Instructional Planning Workgroup:

For successful learning experiences to occur in the flexible manner necessary including a "hybrid" learning environment what do students and staff need to have or experience? What parent support and training needs to occur and exist to support their students?

Areas for recommendations

1. **Learning Management Tools:** Provide input on digital learning platform and structure to enable adaptable learning

2. **Content:** Guidance for scope and sequence, including outcomes and assessments

3. **Learning Experiences:** Develop adaptable learning frameworks and accompanying training for stakeholders

4. **Intervention / Mitigation:** Identify and mitigate for those who find accessing their learning challenging

Format of Recommendation

1. Area**:** as listed above recommendations are divided by the 4 areas in the original organization of the Instructional Planning Committee

   Assurances

   A. Assurances are listed by letter and written in terms of experiences or services we assure all students/families will access.

Recommendation	Musts	Considerations & Committee Notes
1.A.1 Recommendations are numbered. The first number is the Area. The letter is the assurance related to the recommendation. The final number is the number of the recommendation for that Area and Assurance.	Musts describe what the committee recommends must be included during implementation of the recommendation.	‣ Considerations are additional notes to offer clarification of the committees intent and discussion or to identify related efforts or concerns impacted by the recommendations

1. Learning Management Tools**: Provide input on digital learning platform and structure to enable adaptable learning

Assurances

A. Students will have access to appropriate technology hardware, digital tools and tech support
B. ISD Learning Management System will be consistently used by all classroom teachers during live and remote teaching.

Recommendation	Musts	Considerations & Committee Notes
1.A.1 Identify students needing tech during enrollment verification to receive district provided tech on or before the first week of school, including the distribution of assistive technology per IEP and 504 plans.	**Pre-Enrollment Verification:** Send a clear and concise communication to parents via e-news and a special communication from the principal describing the tech distribution process. **During Enrollment Verification**: Survey families to indicate the need for technology and need for support in orientation with the technology. **After Enrollment Verification**: Follow-up with district-wide survey 3-6 weeks into the school year to gauge efficacy of distribution, determine emerging needs. Consider another survey later in the year. **New enrollment:** survey for need for additional tech support: onboarding with tech and ensuring they are subscribed to e-news.	‣ Each student needs a computer to access throughout the school day hours. Establish secondary BYOD if possible to ensure access in all settings. ‣ Communicate specifications for what constitutes a school-ready to address any issues with students using personal devises incompatible with essential applications ‣ Availability of hotspots – clarity about type of internet need. ‣ What to do if they are not able to reach the distribution site – if in fully remote learning. ‣ Train office teams on the tech survey for EVP follow-up with families not completing EVP or who enroll after EVP ‣ Identify need for specialized software for Assistive Technology – prepare those laptops ‣ Survey for technology all who enroll after the enrollment verification and communicate additional tech needs to assigned staff. ‣ Provide community a timeline of this process when communicating decisions.
1.A.2 Ensure all staff have access to a laptop, essential technology and infrastructure needed to fulfill their essential job functions.	Ensure teachers have laptops to adequately run essential applications and ed tech tools (software) required to complete job functions. Ensure paraprofessionals and staff that support learning from home have access technology to complete assigned responsibilities.	‣ Ensure staff have appropriate updates. In August identify specifications and ensure staff computer are imaged so teachers can access digital tools for tech trainings. ‣ Address staff with older laptops to make sure staff have computers that support the software needed to provide instruction. ‣ Provide webcams ‣ Address issues with staff internet access – some really struggled in the spring with their internet at home. ‣ Ensure we can utilize paraprofessionals for instructional support by ensuring they have the technology needed to do so.

Recommendation	Musts	Considerations & Committee Notes
1.A.3 Support staff, students and families with access to guides, training and technical support in the use of hardware and digital software tools.	Provide staff training on Learning Management Tools (Canvas, Seesaw/MS365/Clever)	‣ Include trainings for administrators, counselors, grad specialists, and other support staff ‣ Determine which items are going to be system-wide norms for online system
	Secondary: Develop and communicate BYOD Policies and procedures.	‣ Policy for if lost, stolen or broken when at school ‣ Document specifications for BYOD laptops ‣ How is security addressed for BYOD devices
	Provide teachers with information on technology as a first point of contact.	‣ What to do if they identify a student/family who may need very basic, hands-on help on how to set up and use the computer ‣ FAQ document for anticipated tech questions. ‣ Links to guides, resources ‣ Tip sheets for students they can attach to their assignments / communications
	Provide tech support to students/families for hardware set-up, frequent issues AND use of learning management tools	‣ Provide resources outside of the teacher so teachers can refer to, rather than provide the ongoing technical support ‣ Elementary Family Connection Conferences could assist with onboarding ‣ Help line: ensure teacher can make referrals easily, evening hours, provide in preferred language / with language line ‣ Ensure the school Tech Specialist can provide support for BYOD devises for core functions such as accessing the school network and web resources. ‣ Printed user guides and tip sheets, translated note: include effective uses and tips, not just familiarity with the technology. (ex: use Seesaw student view/log-in rather than parent view) ‣ Video tutorials, translated ‣ Secondary: If in hybrid model, make sure tech support is available for students while they are in school

Recommendation	Musts	Considerations & Committee Notes
	Conduct outreach to support special populations.	‣ ELL, International Families: needs – Use of ELL teacher and FPLs ‣ Translate messages and use multiple modalities, certified mail for few, text messages…, use counselors, FPLs, leverage/use to foster personal connection ‣ Use engagement data from spring 2020 to identify returning families that may need additional support ‣ Consider leveraging volunteers for tech orientation programs (live, Zoom, etc. at the start of the year) ‣ Secondary: Consider summer tech boot camps for students who may need more orientation to the technology. ‣ Special attention provided to students with assistive technology or 504/IEP accommodations being met through technology
1.A.4 Provide students lessons, practice and guides for using digital learning tools during live instruction when in a hybrid schedule.	If in a hybrid schedule – students receive the laptop in first days of school with training on how to use it, provided by the classroom teacher. In all-remote students receive the laptop prior to the first day of school. Provide follow-up resources for teachers to support student use of technology.	‣ Ed Tech provides an outline of classroom based tech training for students. ‣ Build an "Everyone needs to learn…" document/training for students ‣ Teach access to assistive tech – ex: speech to text ‣ Provide students with just-in-time tutorials, printed guides and tip sheets to take home and place near computer ‣ Ensure students have the software needed on their computers.
	Elementary: Computers in the school will be available for ongoing practice, training students on tech tools	‣ Check the inventory to ensure that there are enough elementary computers in each school to provide for student distribution and some left in schools for modeling and providing practice / instruction for learning management and use of digital tools. Do we need to think of an equitable distribution to ensure all schools have equitable access and some schools are not drained of tech by family requests? ‣ Would computer labs/desktop need keyboards that can be sanitized?
1.B.1 Establish clear expectations on the uses of the learning management tools including.	**Elementary:** Ensure consistent communication avenues and use of learning management tools. (Limit to Seesaw, MS 365/Outlook/Teams, Clever)	‣ Avoid substituting teacher-selected tools for functions expected by the learning management tools ‣ Adjust use of tools to be developmentally appropriate (K is different than 5th grade) - Ex: Don't rely on typing when that is not developmentally an expectation

Recommendation	Musts	Considerations & Committee Notes
		‣ ISD Provide written guidelines on how comply with regulation and laws while using learning management tools to protect teachers, students

	Secondary: Establish common expectations for the use of Canvas from the start of school. (See notes)	‣ The LMS is for both Live and Remote/Hybrid teaching. This will provide for a smoother transition for students if/when a switch among Live, Hybrid and Remote learning occurs.
		
