

2020-21 South Whittier School District Hybrid/Distance Learning Plan Instructional Agreements

Relationships

Provide daily opportunities to personally connect with students and parents. It is our desire to support our families to have 100% of our students engaging with a classroom teacher daily, whether through Distance Learning or face-to face, when it is safe.

The teachers will utilize these instructional agreements related to Building Relationships:

- Daily check-ins on personal health of self and family with both cohort/entire class together. This checkin should be an assignment in Google Classroom so that you can monitor a daily check-in.
 - Elementary Sample:
https://docs.google.com/forms/d/1zq7Stiay3P5rxnkPqItSNW2f1cc3Ku5rDkHgqcXNp_0/viewform?edit_requested=true
 - Middle School Sample:
https://docs.google.com/forms/d/1OsCphDQRX_5E7ZokuclKpLYeIYIMhd5xdpCCZm_WRQ/viewform?edit_requested=true
- Supporting families with connections to district staff for needed resources to support their learning (Community Liaisons, Counselors, Technology, etc.)
- Return communications to students and families within 24 hours
- Provide an hourly schedule to parents for Distance Learning that engages students between your site start time and end time.
- Within Aeries Gradebook, students will have a daily participation grade. As teachers are giving students a participation ranking, if there are any students receiving a 0 or 1, the teacher should reach out to these students individually.
- Teachers will use the following participation ranking daily within Aeries Gradebook:
 - 4 points - Participated to the fullest extent today (ex. Student was present in Zoom sessions and fully participated in synchronous and asynchronous assignments)
 - 3 points - Completed the minimal daily participation expectation (ex. Student attended the Zoom sessions, but did not fully complete asynchronous work)
 - 2 points - Partially participated and partially completed the daily assignments that were due today.
 - 1 point - Completed minimal work; Participation was evident, but not adequate.
 - 0 points- Student did not login, did not have any contact with the teacher at all today; student was absent

Ideas on how to communicate with students and families during distance learning:

- Aeries Communication, ClassDojo, Remind, Google Voice, email, Zoom, Google Classroom

Teachers should send a communication (minimum of once a week) and feedback from the parents on how to better support distance learning. Principals will be provided with an updated list of approved translators.

Please do not text directly to students' cell phones using your personal cell phone. Refrain from using your personal devices. Use Google Voice as an alternative.

	<p>Teachers will utilize Restorative Circles, Second Step, and Capturing Kids Hearts strategies through distance learning to continue to build relationships with both cohorts of students, when trained.</p>
<p>Teaching and Attendance</p>	<p>Teachers will create daily, interactive standards-based lessons with a focus on mastery of standards and student engagement.</p> <p>Elementary teachers will create a daily schedule that will be shared with parents, which will encourage students to engage with the teacher and their peers daily.</p> <p>100% Distance Learning virtual lessons will include the following:</p> <ul style="list-style-type: none"> ● Kindergarten will have 180 instructional minutes that are live with the teacher on Zoom (whole class, small group, and 1:1). ● Grades 1-3 will have 230 instructional minutes that are live with the teacher on Zoom(whole class, small group, and 1:1).. <i>Recommended: three 1 hour and 15 min. sessions</i> ● Grades 4-6 will have 240 instructional minutes that are live with the teacher on Zoom(whole class, small group, and 1:1).. <i>Recommended: three 1 hour and 20 min sessions</i> ● A Morning announcement will tell students which supplies they need to gather prior to logging into their Zoom session. ● Social Contract/Norms Reviewed (Digital Citizenship) <p>Hybrid virtual lessons will include the following:</p> <ul style="list-style-type: none"> ● 2 live lessons per day with the entire class (2 different subject areas, plus team building/social emotional/PBIS) and students engage in a PE lesson per day by PE teacher ● Additional lessons will be planned, pre-recorded, and posted on Monday for the entire week. Teachers can also consider broadcasting live on Zoom during a face-to face lesson for those at home who are distance learning in lieu of recording. <p>100% Distance Learning and Hybrid lessons will include:</p> <ul style="list-style-type: none"> ● ELD daily/small groups daily with the support of additional certificated staff ● End of the day feedback to students (Feedback); Complete Participation Rubric in Aeries Gradebook ● Attendance in Aeries should be taken by 2:30 each day. Please call the family if the child was absent and you had not heard from them. Follow your school procedure for reporting the absence to the secretary. <p>Middle School teachers will utilize the site schedule, which will encourage students to engage with their assigned teachers, with time to collaborate with peers and ask the teachers questions. Teachers will complete the Participation Rubric for each course and take attendance in Aeries for each period.</p> <p>100% Distance Learning virtual lessons will include the following:</p> <ul style="list-style-type: none"> ● Minimum of 40 instructional minutes in live Zoom lessons for each assigned period, and students will meet with each assigned teacher daily. Students will begin at 8:15 and will end at 2:35 (T-Fri), which includes Panther Time and Intervention. ● Students will meet on Mondays from 8:15-12:45 with each teacher during 100% Distance Learning <p>Hybrid Virtual Lessons will include the following:</p> <ul style="list-style-type: none"> ● One live or recorded lesson per course that will be planned, pre-recorded, and posted on Monday for the entire week. Teachers can also consider broadcasting live on Zoom during a face-to face lesson for those at home who are distance learning in lieu of recording.

