

**First Steps of Remote/Distance Learning**  
**from**  
**BCSD Learning Continuity Plan**  
**DRAFT as of March 30, 2020 1:40 p.m.**

Expectations for Learning - provide a “thorough and uniform education” to all of our students

Per March 25, 2020 Order to Self-Isolate for the State of Idaho and the March 20, 2020 Blaine County Order to Self-Isolate :

- f. For the purposes of this order, “Essential Businesses” means:
  - xi. Educational institutions -- including public and private K-12 schools, colleges, and universities -- for purposes of facilitating distance learning or performing essential functions, provided that social distancing of six-feet per person is maintained to the greatest extent possible;

In order to reach all students will require a minimal number of staff to leave their homes to retrieve materials from their classroom and/or to deliver materials to students without connectivity. It is recommended that specific times be set at which staff may enter the building for the sole purpose of accessing teaching materials (no gym usage, etc.). Staff who resided with another person who is ill or are ill themselves, should not access the school until their self quarantine period is over. Staff should restrict their movement to their own classroom spaces and copy machines as needed. Custodial staff will be present during these hours to continue to disinfect common touch surfaces.

Infrastructure Set-Up

- *Devices:* Goal - Every teacher and student assigned to and has access to a chromebook
- *Distribution of Devices:*
  - Logistics for collection from across schools
  - Safety in distribution (disinfecting, packaging, assigning, social-distancing)
  - Priority given in this order: HS - MS - Elementary
- *Internet:* There are teachers and students that either do not have internet access or the bandwidth needed to provide a uniform education to all students right now
  - Gathering information through surveys
  - Teacher/staff to family connection to gather current contact information and update Skyward, determine the limitations of students to internet
  - Gather needs reported by families and execute plan to connect
    - Already in the process of developing cradle point units in buses, purchase of some hotspots and other infrastructure to get us started
- *Platforms:*
  - Core Instructional - Google Classroom, Schoology (WRHS) and LIFT (SCHS)
  - Core Meeting - Google Hangouts Meet
  - Elementary teachers who have used other platforms to communicate lessons with parents are acceptable

## Remote Learning

### Lesson Plan Guidance from Learning Continuity Plan (Summary)

(see timeline in separate section below)

#### *All Students*

- Teachers communicate with students individually to:
  - Reestablish the teacher-student relationship (use template to guide conversation)
    - Identify needs of students
    - Access to internet, internet issues/questions
    - How/when lessons will be distributed
  - Teachers consider using Google Hangouts, school email, or school phone lines if using personal cell phones is a concern
- The state is assuming 4 hours of some form of learning per day for grades 1-12 and 2.5 hours for Kindergarten to be counted for ADA

#### *Secondary Students*

- Dual Credit, IDLA and AP courses are in progress (students will be able to take AP exams from home)
- Provide 2-3 hours per week, per class/course with focus on essential standards
- Deploy lessons according to schedule below and in compliance with accommodations within IEPs, 504, EL and GATE plans
  - April 6 and 7 (connecting with students and planning first lessons)
  - April 8 - begin distribution of lessons matching even/odd days with even/odd class periods
    - April 8th (periods 2, 4, and 6 [no 6th period/Carey, add personal project/WRHS])
    - April 9th (periods 1, 3, and 5 [and 7/WRHS])
    - Continue in this order depending on whether the days are even or odd
  - If middle school students don't have their chromebooks yet in week 1, teachers will provide verbal or written instructions for learning during this week such as reading a book, writing in a journal, etc. while they are waiting
- Record student learning using Google Classroom/Schoology/Lift or electronically via text/email/other means to collect assignments and provide feedback to students
  - Focus on participation at first (temperature check of who is still with us)
  - Grading decisions are yet to be determined (to be considered - access gaps, student engagement/participation, etc.)

#### *Elementary*

- Regular preschool priority is connecting with families, no parents will be charged because learning will not formally be continued (push out resources, but not systemic, weekly lessons). Early Childhood Special Education will continue
- K-5 students will be the last to receive their chromebooks
  - connect with students (use template) and provide verbal or written instruction for learning during the first week such as reading a book, writing in a journal, etc.
  - Tell students/families what to expect once they receive their chromebooks
- Lesson plans:
  - Teachers will create and send the first two weeks of lessons and links to software/online resources - they will not be making or distributing packets until they are told this is an option.
  - Teachers will 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. (we may decide to buy some books for each grade level to send home)
  - Three (3) lessons each week for Math
  - Three (3) lessons each week for Language Arts
  - Dependent on each week's depth/length of the six core lessons above, additional lesson considerations are at the teacher/school's discretion
    - Accessing digital instructional software through Clever (time determined by teacher)
    - Additional 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
    - [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)