		Notes on Common Expectations for the use of Canvas
		‣ Use a common organizational structure for Canvas so students and families can easily find critical information (announcements, files, calendar, etc).
		‣ Provide a clear, consistent method for students to turn in assignments within Canvas.
		‣ Establish common use of the Canvas calendar
		‣ Use Canvas to enter grades in Skyward to ensure that assignment names are consistent and students/families can easily track missing work.
		‣ Teachers support students on how to organize their schedules, calendar.
		‣ In Canvas you can determine what scores you need to various assignments to earn a certain grade. PD Consideration: How do you utilize this tool but work to make sure kids aren't obsessing over it?
		‣ Turn off features you aren't using (reduce clutter)
		‣ ISD Provide written guidelines on how comply with regulation and laws while using learning management tools to protect teachers, students
		‣ Teachers support students on how to schedule themselves,
		  - Canvas shows when stuff is due, not when it was assigned.
		  - Would weekly learning plans address this? – see below
		  - is there a planner available?),
		  - Canvas has a "to do" list that you can utilize

1.B.2 Provide training for staff on instructional practices related to the use of an LMS and for	‣ Resources available for teachers on use of LMS during in-person instruction as well as online learning.	‣ Use high leverage online learning and flipped classroom strategies, etc.

Recommendation	Musts	Considerations & Committee Notes
remote/hybrid learning planning.		
1.B.3 Support parents as partners in managing student learning and fostering their student's independence.	Adjust class description / overview with information for parents on key issues related to hybrid/remote learning Support with daily / weekly schedules to help parents organize learning from at home Support with clear descriptions of learning routines so parents can use the learning routines at home Ongoing support will be needed.	‣ Support with WHEN/HOW/WHY for each digital tool ‣ How to stay in the loop ‣ Guide to resources ‣ Provide a visual schedule or ppt ‣ Consider: create mini videos of the routines to share with parents. ‣ Consider: give parents a tip-sheet on how to support the routine ‣ Be clear when a routine needs support and when parents should expect students to engage in the routing independently ‣ Provide a more indepth sheet for each tool (best practices) ‣ Provide an overview of the tools used and for what purpose ‣ Differentiate: Tips for parents in how to manage remote learning for less independent students ‣ Provide success indicators (ex: *by the end of this unit, your student will be able to …)* ‣ Set expectations. Ex: Policies regarding Live Streaming – ex: how, when, if 1:1 – ‣ Cautious of expectation of what can be navigated independently ‣ Foster independence through classroom practice, physical guides ‣ Ed Tech provide 'how to' on this for using Seesaw / MS365**.** Make sure feedback in Seesaw is visible to parents (training T and P) use comment feature in Seesaw to prompt parents
1.B.4 Translate essential information and supports into families' preferred languages.		‣

2. Content**:** Guidance for scope and sequence, including outcomes and assessments

Assurances
A. Social-emotional learning goals and supports will be integrated in learning plans.
B. Student learning expectations will be aligned to common district-wide Essential Learnings and a modified Scope and Sequence
C. ISD will provide resources assessment & learning resources to identify and address proficiency gaps and instructional needs, and to monitor progress (link to #4: intervention)

Recommendation	Musts	Considerations & Committee Notes
2.A.1 Continue to establish social-emotional learning and trauma informed - culturally responsive practices for all classes (preK-12).	Provide families and teachers support from PBSES coaches for strategies and approaches to address social-emotional barriers to learning in a hybrid or remote learning environment.	‣ Preparing for the first day of school. ‣ Very important to help our culturally diverse parents understand the importance of SEL. ‣ Explicit lessons unique to social distancing, wearing a mask, other changes in the learning environment and impact on social-emotions learning (self-regulation, expected behaviors) & how to address students reluctant to participate in online learning activities such as live streaming ‣ Focus on building positive relationships (see *Positive Relationship Grid)* ‣ SEL and Equity are often intertwined. It is essential for staff to see that connection. Building positive relationships, using trauma informed practices, communicating expected behaviors to students and parents are all equitable and culturally responsive approaches to teaching and learning. ‣ Provide translated documents supporting social-emotional engagement and PBSES
	ISD resources and Essential Learning Plans will integrate social emotional learning, trauma informed and culturally responsive practices	‣ Elementary learning resources will integrate and frontload social-emotional learning. (See example 1st 6-week plan) ‣ Student-Student interaction will be facilitated in live, hybrid and remote learning. (ex: classroom meetings, collaborative learning, flex-time/advisory groups, small groups…)
	SEL – all schools will have a plan for providing / frontloading social emotional learning	‣ Provide/coordinate SEL lessons and new norms related to social distancing, wearing a mask/exempt from wearing a mask, etc. ‣ Establish how to address concerns / issues raised by students, observed by staff, emergencies, abuse, safety… (tip line…) ‣ Special consideration for transitioning students (6th, 9th, newly enrolled)

Recommendation	Musts	Considerations & Committee Notes
		‣ School-wide norms/expectations for live streaming… ‣ Consider programs like buddies, how to approach a staff they are familiar with but is not their teacher, mindfulness, clubs
2.B.1 Provide ISD staff and families a clear, written modified Scope & Sequence with essential learnings identified for each course of study.	Essential learnings will focus on key standards, skills, concepts to ensure high expectations, preparation for future learning and allow for a reasonable amount of learning / engagement given the constraints of an alternative learning schedule.	‣ Be explicit with parent on the learning essentials / "required". Provide teachers strategies for adjusting learning for the needs of the student and communicating this to parents. If your child is… then do/skip… ‣ Include training on use of technology / LMS. Provide in a form accessible and translatable/translated. ‣ Apply differentiation strategies used in live instruction to hybrid/remote learning to address learning gaps and enrichment opportunities ‣ Avoid overloading students with learning challenges with 'extra work' beyond the essentials. Build growth mindset and resilience.
2.B.2 Align feedback, assessment and grading practices to essential learnings and the modified Scope & Sequence.	Teachers will apply/modify high leverage instructional feedback strategies during hybrid / remote learning.	‣ Feedback will focus on essential learnings. Feedback may be more intensive with students needing additional support. ‣ Includes group/individual, formal/informal, verbal/written, small group work, conferring, student reflections, rubrics, assessments… ‣ When in full remote: must include some live streaming (grouping / conferencing), may include feedback through Seesaw (can use video), ‣ Will generally be less frequent in full remote because there will be fewer informal opportunities, ‣ Provide parents with your feedback plan – including the informal / non-written feedback

	Flexibility of timing and multiple opportunities to demonstrate proficiency after initial feedback should be used to address equity issues as students are learning in whole or in part at home with a wide range of resources available.	‣ **Secondary:** Establish success criteria or rubrics linked to performance levels/grades in terms of related to the essential learnings /description of student performance in student-friendly terms. ex: "Students will be able to …".
		  - encourage student goal setting and self-reflection
		  - encourage school-wide common language describing performance levels in rubrics – encourages a familiarity with the performance scale