100% Distance Learning and Hybrid lessons will include:

- ELD daily/small groups daily with the support of additional certificated staff
- End of the day feedback to students (Feedback); Complete Participation Rubric in Aeries Gradebook
- Attendance in Aeries should be taken by 2:30 each day. Please call the family if the child was absent and you had not heard from them. Follow your school procedure for reporting the absence to the secretary.
- Social Contract/Norms Reviewed during Zoom sessions (Digital Citizenship)

Instruction can be presented in various ways:

- In the Hybrid model, Teachers can video record themselves teaching using a device or through Zoom and upload content to Google Classroom. Students can watch the lesson at home on their own. Other video resources should be checked to insure that it is not blocked content before using. Research by the University of Wisconsin-Stout (2014) states that recorded video lessons should be 6-15 minutes in length in order to maximize student engagement.
- Teachers should record Zoom session and post for students to view later.
- Teachers can provide an instructional screen share via Zoom either live or recorded. The teacher explains directions or provides instruction of a document or website from their computer screen. Students can watch the lesson at home on their own.
- Teachers can assign students an instructional website with specific lessons or activities they would like for students to complete. This includes the use of our Virtual Learning Academy curriculum: Accelerate or Apex.
- Teachers should provide opportunities that support active learning.
- Teachers should utilize strategies such as flipped learning to deliver direct instruction & when students are together, provide engaging high quality review of learning and preview the learning that is yet to come. This is the perfect opportunity to create a flipped classroom. For more information, see:
<https://omerad.msu.edu/teaching/teaching-strategies/27-teaching/162-what-why-and-how-to-implement-a-flipped-classroom-model>
- Teacher could utilize Google Hangout/Meet or Zoom for students to have a virtual buddy that joins them during a lesson as a think-pair-share partner at home.
- Teachers may use the breakout room feature in Zoom to support small group collaboration. Students shall not be alone in a breakout room for longer than 5 minutes. Teachers will use the feature to “pop-in” to the rooms when using this feature to monitor the collaboration.

Teaching with supports for our students who are English Learners:

- Our English Learners need to continue to receive ELD support. Students are provided with additional time and frequent check-ins with students and parents. Continue to use integrated ELD strategies in Zoom lessons. Please consider the following supports as appropriate:
 - Assignments should be designed by using the ELD standards
 - Schedule a small group Zoom time for Designated support
 - Consider giving the students access to Rosetta Stone for additional support, especially for newcomers.

