

Reopening Issaquah Schools

Instructional Planning Workgroup Summary



How do we translate our curriculum and instructional practices to hybrid and remote learning so we can maintain our commitment to the quality of teaching and learning our community has come to expect from our Issaquah schools? How do we adapt to ensure the safety of students and staff while retaining personal connections and high levels of engagement in learning?

Instructional Planning Committee

From June 25th to July 23rd the [instructional planning committee](#) met for 9 meetings. The committee included 30 members including teachers, parents, school administrators, district administrators and support staff. The committee was led by Executive Directors Richard Mellish, Teaching and Learning Services; Alaina Sivadasan, Equity; and Dana Bailey, Special Services.

The Instructional Planning committee was charged with making recommendations for successful learning experiences to occur in a flexible manner including a “hybrid” learning environment and during fully remote learning, or what has also been referred to as distant learning 2.0. Recommendations were to encompass what students and staff need to have or experience and what supports and trainings would be necessary for students, parents and staff for at least the following areas (*numbered statements below*). For each of the 4 areas the Instructional Planning committee developed assurances to our community (*lettered statements below*) to guide recommendations.

- 1. Provide input on a digital learning platform and structure to enable adaptable learning (Digital tools / LMS)**
 - A. [Students and staff will have access](#) to appropriate technology hardware, digital tools and tech support.
 - B. [ISD Learning Management System](#) (LMS) will be consistently used by classroom teachers during live and remote teaching.
- 2. Guidance for scope and sequence, including outcomes and assessments (Academic & SEL Content)**
 - A. [Social-emotional learning](#) (SEL) 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 identify and [address pre-requisite skill gaps and instructional needs](#).
- 3. Develop adaptable learning frameworks and accompanying training for stakeholders (Learning Experiences)**
 - 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.
 - Go to [All-Remote Learning description](#)
 - Go to [Hybrid Learning description](#)
 - Go to [Notes on Live Streaming](#)
 - 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](#).
- 4. Identify and mitigate for those who find accessing their learning challenging (Intervention / Mitigation)**
 - 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.

Overview of Recommendations

Access to Technology Recommendations: Tech Assurance 1A [go to details](#)

1. Identify students needing tech during enrollment verification so students receive district provided tech on or before the first week of school.
2. Ensure all staff have access to a laptop, essential technology and infrastructure needed to fulfill their essential job functions.
3. Support staff, students and families with access to guides, training and technical support in the use of hardware and digital software tools.
4. Provide students lessons, practice and guides for using digital learning tools during live instruction when in a hybrid schedule.

Learning Management Recommendations: Tech Assurance 1B [go to details](#)

1. Establish clear expectations on the uses of the learning management systems (LMS).
2. Provide training for staff on instructional practices related to the use of a LMS for remote/hybrid learning.
3. Support parents as partners in managing student learning and fostering their student's independence.
4. Translate essential information and supports into families' preferred languages.

Social Emotional Learning Recommendations: Content Assurance 2A [go to details](#)

1. Continue to establish social-emotional learning and trauma informed - culturally responsive practices for all classes (preK-12).

Essential Learning Recommendations: Content Assurance 2B [go to details](#)

1. Provide ISD staff and families a clear, written modified Scope & Sequence with essential learnings identified for each course of study.
2. Align feedback, assessment and grading practices to essential learnings and the modified Scope & Sequence.

Skill Gaps Recommendations: Content Assurance 2C [go to details](#)

1. Implement fall assessments to identify social-emotional needs and pre-requisite skill gaps in essential literacy and numeracy standards.
2. Develop instructional plans to address pre-requisite skill gaps.

PBSES Recommendations: Learning Experiences Assurance 3A [go to details](#)

1. Teachers continue to develop positive relationships with and among their students.
2. Continue to develop school PBSES programs and supports.