Recommendation	Musts	Considerations & Committee Notes
	Resume secondary grading committees to provide guidance for teachers in applying grading practices per these recommendations.	- Share success criteria with students and families at the start of each unit - Provide ongoing communication of student progress toward the essential learnings / success criteria within Canvas - To the extent possible, assessment and grading should allow for choice, voice and accommodation of learning differences. ‣ Purpose: Provide opportunity for students & mitigate impact of challenges in accessing remote learning. - A student showing proficiency in essential learning should receive credit for a course - The grading committees should give guidance to schools on how to base grades on proficiency of essential learnings - With the grading committees and team/department calibration, aim for an appropriate level of consistency across classrooms ‣ Recommend initiating grading committees in early to mid-August to provide initial guidance to teachers and inform teachers as they create their syllabi. Families will also want an overview at the start of the year. ‣ TLS will provide models and examples for assessment and grading practices including: - Strategies for assessment & feedback during remote learning (K-12) - Provide a parent guide to outline what is being assessed by what assessment tools (iReady, Lexia, Raz Kids, Epic, Zearn)
2.C.1 Implement fall assessments to identify social-emotional needs and pre-requisite skill gaps in essential literacy and numeracy standards.	For literacy and numeracy skills, all K-8 have all students take fall screening &/or diagnostic assessments with results for teachers and parents to inform instruction, support and differentiation. The WAKids (K), BEISY (K-5) & SDQ (6-12) PBSES screeners will be conducted in the fall/ or after an appropriate amount of in-person instruction and data provided to school staff.	‣ Assessment results should be shared with families in a way that is easily understood (ex: relative to grade level expectations) This may look like: - Acknowledge the additional concern parents have about their student's progress after the closure - Notify parents of significant gaps identified - Share with parents trends noticed and class plan (provide a sample newsletter entry as a model) - Schools/TLS help parents interpret information such as Lexia placement, F&P level, iReady/Aleks math placement… (ex: your teacher will be in contact with you if any results are of concern…) ‣ Share the assessment plan and schedule with families.

Recommendation	Musts	Considerations & Committee Notes
		‣ Provide teachers data to help identify students who may need additional learning supports. ‣ Give all families SDQ results as there is interest to know the impact of closure/COVID. ‣ SDQ/BEISY both depend on some in-person instruction or administration. If fully remote Student Interventions may research another screening tool.
2.C.2 Develop instructional plans to address pre-requisite skill gaps.	Provide staff personalized learning resources and Accelerated Learning Plan (ALP) training, and incorporate ALPs into Essential Learning Plans.	‣ K-5: Lexia & iReady Math will be available to all and encouraged for students who have identified proficiency gaps from fall screening/diagnostic assessments. ‣ ALP is the process of identifying and assessing pre-requisite skills at the start of a unit of instruction, then providing small group instruction to build and scaffold for pre-requisite skills prior to (just-in-time) the instruction requiring the use of those skills.

3. Learning Experiences: Develop adaptable learning frameworks and accompanying training for stakeholders

Assurances

A. Positive Behavioral, Social-Emotional Supports (PBSES) will be applied to live, hybrid and remote learning environments.
B. Students will be provided with teacher-led, engaging instruction using high-leverage instructional practices.
C. Students and guardians will have access and opportunity to consult with their teacher.
D. Students will have access to modified learning experiences in all areas of study.

Recommendation	Musts	Considerations & Committee Notes
3.A.1 Teachers continue to develop positive relationships with and among their students.	Teachers learn students' backgrounds, interests and needs using an equity lens. (Apply strategies used in live instruction to Hybrid and Remote learning schedules.)	‣ **Note:** "Positive Relationships" is a term used in our inclusion, PBSES and equity training. It is considered the foundation of creating an inclusive classroom where students feel supported and safe with their teacher and peers. ‣ It is important for all teachers to be given permission to take time to get to know their students and not rush academic instruction. Includes special needs, 504 plans… ‣ **Secondary:** Consider a common school (ISD?) survey to get information on the spring learning experience. Solicit help from ELL staff, other support staff for students with exceptional needs. Also use engagement data and information from spring (school-wide and from staff) – if using tech, be sure there is a non-tech option for families with tech access/language access challenges. (Same as families with EVP challenges) ‣ *See Positive Relationship Grid for remote/hybrid (Greetings at door, Smile/Be Nice, 5:1, Effective Communication, Establish/Maintain/Restore, Positive Relationships/Community w/ Students, Positive Relationships/Community w/ Parents) - Be clear about how to do this if we start all-remote
	Teachers foster a safe and supportive classroom community encouraging and monitoring safe, respectful and engaging student-to-student interactions. (Apply strategies used in live instruction to Hybrid and Remote learning schedules.)	‣ It is critical for all teachers to be given the space within the modified scope and sequence to maintain relationships and the classroom community. ‣ Build on teacher training on culturally responsive and trauma-informed practices
	Elementary: K-5 teachers take the first three days of school to complete family connection conferences (similar to WAKids for K).	‣ Builds relationship with family, teacher ‣ Different than curriculum night

Recommendation	Musts	Considerations & Committee Notes
		‣ ISD provide checklist/survey of questions to ask (best way to communicate, what went well/not in remote learning 1.0, tech needs, parent schedule, get to know you questions, need for school supplies (provide questions in advance) ‣ Ensure that teachers use interpreters via Zoom to conduct these family conferences when needed. May take some preparation in advance. Also please encourage schools to line up conferences for siblings across various grade levels at one time, esp. when using interpreters. ‣ Teacher shares what the fall schedule will look like, how LMS will use

3.A.2 Continue to develop school PBSES programs and supports.	Time will be dedicated in a remote (and hybrid) environment to PBSES / SEL.
	 ‣ Includes elementary class meetings:
	   - During hybrid schedule: class meeting on each in-person instruction day OR at least one in-person day and a whole-class live streamed meeting on Wednesdays
	   - During a remote learning schedule at least 2 live-stream class meetings per week.
		‣ **Secondary:** Leverage advisory / flex time / homeroom when available, develop a school plan for SE checks
		 ‣ Teachers will engage weekly in PBSES monitoring and engagement
		   - Occasional check in on "how you are doing" in the class (1x per week)
		   - During all-remote attach social-emotional check-ins and connections to live stream experiences / options
		   - Use live-days during a hybrid schedule for social-emotional learning and check-ins
		   - How using PBSES skills within the content? Integrate social-emotional learning strategies during academic instruction

	Establish school-wide and class behavior expectations during live, hybrid and remote learning.	‣ Use a positive behavior approach (teaching positive behaviors, 5:1, trauma informed…) in the teaching and reinforcement of new safety rules (distancing, masks…) only applying discipline when necessary. ‣ Include expectations of behaviors expected during a live stream session ‣ **Elementary:** Include expectations related to social distancing and how classrooms will be organized for enhanced safety considerations (supplies, use of bathroom...) ‣ **Consideration**: How will we maintain staff safety with students who cannot comply with safety precautions (distance, masks…)? ‣ ISD will provide guidelines for live streaming, other common issues unique to hybrid/remote teaching
	Teachers will continue to implement Proactive Classroom Management Strategies, and apply PCM strategies to remote learning environments.	‣ *See PCMS Grid for remote/hybrid (Organize classroom to maximize productivity, visual schedule, post, teach review expected behaviors, teach & manage transitions, motivation system, cue system, manage independent student work time, communication, providing mult. Opportunities to respond, mobility/prox to redirect behavior, teach/model/reinforce prosocial behaviors, goal setting/performance

Recommendation	Musts	Considerations & Committee Notes
		feedback routine, strategic relationships w/ all students, Positive relationship strategies). ‣ Consider staff or volunteers doing occasional "how are you doing" checks with families via phone.

