



DISTANCE LEARNING HANDBOOK
2020-2021 SCHOOL YEAR
ANDERSON PUBLIC SCHOOL DISTRICT 41
ANDERSON SCHOOL K-6 & ANDERSON SCHOOL 7/8

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OVERVIEW

This plan allows for teacher flexibility during the long-term building closures, or parent choice of opting out of in person instruction for their child. This allows a child, as much as possible, to continue to move the educational goals and objectives forward for all of the students' classes/courses. There will be lost opportunities at all levels because of the lack of curriculum and instructional resources that cannot be taken home and cannot be delivered in a digital format. Plus students lose their daily social interactions with peers. That said, there are still course goals and objectives that can be met through the use of electronic devices and the home environment. As teachers and course teams collaborate throughout any potential long-term closure, their planning and flexibility will be integral in determining common course goals and objectives that can be met through distance learning. The staff will be keeping track of goals and objectives that were not met nor addressed, so that students may learn them upon the resumption of regular on-site education, even if that is not until the next school year.

When Distance Learning Must Be Implemented, It Can:

- Potentially allows for the school calendar and end of the school year to be predictable and constant.
- Promote flexible learning and operations in the digital age.
- Promote learning beyond the school walls.

We will strive to maintain consistency in communication, instruction, flexibility, and our joy for teaching and learning. We want to provide instructional opportunities for each child to grow, practice skills, and continue to progress through each curricular area. Each teacher will put forth the time and effort necessary to ensure that we are moving forward with educational goals and attempting to meet the standards of each content area through a possible combination of some of the following: electronic devices, digital learning platforms and applications, workbooks, worksheets, projects, videos, and other activities.

For Families who are opting out of on site instruction:

A system will be put in place for materials and device (Chromebook) pick up by the superintendent. All materials for pickup will be properly handled to reduce the spread of germs and limit contact- this will include using gloves and disinfecting.

Students in Grades 2-8 will have their 1:1 chromebook device at home during this time of DL.

Kindergarten and first grade parents will have the option of using at home technology or checking out technology from Anderson School. Parents and students will receive communication about the start of distance learning. A reasonable class plan will be posted, materials sent home, and assignments will be communicated.

Initial Steps to Enact a Long-Term District 41 Distance Learning (DL) Plan during a full school closure:

The administration will survey families in regards to technology, connectability, devices, and food service options. A system will be put in place for materials and device (Chromebook) pick up by the superintendent. All materials for pickup will be properly handled to reduce the spread of germs and limit contact- this will include using gloves and disinfecting.

Students in Grades 2-8 will have their 1:1 chromebook device at home during this time of DL.

Kindergarten and first grade parents will have the option of using at home technology or checking out technology from Anderson School. Parents and students will receive communication about the start of distance learning. A reasonable class plan will be posted, materials sent home, and assignments will be communicated.

During the first week of DL all grade levels will focus on lessons in ELA/Reading/Writing and Math. Students will work on one “special” core elective area, such as art, music, HE, library, per day. All students are expected to meet the requirements of each specialist core content class or elective through weekly involvement in each. Students and parents will see the expectation of distance learning work/time increase for students as they go up through the grade levels (for example, the expectation of work or engagement in DL for an 8th grader may be 3 hours for the day whereas the lessons for a first grader may be 1 ½ hours.)

Teachers will continue to reflect on the implementation of DL for their class/grade and collaborate with colleagues. As DL progresses teachers will look to provide additional opportunities in other curriculum areas, and/or offer cross curricular opportunities, and/or increase the menu of extensions. Grade level meetings will continue in the same fashion as before, only remotely. The Student coordinator will reach out to all teachers and start to devise a schedule with the interventionists. Upon completion of benchmark and other assessments an intervention schedule will be created in both the case of school closure and opt out learning.

Technology

Anderson School District 41 is in a unique position to move education forward during this historical emergency situation requiring a long-term building closure. Due to several years of successful technology planning and implementation through grades K-8, we stand ready to assist families with technology device access at home. Our replacement of devices and management of technology applications/programs has provided us with consistency of use among students and staff. Also, the District is fortunate that the majority of families have internet access- though many do not have broadband and the capability of some neighborhoods or homes is something for all staff to consider in their planning. The District will work with all families to assist with accessibility or the implementation of alternative learning plans to meet the needs of their child. Google Classroom will be the learning management platform used by all teachers.

