Vanderbilt Area School
Remote Learning Plan

March 29, 2020

Overview

Should the closing of school exceed the current date of April 13, 2020, all VAS students will have the opportunity to engage in virtual instruction developed by grade-level teachers. This instruction will be available beginning April 14, 2020 via Google Classroom.

The goal of this work is to provide continuous learning opportunities for students to practice existing skills and be introduced to new skills that will prepare them for learning upon their return to school. While students will not be penalized for lack of work completion, participation is strongly encouraged and will be supported through frequent check ins with students and parents.

The following questions will be used to guide the planning for learning:

- Reasonable: What can reasonably be achieved by students/families at home during this time?
- Accessible: Will the instructional materials and resources be accessible to all learners?
- Appropriate: Will the learning targets presented be achievable for all students with the resources provided?

Teachers will provide students/families with explicit instructions on how to access the LMS platform and understand how they can participate in learning. Every student will be presented with short increments of prepared instruction followed by an opportunity to engage with learning. The scope and sequence of instruction/learning should be similar across grade-level teams or courses of the same content. The level of application or demonstration of learning will vary depending on the content and developmental level. For young learners, content and application may involve providing suggestions and opportunities for families.

For students who do not engage in online learning by Thursday of each week, teachers are expected to check in with parents to determine how to best support the student. If technology access is the barrier, the teacher will provide weekly take-home work. Work can be shared via email with parents who have access to a printer or emailed to Mr. Saunders by noon on Friday for distribution on Monday (distribution method TBD). The take home work option will be available beginning Monday, April 20.

Considerations

- Take into account student and family circumstances (basic needs, adult supervision, health restrictions, etc.)
- Not all stakeholders are used to online learning
- Many students struggle to self-manage their time and schedule independently
- Not all students will have strong internet connections
- Some households will have multiple children impacted at different grade levels.
- Voice and video feedback is extremely valuable to students
- Monitor morale and workload of students, adjust as needed

General Expectations (See Grade Level Band Expectations for more detail)

- Don't try to mimic an actual school day (see daily guidelines by grade level)
- Try to promote both on and off line learning
- Post a short "good morning" video to check in and let the students see you
- Email parents a general update at least once a week
- Create a daily checklist of exactly what students should do each day
- Grading and attendance will not be required - provide some form of feedback for all work completed
- Track student progress to ensure participation and check-in with students if students are struggling or non-participatory
- Video is encouraged as much as possible
- Video lectures should not exceed the length of a mini-lesson
- Set-office hours (2 hours per day) and let parents know that they can also make an appointment to talk with you
- Plan for up to one hour per day in addition to office hours for either appointments or checking in 1:1 with students
- Send your schedule home in a weekly email
- Log your hours (form to be provided)

- Maintain a healthy work/life balance
- Keep lines of communication open between all departments and consult with your administrator regarding any concerns

Learning Management
Platforms

● K-1 will use
Seesaw

● 2-12 will use Google Classroom

Elementary

ELEMENTARY Maximum online Instructional Minutes Additional time may be assigned for "off line" work for ELA, math, science or social studies, not to exceed 15 minutes. Independent reading expectations and enrichment options are allowed beyond the 30 minutes of instruction.				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
30 min. Math 15 mins. Art	30 min. of ELA 15 min. Of P.E.	30 min. of Math 15 min. Art	30 min. of ELA 15 min. P.E.	30 min of Science or Social Studies Instruction

K-5 Instruction

During the extended school closure, staff will be expected to deliver a quality education to each and every student. Using the SeeSaw (K-1)/Google Classroom (2-5) platform, below are the established non-negotiables and guidelines for delivering online instruction. Staff will be expected to maintain regular communication with parents and students throughout the closure.

Teacher Expectations

- See Saw (K-1) and Google Classroom (2-5) will be updated every Monday by 8:00 AM for the start of the week.
- Up to two weeks of lessons can be uploaded at one time. All subsequent postings and communication must be posted by midnight for the following day of instruction.
- Upload a video greeting every day by 8:00 AM.

- Post a daily checklist of student expectations.
- Call parents on Thursday whose child does not check in during the week to see if they need hard copies of the work for the following week. If they are able to access a printer, email pdf documents directly to the parent. If not, send to Mr. Saunders by noon on Friday for distribution on Monday.
- Each student must have at least one personalized response per week (phone call/email/response through Google classroom) regardless of whether or not they have posted work.
- All daily lessons should be similar for all teachers in each grade level in elementary. Check in with your grade level/content partner(s) prior to developing the next set (2 weeks) of lessons.
- Plan with Special education teacher to modify lessons to meet the accommodations provided in IEP's and 504's.
- Set office hours (4 hours per week) and let parents know that they can also make an appointment to talk with you.
- Teachers will document communication (successful communication or not). If communication is void please share that record with the building administrator.

