendoner - Counselor and Beth Citron - Social Worker: Both
are working tirelessly to support the students and families in Carey. They also
continue to maintain and monitor all 504 plans, updating them as needed per
their annual review schedule.

GATE- Google Classroom platform, daily check-in's through videos and "Kids
Topics" questions, assignments to finish from the year presented in a Google
Slide

Hailey Elementary



Chromebooks approximately 80% Distribution

Total enrollment - 358

K-5 Enrollment - 320

PK Enrollment - 38

Total Chromebooks Distributed - 257

Total Chromebooks distributed K-5 - 253

Total Chromebooks given to PK - 4

Still passing them out!

Student Engagement

We are offering engagement through these platforms

Asynchronous: Google Classroom, Screencastify, ClassDojo, Loom, Phone video uploads, Flipgrid

Synchronous: Google hangouts for love and belonging and connecting with students as needed. Some are using this as Mug Club and Lunch and Read Aloud with students.

Phone calls have been used to talk students through some of the classwork and connecting to chromebooks.

All Grade Levels are using Google Classrooms, ClassDojo and Google Meets

Kindergarten: Writing, Math, Reading(ELA)

First : Writing Workshop, Math and Reading(ELA)

Second: Writing Workshop, Math and Reading(ELA)

Third: Writing Workshop, Math and Reading(ELA)

Fourth: Writing Workshop, Math and Reading(ELA)

Fifth: Writing Workshop, Math and Reading(ELA)

Teachers are working incredibly hard right now. They are preparing for weekley learning,high quality lessons and taking care of social emotional needs. There is minimal downtime for most teachers these days! They are responding to my emails sometimes all weekend long! It is unbelievable, (behind the scenes) you may not see it but we sure do!

Interventionists (ELL, Reading Specialists, Math Interventionists/ Coach)

ELL: Have been working with identified students on navigating lessons in the subject areas. They are reaching out by Google Meet and phone to make sure kids are attempting to stay connected and to help with assignments. Math intervention/ Coach has been assisting teachers in lesson preparation(conceptual math) for students in all grades, Reading interventionists are reaching out to students and if students are available, they will be holding small groups and one on one assistance.

Para Professionals: Helping with getting kids connected to devices and walking them through lessons if they need to be reteaching. Some are handing out lunches and others translating for parents, students, and teachers.

Sped/ Student Services:

Teachers are servicing students through phone calls, google meets, tele-therapy, holding virtual IEP meetings, creating individualized service plans to demonstrate how each child's IEP services will be delivered during online learning and reaching out to parents and students regularly. This is a big deal. Teachers are consulting with general education teachers to ensure accommodations are being provided. They are delivering direct reading and math instruction via google meets and video lessons.

Social Workers

Calling, meeting, arranging for basic needs with students, families, they are unbelievably busy working with nonprofits and other school district personnel to get services for students. They are in constant contact with families and teachers about high needs families. Our Social workers have reached out to families for (200 plus contacts some to the same family). They are setting up resources such as rent and food including the Grab and Go system. The Social Workers are helping with internet set up and most importantly support with coping with difficulties, (anxiety, depression, behavioral/acting out, etc). They have used phones, texts, email, Google Hangout. It is pretty incredible what work they are doing to support families, teachers and students from online.

Communication with Staff

Alternating Schedule every Thursday:

ILT- Hailey's Instructional Leadership

All Certified Staff Meeting

Grade Level Teams/Specialists

Para Professionals

Social Workers- every Wednesday

As needed we meet with Teams and individual teachers during the week.

Communication with Parents

Emails, phone call, ClassDojo, google hangouts

Ernest Hemingway STEAM School

Current Status: EHSS has implemented and delivered distance learning K-8.

Chromebook Distribution: Disinfected, packaged, and distributed 312 Chromebooks out of 504 students. We were able to deliver Chromebooks to everyone who needed one. Those that did not need Chromebooks have their own devices.