3.B.1 Establish, communicate and monitor access, inclusion and academic engagement for continuous learning.	Teachers will communicate their remote and hybrid learning plans with their fall class/course descriptions/syllabus.
	
	ISD / schools will develop a plan for regularly distributing instructional materials, books, copies, etc. during any period of all-remote learning.
	
	ISD will develop a plan for consistent engagement monitoring across schools using an equity lens.
	
	Schools will develop a plan (using an equity lens) for identification and engagement / monitoring of students who have demonstrated challenges accessing remote learning.
	
	Essential information must be translated in the families preferred language.
		‣ Definitions:
		  - Access – Ensuring students have the tools, resources and information needed to access learning, including the provision individual accommodations. (ex: alert support staff if they identify a student need, making sure students have access to materials before setting the assignment
		  - Inclusion – Designing instruction to engage students using culturally responsive, trauma informed and inclusive practices. (SEL See above, see office hours below) Incorporating choice/voice.
		  - Academic engagement – setting high expectations of learning for all and appealing to student interests and strengths through differentiation and incorporation of student voice and choice (allowing for multiple ways to engage in and express learning).
		
		‣ Teachers keep connection with parents, especially for younger students; maintaining or exceeded parent communication expectations.
		
		‣ Recommend concise (1 page with bullets) Weekly Lesson Plan during full-remote, sent before the week begins. Parents asked to receive it Friday or Saturday, so they could plan their week.
		
		‣ Recommend concise email or blog post on Fridays, with quick academic update, social emotional tips, as well as reminders.
		
		‣ **Support Consideration**: Who is responsible for providing all teacher and building essential information in the families preferred language and can we clarify what is considered essential? Syllabi? All assignments? Etc? ISD should provide more clarity about this for staff. (Equity Department will spearhead this with ISD Cabinet.)
		
		‣ Provide time and support for teachers to develop and communicate their hybrid/remote learning plans. Plans will provide clarity about the following:
		  - How and when assignments will be posted

Recommendation	Musts	Considerations & Committee Notes
		- How and when live and pre-recorded lessons will be posted or scheduled
		- How students will be able to get support for their learning (ex: office hours…)
		‣ Be sure the syllabus / plan is in the same place in Canvas/Clever for all teachers.
		‣ ISF/ISD will be providing additional school supplies to students in need
		‣ Use counselors and other staff/specialists to assist teachers in supporting exceptional learning needs and jump on this early for students who did not engage in the spring.
		- Ex: At Secondary, for students who did not engage in the spring, schedule a family meeting with Zoom and interpreter if needed early in the year to connect with family and student and establish communication/troubleshoot early.
		‣ Additional resources: Canvas Zero Activity Report, risk monitoring in Homeroom
3.B.2 Establish and communicate a routine school schedule for learning for both hybrid and remote learning.	**During all-remote instruction**, synchronous activities will be coordinated through a school-wide weekly schedule. ‣ ISD will develop parameters for each level, then each school develops a remote learning schedule within the parameters ‣ The instructional planning committee recommends a schedule that allows students to focus on 3-4 classes per day max. ‣ Must coordinate for intervention / specialists (Elementary music/PE/library, Special education, ELL, Title/LAP, para's) ‣ Must accommodate students who have other factors competing for attention at home (sibling care for example) through posting recordings of synchronous activities and use of office hours.	‣ Goal: a coordinated, regular (predictable) schedule for students while offering flexibility for staff (windows) where appropriate. ‣ Synchronous activities should be held within the school day (roughly). ‣ Be mindful that there are students who are signed up for multiple Social Studies, English, Science, CTE courses in a given semester when determining parameters for school schedules ‣ Remote learning schedules should be established early in the year (mid-late September) if school opens in a hybrid option. ‣ **Elementary** schools will conduct synchronous activities on a schedule, coordinating with specialists. Consider the experience of families supporting multiple students at home. ‣ **Secondary** schools will conduct synchronous activities on a coordinated building schedule when teachers will be able to conduct synchronous activities. - Consider different periods or subjects on different days rather than teaching all classes every day remotely - Teaching would be at the class-level not the course level (combining sections). Smaller is better.

Recommendation	Musts	Considerations & Committee Notes

		- This provides predictable access to students / teachers. This does not assume a replication of live instruction via live streaming.
		‣ **Consideration**: Teachers need resources for flipped pedagogy, project based learning, LBD / UDL, online learning pedagogy.
		‣ **Consideration**: Can ISD identify conditions when a school may need to revert to remote learning (# of cases…)
		‣ **Consideration**: How will we deal with Subs/sick days for staff during remote learning?
		‣ **Consideration**: Address publically the issue of accountability and what a parent/student does if their experience doesn't match the published expectations. Provide direction to parents on how to apply our current 'complaint' policies and communication standards in the CBA. Can we be sure to set common expectations and be clear on what is NOT expected?
		‣ Create and clearly define language and terminology (glossary of sorts) that is common and consistent throughout all grades for words/phrases like:
		  - Essential Learning
		  - Extended Learning
		  - Learning Activities
		  - Teacher-Led
		  - Student-Led
		  - Student Engagement
		  - Hybrid (At-Home)
		  - Hybrid (At-School)
		  - Independent Learning etc.

	Time of STUDENT engagement during all-remote learning. **Elementary**: Clearly communicate what student work is **essential** for students to make adequate progress for future learning with a focus on Social-emotional, Reading, Writing and Math essential learnings.	‣ Goal: Academic Progress, Social-Emotional Health ‣ Differentiate between essentials and the extended learning that is important for student development, but gives parents information they need when they need to make decisions on where they prioritize learning time with their students. ‣ Plan with an equity lens providing more support for students with less supports at home

Instructional Planning Workgroup
Recommendations & Considerations / Committee Notes

Recommendation	Musts	Considerations & Committee Notes
	Essentials average 2-3 hrs/day; extended learning* average 1-1.5 hr/day. These time parameters include all time on school-tasks from lessons to independent reading and practice. **Middle School:** Recommend 30 minutes x 3-4 periods of teacher contact per day (average guideline*), and expect students to have an additional 180 minutes per day for other learning activities. **High School:** Recommend 45 minutes x 3-4 periods of teacher contact** per day (average guideline), and expect students to have an additional 180 minutes per day for other learning activities. When developing the amount of time students spend on each class, consideration should be given to Math, Reading, Writing achievement benchmarks. More independent work may need to be directed at these standards.	‣ *Average is meant over a week or longer. It is understood that how much time is spent in teacher contact versus other types of learning activity may vary by day or week and throughout the unit of instruction. ‣ **teacher contact is meant to include interactive or live instruction though may blend in videos, collaboration etc – see learning experience recommendations. This does not meant to be a recommendation of 45 continuous minutes of live streaming. It could be chunked in smaller times and interspersed with other learning activities. ‣ Provide some degree of flexibility for the teacher. If s/he needs more time for a math lesson one day, it should be OK to spend less time (that day) on another subject. ‣ Time of engagement is the time that students are expected to be engaged in learning, recommend short periods of interactive instruction daily over long periods weekly ‣ The types of activity and amount of online time varies more by grade level than the total length of the "school day" or amount of time learning ‣ Time of engagement is inclusive of all time a student, on average, spends as a daily average over the course of a week, knowing students work at different paces and so some will spend less time and others will spend more time. ‣ Recommend regular monitoring / feedback from students and families about how long assigned work ACTUALLY takes ‣ If the family of an elementary student chooses not to engage in the extensions, that needs to be okay, and grading could be handled with NA grades **Notes on Elementary time of engagement:** ‣ Parents will be given sample schedules of how they may schedule their student's learning throughout the week. ‣ SRWM Essentials include Social-Emotional Learning, Class meetings, reading focus lessons and small groups, read alouds, daily independent reading, phonics/Lexia, writing focus lessons and small groups, independent writing, math focus lessons and small groups, independent math work, and interactive math work on Zearn or iReady ‣ Extended learning includes important learning for music, PE, health, social studies, science and art.