- Utilize the Google Tools available to support English Learners:
https://teachercenter.withgoogle.com/support_ell/preview
- Use of Ellevate materials

Teaching with supports for our students with special need/504s:

Our students in special education will continue to receive FAPE to the extent possible and appropriate in order to ensure that they make adequate progress. Please consider the following supports as appropriate:

- Assignments should include appropriate accommodations to support IEP goals/needs
- Assignments can be given virtually, through phone consultation, or physical learning materials (paper packets)
- Students should have regular one-to-one check-in with their special education teacher using Zoom, a Phone call home, or by email.
- Service providers and teachers (gen ed and special ed) should collaborate and obtain parent input to set up a schedule of services
- Students that have an IEP should meet with their RSP Teacher to get support on class assignments via Zoom
- Gen ed teachers should share assignments with RSP teachers
- Students can be offered accommodations that align with his/her IEP such as assignment extensions, and/or selecting a book to be read aloud when the accommodation is available digitally. (EPIC books has that option)
- Students can be assigned a modified task and use materials that provide more support. (Audio books, closed captioning, read alouds)
- Related services such as speech, OT, PT, APE and/or counseling services shall continue to be provided to the extent possible and appropriate. Services may be provided through distance instruction provided virtually, online, or telephonically
- SDC teachers will complete participation rubric through AERIES. This can be adjusted to meet the needs of the individual student.
- Service providers should join the Google Classroom of the students who are receiving services.
- Special education teachers should collaborate on the lessons that are being provided in the Google Classrooms.
- All Special education staff will log Distance Learning services in Paradigm

Feedback

Teachers will provide ongoing feedback to students on their assignments through coaching and students will provide feedback to the teacher daily through collaborative strategies.

Teachers can use additional instructional hours providing students with feedback. Feedback to students can be provided in various ways:

- Teachers can ask students to submit a photo of their completed assignment and upload/ cut & copy photo on a google slide, each slide is assigned to a student. Teachers can provide comments and feedback on each slide.
- Teachers can ask students to submit a response using a Google doc. Teacher provides written feedback using Comments in Google docs.

	<ul style="list-style-type: none"> ● Teachers can set hours for coordinating a Zoom Meeting with their entire class and provide overall feedback on an assignment. Teachers should communicate with families prior to their first meeting that adult supervision is required during any live meeting with our younger students. ● Also, parents should know that there is the option for students to NOT show their face during hangout by placing tape on the camera. ● Teachers can offer students individual feedback by having students sign up using a google doc to provide individual student feedback on specific assignments. Students that need additional support can have a one-on-one conference with those students via Zoom. ● Teachers send out a question or task via Google Classroom. Once students complete, teachers provide feedback within the classroom. ● Teachers designate student partners to complete a task or project, and then provides feedback to student partnerships. ● Teachers send out a Google Form to check for understanding or use sticky notes on a Jamboard, and review responses with all students or individual students. ● Teachers will maintain an Aeries Gradebook and communicate current grades and missing assignments to parents and students through the Aeries Parent Portal. Assignments should be graded prior to the start of the next week. ● Teachers could also consider using Google Guardian as another method of communicating assignments to parents. ● Teachers will administer assessments according to the SWSD Assessment Calendar whether the students are learning at home or learning at school. ● Teachers can explore the new Tools for Teachers resources that replace the old CAASPP Digital Library for new Common Core aligned resources.
<p>Professionalism Online</p>	<ul style="list-style-type: none"> ● Dress for work ● Eliminate distractions when going live. Your students deserve your complete attention during an online session ● Minimize background distractions. Consider a “Virtual Background,” if you want your environment to remain private ● Know the controls and settings necessary to help the presentation run smoothly. Practice with a colleague first. Utilize the “mute all” feature when necessary. ● Have a well-planned lesson format. See this CTA resource as an example: https://www.cta.org/en/Professional-Development/Events/Trainings/IPD-Trainings.aspx ● If you plan to screen share, clear off your computer desktop with any personal files, pictures, etc that students do not need to see prior to launching the Zoom session. ● If you kick a student out of a Zoom, please report this to your administrator and document the incident on the Discipline tab. This may be considered a “classroom suspension”; consult with your administrator to determine if a conference with the parent is needed.
<p>Google Classroom Expectations</p>	<ul style="list-style-type: none"> ● Principals will join Google Classrooms as a Co-Teacher or as a student. This is a site based decision that will be made with input from teachers. ● Administrators are able to access Google Classrooms via class code. Please log your new Google Classroom Code on the Spreadsheet provided by your principal. ● Instructional Coaches will be invited to be a Co-Teacher by individual teachers.