Teacher-Led Instruction Recommendations: Learning Experiences Assurance 3B [go to details](#)

1. Establish, communicate and monitor access, inclusion and academic engagement for continuous learning.
2. Establish and communicate a routine school schedule for learning for hybrid and remote learning.
3. Teachers maintain communication and the class calendar / schedule so that students and parents can plan their at-home learning schedule in advance.
4. Develop common expectations for teachers to provide direct, engaging instruction for essential learnings.
5. Establish a transition plan for when a school needs to transition between live, hybrid and remote learning.
6. Establish a learning program for students who select all-remote for a term or year.

Access to Teacher Recommendations: Learning Experiences Assurance 3C [go to details](#)

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.

Access to all Areas of Study Recommendations: Learning Experiences Assurance 3D [go to details](#)

1. Provide guidance for coursework that presents unique challenges with social distancing and enhanced safety considerations.

Mandated Services Recommendations: Intervention and Mitigation 4A [go to details](#)

1. Develop a supplemental schedule for students to receive federal and state mandated services outside of their live-instruction days when live instruction is limited to less than 4 days per week.
2. Provide guidance to staff on best practices for applying accommodations to remote and hybrid learning.

Additional Support Recommendations: Intervention and Mitigation Assurance 4B: [go to details](#)

1. Prioritize and provide additional supports for students with identified learning support needs.

Recommendation Details

1. Provide input on a digital learning platform and structure to enable adaptable learning (Digital tools / Learning Management System - LMS)

Assurance 1A

Students and staff will have access to appropriate technology hardware, digital tools and tech support. [back to top](#)

Details: It is recommended that ISD...

- ▶ Establish a standard for technology that should be available to all students.
- ▶ During enrollment verification, identify which students do not have access to technology that meets the district standard.
- ▶ Distribute technology to ensure students have the technology required for the start of instruction and provide support for students and families to set up their technology and access essential learning tools.
- ▶ Monitor, through community and student surveys, the successful use of technology and the learning management system.
- ▶ Communicate guidelines, policies and procedures for secondary students using their own devices when at school.
- ▶ Provide tech support for students and families including the development of video tutorials, written guides and a help-line with volunteers who can offer live support.
- ▶ Actively seek out and support families who have had difficulty in the past with accessing remote learning due to challenges with technology.
- ▶ Provide resources for teachers to support students in how to access and use of ISD technology.
- ▶ Ensure all staff have access to the technology they need to provide instruction to students during remote teaching and learning.
- ▶ Train staff in the use of the technology and Learning Management.

Assurance 1A Recommendations

1. Identify students needing tech during enrollment verification so students receive district provided tech on or before the first week of school.
2. Ensure all staff have access to a laptop, essential technology and infrastructure needed to fulfill their essential job functions.
3. Support staff, students and families with access to guides, training and technical support in the use of hardware and digital software tools.
4. Provide students lessons, practice and guides for using digital learning tools during live instruction when in a hybrid schedule.

ISD is partnering with the Issaquah Schools Foundation to create videos, written guides and a help-line for families to support with tech needs as well as support for using ISD Learning Management Systems.

Assurance 1B

ISD Learning Management System will be consistently used by classroom teachers during live and remote teaching. [back to top](#)

Details: It is recommended that ISD...

- ▶ Establish common expectations for the use of Canvas at the secondary and Seesaw, Microsoft 365 and Clever at the elementary, including how these tools are used to provide clear and consistent communication with students and families.
- ▶ Include communication about and directions for student and family use of the Learning Management System in class descriptions and syllabi provided at the start of the school year.
- ▶ Provide training and ongoing support for staff, students and parents on how to best use the Learning Management Systems. This support should include video tutorials, written guides, quick-tips and live help lines.
- ▶ Leverage the tools available in Canvas (ex: calendar, gradebook, assignment management) to provide clarity and help students manage their own learning across multiple classes.