Additionally, the District will be adhering to the new law recently adopted in the state of Montana, The Montana Online Personal Information Protection Act (Board Policy 3650, adopted on 11/14/2019), for all online instruction and programming. The law is one reason that you will see us utilize familiar Google Suite programs with students such as Google Meet as opposed to other platforms. We also want students to see consistency in programs they are already accustomed to using at school in an effort to reduce the stress and anxiety as we begin a whole new way of learning.

Students should follow the guidelines and policies defined in the student handbook, even when their device is being used for distance learning at home.

Student Attendance for Both School Closure and Opt Out Learning

Student attendance and monitoring will take place through the Infinite Campus portal. Attendance will be taken on a weekly basis by the classroom teacher. In order to be counted present, a student must attend at least 80% of their Google Meets and turn in at least 80% of work for the week.

If your family chooses to travel during distance learning it is the same as missing in person learning. Your child is still responsible for making up any work that was missed by watching Google Meets that are recorded, and making up work in Google Classroom. Like in person learning, the teacher and office need to be notified of any absence.

Multi-Tiered System of Support

During distance learning Anderson School's MTSS team will continue to hold problem solving meetings to review the progress of the MTSS system, classrooms and individual students. The following Benchmark testing will be completed remotely in the case of a school closure. For opt out instruction students will have the option to do assessments one on one in person at school.

aReading and aMath grades 2-8 (this can be taken remotely on a device at home)

early Reading K-1 (this assessment will be given individually to students either one on one by appointment or via google meet)

early Math K-1 (this assessment will be given individually to students either one on one by appointment or via google meet)

SAEBRS and mySAEBRS will be conducted by teachers and students in grades 2-8

A progress monitoring schedule will be determined by the team and administered by an instructional para based upon student need.

Students identified as needing interventions and/or small group support will receive targeted instruction over google meet by instructional para.

Our staff will continue to conduct TATs and TTMs as scheduled via Google Meet. If parents have any questions or concerns about their child's progress, please contact student coordinator, Heidi Fasting at hfasting@andersonmt.org

Gifted and Talented Program

In the event an identified GATE student is distance learning, the student coordinator will continue to be in touch with students and provide services if students and parents would like it. This could be through collaboration with classroom teachers or the continuation of lessons/groups/projects identified in a student's individual education plan. The coordinator will communicate with students, families, and classroom teachers to develop a distance learning schedule.

If parents have any questions or concerns please contact GATE coordinator, Heidi Fasting at hfasting@andersonmt.org

State & Local Testing

In the event that a long-term school closure affects local and state standardized testing, we will work with the Montana Office of Public Instruction to reschedule or provide alternative methods to determine proficiency. Students who are opting out of on site instruction will be subject to the majority of local testing if the team feels it can be done with fidelity. State testing will be determined by the Montana Office of Public Instruction.

All state testing during school closure will be administered following the directive from OPI. If testing is mandated, the testing coordinator will work with the technology team to administer testing. TC will develop schedules and coordinate with classroom teachers.

All local testing decisions will be determined by the T3 team. Then the testing coordinator will develop a plan to administer tests. The testing coordinator will utilize Special Education teacher, Para educators, and classroom teachers to individually assist in the administration of these assessments through google meets for students with identified needs (504, IEP, at risk)

Local benchmark testing: aReading and aMath grades 2-8

- Teachers will send out scheduled time for students to take assessment
- Teachers will monitor student's chromebooks through iBoss Classroom Management
- Teachers will also set up a google meet for the testing time for students to access if questions were to arise during the test

Local benchmark testing: Early Reading and Early Math for Grades K-1

- Teachers, Student Coordinator and Interventionist will schedule individual google meets to administer these assessments. In order to adhere to testing security testing materials will not be sent home. Instead the staff member will share the materials on the screen during the online meeting.