Recommendation	Musts	Considerations & Committee Notes

		‣ Parent will be given permission, if necessary, to select which of the extensions they need to cut out of their student's learning schedule.
		
		 Notes on Secondary time of engagement
		 ‣ Secondary time of engagement includes direct instruction, independent work on assignments and collaboration with others.
		 ‣ More time is allocated for ELA and Math due to need to assure students are developing the foundation for learning (reading, writing and numeracy) and staying on track in their learning in these areas of high accountability (state testing and graduation requirements).
		   - Math: additional practice as needed to keep students on track in their skills for graduation
		   - Reading: to allow for daily

Recommendation	Musts	Considerations & Committee Notes
	Time of STUDENT engagement on at-home learning days during a hybrid schedule: **Elementary**: During hybrid at-home learning days the blend of SRWM and extended learning will vary, aiming for 3-4.5 hours of engagement, providing clarity to help families making choices of time and topics in which to engage. Differentiating between what is essential and what is extended learning. Hybrid days will have more structured activities and less of the direct teacher facilitation that characterize at-home days during all-remote learning. **Secondary:** secondary hybrid days will focus on structured activities (independent or collaborative) and 'flipped' learning activities as introduced on live instruction days. Recommendation is an average of 40 minutes per day per class. *see note on AP/IB courses	‣ See recommendations about Hybrid learning in the learning experiences recommendations. ‣ During all-remote learning teachers are available for online learning support throughout the week. On a hybrid schedule, teachers will focus on the students in the classroom. Consequently, response time to questions from students at-home will be delayed. At-home assignments will be designed to be done independently, and will re-inforce concepts introduced in class. ‣ Note on resources students will be provided with during in person learning for at home learning: - may include copies/handouts, readings and worksheets, books, manipulatives, lab materials, art supplies, etc. as would be provided in class. ‣ Encourage teachers to specify time expectation for activities to help students and families gauge their effort / time on a given assigment Elementary Notes: ‣ TLS will continue to provide resources for remote aspects of learning along with the Essential Learning plan and weekly learning targets, bank of lessons, videos from which teachers may draw as part of their resources for remote learning days. ‣ Integrate SS/Sci with literacy where possible ‣ Remote learning day activities would seek to limit how much instruction parent would need to manage ‣ Live instruction may focus on small group, 1:1, writing, tech 1:1, R/W/M ‣ At home focus on applying learning and other content ‣ Focus on R,W,M during live and most other subjects would be done with the bulk completed at home ‣ Consider the flipped classroom strategies where developmentally appropriate
		‣
3.B.3 Teachers maintain communication and the class calendar / schedule so that students and parents can	‣ Goal & Value: As partners in supporting student learners, it is critical that families have ample time to use the LMS to plan	

Recommendation	Musts	Considerations & Committee Notes
plan their at-home learning schedule in advance.	prepare and organize the upcoming week and instructional materials. The following is strongly recommended. - Schedule of synchronous class activities (live streams…) be posted in the calendar on Wednesday the week before. - Assignment due dates are posted in the calendar on the Wednesday the week before, and students are given, when practical, 2-days notice in changes of due date for multi-day assignments. - Teachers provide as much of the learning materials parents will need to print/manage with the posting of due dates. - School or district establish a day of the week (recommending Wednesday) when posting are due for all classes so parents can know when they could plan for all classes.	

3.B.4 Develop common expectations for teachers to provide direct, engaging instruction for essential learnings.	**During all-remote learning** instruction will include the following:
	
	‣ **Use of LMS to communicate** unit plan, due dates, access to assignments
	
	‣ **Ensure students have an opportunity each week to ask questions** about the week's expectations during a live-streamed class or class meeting.
	
	‣ **Regular use of video lessons by the teacher** so the student regularly experiences the teacher voice and teacher engagement with students and content. (see notes)
	
	‣ **Instructionally focused (scheduled) live streamed lessons** During a regular school week, students would be provided live engagement with the teacher at least…
	
	   - 2-3 times per week secondary, and
	
	   - daily at the elementary, sufficient to ensure students have opportunity to engage interactively with their
		Assumption: Wednesdays in all-remote learning would continue to carve out time for staff planning, collaboration and professional development just as in a regular school schedule, resulting in a shorter day of instruction
		
		Notes on overall purpose
		
		‣ Students receive direct, engaging instruction on new concepts (more than a set of assignments and activities)
		
		‣ The teacher is providing instruction and engaged in a combination of the learning experiences listed.
		
		‣ Use of resources created as a team or from outside sources can be used to enhance engagement and the teacher's voice.
		
		‣ Teacher professional judgement is important, and should be preserved. Many teacher decisions may affect the approach and use of each instructional strategy on a given week.
		
		Additional Considerations
		
		‣ Remote learning weekly schedule could impact these recommendations. For example may want to go to a modified block each day to keep

Recommendation	Musts	Considerations & Committee Notes

	teacher about their learning targets in Reading, Writing and Math (may be small group rather than whole group) (see notes)
	
	‣ **Structured learning activities** (daily)
	
	‣ **Student-to-student interaction, collaboration and/or discussion** built into each week's learning plan at least once.
		engagement – 3-4 periods a day rather than 7-8 periods each remote day.
		
		‣ Best if there are multiple ways for students to ask for clarification – blog, office hours, phone…
		
		‣ **Elementary:** teach parent how to view Seesaw from student log-in & provide guide/tip sheet and examples to teachers (ex: PPT of weekly learning plan, visual schedule)
		
		Notes on regular use of video lessons by the teacher
		- Purpose:
		  ▪ For asynchronous learning, the 'daily' lesson (though there may be exceptions on some days) for each class / subject
		  ▪ Provides a connection to the teacher, taught in the voice of the teacher, demonstrates teacher's engagement with students
		  ▪ Used to teach skill, concept / learning target
		- Does not preclude (in fact encourages) collaboration with other teachers but the teacher voice is regularly present. (Ex: teacher introduces videos from their team or other sources.)
		- May include recordings of live streaming sessions
		- Short, developmentally appropriate (3-20 minutes)
		- Ed Tech/TLS will provide tip sheets and supported tools for types of recording (screen capture, doc cam, provided web cam) including accommodations (ADA)
		- Teachers will need clear consistent guidance regarding how to record live sessions. Student cameras off/on, etc.
		