Possible Resources (not required)

- Book Worms/EL Education https://bit.ly/33JvUHy
- Eureka Math/Wit and Wisdom ELA https://gm.greatminds.org/en-us/knowledgeonthego

Middle and High School

MIDDLE AND HIGH SCHOOL Maximum online Instructional Minutes Additional time may be assigned for "off line" work, not to exceed 30 min. per class per day. Independent reading expectations and enrichment options are allowed beyond the 30 minutes of instruction.				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
30 min. Math 30 min. ELA	30 min. of Science 30 min of Social Studies.	30 min. Math 30 min. ELA	30 min. of Science 30 min of Social Studies.	30 min of Electives

During the extended school closure, staff will be expected to deliver a quality education to each and every student. Using the Google Classroom platform, below are the established non-negotiables and guidelines for delivering online instruction. Staff will be expected to maintain regular communication with parents and students throughout the closure.

Teacher Expectations

- The LMS will be updated every Monday by 8:00 AM for the start of the week.
- Up to two weeks of lessons can be uploaded at one time. All subsequent postings and communication must be posted by midnight for the following day of instruction.
- Upload a video greeting on the days of your content (M/W: ELA/math, T/R: Sci/SS, F: Electives).
- Post a daily checklist of student expectations.
- Call parents on Thursday whose child does not check in during the week to see if they need hard copies of the work for the following week. If they are able to access a printer, email pdf documents directly to the parent. If not, send to your principal by noon on Friday for distribution on Monday.
- Each student must have at least one personalized response per week (phone call/email/response through Google classroom) regardless of whether or not they have posted work.
- All daily lessons should be similar for all teachers in each grade level. Check in with your grade level/content partner(s) prior to developing the next set (2 weeks) of lessons.
- General education teachers will be expected to communicate and plan with Special education teachers to modify lessons to meet the accommodations provided in IEP's and 504's.
- Set-office hours (2 hours per day) and let parents know that they can also make an appointment to talk with you.
- Teachers will document communication (successful communication or not). If communication is void please share that record with the building administrator.

Special Education

SPECIAL EDUCATION				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Provide individualized instruction and/or accommodations	Call Parents and Students for check in.	Communicate changes and assist with needs for accommodations and modifications	Provide individualized instruction and/or accommodations	Provide individualized instruction and/or accommodations

During the extended school closure, special education staff will be expected to aid in the delivery of quality education to students on their caseloads. Using the LMS platform may look different than your teaching colleagues. Due to the nature of individualized services in special education, decisions in conjunction with parents and district representatives will need to be made for each student to reasonably and appropriately access instruction. Students with IEPs who are in 80% or more of their school day in general education may need specialized instruction to access remote learning less than a student who spends the majority of their school day in a self-contained setting. Below are the established non-negotiables and guidelines for delivering remote instruction. Staff will be expected to maintain regular communication with parents and students throughout the closure.

Teacher Expectations
- Special education teachers will be in contact with each collaborating general education teacher to determine what LMS is being used and how to navigate to assist with student learning.
- Special education teacher links will appear on the classroom teachers page.
- Inform general education teachers of accommodations and modifications and assist with development for individual students on your caseload.
    - Suggested accommodations
    - Sample accommodations and modifications resources
    - Google accommodations

- Communicate with all parents of students with IEPs by April 10th (*script coming soon*).
- During the week of April 14-17, check in with families to identify needs for students based on initial access to remote learning.

- Throughout the week of April 20-24, develop, with input from parents, an appropriate and reasonable service plan.
- Be sure to check in with parents/students every Tuesday to gain information on needs for access and instruction for the remainder of the closure.
- Communicate any changes in needs to general education education teachers by Wednesday.
- Document all successful and unsuccessful contacts and instructional time. Include notes regarding specific communication and instruction. If communication is void please share that record with the building administrator.
- Set-office hours (2 hours per day) and let parents know that they can also make an appointment to talk with you.

IEP
Expectations

- Beginning April 14th, IEPs will be scheduled via EdPlan and held remotely according to their annual due dates.
- If you had IEPs that were untimely due to school closure, please ensure these are held by April 24th.
- Use remote etiquette
  - https://www.presencelearning.com/top-5-tips-for-leading-an-iep-meeting-remotely /

- Please use the following considerations:
  - Take into account compliance in order to be wise about why/how/when to deviate from traditional IEP due to current circumstances
  - Focus on what's reasonable and appropriate given the current, unique circumstances for each child/situation.
  - Discuss and document reasonable/appropriate accommodations that help students with IEPs access learning
  - If necessary, discuss various input/output modalities to the extent possible.
  - If necessary, discuss virtual behavioral consultation to parents to support work completion.
  - Document decision-making and communication with parents/staff when requirements cannot/should not be implemented exactly as written