

## **Jamestown School District Distance Learning Plan**

August 14, 2020

Jamestown School Families,

As you may already know, we are starting our school year off in a Distance Learning (DL) format. That means that students will be at their homes logging on to a computer for lessons with their teacher throughout the day. Teachers will be providing a schedule for the parents to assist their student(s) as to each day's events.

Teachers will hold office hours for students and parents for communication needs. Please adhere to the teachers' scheduled office hours.

Throughout the day, teachers will use both Synchronous learning, is online or distance education that happens in real time, and Asynchronous learning, which occurs through online methods without real-time interaction will come in the form of live direct instruction, as well as group and individual practices, and it is important that students attend all required sessions of distance learning. All state attendance requirements are in still in place. Which means that your student(s) must attend school daily at their scheduled times, as if we were on campus. Please be sure to have your child attend classes daily.

Jamestown School District will provide materials such as textbooks, basic school supplies, and computers for those who need them for use in the home. If there is anything else needed in the home for the students to be successful in attending classes, the school will work with each family on an individual basis to assist in meeting those needs.

Please be aware that as we move ahead in this distance learning model, there will need to be a fair amount of flexibility as we implement distance learning and prepare to return back to school in person by either a hybrid learning environment or full return to an in person on-campus schedule.

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## **Overview**

### **Office Hours:**

Teachers will develop a daily schedule that will include office hours for students and parents to communicate for clarity or concerns. Those hours will also be a time that teachers can assist students and parents managing the social emotional aspects of distance learning. Recommendations for assistance can be forwarded to proper organizations for further assistance if needed.

### **Communication:**

Forms of communication may include class links such as Google Classroom or Zoom, announcements via phone or text and emails. Beyond the notification process, staff will continue with follow-up process such as one-on-one, surveys, and phone/zoom response.

### **Goals for Learning:**

Students will attend a social emotional learning session daily to provide mental assistive activities and lessons for them to deal with the distance learning. Differentiated instruction will be established to maintain the state common core standards in student development. Students will be provided multiple ways to demonstrate mastery, project-based learning, standards testing and oral response.

### **Instruction:**

Teachers may teach through direct whole class instruction, small group work and provide individual student assistance. This may be provided either through live instruction or prerecorded lessons.

### **Assignments:**

Assignments will be assigned to students in the possible two forms: through online provided instruction and practices, or paper/pencil packets if the student is unable to use technology.

### **Academic Support:**

Students will have daily access to teachers through office hours, along with the opportunity to work virtually in small groups and/or one-on-one with designated support staff.

### **Feedback:**

Students will receive timely specific feedback to allow for improvement in mastery of the subject matter.

### **Schedules:**

Teachers will provide students and parents a weekly schedule that will allow students to maintain consistency on daily attendance and provide them the knowledge of what is to be expected for that day. Assistive programs such as special education, speech, English language

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development and reading intervention will be implemented by the appropriate designated teacher. Times for these services will be developed in coordination with the student's daily schedule and as necessary for students to receive required services. A schedule will be provided to outline state mandated instructional minutes for each daily meeting. Attendance will be reported daily to the attendance clerk.

### Content and Presentation:

Teachers will incorporate lessons that encourage student engagement, allowing them to explore the content to develop the knowledge to acquire mastery. This will allow students to apply their knowledge to real world problems.

	<u>Attendance</u>	<u>Feedback</u>	<u>Grades/Accountability</u>
<b><i>What this means in Distance Learning</i></b>	Similar to attendance during on-campus instruction, attendance includes any effort a student makes to be present in a class, including attending live virtual interaction, working on coursework, interacting with the instructor or peers, etc.	Formative direction to help a student be more successful in meeting the expectations for learning. This is not for a grade. Feedback can come in real time in live interaction, or later on a submitted assignment. Can be from a teacher, a peer, or the student him/herself.	What is recorded at the end of and throughout the grading term or unit as a report of learning.
<b><i>What the State says about this</i></b>	Every student is required to attend school every day, and teachers must track attendance. Students must have "daily live interaction" in distance learning (not necessarily "daily live interaction" in all classes). Students not engaged in 60% of the school week must be placed on a tiered intervention plan.	N/A	N/A <i>*At the end of the 2019/20 school year, there was a direction to "hold harmless" in grading. That direction no longer applies.</i>
<b><i>What this looks like in distance learning</i></b>	<ul style="list-style-type: none"> <li>• Presence on mandatory live zooms</li> <li>• Google Classroom, email, and other communication</li> <li>• Work competition</li> <li>• Work attempted</li> <li>• Parent communication</li> <li>• Other interaction or effort from the student</li> </ul>	<ul style="list-style-type: none"> <li>• Live feedback via Google Meet</li> <li>• Feedback on assignments, including written or video</li> <li>• Interaction with peers on a learning goal</li> <li>• Self-reflections or</li> </ul>	<ul style="list-style-type: none"> <li>• Grade in Power School and Google Classroom</li> <li>• What is included on a progress report or report card</li> </ul>