Assurance 1B Recommendations

1. Establish clear expectations on the uses of the learning management systems (LMS).
2. Provide training for staff on instructional practices related to the use of a LMS for remote/hybrid learning.
3. Support parents as partners in managing student learning and fostering their student's independence.
4. Translate essential information into families' preferred languages.

2. Provide guidance for scope and sequence, including outcomes and assessments (Academic & SEL Content)

Assurance 2A

Social-emotional learning goals and supports will be integrated in learning plans. [back to top](#)

Assurance 2A Recommendations

1. Continue to establish social-emotional learning and trauma informed - culturally responsive practices for all classes (preK-12).

Details: It is recommended that...

- ▶ Classes emphasize social-emotional supports and learning at the start of the school year in recognition of the trauma and social-emotional impact of school closures and the COVID pandemic.
- ▶ Staff integrate trauma-informed and culturally responsive practices in their teaching and support systems.
- ▶ Teachers teach new behaviors and social norms to adjust to physical distancing and other safety requirements.
- ▶ ISD provide families and teachers support from PBSES and counseling staff for strategies and approaches to address the social-emotional barriers to learning in a hybrid or remote learning environment.
- ▶ Social emotional learning and supports are integrated into academic essential learning plans, with an early emphasis on building positive relationships and the classroom community.

Assurance 2B

Student learning expectations will be aligned to common district-wide Essential Learnings and a modified Scope and Sequence. [back to top](#)

Assurance 2B Recommendations

1. Provide ISD staff and families a clear, written modified Scope & Sequence with essential learnings identified for each course of study.
2. Align feedback, assessment and grading practices to essential learnings and the modified Scope & Sequence.

Detail Summary: It is recommended that ...

- ▶ ISD modify the existing Scope & Sequence for each course to focus essential learnings on key standards, skills and concepts that ensure high expectations, preparation for future learning and allow for a reasonable amount of learning and engagement given the constraints of hybrid and remote learning.

Note: ISD will need to monitor and adjust the Scope & Sequence as needed based on teacher feedback. Students choosing all-remote learning will use the same modified version of the ISD curriculum and Scope & Sequence..

- ▶ Teachers communicate learning expectations. Help students and families understand what is essential and ways students can demonstrate successful achievement of essential learnings.
- ▶ Teachers provide students and families with feedback on their progress toward essential learnings.
- ▶ Teachers provide students flexibility and multiple opportunities to demonstrate proficiency after initial teacher feedback in recognition of student learning differences and the range of resources students may or may not have access to when learning and completing work at home.
- ▶ Resume secondary grading committees to provide guidance and common expectations for basing grades on essential learnings and for mitigating the impact of student challenges in accessing remote learning.

Note: Some courses have external controls of Scope & Sequence, such as AP and IB courses and CTE course sequences required for graduation pathways. Students should know in advance that these courses may require additional independent work beyond the engagement guidelines and be given the opportunity to enroll in alternative courses.

Essential or Extension?

Managing remote learning, especially for our youngest students or students who have other obstacles to learning, has been very challenging. Our elementary learning plan for hybrid and remote learning will clarify for families what is essential for staying on track with core learning goals and what are extensions.

Essentials are defined as the core social-emotional, reading, writing and math learning that enable students to access future learning. Essentials will integrate some core social studies and science content.

Extensions are important learning and are part of state and district standards. However, if a family needs to make choices about the focus of their student's learning due to limits of time and resources, less time could be devoted to extensions without compromising readiness for future learning.

Assurance 2C

ISD will identify and address pre-requisite skill gaps and instructional needs.

[back to top](#)

Assurance 2C Recommendations

1. Implement fall assessments to identify social-emotional needs and pre-requisite skill gaps in essential literacy and numeracy standards.
2. Develop instructional plans to address pre-requisite skill gaps.

Details: It is recommended that ...