Social Emotional Wellness

Teachers will work to support continued academic progress in partnership with family needs and changing conditions. Staff understands that remote conditions have a significant impact on the workload and learning capacity for students and will take this into account as lessons are prepared. Students have flexibility in pace, place, and time for learning. Any individual concerns from parents/guardians should be shared with the classroom teacher. Please be mindful that our staff is also caring for self and families

during this time and will not be available at all hours to communicate with students, but will ensure that questions and learning needs are addressed. Specific office hours will be posted by staff for student/parent interactions. The School Counselor, Charlotte Dickson, will remain available to assist with social and emotional needs and can be reached at cdickson@andersonmt.org.

HOMELESS LIAISON

Anderson School District will continue to promote their full participation and education throughout the duration of the distance learning period in compliance of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, as amended by the Every Student Succeeds Act of 2015. For questions, please call or email our district's homeless liaison, Charlotte Dickson, at 406-587-1305 or cdickson@andersonmt.org

Food Service

following strategies to ensure that our students are continuing to receive nutritional meals, the same as if the District was open for pupil instruction. Anderson will provide meals to any family qualifying for free or reduced lunches during a full school closure. Anderson School only has 1% qualifying free and reduced families as of March 1, 2020. Our District has never had a summer lunch program to offer. As a part of the larger Bozeman, Montana, community our students are able to take part in the summer lunch program offered by BSD7 each summer. With the early opening of the summer program this week for BSD7, we have communicated with all our families that they have access to meals through BSD7. This information informs parents that all kids under the age of 18 are welcome to take advantage of the early summer lunch program that has been put in place at Bozeman School District. We ask that anyone needing assistance further reach out to us for assistance at schooloffice@andersonmt.org or 406-587-1305. In the event of a school closure we will survey our families to determine more interest in school lunches during our school closure from our own kitchen. Our free and reduced application is available on our website.

Educational Services and Special Education

The District has implemented the following strategies to ensure that each student who is on an IEP Plan will continue to receive the educational and related services to make progress towards their individual goals. The strategies identified below are customized and differentiated to meet the individual needs of each IDEA student. Students will be afforded all reasonable accommodations and modifications as outlined in their IEP plan. Teachers will be available during the hours of instruction to provide additional assistance to students as needed. Reasonable attempts to maintain support and services from home will be made for students with an IEP.

- The District is providing a Free and Appropriate Education for students with disabilities.
- The District is conducting IDEA meetings via electronic means and/or meeting in person, but complying with CDC Guidelines, State Guidelines and/or local health guidelines;
- The District is providing educational services, in collaboration with parents and staff, through all means available, including:
 - On-line learning

- o Google Meet chats/tutoring
- o Phone conference calls
- o Hard copy packets of materials
- o Textbook teacher guides

Special Education Teacher/Support staff responsibilities:

1. A teacher should create lesson plans with the individual student in mind. These lesson plans may include learning packets, videos, presentations and any combination of the above.
2. If the student typically receives intensive support throughout the school day or one-on-one adult support, the same level of support should be available through direct and indirect special education services, and may include, but is not limited to, the following: telephone contact, Google classroom, Google meets, or through contracted providers.
3. Our plan is to ask for individuals (teachers and/or paraeducators) to be available on DL days, via email, to answer student and parent questions regarding the lesson plans.

As part of the Distance Learning Plan, related service staff will be asked to provide services to students related to their goals. It is not possible to replicate services provided in the school setting, however, services will be provided in collaboration with parents and staff, through all means available, including:

- o Alternative learning sites (when allowed by health officials and/or Governor)
- o On-line learning
- o Google Meet chats/tutoring
- o Phone conference calls
- o Hard copy packets of materials
- o Textbook teacher guides

It is important to remember that special education students may have assignments from a variety of teachers and service providers. Therefore, it is imperative not to overwhelm special education students with more work than their peers who may not have additional services. Collaboration with general education teachers will be important.

Educational Services and 504 Plans

Students with disabilities shall receive services in accordance with the applicable IDEA Individualized Education Plan or Section 504 Accommodations Plan based on methods and locations agreed upon and documented by the applicable team to meet the student’s needs and goals. The Superintendent or Director of Special Education shall coordinate with parents and the special education staff to ensure all applicable statutes are followed in accordance with the U.S. Department of Education guidelines.