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		<ul style="list-style-type: none"> <li>self-assessments</li> <li>exit tickets, work samples, student discussions, etc.</li> </ul>	
<p><b><i>What Jamestown School District Practices Are</i></b></p>	<p><u>Grades K-8</u></p> <ul style="list-style-type: none"> <li>Teachers have live interaction with students every day and enter attendance in PowerSchool</li> <li>Teachers record participation on a daily contact verification sheets and turn in every Friday</li> <li>Teachers should attempt to identify challenges to participation for individual students and send significant issues to site administration for follow-up (e.g. internet connection problems, habitual attendance issues, non-responsive students, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are encouraged to give quality feedback and to solicit student feedback for other students or for themselves</li> <li>Feedback should be based on clear learning targets and success criteria as opposed to completion of assignments</li> </ul>	<ul style="list-style-type: none"> <li>Power School Attendance daily</li> <li>Daily contact weekly engagement recording sheet</li> <li>RtI/SST meetings</li> <li>Home visits</li> <li>SART or SARB meeting</li> </ul>

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## BEST PRACTICES FOR ENGAGING STUDENTS VIRTUALLY



### Build Relationships

Spend time establishing your relationships with your students in a virtual space. Strong teacher-student relationships rely on effective communication and a willingness to address issues that strain the relationship. Make your classroom a safe place for all students.



### Establish Routines and Procedures

Provide a schedule for your students so they know what to expect each week. Explicitly teach the norms, routines, and procedures you will use in a virtual environment. Set fair expectations, involve students in determining aspects of the classroom organization and management, and hold students accountable.



### Lesson Delivery

Choose synchronous "face-to-face" time for interactive and engaging work, and for building and maintaining student/teacher relationships. Select the tools that best meet the needs of the lesson and the desired learning goal. Be clear with instructions and success criteria. Reach out to your Coach or Edtech for support.



### Focus on Feedback

Be transparent about what will be graded and what criteria is being used. Strive for an accurate picture of what a student has learned and can do. Consider eliminating zeros and make 50% the floor. Be bias-resistant in grading, separating achievement from participation, extra credit, late penalties and behavior.



### Assessments

Quality over quantity should be the priority when assessing students. When possible, provide students choice over how they will demonstrate their knowledge. Summative assessments should focus on skill and knowledge application. Provide feedback and a response to assessment data.

## TYPES OF LEARNING

### SYNCHRONOUS



LEARNING IS ONLINE, FACE-TO-FACE IN REAL TIME

### ASYNCHRONOUS



LEARNING IS ANYWHERE, ANYTIME, AND SELF-PACED

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## Elementary ELD Expectations

***Designated ELD remains a CORE content area during distance learning. English Learners NEED to be using, producing and practicing language the majority of the time. Students should have multiple opportunities to interact with one another. There should be more student talk than teacher talk. Integrated ELD strategies should be utilized to support ELs in all content areas.***

Synchronous Learning	Asynchronous Learning
<ul style="list-style-type: none"> <li>Each English Learner will receive a minimum of 40 minutes* of synchronous designated ELD instruction weekly.</li> <li>Content during Designated ELD:               <ol style="list-style-type: none"> <li>Focus on ELD standards and use Benchmark ELD curriculum.</li> <li>It is appropriate to pull in high leverage strategies to support students in ELPAC-type tasks, such as graphic organizers to make sense of oral and written text, text reconstruction, close reading</li> <li>Consider ways to expose your ELs to ELPAC practice questions at various times in the year.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Teachers should consider what students should be practicing independently over the course of the week. Think reading, writing, listening and speaking.</li> <li>Again, the goal is to have students producing and practicing language to the extent possible.</li> <li>Although Moby Max can be a resource for independent learning, consider tech tools that allow students to practice language such as SeeSaw and FlipGrid.</li> </ul>
<p><b><i>*For Dual Language-Both ELD and SLD should continue to happen for all students, over the course of the week. Modifications to times/frequency will need to be made as appropriate to work for your allocation plans. Work with your site admin on site expectations.</i></b></p>	

## Special Education, Intervention Teachers, and Paras

**Master schedules will need to be utilized to ensure students have access to SPED and Intervention services.**

- Special education
  - GE daily/weekly schedule to ensure students have access to SPED services and provide service providers with times they can provide small group instruction GE Teachers to attend IEP meetings and report on progress
  - SPED Case Managers develop distance learning plans, complete weekly service log
  - DIS providers (Inclusion, AT, OT, etc.) to provide weekly resources/support to SPED and GE teachers
- Paraprofessionals
  - Will coordinate with their supervising teacher to support instruction. May provide small group or individualized academic support for students.
- Intervention
  - Intervention schedule to be developed to ensure students have access to Intervention services

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### **Utilizing Instructional Paras**

Here are a few ways paras can be utilized during distance learning.