Internet Access Status: 503 out of 504 (99.8%) have access

School Engagement Percentage: 99.8% engagement

Online Learning Platforms Used (by Grade level/Specials):

K-2 - Seesaw, Google Meets

3-8 - Google Classroom, Google Meets

SPECIALS - Seesaw, Google Classroom Links, Google Meets

ENL/READING SPECIALISTS - Classroom Google Meets, Small Group Google Meets (Tier 2&3), and Individual Google Meets

PARAPROS - Student Check in /Check Out, Lunch Distribution, and Chromebook inventory, Distribution, Disinfection, and Via Google Meets individual follow up as assigned by certified staff.

Internal Staff Communications

Grade Level Teams: Weekly

Specials: Weekly

Specialists: Weekly

Staff Meeting: Weekly

Support Services Provided for students of need (IEP/504/ELD/ELA plans)

- **School Social Worker:** Continuing to connect with families who are in need of basic needs and ensure families have internet access. They are also continuing to conduct 504 meetings with parents and staff remotely.
- **General Special Education Supports:** The Learning Center Teacher and parapro are virtually meeting with all IEP students, to ensure students are supported in general classroom work and continuing to maintain gains made throughout the year.

Video documentation of daily practices:

<https://www.youtube.com/watch?v=Zl4n5dh5iak&feature=youtu.be>

Silver Creek High School

- **Initial Response**
 - SCHS has existing structures and mechanisms in place to effectively manage distance learning
 - Grade level advisory classes- (Homeroom)
 - Learning management system- LiFT
 - Mastery-Based Educational System
 - Personalized Educational Experience- Each student has an individualized learning plan.
- **Communications**
 - Internal
 - Weekly Newsletter to staff, daily texts, emails, phone calls,
 - Weekly Staff Meeting via Google Hangout- Agenda and meeting notes utilized- [SCHS Staff Notes](#)
 - External
 - Students- phone calls, texts, emails, Google Hangouts
 - Parents- phone calls, texts, emails,
- **Current Status**
 - Every SCHS student has been contacted. Each advisor has been holding advisory class at least twice a week. Teachers are offering real time tutoring and are available for helping students throughout each school day via phone, email, or Google Hangouts. Principal Glenn has emailed parents, students, staff, and potential graduates with updates concerning; grades, attendance, graduation ideas, and other pertinent information.
- **Chromebook Distribution**
 - Every SCHS received a chromebook upon enrollment at SCHS
 - Every SCHS has connectivity
- **Student Engagement**
 - Each teacher/advisor is assigned a grade level they are responsible for, which provides the basic engagement structure at SCHS. The teacher/advisor oversees that group's overall educational experience.
 - Advisory Class is the primary opportunity for students to receive social/emotional support and skill development. Various activities are provided to enable students to connect with staff and classmates. CRM is practiced daily in each advisory.
- **Distance Learning- LMS**
 - SCHS has been utilizing LiFT as our LMS. Each teacher designs project based performance tasks that enable students to master essential standards as well relevant competencies.
 - Teachers not only create learning tasks but also hold daily tutoring time virtually as well as virtual office hours for students to receive extra help in a given content.

- **Support Staff**

- Administrative Assistant is helping facilitate contact with students, delivering items to students, contact with parents, attendance, mail, answering phones, emails, and monitoring online classes.
- Social Worker connected with families concerning; food resources, connectivity, and emotional/mental health issues. Provided support via; video calls, phone calls, and email. Met with local agencies and nonprofits to provide resources to students and families. Social Worker also created Social Emotional Lessons for each advisory. Also, attended to students on 504 plans, arranged for free bikes for students through BCRD's Miles for Smiles program. She continues to work with District social workers and problem solve various issues that come up across the District.
- SPED teacher attends online training, and participates on committee meetings. The teacher is busy writing IEP's, and hosting IEP meetings virtually.
- Our SPED teacher meets regularly with her students, virtually, as well as working with General Education staff to provide support and appropriate educational accommodations.
- Teen Parenting- Our para in the daycare has been checking in on our teen moms and providing support and activities that are developmentally age appropriate.

- **Takeaways**

- Our LMS at SCHS enabled us to transition quite smoothly to distance learning.
- Advisory structure was the perfect way to reconnect to students given existing structure and responsibilities of each advisor/teacher.
- The main issue was to get all stakeholders communicating on one platform.
- Students and parents demonstrated excellent adaptability and patience through these uncertain times. Also, our stakeholders looked to BCSD for guidance and support.