Individualized services during periods of remote or blended learning must be constructed with parent involvement and approval, to allow a child to make progress on goals and advance in the general curriculum, based on the unique needs of the

student. Administrators and general education teachers are participants with parents in developing services. Such service may include:

- Alterations to IEP goals to account for revised learning demands of the general education environment.
- Alterations to direct services provided through phone, video conference, or in-person instruction following social distancing guidelines.
- Alterations of accommodations, taking into account the demands of technology-based remote learning plans.
- Specific focus on parent training and consultation, to support students in attaining their individualized goals.
- The need for extended learning opportunities to mitigate skills lost due to gaps in instruction

Learning Experience Expectations For Opt Out Instruction

Student learning activities will be tied to the existing curriculum of Anderson School District. As much as possible students will access learning activities in Google Classroom that are being taught in on site classes. Learning objectives align to the content and skills students must master to be successful in each course. Teachers will collaborate on their course and grade level teams to develop activities in line with the expected curriculum.

Learning Experience Expectations For 100% School Closure

Student learning activities will be tied to the existing curriculum of Anderson School District. Learning objectives align to the content and skills students must master to be successful in each course. Teachers will collaborate on their course and grade level teams to develop activities in line with the expected curriculum. There will be opportunities for teachers to communicate via District approved technology platforms; so that teachers can plan with grade-level and course teams. It is the expectation that the e-learning activities will approximately reflect the learning that takes place on a shortened day.

- Learning target(s), assignments, and/or experiences are posted by 8:00 a.m. on each day or by Monday morning for the week in Google Classroom.
- Teachers will respond in a timely manner during the normal work hours.
- Teachers and school teams will collaborate and meet in regards to professional responsibilities via Google Meet.
- Expectations of instruction shall be:
 - Certified Staff will be providing instruction to students. Each teacher will put forth the time and effort necessary (on-site at the school or teleworking off-site) to ensure that we are moving forward with educational goals and attempting to meet the standards of each content area. The following are certified staff expectations.
 - Google Meets Minimum requirements: (Grades K-1 two times per week, Grades 2, 3, and 4 three times per week, Grades 5-8 five times per week) and specialist staff once per week.
 - Google Meets will be scheduled at the same time weekly
 - All work will be posted in Google Classroom

Teachers will communicate their planned class/course workflow with the classes, so that students and parents can help to plan accordingly. We are looking for ways to provide instructional opportunities for each child to grow, practice skills, and continue to progress through each curriculum.

- Authentic learning directly connected to the curriculum.
- Ability to demonstrate or provide evidence that learning occurred.
- A product is not required for evidence of learning to occur, nor for attendance purposes.
- Equally important, staff will also be keeping track of goals and objectives that are not met so that they can be addressed (or a plan put in place) when school resumes onsite.

Student & Parent/Guardian Checklists for Opt Out and School Closure

Please note students are expected to be available for Google Meets between 9-12 and 1-3 daily

Kindergarten-3rd Grade Student Checklist	Kindergarten-3rd Grade Parent/Guardian Checklist
<ul style="list-style-type: none"> <input type="checkbox"/> I know how to access the distance learning activities while at home. <input type="checkbox"/> I will do my best to complete the activities. <input type="checkbox"/> I will contact my teacher with my questions, when they are available. <input type="checkbox"/> If I need help, I will ask a parent or family member. <input type="checkbox"/> I will be ready to share the work I completed, if my teacher asks for it. <input type="checkbox"/> I will let my parents know when my work is ready to be shared with my teacher. <input type="checkbox"/> During a Meet, I understand that I need to be sitting up, not in bed, and have safe, respectful, and responsible actions. 	<ul style="list-style-type: none"> <input type="checkbox"/> I know how to find the learning materials used by my child's teacher. <input type="checkbox"/> I am prepared to help my child with questions about their activities. <input type="checkbox"/> I will help my child with the activities, if needed. I will contact the teacher via email with any questions. <input type="checkbox"/> I will make sure to do my best to have my child to complete their learning activities. <input type="checkbox"/> I will share my child's work as the teacher has suggested. <input type="checkbox"/> If my child is ill and unable to participate in distance learning that day, I will call the school 587-1305 or email schooloffice@andersonmt.org to report the illness.