		Notes on instructionally focused (scheduled) live streamed lessons
		- Purpose:
		  ▪ Allows for active, interactive engagement with the teacher, asking questions during instruction (can't depend only on pre-recorded)

Recommendation	Musts	Considerations & Committee Notes
		▪ Ensures that the teacher provides the instruction, not leaving instruction to the parent (esp. at the elementary), possible that it builds on a pre-recorded introductory lesson
		▪ Allows for teacher-led discussions
		▪ Allows for student discussions / breakout rooms
		▪ Increases ownership and sense of the classroom as a learning space and learning community
		▪ Increases student engagement for many students
		▪ Allows for informal formative assessment
		- Definition of direct/live instruction: includes the following in whole class, small group or 1:1
		▪ Direct, explicit instruction, modeling, demonstrating
		▪ Teacher led discussion
		▪ Guided practice, co-writing…
		▪ Reviewing assigned work, question/answer, formative feedback
		▪ Structured student collaboration, discussion, inquiry with direct teacher supervision (circulating among breakout groups)
		- May be (encourage) small group or whole class (not typically combined classes) or 1:1(?). Some students may be called into additional small groups to address learning needs
		- Limit in length (generally keep in the 10-30 minute range per session depending on age.)
		- Accommodations may be needed for students uncomfortable with being on video live
		- May link to a threaded discussion
		- Attendance is 'expected', though participation may vary. Video and post for those who cannot make the live stream. Encourage teachers to post videos by the end of the day or within 24 hours.
		- TLS specialist and collaboration with teachers to provide examples of high leverage uses of live streaming for specific content areas.

Recommendation	Musts	Considerations & Committee Notes

		Notes on structured learning activities
		
		- Purpose:
		    ▪ Apply or practice learning
		    ▪ Engage in inquiry / exploration
		
		Notes on student-to-student interaction, collaboration and/or discussion
		
		- Purpose:
		    ▪ Build classroom community
		    ▪ Leverage peer supports
		    ▪ Opportunity to express learning to an authentic audience
		    ▪ Leverage group participation / collaboration tools in Canvas
		- May be integrated with live stream lessons and linked to threaded discussions.
		
		Note: just like in live instruction, some students will miss expected learning experiences (attendance) and we find ways to help keep their learning on track and attendance isn't the direct impact on their achievement / grade.
		
		Note: ISD/TLS should provide guidance on the parent role and boundaries with regarding live streaming.

	During hybrid learning instruction will include all of the following:
	
	‣ **Use of LMS to communicate** unit plan, due dates, access to assignments
	‣ **In-person days include / focus on:**
	  - Instruction on new concepts & opportunity to ask questions
	  - Small group instruction
	  - Student collaboration, discussion
	  - Activities difficult to replicate at home such as labs
	  - Social-emotional learning / check-ins
	  - Other learning activities and assessments
		‣ More guidance will be needed about how to run student-to-student interaction safely.
		
		‣ Use of pre-recorded/recorded video lessons **by the teacher** would be limited and not regularly required during a hybrid schedule, though teams and TLS may develop resources for teachers to use with students on their at-home learning days.
		
		Note: if at the secondary students only see teachers once per week more video may be needed.
		
		‣ **Attendance Requirement:** State is indicating that all students must have some sort of check in for attendance purposes on a DAILY basis.
		
		‣ **Elementary:** Focus of in-person instruction will be on social-emotional, reading, writing and math. TLS staff will provide additional resources for content including at-home resources for social studies and science.

Recommendation	Musts	Considerations & Committee Notes

	- Introducing and reviewing at-home learning directions
	- Intervention
	‣ **At-home days**
	  - Structured learning activities, assignments
	  - Projects, inquiry
	  - Practice, use of online learning tools
	  - Flipped classroom learning
	‣ **Hybrid Wednesdays: Planning Day**
	  - Teachers will focus primarily on planning, team meetings/collaboration, and developing/managing resources for at-home.
	  - Student Wednesdays are the same as their other at-home learning days.
	  - No regularly scheduled live in-person instruction in schools.
	  - Professional Development indicated in the CBA
	  - Opportunities for teacher-student/parent appointment.
	  - Teachers / Specialist <u>may</u>:
	    ▪ Encourage elementary teachers hold at least one combined cohort class meeting each week which could be held on a Wednesday
	    ▪ Hold small groups for students with questions, challenges
	    ▪ Schedule evaluation, testing or meetings for intervention
	    ▪ This is not meant to limit individual considerations by teachers or staff as they complete their work
		Elementary core team will continue to provide weekly resources for teachers.
		
		‣ **Question:** During hybrid, for secondary students can be assigned collaborative work via Canvas – training will be provided for teachers to use this function.

Recommendation	Musts	Considerations & Committee Notes
	Instruction will be designed to blend digital and non-digital learning materials and experiences in a developmentally appropriate manner.	‣ For K-8 students: Teachers should be clear on what learning activities that happen remotely will require direct or indirect parent support and what parents should expect to be completed independently.
3.B.5 Establish a transition plan for when a school needs to transition between live, hybrid and remote learning.	For closures of at least 2 weeks (10 school days), transition from the hybrid plan to our fully-remote plan.	
	Schools develop a Transition Plan to shift from hybrid to remote learning schedule while maintaining continuity of learning.	‣ ISD will provide schools with a planning template, guidelines and a sample transition plan. ‣ Depending on the course, subject and differences between hybrid and remote learning resources, school transitions may take up to 1-week as teachers phase in remote resources and merge two cohorts into one learning cohort. ‣ School transition plans will be approved by the level Executive Director / Assistant Superintendent **Transition Plan should include:** ‣ Communication to students, families ‣ SEL activities / check-ins ‣ Continuous engagement, maintain momentum of learning ‣ Steps in the process (ex: what to send home/materials distribution plan– may want to make sure physical resources are always available to minimize emergency materials distribution) ‣ Time for teacher planning ‣ Merging cohorts
	Schools develop a Transition Plan to shift from remote learning back to hybrid learning that allows teacher time for planning / transition.	‣ Teachers will need adequate notice of the transition, ex: knowing the change back to hybrid 1 week prior to return to live instruction. ‣ Recommend use of the Wednesday as a hybrid prep day to plan the transition. ‣ Suggest starting on a Monday back to Hybrid schedule.

Recommendation	Musts	Considerations & Committee Notes
	For short term closures of less than 2 weeks / 10 school days teachers may maintain a modified hybrid learning schedule. (see notes)	Modified Hybrid Schedule: ‣ Teacher may maintain A/B schedule & cohorts. ‣ Teachers provide synchronous live-streamed learning activities in place of whole-class instruction, posting lessons for asynchronous access by students. Continue normal small group instruction through live-streaming. ‣ Enhance with structured learning activities and pre-recorded videos to maximize learning time to come as close as possible to maintain the learning calendar.
3.B.5 Establish a learning program for students who select all-remote for the term or year.	Students who select remote learning when a hybrid option is offered should be scheduled in separate classes when possible and provided a fully online program that follows parameters described in the remote learning components of this plan and the ISD modified Scope & Sequence.	‣ Note on issues with HS Scheduling –courses with few sections. ISD will need to work out a plan to either limit choice or provide for access to essential coursework. ‣ Consideration/question for Steering committee: need to be clear about how kids in Sage and Merlin will be served during an all remote time (chosen path for Merlin families - will they be placed in a cohort based on the Merlin program?) ‣ It is preferable to maintain as much connection to the student's home school as possible if self-selecting all-remote learning.