Wood River High School

Current Status: WRHS is entering the third week of distance learning with our students. Our staff began April 6 contacting their Advisory students and gathering information to update Skyward with the best way to contact students and parents. Because we are the final stop for students before graduation, our staff remains committed to offering activities, assignments, and assessments set to content standards and providing feedback to students so they can meet proficiency standards.

Communication: We have been working to keep people informed about the changing nature of this current reality. We have offered the following:

- Internal

- Weekly All-Staff Meetings, each Monday, with updates to policy, practices, and procedures to support teachers and students.
- Weekly Leadership Meetings, each Friday, to coordinate department needs, problem solve situations that have arisen during the week, clarify communication for weekly staff meetings for clarity.
- Collaboration meetings for teachers teaching common courses to align expectations for students each week.
- Variety of communication devices, i.e Staff FAQ document, Best practices (shared by staff to all to support new instructional practices).
- External
 - WRHS Monthly Newsletter is continuing through this school closure
 - Student & Parent/Guardian Updates, continual as necessary.
 - Seniors and Parents/Guardians, graduation updates and surveys for input
- Schoology
 - Primary communication device for students and parents as to the progress of academic engagement and performance.
 - More information on Schoology provided below.

Chromebook Distribution: WRHS is a 1-to-1 device school, therefore approximately 98% of WRHS students already posed a personal or school issued device at the time of the school closure. After our student contact efforts April 6 & 7, we identified approximately 10 students who were in need of obtaining a device or exchanging a device. On April 13 & 14, device distribution and technical support (learned from student contact information the previous week) was offered to students to ensure access to technology and support connectivity.

Internet Access: At this time, 45 students/parents have indicated no or limited internet access. Our WRHS Social Worker is working with families to identify means to support and each location has been reported to the district's effort to support mobile wifi.

Approximate School Engagement: WRHS has made confirmed, direct contact with 95.2% of our students. However, all students have been active on Schoology. Support staff are continuing efforts to make contact with students and families to ensure all students are accounted for.

WRHS takes traditional attendance for students accessing and communicating with teachers involved with coursework. For Week 2, the following attendance was recorded:

<u>Grade-level</u>	<u>Column 1</u> Less than 3 absences per day	<u>Column 2</u> Less than 4 absences per day	<u>Column 3</u> Less than 5 absences per day
9th	15%	7%	3%

10th	18%	8%	3%
11th	13%	6%	3%
12th	12%	4%	3%

The attendance for **Column 1** indicates the percent of students considered a full day, at 86.5% attendance. Given the BCSD Learning Continuity Plan, **Columns 2 & 3** reflects students who may be accessing classes in which to improve their current grade (93.8% and 97%, respectively). Teachers are working to make contact with all students who are not active in their Schoology account and coordinate with Admin and Support services (Counselors/ Rtl Coordinator) to assist in making contact for support.

Online Learning Platform- Schoology: WRHS adopted a learning management system called Schoology that began 2019-20, requiring full implementation for teachers by 2nd semester. Schoology provides teachers with a common access point for students to manage their classes, including assignments, activities, assessments, etc. Schoology is also an active gradebook platform for students to obtain feedback from teachers and current grades for classes. Parents also have a Schoology account, provided by the school that is separated from the student account, but the parent can access all the same information about assignments, activities, assessments, etc. as the students. . This platform was Teachers are using a variety of learning platforms, to present lessons, and engage students.

Scheduling: Beginning April 20 (Week 3), we will follow an Odd/Even period schedule aligned to the Odd/Even day of the week as described below:

- One hour time blocks available for Live Instruction (recorded and saved to Schoology)
 - 9am - 10am for Period 1 & 2
 - 10am- 11am for Period 3 & 4
 - 1pm - 2pm for Period 5 & 6
 - 2pm - 3pm for Period 7 & Advisory

Based on the feedback from students, parents and teachers, this schedule accommodates a few things:

1. No classes will be in conflict if using "live" instruction throughout the week
2. Provides predictable structure for students and parents
3. Ensures that students will still have access to the BCSD Lunch program without conflict of "live" instruction (students shouldn't have to choose).