4th-6th Grade Student Checklist	4th-6th Grade Parent/Guardian Checklist
<ul style="list-style-type: none"> <input type="checkbox"/> I know how to access the distance learning activities while at home. <input type="checkbox"/> I will do my best to complete the activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> I know how to find the learning materials used by my child's teacher. <input type="checkbox"/> I am prepared to help my child with questions about their activities.

<ul style="list-style-type: none"> <input type="checkbox"/> I will contact my teacher with my questions, when they are available. <input type="checkbox"/> If I need help, I will ask a parent or family member, when they are available. <input type="checkbox"/> I will be ready to share the work I completed, if my teacher asks for it. 	<ul style="list-style-type: none"> <input type="checkbox"/> I will help my child with the activities, if needed. I will contact the teacher via email with any questions. <input type="checkbox"/> I will make sure my child completes the distance learning activities. <input type="checkbox"/> If my child is ill and unable to participate in distance learning that day, I will call the school 587-1305 or email schooloffice@andersonmt.org to report the illness.
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7th-8th Grade Student Checklist	7th-8th Grade Parent/Guardian Checklist
<ul style="list-style-type: none"> <input type="checkbox"/> My teachers have talked to me about how to access Google Classroom/Moodle and learning materials posted there. <input type="checkbox"/> I will do my best to complete the activities assigned. <input type="checkbox"/> My teacher is available for help. I can email my teacher with questions. <input type="checkbox"/> If my parents or family members are available, I can ask for help. 	<ul style="list-style-type: none"> <input type="checkbox"/> I am committed to supporting my child in distance learning. <input type="checkbox"/> I know how to support my child in finding learning material. <input type="checkbox"/> I know how to help my child contact their teacher/s as needed. <input type="checkbox"/> If available, I will help my child with the activities if they need help. I will contact the teacher via email with any questions. <input type="checkbox"/> I will make sure my child completes the distance learning activities. <input type="checkbox"/> If my child is ill and unable to participate in distance learning that day, I will call the school 587-1305 or email schooloffice@andersonmt.org to report the illness.

Grade Level	Anderson School Recommended Total Learning Time Per Day for School Closure and Opt Out of In Person Instruction
K	2 hours per day (Including Independent Work, Google Meets, and Specialists)
1	2 ½ hours per day (Including Independent Work, Google Meets, and

	Specialists)
2	3 Hours per day (including Independent Work, Google Meets and Specialists)
3	3 to 4 ½ hours per day (Including Independent Work, Google Meets and specialists)
4	3 to 4 1/2 hours per day-Including Independent Work, Meets, and Specialists)
5-6	3 - 5 ½ hours per day - Including Independent Work, Google Meets and Specialist
7-8	3 - 5 ½ hour per day - Including Independent Work, Google Meets and Specialists

K-5 Elementary Digital Learning Tools	K-8 District Digital Learning Tools (This will be updated as more tools are approved. All tools can be found listed on our website as well)	6-8 Middle School Digital Learning Tools
IXL	<p>G-Suite for Education: a suite of tools designed to empower educators and students as they learn and innovate together! G-Suite includes Gmail, Drive, Docs, Sheets, Slides, Forms, Sites, Hangouts Meet, and Classroom.</p> <p>Google Hangout/Meet is an easy-to-join video call, so you can meet face to face LIVE with your students (up to 100 participants can be on a “Meet” at one time). This would allow for asynchronous learning.</p>	Red Ink

End of Trimester Reporting and Grades for School Closure-Students who are opting out of on site instruction will be graded the same as students who are receiving on site instruction.

Grading Scale for K-6	
PROFICIENT	A teacher may only apply a “Proficient” grade when it is clear that the student demonstrated proficiency in the content area. This requires that the teacher was able to observe or collect enough data/work during remote learning to make such a determination. Due to the pandemic, there may not be enough evidence to determine mastery of a skill at this time.
PASS	Students must show evidence of learning or engagement during the distance learning timeframe. A “Pass” will be given when it is clear the student was engaged in learning but there is not sufficient evidence of understanding to determine a level of mastery due to the pandemic. Upon return to school, progress towards proficiency will be further assessed for learning gaps and instruction will be adjusted to fill those gaps.
NGP	Due to the pandemic, no evidence of student learning was collected or observed. This may also apply to a student who was not able to be engaged, or who chose to disengage in remote learning during the pandemic. Rationale for “No Grade Due to Pandemic” will be noted in the comment section.