Grading

- SWSD grading policies need to take all of students into account, including English Learners, homeless and foster youth, and those with differing access to digital learning and other tools or materials. We will provide a chromebook or hotspot to any child that requires a device. Grading policies should be flexible to the individual challenges that a family may encounter.
- For our students with disabilities, any changes to learning strategies or grading policies should, as appropriate, be done in conjunction with the student's Individualized Education Program (IEP) to ensure that the changes respond to their learning needs.
- Grading should include enabling students to demonstrate further learning in ways that are appropriate to their context. Educators may need to consider their overall learning goals; alternative means of administering tests, projects, and other assessments; adaptations to assignments; revised weighting in individual teacher gradebooks; and prioritizing the assessment of student mastery of essential standards.
- Most importantly, we want to emphasize that grading must be seen through a lens of equity that recognizes a number of factors ranging from the reliability of devices and internet connections to families facing anxiety and stress related to work hours, personal health, food, shelter, loss of income, and emotions related to the pandemic.
- We want to hold students accountable for their work, but we want to balance the accountability with grace and empathy for the challenges that families might be facing.
- As reminder classroom teachers, BP 6157 states, "Grading of distance learning assignments and assessments of end-of-course knowledge and understanding of the subject matter shall be consistent with district policy on grading for equivalent courses"; therefore, teachers are responsible for assigning report grades and assessing all students in their class whether they are in distance learning, hybrid, or independent study.

Sample Elementary Schedule (Monday-Friday):

*It is important that you confirm your schedule with your teachers. Think about your ability to stay focused and how long you know you can reasonably devote your full attention to a task. Designate an area in your home that will be yours when you are doing Distance Learning to minimize distractions and to make sure you have access to your materials. Below is a **sample** daily schedule. Your schedule will look similar, but you will want to ask your teacher to share it so that you can plan your time accordingly.*

Sample PreK - Kindergarten Schedule (180 Live, Zoom Instructional Minutes)

07:30 AM - Get up, get dressed, eat breakfast, brush teeth, etc.

08:00 AM - Organize learning space, turn on computer/device, log into Gmail and/or Google Classroom; check Aeries Portal for grades or missing assignments.

08:05 AM - Review daily announcement from teacher(s) and get necessary learning materials (books, workbooks, etc.)

08:10 AM - Engage in first virtual session with teacher via Zoom (Relationship building, core subject lesson, and small group support/ELD - 1 hour and 20 minutes instructional minutes) (whole class, small group, and 1:1)

09:30 AM - Begin assignments related to this lesson

10:00 AM - Take quick stretch and nutrition break

10:15 AM - Engage in second virtual session (Core subject area - 60 instructional minutes) (whole class, small group, and 1:1)

11:15 AM - Lunch and movement (Take a walk. Dance. Do jumping jacks. Run. Follow an online work out routine. Just move!); Visit your school to pick up breakfast, lunch, and supper

12:00 PM - Engage in third virtual session (Core subject area - 40 instructional minutes, plus additional small group support) (whole class, small group, and 1:1)

12:40 PM - Some students will remain in the Zoom for additional small group or 1:1 support

01:00 PM - 2:00 PM - Return to assignments, keep working, and complete assignments

Sample Schedule for Grades 1-3 (230 Live, Zoom Instructional Minutes)

07:30 AM - Get up, get dressed, eat breakfast, brush teeth, etc.