Please keep in mind, "live" instruction is not a requirement for teachers or students due to uncertainty of accessibility/access or outside circumstances (i.e. work, parent(s) work from home, etc.) that may not allow a student to participate. All live events are expected to be recorded so students may access when it best suits their schedule and responsibilities. We

encourage our staff to use various means of communication with students to ensure they have what they need to complete activities and assignments.

Grading: Due to our students' varying abilities to engage in online learning opportunities, we are working with our District's effort to "hold harmless" our students' grades, meaning grades will not be lower than what was earned at the time of the school closure. Students have the opportunity to enhance, or improve, upon their grade as of the school closure through additional work/evidence of learning. So what does this look like:

- Teachers will provide 3 hrs of instruction (activities, assignments, meetings, etc) per class per week
 - Please communicate with your teacher if you are experiencing difficulty meeting this expectation.
- Teachers will grade and provide feedback on assignments submitted
 - If a student's work does not meet standards, or is not proficient, the assignment will be marked incomplete with the opportunity to use feedback to improve.
 - Assignments are meant to enhance a student's grade.
- Learning Plans for Student Failures
 - If any student had an "F" in the third quarter, a plan of improvement needs to be developed with the students so they have an opportunity to improve.
 - This plan is tailored to the individual student; may include completing tasks prior to school closure, or you may require new tasks to demonstrate proficiencies to receive credit. *Students have ability to go back and turn in missed work prior to COVID-1- closing. Support our learners.*
 - If a Senior is not meeting proficiency on this plan by **May 1**, the student will be placed in a credit recovery course with the opportunity to earn credit.
- As shared above, Schoology is the resource used by teachers to maintain all the materials for classes, including recorded instruction, instructions, activities/assignments, assessments, etc.

Our efforts moving forward are to engage students with activities/assignments developed around learning standards that prepare students for the next year in high school or post high school experience.

Specials: The following provides information to the schedule of our specialist:

- Counselors- Supporting Senior learning plans, student/parent contact for lack of engagement in course work, Master Scheduling,
- Career/College Counselors- Senior post secondary planning and preparation, student contact
- Media Specialist- Online resource and support, coordinating with staff for content and technology support for teachers and students
- Rtl Coordinator- Supporting students referred for support to complete coursework. Monitor students who receive support prior to school closure.

- Special Education- Continued contact and support for student with disabilities, completion of IEP meetings/paperwork
- English Language Specialist- coordinating with content teachers to support ELL students and their education plans, contacting parents to support learning needs at home.

Support Staff: The following provides information to the schedule of our support staff:

- Secretaries (Office, Attendance, Bursor, Registrar)- Standard operational activities
- Special Ed Paraprofessional- support for students in Academic Assistance support and as directed by the Special Education Teacher
- Latino Parent Liaison/Office Paraprofessional- Continual efforts to contact students and families who have not been in contact with the school or any teacher's coursework.

Wood River Middle School

Chromebook and Materials Distribution: During the week of April 6th, our team handed out Chromebooks to 6th and 7th graders. Every student's family was called if they did not pick one up. Students came in to pick up a Chromebook if they missed their window. A majority of families did not need a Chromebook for connectivity.

8th grade students were set up with two specific days to come pick up their issued chromebooks if they had left them at school. Many also had left their chargers at school.

Other times were set for kids and families to pick up binders, instruments and other materials they needed. During this time no one was allowed in the building, only essential personnel.

Scheduling: To mitigate too many Google Hangouts and required video streaming meetings, we are introducing a schedule where we compact our day from 9-2p.m. so teachers can schedule time for kids to meet on Odd and Even days. We are encouraging teachers to schedule live events only once per week, but many teachers schedule drop-in office hours every day.