Grading Scale for 7th-8th	
A, B, C	When teachers have enough evidence of work and can determine a level of proficiency a letter grade may be given to the student. Due to the pandemic and a commitment to do no harm to a child, the school will not give a D or F.
P	Students must show evidence of learning or engagement during the distance learning timeframe. A “Pass” will be given when it is clear the student was engaged in learning but there is not sufficient evidence of understanding to determine a level of mastery due to the pandemic. Upon return to school, progress towards proficiency will be further assessed for learning gaps and instruction will be adjusted to fill those gaps.
NGP	Due to the pandemic, no evidence of student learning was collected or observed. This may also apply to a student who was not able to be engaged, or who chose to disengage in remote learning during the pandemic. Rationale for “No Grade Due to Pandemic” will be noted in the comment section.

TEACHERS AND STAFF DURING REMOTE LEARNING

Teachers will be available Monday-Friday to monitor learning, provide student support, answer inquiries, and participate in virtual professional collaboration. Teachers will communicate times when they can be available

for online support. remote learning experiences, may receive an “incomplete” course grade. An “incomplete” may result in additional coursework or intervention during summer or at the start of the next school year.

Staff Training

Staff has received training in various digital learning platforms and applications. The professional development will continue as needs arise, and staff request it. The staff also has instructional technology support both onsite and remotely in the case of issues.

Staff Availability

Teachers will have office hours for contact. Administrators, and other licensed professionals will generally be available on regularly scheduled school days from 8:00-3:30 via email (phone/video). Specialists will be available on their days when they are typically at Anderson School. The [staff directory](#) includes all district emails. Assignments, due dates, and student progress will be shared by the teacher with students and families.

CLASSIFIED STAFF EXPECTATIONS

There will be different expectations for classified employees depending on the nature and timing of their work. If a certified employee needs technology to successfully complete their work it will be provided by the District. It is important that each classified staff’s supervisor clearly communicates expectations to their employee. The supervisor expectations will be the most important piece in defining the workday for classified employees. In general, employees will have four different plans for work on these days, and again, the supervisors will communicate and approve work plans on the actual Distance Learning day. The four general work plans for DL days are as follows:

1. Employees who are required to be on site due to maintenance and potential snow removal will have timing and expectations communicated to them via normal channels before and on the date of the emergency event. Standard operating procedures will remain in place for this group of employees.
2. Employees who traditionally service students will have clearly defined responsibilities during the work day, as prescribed by the students’ IEPs, 504’s or MTSS process. If there are issues related to remote instruction then, they will have a professional development opportunity that will be pushed out via the student services coordinator or superintendent.
3. Employees that will not have a clear work role will be required to participate in professional development modules as set forth by the superintendent or student services coordinator. They also may be asked to come into school and perform meaningful work within the school building if safety measures allow.
4. Employees that can effectively work from home on their traditional tasks will have the option to exercise this, and it will only be pending supervisor approval.

SPECIFIC TEACHER EXPECTATIONS

Specific Teacher Expectations	
<p>Classroom Teachers:</p> <p>Grades K-4</p>	<p>Provide daily learning experiences accessible to all students; provide timely and frequent feedback; be available each day from 8:30a.m. - 12:00p.m. and 1:00p.m. - 3:30p.m. to interact with students through email, Google, etc. Teachers will continue to populate lessons on Google Classroom and provide timely feedback to students.</p> <p><u>Grades K-4 Core - Reading, Writing, Math, Social Studies, Science</u></p> <p>Each subject will be responsible for creating daily or weekly learning activities.</p> <p>Expectations for Learning Activities</p> <ul style="list-style-type: none"> ● Assignments should be posted on Google Classroom each day or for the week. Please make sure special education teachers have access. ● Clear learning objective(s): <ul style="list-style-type: none"> ○ Provide new instruction ○ Review material ● Learning Activity <ul style="list-style-type: none"> ○ Can include video introductions or instruction ○ Plan for links to learning resources (PDFs, videos, Hyperdocs, online resources) ○ Paper and hands-on materials and activities ○ Instruction through Google Meets ● Application and Assessment <ul style="list-style-type: none"> ○ Practice or application of skills ○ Reflection on learning activity ○ Involvement / Contributions in Meets