- Participate in Google Meet with teachers to plan for student support
- Support teacher/class and students via Zoom:
  - participate in synchronous learning as appropriate.
  - engage with students via small group instruction, break out room facilitation, etc.
  - work 1:1 for extra support to review academic materials and instructions as well as provide support to students in completing assignments.
  - schedule zooms.
- Paras can call/email parents/students to check-in (log communication in shared Google Sheet with case manager, intervention teacher, etc)
- SPED only: Students will be assigned to each paraprofessional for monitoring progress. Can meet individually with each student for 15-20 minutes via Zoom.

Sharing of master schedules and avoiding schedule conflicts will be important.

### **Expectations for Teachers, Students & Parents Distance Learning During COVID-19**

#### **Teacher Responsibilities for Distance Learning**

1. Online-learning days COUNT towards 180 contracted days of attendance.
2. Each teacher who has a classroom of students or provides one-on-one or small group services (Reading Intervention, Resource, SPED, Music or Art) you will conduct these lessons online.
3. All normal-operating instructional requirements for effective teaching remain (e.g. lesson planning, delivery, grading) with the addition of recording lessons.
4. Communication with students via email or via [Google Meet](#) is required. Teachers will document their daily interactions with students. Teachers must be available for students and parents during student contact time (8:00-12:00 PM & 1:00-3 PM).
5. All teacher/classroom posts & emails will begin with a welcoming and friendly introduction (i.e., video greetings or flipped video lessons are encouraged). If there is consistent loss of face to face contact through videoconferencing for an extended period of time, administration will be notified and the school attendance review team (SART) will convene, home visits will occur, and potentially a referral to the School Attendance Review Board (SARB) process.
6. Use of Google Classroom is mandatory for all teachers.
  - Student expectations for online learning will be posted in Google Classroom
  - Resource teachers must be added as co-teachers to your classroom

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- Lessons and activities must be posted by 8:00 AM every day (Teachers will post a schedule for office hours). If using live/synchronous learning, post by the 8:00 AM time that students must log in. Remember to record and post daily lessons to the Google Classroom for students that are unavailable during the live session.
  - Grades and timely feedback will be recorded in Google Classroom
7. All assignments should be due by 3:00 pm on the due date. Students should be given at least 24 hours to complete an assignment.
  8. Teachers will be flexible, responsive and positive to students and parents. Students and families will be affected by school closure and not returning to in-person learning in different ways.
  9. Teachers will hold office hours, which will be a two (2)-hour window each day, to facilitate contact. During this time, teachers will use a variety of means to be available to students and parents (i.e. email, Google Meet, Google Classroom, phone, Remind, Class Dojo). Teachers will explain their schedule and preferred method to parents and students.

### **Student Responsibilities for Online Learning**

1. It is expected that students will complete assignments for ALL classes during this online-learning experience.
2. Students will be held accountable for work during this time. Skills that are taught as part of distance-learning will be applied in the classroom upon returning to a regular schedule.
3. Students should log in each day to view assignments, and complete them in a timely fashion.
4. Students (and/or parents) should contact the teacher via email, phone, or Google Meet with questions or concerns regarding assignments. Teachers will remain available throughout the school day.
  - Log in by 8:15 AM to view assignments.
  - Complete assignments in a timely fashion
  - Contact your teacher through Classroom, Email, or Google Meet for questions.
  - Must demonstrate participation in order to earn credit.

\*During the scheduled office hours, teachers will be available in “real time” for Google Meet participation or to answer emails.

### **Parent Responsibilities for Online Learning**

1. Please have a designated space free of noise and distractions where learning can occur.
2. Students and parents will use Google Classroom, phone and/or email to contact their teachers with questions. Teachers will be available to students online between the hours of 8:15 - 12:00 PM and 1-3 PM;



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this can be continuous or split into segments.

3. Students will not be online for the entire school day. Learning can occur online or offline (e.g. reading, exercise, drawing, constructing, writing, and etc...which are perfectly acceptable virtual school day tasks that can be photographed, videoed or turned into the teacher).

4. Parents are responsible for checking in with their child to see that attendance is occurring and assignments are completed in a timely fashion. Teachers plan activities that relate as closely as possible to current class content or skills. The activity will reinforce existing understanding or introduce new content that will be continued to be covered in class. If your child does not complete the learning activities, it will impact their learning and assessment/grades.