Week of the 27th, our compressed schedule will be:

- One hour time blocks available for Live Instruction
 - 9am - 10am for Period 1 & 2
 - 10am- 11am for Period 3 & 4
 - 1pm - 2pm for Period 5 & 6
 - 2pm - 3pm for Period 7

How are students doing? At our four faculty meetings on Friday (4/17/2020) I asked multiple teachers how kids are responding. The overall data is here considering the total change in "SCHOOL"

Teacher 1: 94/95 participating

Teacher 2: Four very high % classes and one class at about 50% participation
Teacher 3: 100% in 3 classes, and about 75% in two other classes
Teacher 4: About 90 % overall participating
Teacher 5: 99/107 all handing in assignments
Teacher 6: Very high participation - almost identical to regular school. Same kids who struggled are still struggling turning work in on time.
Teacher 8: 80%
Teacher 9: 90 %
Teacher 10: 100 % but quality of work varies
Teacher 11: 26/112 had not turned in assignments
Teacher 12: 4 kids not participating and I called parents
Teacher 13: 95 % participating
Teacher 14: Much better participation in Health than in PE
Teacher 15: Much higher % participation in 6th and 7th grade compared to 8th grade.
Teacher 16: 100/110 participating
Teacher 17: 85% Participating
Teacher 18: 10/115 Participating
Teacher 19: 85% Participating
Teacher 20: very high 90%+ in four classes, <50% in one class.
Teacher 21: 110/120 Participating
Teacher 22: 85% - Very impressed with the depth and sense of community from the students - they are really helping each other.
Teacher 23: 4 kids total are "Radio Silent" emailed their parents too.
Teacher 24: 90% 6th grade, 100% 7th Grade 55% 8th grade special education participation.

Connectivity: Mr. Ditch and Mr. Gunter, our SW, have been spearheading our effort to get kids a device, connect with students who are radio silent, and to help our Tech department with hot spots and wi-fi connectivity.

- At this time, we have established initial contact with 100% of our families and we are currently working on contacting students who are marked absent in Skyward indicating that they are not communicating with their teachers.

Response and attendance rate: Meetings on 4/17, after our first full week of online school revealed that many teachers are seeing varying levels of engagement. Some teachers are reporting very high attendance and productivity (as high as 98%-100%), but others are reporting less productivity and engagement. Every teacher takes attendance on each Friday, and on Monday our secretaries "back fill" the absences for Monday-Thursday. We are following the guidelines for marking students absent if they are not communicating. If they are communicating, but not engaging, those students are being contacted the following week by our team of para-professionals and support personnel who are calling parents and kids to support them or advise them on participation expectations. Some teachers are seeing higher

participation in the lower grades (6th and 7th) than in 8th grade. Others report higher participation by subject. Kids are engaging more in Health, for example, than P.E. on a % basis.

Internal communication: Each week we have a faculty meeting set up for four groups:

Electives

6th Grade

7th Grade

8th grade

Special education, reading support, media specialists and ESL are all assigned to a specific group. We get feedback from the staff and we also seek to clarify all the incoming messaging.

After every DLT meeting I send out clarification emails with News and Updates. Our teachers and staff are saying they are getting 100's of emails a day, so clarification meetings are critical to get to the bottom of all expectations.

Staff Support for Staff: We have had an excellent response in Google Hangouts and through email wherein teachers and staff are offering advice or offering support. Many new and exciting platforms for learning that work well in the Google Classroom platform are being introduced and people are offering tutorials to fellow staff. The skills being developed are exciting with many staff members sharing and learning at high rates.

External Communication: We continue to send out Skyward messaging to parents and Students as needed. Most of our external communication now has begun to focus on individual communication to families and students who are not engaging in their learning or checking in on Google classroom.

Missing students are down to zero. We had two students as of tuesday who we could not contact. We reached one student's father and he pushed his son to start working, and another student was tracked down by our connectivity team and our interpreter. He has promised to stay connected and more engaged.

Tod Gunter, working to develop a virtual Parent Meeting (with PTA support) so parents can meet with Principals and Counselors to ask questions. (interpretation or Spanish speaking meeting included)

Special Education

Special Education teachers are conducting IEP meetings online and now are using DocuSign to enable meeting participants to sign documents digitally.

Special Education and paraprofessionals are working directly with special education students who need additional support.