3.C.1 Provide guidelines for all staff to communicate their plan for availability to students/guardians and engage proactively to offer additional supports for students who have challenges in a hybrid or remote learning environment.	Teachers communicate within the LMS/web presence how to arrange appointment to address questions or for support (sometimes referred to as office hours). This communication will include… ‣ How a student/parent can reach the teacher (email, phone number…) ‣ How and how quickly they should expect a response (48 hours in the IEA CBA) ‣ Times during the week the teacher is available for appointment ‣ Opportunity to meet over the phone, via live-stream, or in-person (if/when safe)	**Note on availability** Purpose: access is intended to give a student or family opportunity to address questions or concerns and ensure the family can be an effective partner in student learning. ‣ Since during hybrid and remote learning students are more limited in their ability to access their teacher it is recommended that teachers attempt to answer time-sensitive student questions within 24 hours. ‣ During all-remote instruction appointments for immediate instructional support should be prioritized, held within 2-3 days. Teachers may choose to work with groups when similar needs or requests for support are indicated by multiple students. Notes: - Intent is to be invitational and describe the types of topic teachers invite parents and students to discuss. - Parents on the committee indicated that when some suggested times and topics are included in the availability plan it helps overcome cultural barriers to accessing teachers. - Proactive approaches such as scheduling extra small group sessions for students with learning or engagement challenges are encouraged - Engagement/outreach to students or families of students who are not maintaining engagement in learning activities and assignments is encouraged. - Secondary teacher availability plans may include traditional office hours ‣ **Consideration:** Develop other resources for questions other than the teacher – help center , students as resources (TA's, NHS), Voice mentors, F.A.C.E. Liaisons, Family Partnership Liaisons, etc. ‣ **Question:** Will secondary students be allowed to stay after school to consult their teachers on live days in a hybrid schedule? ‣ Need to have place other than teacher for tech questions.

Recommendation	Musts	Considerations & Committee Notes

3.C.2 Notes / summary on use of live streaming.	‣ Live streaming will be used for the following educational purposes (as described above)
	  - Class meetings
	  - Live lessons (whole or small group)
	  - Class or small group discussion, collaborations, inquiry
	  - Opportunity to ask questions
	  - Office hours
	‣ ISD will provide guidance on the use of live streaming and recording of live streaming to ensure safe and secure use.
	  - ISD will provide access and training on the use of Teams and Zoom for safe and secure live streaming
	  - Responsible use guide and parent consent form adjusted and included during enrollment verification / registration
	  - ISD guidance will be posted for staff and families
	  - FAQ will be maintained by Ed Tech to address family and teacher questions. Examples include
	  - Can we have students in zoom meetings without an adult? (as in breakout rooms)
	  - Can we have individual students in zoom meetings with teachers/paras?
	  - Do I (and how do I) need to save recordings?
	  - Avoid: Lack of consistency (accountability) with teachers heard throughout the discussion, some teachers were present, some were radio silent - this cannot continue.
	‣ Consider how students may have different social needs / may not be comfortable or feel called out	

3.D.1 Provide guidance for coursework that presents unique challenges with social distancing and enhanced safety considerations.	**Elementary Specialists** ‣ During hybrid: 2nd-5th: PE/Music 1 live session for each cohort followed by remote learning resources per week. ‣ Library for checkout only K-5, lesson during at-home ‣ During all-remote: activities provided including video lessons/activities and a live-stream weekly lesson for each class – combined cohorts.	Art docent kits? Concern to make sure any specialist lessons are safe, can a parent opt out How to make specialists a program that supports social-emotional needs as a focus. Note: TLS will work with specialist to set conditions safely.
	Secondary Specialist and Labs ‣ TLS will work with school teams to adjust program based on professional recommendations and as approved by ISD safety staff.	
	Courses with external controls of Scope & Sequence ‣ AP, IB, College in the Classroom ‣ CTE sequence for grad requirements	‣ Do we need to give notification to parents and allow for them to opt out of AP/IB courses that have minimal modification? ‣ CTE sequence options recommended by CTE staff.

4. Intervention / Mitigation: Identify and mitigate for those who find accessing their learning challenging

Assurances

A. Students who qualify for additional services and/or accommodations (ex: ELL, Special Education, 504…) will fully receive the services and accommodations indicated in their individual plan.
B. Students with identified learning support needs will be prioritized for additional in-person learning supports and additional learning resources.

Recommendation	Musts	Considerations & Committee Notes

4.A.1 Develop a supplemental schedule for students to receive federal and state mandated services outside of to their live-instruction days when live instruction is limited to less than 4 days per week.	Specially Designed Instruction (SDI, per special education plan) and other qualified services will be supplemental to general education in-person learning or part of an inclusion model for students attending school less than 4 days per week.
	
	During all-remote learning, students with state or federally mandated services will be scheduled for in-person services if it can be safely provided. If services cannot be safely provided in-person, the appropriate department will generate a modified service plan for intervention specialists to provide supports in addition to the usual classroom instructional engagement or continuous learning plan. (see notes)
		‣ PreK-1 and LRC2, ACT will be attending 4 days per week and would accommodate services within the 4 live instruction days.
		‣ This plan does not supplant general education located services, accommodation and plans such as behavior plans; which will need to be maintained on live-instruction days.
		‣ Federal and state mandated services that must be supplemental include:
		  - Special Education / IEP
		  - English Language Development Services / ELL Service based on English Language Proficiency Level
		  - 504 (most commonly accommodations)
		  - Title/LAP by rank order
		  - Homeless (McKinney Vento - includes transportation needs)
		  - Foster Care
		‣ **Elementary**: Create A/B blocks where students qualifying for additional service attend both blocks – receiving services on the alternate block. (Attend a support class on 1-2 at-home learning days.)
		‣ **Secondary:** Special education is integrated in the school schedule. Continue this practice in hybrid learning. Based on individual plans, students will be offered additional live instruction and learning support. (Special Services is working with schools on the practical issues involved.)
		‣ **Clarification to committee**: For transportation, ISD will offer all day, though a parent could opt for partial day if they can transport the student.
		‣ **Clarification to committee:** What is being suggested is that program staff (special education staff for special education service) with possibly other parapro help when possible, offer mandated

Recommendation	Musts	Considerations & Committee Notes
		services and some learning support in-person when safe to do so during all-remote learning. This may include the student engaging in gen-ed online learning while in a classroom at school with program staff. **Notes on Modified Service Plans** ‣ Will include scheduled individual or small group live-streamed supports. ‣ Notes to steering committee: 　- These recommendations will require ensuring schools have spaces for these groups such as 2 spaces for special education, 1 for ELL and space for title services. 　- School teams will need to strategically cluster students by grade level in order for this model to work in a practical manner, this includes addressing the combined needs of dually qualified students 　- Clear communication as to why Wednesday will be a non-contact day for ALL students including students with special needs will be needed for our community. 　- This will have impact on building planning for supervision (lunch, recess…) and providing prep time for intervention specialists 　- Clearly communicate that the additional live days are with a second cohort that will include contact with students outside their classroom cohort 'bubble'
4.A.2 Provide guidance to staff on best practices for applying accommodations to remote and hybrid learning.		‣
4.B.1 Prioritize and provide additional supports for students with identified learning support needs.	During a hybrid learning schedule, students with identified learning support needs qualifying for additional instruction or services will be scheduled in priority order for in-person supports in addition to their regularly scheduled in-person learning days.	‣ Federal and state mandated services that must be supplemental include: 　- Special Education / IEP 　- English Language Development Services / ELL Service based on English Language Proficiency Level

Recommendation	Musts	Considerations & Committee Notes

	During all-remote learning, students with identified learning support needs qualifying for additional instruction or services will be scheduled for in-person supports if it can be safely provided.
	