- ▶ Fall screening and diagnostic assessments are used to identify literacy and numeracy skills gaps. ISD staff will not have access to the district and state assessment results we would normally be able to access. Fall assessments will be used to inform instruction with an emphasis on mitigating the disproportionate impact of school closure on students.
- ▶ Social-emotional screeners are used to identify students that have elevated social-emotional needs during fall re-entry.
- ▶ Teacher apply accelerated learning planning, differentiation strategies, and personalized learning resources (adaptive software) to address learning gaps, integrated into Essential Learning Plans and progress monitoring.

An accelerated learning plan (ALP) is an instructional strategy for assessing and addressing pre-requisite skills needed in new learning in each unit. Teachers use differentiation strategies to teach pre-requisite skills as needed. ALPs help students access new learning and close learning gaps.

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

Assurance 3A

Positive Behavioral, Social-Emotional Supports (PBSES) will be applied to live, hybrid and remote learning environments. [back to top](#)

Assurance 3A Recommendations

1. Teachers continue to develop positive relationships with and among their students.
2. Continue to develop school PBSES programs and supports.

Details: It is recommended that ...

- ▶ Teachers apply PBSES positive relationship strategies from live instruction to hybrid and remote learning including...
 - Staff learning the background, interests and needs of students
 - Integrate trauma-informed and culturally responsive practices in classroom instruction and PBSES supports
 - Fostering a supportive classroom community
- ▶ Family Connection Conferences be scheduled for first 3 days of school for elementary in Kindergarten through 5th grade.

Family Connection Conferences are times for the teacher to meet with each student's family. The Instructional Planning Committee recommended these conferences as a way to re-engage with families after the extended school closure, to learn about the impact of school closures on students, to help eliminate inequities in engagement, and to develop a shared understanding of and commitment to partnering during the hybrid and remote learning for the 2020-21 school year. Family Connection Conferences may also include some of our fall student assessments, saving instruction time when regular classes begin.

- ▶ Teachers dedicate class time to positive behavior supports, weekly social-emotional checks, and social-emotional learning.
Note: Research indicates that instructional time dedicated to positive behavior support strategies results in much greater gains in instruction time throughout the school year. This investment pays off.
- ▶ Elementary teachers hold class meetings at least 2-days per week, live-streaming class meetings when in all-remote learning.
- ▶ Schools establish school-wide and classroom behavior expectations; including norms for physical distancing, wearing masks, behaviors during live streaming, and applying the responsible use agreement to online coursework and the LMS.

Students will be provided with teacher-led, engaging instruction, using high-leverage instructional practices. [back to top](#)

Details: It is recommended that ...

- ▶ ISD communicate a continuous learning plan to ISD families.
- ▶ Teachers include what learning will look like in hybrid or all-remote learning, as part of their start-of-the-year syllabus or class overview.
- ▶ Learning plans blend digital and non-digital learning experiences in a developmentally appropriate manner.
- ▶ Schools develop plans to distribute physical instructional materials, text books, access to library books, handouts, etc. during any period of all-remote learning.
- ▶ Schools develop plans with district guidance for transitions between hybrid and remote learning in a manner that provides continuity of learning while giving staff time to adjust teaching plans. Transition plans should account for clear communication, ensuring students have the materials needed to continue learning, time for teachers to adjust teaching plans, and the merging of two groups on different learning schedules when transitioning from hybrid to remote learning.
- ▶ ISD develop a district-wide plan for identification monitoring and engagement/ of students who demonstrate challenges accessing remote learning.
- ▶ ISD provide resources, training and guidance for staff on the safe and effective use of digital learning tools including live streaming and tools for creating pre-recorded video lessons (screen capture, use of document camera or use of the ISD provided web cam).
- ▶ As partners in supporting student learners, it is critical that families have ample time to use the LMS to plan, 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.