Classroom Teachers:

Grades 5 - 8

Provide daily learning experiences accessible to all students; provide timely and frequent feedback; be available each day from 8:30a.m. - 12:00p.m. and 1:00p.m. - 3:30p.m. to interact with students through email, Google, etc. Teachers will continue to populate lessons on Google Classroom and provide timely feedback to students.

Grades 5-8 Core - Reading, Writing, Math, Social Studies, Science

Each subject will be responsible for creating daily or weekly learning activities. **Expectations for Learning Activities**

- Assignments should be posted on Google Classroom or via email each day. Please make sure special education teachers have access.
- Clear learning objective(s):
 - Provide new instruction.
 - Review material
- **Learning Activity**
 - Can include video introductions or instruction (Flipgrid, Screencasting)
 - Plan for links to learning resources (PDFs, videos, Hyperdocs, online resources)
 - Instruction through Google Meets
 - Hands-on materials and activities
- **Application and Assessment**
 - Practice or application of skills
 - Reflection on learning activity
 - Students can upload work or a picture of their work (Google Classroom, Google Doc, Pear Deck, video, etc.)

	Identify individual student needs and provide additional material as needed.
Specialist Teachers	Special Area teachers will provide instruction to students in grades K-8 via Google Classroom. They will provide Google Meet opportunities for students during their typical specials time at least once per week. They will continue to work on the standards that they would have if they were at in person teaching. Teachers will provide timely and frequent feedback to their students. Specialists will communicate to homeroom teachers students who have not been attending any Google Meets or completing work.
Student Coordinator, Gifted and Talented, Special Education	Support classroom teachers with creating and posting differentiated and scaffolded learning opportunities for students; be available to support students with their work through online methods; provide feedback and support to students on a daily basis. Provide grade-level activities for support and enrichment. <u>Special Education</u> Provide necessary, individualized instruction and/or support, as able, to meet the goals on each child's IEP.
School Counselor	Provide students with character education and SEL resources during the closure; be available to proactively provide support to students and families who might be in need; conduct virtual check-ins with students who might need additional support during this time away from school. The school counselor will reach out to students and or families of students who do not appear to be attending online classes or completing assignments at the request of the teacher, or family. The school counselor will check in regularly with teachers to ensure all 504 needs are met.
OTs, PTs, and Speech Therapists	Related services staff will follow the guidance of

	the Special Education Director for the Gallatin-Madison Special Education Cooperative.
Nurse	They will follow up with parents of ill students and communicate with local officials regarding health updates. Consistent communication with the Office Manager.
School Administrator	<p>Administrators will remain in communication with their staff throughout the day and monitor instructional activities. They will provide support to staff and families who might need assistance and guidance; monitor all work and learning platforms to ensure the remote learning plan is being implemented appropriately; communicate with local and state officials regarding health; and communicate any pertinent information to families.</p> <p>General Responsibilities:</p> <ul style="list-style-type: none"> ● Respond to calls/emails within 24 hours ● Address parent/student concerns ● Attend virtual staff meetings ● Attend weekly grade level meetings ● Attend weekly T3 meeting ● Communicate with School Board ● Work with clerk and office manager daily ● Continue to report to the school board

Please see the following chart regarding Google Meets with teachers and classmates

What Google Meets Do Look Like	What Google Meets Don't Look Like
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- Sitting up
- No food in mouth
- Camera on
- In school type clothing
- Keeping chromebook in one spot
- Trying your best to be engaged
- Wait your turn to talk and share

- Lying Down
- Eating
- Camera off / Showing Profile Picture
- Pajamas
- Walking around house with chromebook
- Making faces in camera
- Interrupting someone else who is speaking