	If supports cannot be safely provided in-person, the appropriate department will generate a modified support plan for intervention specialists to provide supports in addition to the usual classroom instructional engagement or continuous learning plan. (see notes)
		- 504 (most commonly accommodations)
		- Title/LAP by rank order
		- Homeless (McKinney Vent - includes transportation needs)
		- Foster Care
		- Free Reduced Lunch
		- Students identified in our Disproportionality Findings
		- School identifies students as identified through the school tiered teams process
		
		‣ Supplemental services will be provided in priority order as follows:
		  - Services for students with mandated services (federal or state law) must be provided services per regulation and/or their individual plan including IEP services and ELD services.
		  - Additional supports to students most in need in a particular category based on assessment data. (see list above)
		‣ Content of support will be provided in this priority order
		  - SDI, ELL services & Title / LAP instruction / intervention
		  - Ensuring students in HS are meeting graduation requirements
		  - Support with assigned remote learning activities
		‣ Supplemental in-person services will be provided for 1 or 2 at-home learning days depending on staff availability and program requirements and student needs.
		
		Notes on Modified Support Plans
		‣ Will include scheduled individual or small group live-streamed supports.
		
		Notes on additional support strategies
		These strategies could be used with any student who have learning support needs or struggle to access learning in hybrid or remote learning schedules.
		‣ Assign a VOICE mentor
		‣ Link with a supportive buddy (peer)
		‣ Providing printed materials rather than more digital materials
		‣ Increased small group
		‣ Use of LMS tools to provide oral feedback
		‣ PTSA volunteers / classroom parents

Recommendation	Musts	Considerations & Committee Notes
		‣ Use of student cuing to help communicate when using a mask and some body language is hidden (emotion cards?)
Additional Sections addressing intervention and mitigation	1.A.1 **Identify Students needing tech** during enrollment verification and receive district provided tech on or before the first week of school, **including the distribution of assistive technology per IEP and 504 plans.** 1.B.4 Provide parents with the information they need to **support learning management and foster independence.** 2.A.1 ISD will clearly set **Social Emotions supports** and learning as an ongoing expectation for all classes. 2.B.2 **Feedback, Assessment and Grading practices** should be aligned to essential learnings and the modified Scope & Sequence 2.C.1 Fall assessments will be used to **identify pre-requisite skill gaps** in essential literacy and numeracy standards **as well as social-emotional needs**. 2.C.2 Instructional plans will be developed to **address pre-requisite skill gaps.** 3.A.1 Teachers develop **positive relationships** with and among their students 3.A.2 Schools will maintain and/or continue to develop their **PBSES programs and supports.** 3.B.1 **Establish, communicate and monitor access, inclusion and academic engagement** for continuous learning. 3.B.3 Teachers will provide **direct, engaging instruction** for essential learnings**.**	

Parking Lot: Actions

	Action
Instruction	
How do we communicate differently when wearing a mask to reach all learners (hand signals, how express emotion, body language…)	Pose to TLS for teacher training.
Allow for flexible grouping, etc. in remote/hybrid learning Live Streaming: class meetings, asking questions, small groups…	See 3.B.3
Concern about the amount of screen time – needs to provide for non-screen/off-line options / activities • Provision of physical materials – school distribution plan • How is this different in Hybrid v Remote • grading work at home, providing resources	See 3.B.3 & 2.B.2
Share Routines: how to support a consistent routine (train parents and students), know when more support may be needed and when there could be an expectations of independence What happens at home, what happens at school? Flipped classroom?	See 2.B.1, 3.B.2
Flag Essential Learnings that are the focus of feedback Clearly identify student outcomes; "Your student will be able to …"	See 2.B
When in full remote (or remote days) are we aiming at a full student day of content?	See 3.B.2
Any questions pertaining to what specialist instruction looks like	See 3.D.1
The committee expressed concerns on how the classroom (social distancing) set up impacted instruction, knowing "small group" best practices are what is developmentally appropriate for student learning. It was noted that flexible spaces would need to be maximized and more paras may be needed.	Pose to TLS for training ==Get guidance from safety team==
Student & Family Engagement	
What about those who cannot access remote learning components: are learning experiences required/expected? How accommodate increase in absence? How do we support remote learning when parents cannot or do not support the student (both working, etc).	See 3.B.1
Attendance: how will attendance and truancy be handled	Waiting state guidance
Parent PD: who to deliver? requests for tech support, but also learning support such as how much help is too much, and maybe a parent meeting weekly to lay out the expectations	Tech – Ed Tech Department / ISF Equity / Family Engagement team lead this planning?

Might be beneficial to highlight for families why remote learning looks different from a traditional 6 hour day. Could the district potentially communicate what is realistic/developmentally appropriate? Communicate clearly/from the beginning the purpose of the plan, developmentally appropriate time frames.	<mark>Forward to Steering Committee</mark>
How can we increase parent connections / conferences (routine for X days)	See 3.B.3, Wednesday expectations questions <mark>forwarded to Steering Committee</mark>
Communication /engagement: some families struggle with keeping up with communications in normal times, how do we develop strategies to both help families manage communications and provide for the differences in communication needs and styles? ‣ translation and multiple modalities ‣ Don't over-rely on e-News	See 3.B.1 for translation recommendation & engagement monitoring See also use of LMS for communication
Other	
Intervention / Mitigation ‣ ASAP labs, tutoring remotely? ‣ Worried about the social emotional development of students when the core structures and relationships have changed. How train teachers to maintain PBSES supports in new structures. ‣ Need to be very thoughtful about the SE supports during transitions in our schedule when shifting from hybrid to all-remote. Deal with understanding what is going on and why. ‣ How do we make data-based decisions? What data will we collect? (SWIS, Risk data, child find, …)	PBSES support woven throughout recommendations ASAP / Tutoring subject to safety requirements Student Interventions / TLS collaborating around data collection to bring ideas to cabinet
Extra Curriculars: Student broadcasts – permission to post online	<mark>For Extra Curriculars / Activities Committee</mark>
Teacher workload and management	
‣ Create learning plans that don't cause teachers to have to manage two separate learning plans at once. ‣ How will we deal with the likelihood of more students on extended absences? (Quarantined, cold symptoms that cause more exclusion than in the past…) ‣ Consideration of amount of copying during hybrid learning (materials going back and forth) ‣ In hybrid how do we avoid double planning for teacher? Does 1-week on, 1-week off. ‣ Teacher managing combination of live and remote – how structure their time	<mark>Forward to HR</mark>

‣ How frequent and for how long would teacher office hours be conducted?	
Technology	
Are we prepared with all of our digital tools for the retirement of Flash in 2020?	Forward to IT
Direction needed to use of live streaming safety for small group and 1:1.	Forward to Ed Tech, HR, Legal to get and publish clear direction
For scheduling / staffing	
Need to address subs in each model – how do we support a class when a teacher gets sick	Forward to HR
Can teachers teach hybrid MT and ThF remote	Forward to HR