Assurance 3B Recommendations

1. Establish, communicate and monitor access, inclusion and academic engagement for continuous learning.
2. Establish and communicate a routine school schedule for learning for hybrid and remote learning.
3. Teachers maintain communication and the class calendar / schedule so that students and parents can plan their at-home learning schedule in advance.
4. Develop common expectations for teachers to provide direct, engaging instruction for essential learnings.
5. Establish a transition plan for when a school needs to transition

During All-Remote Learning, it is recommended that ...

- ▶ Schools develop a remote learning schedule, within ISD guidelines, for synchronous/live stream learning and coordination of learning supports, interventions and elementary specialists. Wednesdays in all-remote learning would continue to provide time for staff planning, collaboration and professional development just as in a regular school schedule, resulting in a shorter day of instruction.
- ▶ Recommend all-remote schedules focus students on 3-4 classes per day.
- ▶ Teachers use the LMS and the class calendar for communicating so that students and parents know the upcoming schedule of live-stream or synchronous class learning and due dates and can plan their at-home learning schedule in advance.
- ▶ During all-remote learning, **weekly learning will include** at least the following:
 - **Live streamed** introduction, review and/or discussion about the **weekly schedule and assignments** so students can ask questions about the expectations for the week.
 - Regular use of **instructional videos**. Recorded lessons will regularly include videos made by the teacher so that students experience the teacher's personal engagement with students and content; AND teachers may use videos in

collaboration with their team or videos made from outside sources. Videos would generally be short; 3-20 minutes is typical depending on the age of students and the content.

- ***Instructionally focused live streamed lessons.*** Daily at the elementary level and at least every 2-3 class sessions at the middle and high school levels. Whole class live streamed lessons will be posted for those who cannot attend.

Note on lessons: Live streaming lessons allow for active engagement and meaningful interaction, including students being able to ask questions and respond to the teacher. Lessons may include a short direct instruction period, or may build on an instructional videos or learning activities where the new learning was introduced. For some classes live streaming may focus on discussion, small group work, collaborative learning, guided practice or going over student work and questions.

- ***Structured learning activities*** which may include practice work, reading, projects, explorations, and/or use of online learning tools (curriculum based tools, supplemental tools, threaded discussions or blogs, software such as Lexia, iReady, Aleks...).
- ***Student-to-student interaction, collaboration and/or discussion*** regularly / weekly, through live-streaming, so that students experience a classroom community.

- **Recommended guidelines for time of student engagement** (including all of the learning activities listed above) during an all-remote schedule are as follows:

- Elementary:

- Daily average of 2-3 hours on *Essentials* (with a focus on social-emotional learning, reading, writing, and math with limited social studies and science content) *Includes lessons, practice work, independent reading, class meetings, small group lessons, online learning tools, social studies and science integrated with reading, writing and math.*
- Daily average of 1-1.5 hours on *Extensions* (with a focus on Music, PE, Social Studies, Science, art, etc.)

- Middle School

- Recommend 3-4 live-streamed classes per day, on average about 30 minutes per class. The time may vary with the ebb and flow of instruction throughout a unit of instruction.
- An average student should expect an additional 180 minutes per day on other learning activities.
- When developing the amount of the 180 minutes per day spent on each class, consideration should be given to assuring students meet math, reading and writing proficiency benchmarks.

- High School

- Recommend 3-4 live-streamed classes per day, on average about 45 minutes per class. The time may vary with the ebb and flow of instruction throughout a unit of instruction.
- An average student should expect an additional 180 minutes per day on other learning activities.
- When developing the amount of the 180 minutes per day spent on each class, consideration should be given to assuring students meet math, reading and writing proficiency benchmarks and graduation requirements.

[back to top](#)

For Self-Select All-Remote Learning, it is recommended that ...

- All-remote classes use ISD curriculum and modified Scope and Sequence.
- Keep students engaged in their home school learning community to the extent possible.
- To the extent possible, self-select all-remote learning courses are taught separately from classes whose default is a live or hybrid model to leverage remote learning best practices.
- Self-Select All-Remote classes that are taught separately meet all the conditions listed above for remote learning.
- When a class blends students in hybrid learning and students in all-remote learning, it is acknowledged that live-stream *interactive* learning opportunities may be more limited than a designated all-remote class.