Appendix A: Lesson Planning Guidance - Secondary

Re: COVID-19 School Closure

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 appropriate to invite students to be available at a specific time to participate in virtual instruction, but the instruction should be recorded so students who do not connect at the designated time can still benefit from the lesson at a time that works for them.
- Google Meet 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
- Provide 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.
- 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 free-response test covering content through early March; 2 different test dates; students can cancel tests with no penalty). Resources in MyAP Classroom and [free review lectures](#) are available. [More details](#) by April 3.

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.

- 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

- Chromebooks will be distributed first to high school, then middle school and lastly elementary students. Middle school students will begin sending lessons by April 13th, when we anticipate they will have chromebooks.
- Middle school teachers communicate other types of learning students can be doing this week that do not depend on internet access - (e.g. reading a book, journaling, etc) until students receive their chromebooks for Google Classroom lesson distribution.

Week 1: WRHS, Carey HS* and SCHS**

(WRMS, Carey Jr. High and EHSS to start with Google Classroom lessons the following week)

(*Carey - ignore periods 6 & 7; SCHS** - provide 2-3 hours per course/workshop each week)

Lessons by Period Week 1				
Monday, 4/6	Tuesday, 4/7	Wednesday, 4/8	Thursday, 4/9	Friday 4/10
Distribution of 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/Lift			Odd Day (Periods 1, 3, 5, 7)	Even Day (Periods 2, 4, 6, Personal Project)

All secondary schools: (middle school students should have their chromebooks by the 13th, if for some reason they do not, provide learning tasks they can do while awaiting their devices)

Week 2: WRHS, Carey*, SCHS, WRMS and EHSS**

(*Carey - ignore periods 6 & 7; **EHSS - ignore period 7, PP-Personal Project, SCHS - provide 2-3 hours per course/workshop each week))

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)

Appendix B: Lesson Planning Guidance - Elementary

Re: COVID-19 School Closure

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. Additional guidance may be provided by your principal.

Preschool

Parents will not be charged while students are not physically at school. Preschool 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.). Early Childhood Special Education will continue under the guidance of Aaron Bronson, Director of Special Programs.

Elementary

Students will begin their remote learning experience digitally at first in order to reduce contact and potential spread of the coronavirus that packets could induce. We will monitor whether we can send school work home in hard copy (e.g. books/texts, journals, etc.) in the future. Please refer to the guidance below regarding lesson plans and any additional guidance provided by your principals.

It is strongly suggested that teachers send home a sample daily schedule. It is reported that this greatly helps parents manage learning from home.

Required Core Lessons:

This is an opportunity to focus on priority standards when building virtual lessons. Virtual lessons for elementary students take the form of activities and opportunities for students to learn content or practice skills at home. The minimum should include:

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

Additional Lessons:

Dependent on each week's depth/length of the six core LA and Math lessons/activities at teacher and school discretion, consider these ideas for additional learning:

- Accessing digital instructional software in other content areas 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 that will be delivered with their 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.

Software available without a password through Clever (single sign-on):

- *Google Classroom*
- *Istation* (all students K-5, Reading, Math and Espanol) [Istation Home](#) [Istation blog](#)
 - Note: Student will take take ISIP assessments the first time they login in each month at home for *ISIP Math*, *ISIP Espanol*, and *ISIP Reading grades 4-5* (the Idaho Dept of Ed is not allowing ISIP Reading at home for grades K-3; this may change in the future). We're no longer uploading ISIP results into Mileposts, and we won't be aggregating any student data. However, teachers will be able to use ISIP results to help individual students, and students' instruction will stay "up to date" with the new ISIP tests.
- *Imagine Learning* (Imagine Language & Literacy PK-6; Imagine Math Pre K-2, and Imagine Math 3-HS; Imagine Español K-2)
- *Learning.com* - typing program, grades K-8
- [Sora by OverDrive](#) (thousands of free ebooks and audiobooks)
- *Code.org*

Software requiring a username / password:

- *Reading A-Z; Raz Kids Plus* (all students K-2), contact Gloria Wieand
- *Epic!* (digital library) [Information for setting up accounts](#) (needs to be set up by school and a school code)

Contact your Instructional Technology Specialist for assistance after April 13th.

Appendix C: 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:

- Finding families that need food
- Connecting personally with families that will need support directing them to resources
- Coordinating 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.