5. If students or parents have questions about an assignment, they should contact their teacher. Teachers will hold office hours, which will be a two (2)-hour window each day, to facilitate contact. During this time, teachers will use a variety of means to be available to students and parents (i.e. email, Google Meet, Google Classroom, phone, Remind, Class Dojo). Teachers will explain their class schedule and preferred method of communication.

6. Students should be able to independently carry out the tasks assigned by teachers including access to the material. Teachers will continue to offer a rigorous program of learning and assessment by:

- Providing a high level of detail for all learning experiences;
- Specifying formative and summative assessments submission procedures (practice only, no submission; submission to Google Classroom);
- Continuing to assess via projects and exams (exams will be posted at a specific time with the expectation to complete within a certain time period).

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## **Distance Learning Plan Parent Letter**

*[PARA ESPAÑOL, HAGA CLIC AQUÍ](#)*

Dear Parents/Guardians:

This letter contains important information concerning the Distance Learning Plan for the students of Jamestown School and Chinese Camp School.

In a collaborative effort among the district administrative team and instructional staff, we have created the following format for distance learning instruction. The expectation is for students to complete the tasks assigned by teachers by the given due date.

Students will complete their lessons from home via Google Classroom on laptops or phones, or through teacher-prepared learning packets. We are seeking the help of parents or guardians to assist children in completing lessons.

Instruction will be provided in Special Content Areas for students, such as music, art, and Designated ELD.

IEP driven related services, such as speech, OT, and PT, as well as general education guidance counseling, will be addressed by school personnel through direct communication with parents (i.e. emails, Google Classroom, websites) and individualized Distance Learning Plans will be developed. Case managers will be in contact with parents directly to conduct IEP meetings, via teleconference, when necessary. Social workers and guidance counselors will be available for students via email and telephone.

During this process, parents should contact the principal's office, as needed, regarding technology, health, and other support services.

## **Food Service Program**

The district will operate a Food Service Program offering a totally FREE breakfast and lunch for ALL Jamestown School District students. Meal distribution will occur daily in a drive through pick-up on the Jamestown School campus between the hours of 11:00 AM -1:00 PM Monday through Friday (except holidays). All meals must be consumed off-premises.

Documented special needs and allergies will be accommodated on a case-by-case basis. Please contact the school's main office for assistance.

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### **Attendance**

Daily attendance is mandatory and will be recorded each day in our student information system, Power Schools. Attendance will be determined by daily interaction with teachers. The interaction will take the form of internet email, Google Classroom, or phone communication. Students' engagement will be monitored through timely completion of daily assignments.

### **Teacher Availability**

It will be important for teachers to be accessible should students need help with an assignment or concept; therefore, teachers will be available online, by phone, email, and other formats during regularly scheduled hours each day to respond to student and parent communications.

Students will have some flexibility to complete activities and assignments during the course of the school day, since siblings may be sharing devices and younger children may need parental assistance and guidance for some of the learning activities.

### **Daily Instruction**

Teachers will utilize Google Classroom and may use supplemental hard copy materials for instruction.

Attendance will be taken daily. Students will log-in to Google Classroom by 8:15 A.M to review the daily posts and respond to their teacher. To verify attendance, students will participate in a daily meeting with their class at the designated time(s). Teachers will submit attendance into Power School by the District approved time.

Classroom instruction will be standard-based with learning targets and expected outcomes. Students will be expected to complete assignments every day. Daily assignments will be posted by 8:00 A.M. and students should complete all required assignments by 3:00 P.M., unless otherwise specified by the teacher. These assignments will be graded by the teachers. Extended time may be provided for students that receive modifications or accommodations. Baseline assessments will be administered within the first weeks of school to assess learning loss. These assessments will be used to identify areas of academic need and will direct teacher instruction in order to close those gaps in learning.

If students or parents have questions about an assignment, they should contact their child's teacher. Teachers will hold office hours, which will be a 2-hour window each day, to facilitate contact. During this time, teachers will use a variety of communication means to be available to students and parents (i.e. email, Google Meet, Google Classroom, phone, Remind, Class Dojo). At the beginning of the school year, teachers will share and explain their daily class schedule and preferred method for delivering classroom information to parents and students.

Students will have assignments for the special subjects (art, music, Reading Intervention,

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PE, etc.) which will also be posted on their Google Classroom.

Teachers will have the capability of digitally recording daily lessons and content for students to access at a later time, if necessary. Each teacher will decide if / how recorded lessons are used in their classroom and will share this information with parents and students at the beginning of the school year.

Assignments will be graded and recorded in Google Classroom. Report cards will be issued on the regularly scheduled dates.