During Hybrid Learning, it is recommended that ...

- ▶ Teachers use the LMS for communicating learning plans, updated weekly, including assignments and at-home work, due dates and access to assignments provided online.
- ▶ **In-person learning days** include ...
 - Instruction and/or reinforcement of new concepts. When developmentally appropriate teacher may use a ‘flipped classroom’ approach where students engage in learning activities at home which are then reinforced in the classroom.
 - Class discussion, small group learning, student-to-student collaboration.
 - Introduction to and/or review of at-home learning assignments and learning activities.
 - Social-emotional learning, supports and check-ins. (ex: elementary class meetings...)
 - Opportunities for students to ask questions about the assigned work.
- ▶ On **at-home learning days** STUDENT LEARNING includes...
 - Structured learning activities and assignments
 - Practice with skills taught during in-person days
 - Projects and inquiry/explorations
 - Use of online learning tools (curriculum based tools, threaded discussions or blogs, software such as Lexia, iReady, Aleks...).
 - New learnings using flipped classroom strategies
- ▶ On **at-home learning days** TEACHERS will...
 - Monday, Tuesday, Thursday, and Friday:
 - Focus on teaching live in the classroom.
 - Respond to student questions via email or LMS.
 - Maintain student resources and instructions in the LMS.
 - 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 may:
 - 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
- ▶ **Recommended guidelines for time of student engagement** during hybrid schedule are as follows:
 - Elementary:
 - In-person instruction will focus on Essentials (social-emotional learning, reading, writing and math) with limited in-person instruction for music, physical education, social studies and science.

How is a remote learning at-home day different than a hybrid learning at-home day?

During all-remote learning, the teacher is fully engaged in teaching and prepping for remote learning every day. During all-remote at-home learning, teachers will include daily live interaction with students.

During hybrid learning, the teacher is teaching students in the classroom 4 days per week (half the class on two days and the other half on the other two days) and using the 5th day to plan learning and prep materials for live and online learning. Live streaming is much more limited during a hybrid schedule.

- On at-home learning days the blend of Essentials and Extensions will vary, aiming for 3-4.5 hours of engagement. Teachers will communicate what is essential and what is extended learning to help families making choices of time and topics in which to engage.
- Hybrid days will have more structured activities and less of the direct teacher voice that characterize at-home days during all-remote learning.
- Middle and High School
 - Secondary hybrid days will focus on structured activities (independent or collaborative) and 'flipped' learning activities as introduced on live instruction days.
 - Recommendation for the average student is to expect on approximately 40 minutes of at-home learning time for each class for each at-home learning day in a hybrid schedule.

[back to top](#)

Note on Live Streaming: *Live streaming has been a source of significant discussion within ISD and our community. The above plan clarifies that Live Streaming will be used during all-remote learning for the following educational purposes:*

- › Class meetings
- › Live instructionally focused lessons (whole or small group)
- › Class or small group discussion, collaborations, inquiry
- › Opportunity to ask questions
- › Office hours, conferences or appointments

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 will be 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?

Not all students will be comfortable with participation in a live-stream setting. Additionally, there will be some who are prevented from participation in a live-stream session due to conditions beyond their control. Therefore, students will be provided alternate means of participation. It is expected that students attend, if possible, (cameras off/mute permitted) or review recordings of live stream lessons.

Assurance 3C

Students and guardians will have access and opportunity to consult with their teacher. [back to top](#)

Details: It is recommended that ...

- ▶ Teachers communicate within the LMS/web presence how to arrange an appointment to address questions or for support (sometimes referred to as office hours). This communication should 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)
- ▶ Teachers may use small group and 1:1 instruction to proactively address questions of students and may offer informal office hours when students can drop-in for extra help.

Assurance 3C Recommendations

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.