### First Three Weeks Timeline

- *Week of March 30-April 3*
  - Collecting and cleaning devices
  - Staff to pick-up devices if need one starting Tuesday (in response to survey and any others identified through principal/other communication)
  - Information/communication as to what to expect starting April 6th sent out to all staff by late Tuesday
  - Principals/Directors call and connect with staff virtually some time this week (do they have what they need to perform their duties, work assignments for April 6 and going forward)
  - Finish disinfecting buildings with social distancing.
  - Google training provided for staff virtually as needed

- *Week of April 6-10*
  - Start device distribution on April 6th - may take a week or two
    - Phase in by priority (HS - MS - Elementary)
  - Elementary and Middle School teachers connect with students (use template) and provide verbal or written instruction for learning during this week such as reading a book, writing a journal, etc.
  - High school teachers will contact students and push out first lesson by April 8th in accordance with the plan
  - Teachers create the first/second (depending on level) set of lessons for students to push out the week of April 13
  - Teachers report students they connected with for the purpose of entering attendance
  - Google training provided for staff virtually as needed
- *Week of April 13-17*
  - Continue distribution of Chromebooks as needed
  - Continue distribution of high school lessons according to even/odd schedule
  - Initial distribution of lessons virtually for elementary and middle school students
  - Teachers check in with each student in regards to lessons
  - Teachers create the second/third (depending on level) set of lessons to push out the week of April 20
  - Teachers report students they connected with for the purpose of entering attendance

### Communication

### Board Considerations:

1. Start distance learning April 8 for high school and April 13 for middle school and elementary  
OR declare school closed and ask the Board for a waiver for the rest of the year.

- Per [IC 33-512 \(1\)\(a\)](#) School Boards are to set the hours of instruction with minimums provided.
- Per [IC 33-512 \(1\)\(h\)](#) *“The state board of education may grant a waiver of the minimum number of instructional hours for a school district of natural occurrences creating unsafe conditions for students. A county or state disaster declaration must have been issued for one or more the counties in which the school district is located. A waiver request to the state board of education must describe the efforts bny the school district to make up lost instructional hours, the range of grades impacted, and the number of hours the school district is requesting be waived.”*

Provide limited access to buildings for distance learning.

- In order to reach all students will require a minimal number of staff to leave their homes to retrieve materials from their classroom and/or to deliver materials to students without connectivity. It is recommended that specific times be set at which staff may enter the building for the sole purpose of accessing teaching materials (no gym usage, etc.). Principals and Buildings and Grounds would set the hours. All access would be through front doors for accountability purposes. Staff who resided with another person who is ill or are ill themselves, should not access the school until their self quarantine period is over. Staff should restrict their movement to their own classroom spaces and copy machines as needed. Custodial staff will be present during these hours to continue to disinfect common touch surfaces.

| <b>Instructional Minutes Per School</b>              |                 |                        |  |                   |
|--|-----------------|------------------------|--|-------------------|
| <b>School and Grade Levels</b>                       | <b>Required</b> | <b>Hours Completed</b> | <b>Assumed hours for Distance Learning starting April 8.</b> | <b>Difference</b> |
| Alturas/Bellevue/<br>Hailey/<br>Hemingway<br>1 to 3  | 810             | 699.083                | 128  | +17               |
| Alturas/Bellevue/<br>Hailey/<br>Hemingway<br>4 and 5 | 900             | 699.083                | 128  | -73               |
| Carey 1-3  | 810             | 700.550                | 128  | +18.6             |
| Carey 4  | 900             | 731.300                | 128  | -40.7             |
| Carey 5 and 6  | 900             | 762.050                | 128  | -10               |
| Hemingway<br>6 to 8                                  | 900             | 742.250                | 128  | -29.75            |
| WRMS   | 900             | 753.417                | 128  | -18.6             |
| Carey 7 and 8  | 900             | 786.167                | 128  | +14               |
| WRHS 9 - 12  | 990             | 748.267                | 128  | -113.7            |
| Carey 9 - 11   | 990             | 786.167                | 128  | -75.83            |

|          |     |         |     |        |
|----------|-----|---------|-----|--------|
| Carey 12 | 990 | 838.667 | 108 | -43.33 |
| SCHS     | 900 | 709.750 | 128 | -62.25 |

2. Extending school year and/or summer school.

- If we are physically able to return to school in May: add two weeks for all students except seniors (keep original graduation dates), last day for students June 5 and adds ~50 hours of instruction, last day for teachers June 10. This would complete days in the teacher’s contract.
- If we are not physically able to return to school in May. Conduct two weeks of summer school for students behind in math and/or literacy June 1 to 12 and adds ~50 hours of instruction. Students would be invited to participate by their school. This would complete the days in the teacher’s contract. Food services and buses would also be needed.