08:00 AM - Organize learning space, turn on computer/device, log into Gmail and/or Google Classroom; check Aeries Portal for grades or missing assignments.

08:05 AM - Review daily announcement from teacher(s) and get necessary learning materials (books, workbooks, etc.)

08:10 AM - Engage in first virtual session with teacher via Zoom (1 hour and 15 minutes live instructional minutes on Zoom) (whole class, small group, and 1:1)

09:25 AM - Begin assignments related to this lesson

10:00 AM - Take quick stretch and nutrition break

10:15 AM - Engage in second virtual session with teacher via Zoom (1 hour and 15 minutes live instructional minutes on Zoom) (whole class, small group, and 1:1)

11:30 AM - Begin assignments

12:00 PM - Lunch and movement (Take a walk. Dance. Do jumping jacks. Run. Follow an online workout routine. Just move!); Visit your school to pick up breakfast, lunch, and supper

12:45 PM - Engage in third virtual session (1 hour and 15 minutes live instructional minutes on Zoom) (whole class, small group, and 1:1)

01:30 PM - Begin assignments

2:00 PM - Zoom session for final questions, receive homework assignment, and check-in; Summarize your learning in whatever way your teacher(s) have requested, and submit your evidence online (5 instructional minutes)

After 2:00 Finish any incomplete assignments that are due.

Sample Schedule for Grades 4-6 (240 Live, Zoom Instructional Minutes)

07:30 AM - Get up, get dressed, eat breakfast, brush teeth, etc.

08:00 AM - Organize learning space, turn on computer/device, log into Gmail and/or Google Classroom; check Aeries Portal for grades or missing assignments.

08:05 AM - Review daily announcement from teacher(s) and get necessary learning materials (books, workbooks, etc.)

08:10 AM - Engage in first virtual session with teacher via Zoom (1 hour and 20 minutes live instructional minutes on Zoom) (whole class, small group, and 1:1)

09:30 AM - Begin assignments related to this lesson.

10:05 AM - Take quick stretch and nutrition break

10:20 AM - Engage in second virtual session with teacher via Zoom (1 hour and 20 minutes live instructional minutes on Zoom) (whole class, small group, and 1:1)

11:40 AM - Begin assignments

12:10 PM - Lunch and movement (Take a walk. Dance. Do jumping jacks. Run. Follow an online workout routine. Just move!); Visit your school to pick up breakfast, lunch, and supper

12:55 PM - Engage in third virtual session (1 hour and 15 minutes live instructional minutes on Zoom)

2:10 PM - Begin assignments

2:25 PM - Zoom session for final questions, receive homework assignment, and check-in; Summarize your learning in whatever way your teacher(s) have requested, and submit your evidence online (5 instructional minutes)

After 2:25 Finish any incomplete assignments that are due.

Secondary Schedule

Regular Daily Schedule (Tuesday-Friday)		
Period	Time	
1st Bell		8:10am
Period 1	8:15	8:55
Period 2	9:00	9:40
Nutrition	9:40	9:50
Period 3	9:50	10:30
Period 4	10:35	11:15
Period 5	11:20	12:00
Period 6	12:05	12:45
Lunch	12:45	1:15
Panther Time	1:20	1:50
Intervention/Enrichment/Small Group Instruction	2:00	2:35

Minimum Day Bell Schedule (Monday)		
Period	Time	
1st Bell		8:10am
Period 1	8:15	8:55
Period 2	9:00	9:40
Nutrition	9:40	9:50
Period 3	9:50	10:30
Period 4	10:35	11:15
Period 5	11:20	12:00
Period 6	12:05	12:45

Minimum Day Bell Schedule (Monday)	
Period	Time

1st Bell		8:10am
Period 1	8:15	8:55
Period 2	9:00	9:40
Nutrition	9:40	9:50
Period 3	9:50	10:30
Period 4	10:35	11:15
Period 5	11:20	12:00
Period 6	12:05	12:45