Assurance 3D

Students will have access to modified learning experiences in all areas of study. [back to top](#)

Detail Summary: It is recommended that ...

- ▶ Safety guidelines are developed and published for courses and learning experiences with additional safety concerns (ex: choir, labs, PE, art...)

Assurance 3D Recommendations

1. Provide guidance for coursework that presents unique challenges with social distancing and enhanced safety considerations.

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

Assurance 4A

Students who qualify for additional services and/or accommodations will fully receive the services and accommodations indicated in their individual plan. [back to top](#)

Detail Summary: It is recommended that ...

- ▶ During hybrid learning, Specially Designed Instruction (SDI, per special education plan) and other mandated services are supplemental to general education in-person learning or part of an inclusion model for students attending school less than 4 days per week. Provide mandated services through additional in-person learning days.

Assurance 4A Recommendations

1. Develop a supplemental schedule for students to receive federal and state mandated services outside of their live-instruction days when live instruction is limited to less than 4 days per week.
2. Provide guidance to staff on best practices for applying accommodations to remote and hybrid learning.

- ▶ During all-remote learning, provide in-person services for students with state or federally mandated services, if it can be safely provided. If services cannot be safely provided in-person, the appropriate department would generate a modified service plan for intervention specialists to provide supports in addition to the usual classroom instructional engagement or continuous learning plan.

Identified learning services and support 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*
 - *Plans based on any of the following:*
 - * *Homeless Status (McKinney Vento)*
 - * *Foster Care Status*
 - * *Free Reduced Lunch Qualification*
 - * *Students identified in our disproportionality plan*
 - * *Students identified in a school tiered teams process*
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Assurance 4B

Students with identified learning support needs will be prioritized for additional in-person learning supports and additional learning resources.

[back to top](#)

Assurance 4B Recommendations

1. Prioritize and provide additional supports for students with identified learning support needs.

Detail Summary: It is recommended that ...

- ▶ During a hybrid learning schedule, provide in-person learning supports for students with identified learning support needs qualifying for additional instruction or services, in priority order, in addition to their regularly scheduled in-person learning days. Students qualifying for additional instruction or services are more likely to experience difficulty accessing and managing remote learning school work and will benefit from the support of school staff in doing so.
- ▶ During all-remote learning, schedule in-person supports for students with identified learning support needs qualifying for additional instruction or services, 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.

Workgroup Membership

LEADS:

Rich Mellish, Executive Director of TLS;
Alaina Sivadasan, Executive Director of Equity;
Dana Bailey, Executive Director of Special Services

Elementary Members:

Lindsay Myatich, Director of Special Services
Nancy Young; Director of Elementary Education
Pam Ridenour, Director of Student Interventions
Kathy Connally, Director of TLS
Cim Dew, Instructional Coach
Laura LaVassar, Instructional Coach
Kris Coleman, PE Teacher / Tech TOSA
Tori Sylvers, Teacher / IEA Representative
Margie Gerrity, Teacher / IEA Representative
Marcelle Waldman, Parent
Toni Hunter, Parent
Noreen Awan, Parent
Alice Zhou, Parent
Jill Ravenscraft, Elementary Principal
Michelle Pickard, Elementary Principal

Secondary Members:

Lesha Engels, Director of Career and Technical Education
Dawn Wallace, Director of TLS
Diana Eggers, Director of Educational Technology
Stacey Zachau, Asst. Director of Student Interventions
Lisa Neighbours, Secondary TOSA
Holly Cornelison, Secondary TOSA
Josh Moore, Tech TOSA
Jamie Scordino, Teacher / IEA Representative
Jill Klune, ELL TOSA / IEA Representative
Freya Thoreson, Parent
Katie Beery, Parent
Diana Gonzales, Parent
Maria Elena Graham, Parent
Stacy Cho, Middle School Principal
Erin Connolly, HS Asst. Principal

[back to top](#)