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 and 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.	‣ 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.
	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.	
1.A.2 Ensure all staff have access to a laptop and essential technology when needed.	Ensure teachers have laptops to adequately run essential applications and paraprofessionals and staff that support learning from home have access technology to complete assigned responsibilities.	‣ Ensure staff have appropriate updates. ‣ Provide webcams
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 including	‣ Policy for if lost, stolen or broken when at school ‣ Document specifications for BYOD laptops ‣ How is security addressed for BYOD devices

Recommendation	Musts	Considerations & Committee Notes
	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	‣ Help line: ensure teacher can make referrals easily, evening hours ‣ 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
	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. 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
	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

Recommendation	Musts	Considerations & Committee Notes
		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 ‣ 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. 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)

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
		‣ 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
		
		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.

1.B.2 Provide training for staff on instructional practices related to the use of an LMS and for remote/hybrid learning planning	‣ 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.
1.B.3 Provide parents with the information they need to support learning management and foster independence.	**Elementary Committee Recommendation Details** 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 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

Recommendation	Musts	Considerations & Committee Notes
	Support with clear descriptions of learning routines so parents can use the learning routines at home	‣ 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

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 for assessment & personalized 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 ISD will clearly set Social Emotions supports and learning as an ongoing expectation for all classes.	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.
	ISD resources and Essential Learning Plans will integrate social emotional learning	‣ 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) ‣ School-wide norms/expectations for live streaming…

Recommendation	Musts	Considerations & Committee Notes
		‣ Consider programs like buddies, how to approach a staff they are familiar with but is not their teacher, mindfulness, clubs
2.B.1 Provide school teams and families clear, written modified Scope & Sequence documents with Essential Learnings identified	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 ‣ 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 Feedback, Assessment and Grading practices should be aligned 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, assesments… ‣ 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 will 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:** Clearly identify what a student must to do achieve their target grade. (in terms of work production **and** success criteria related to the essential learnings /description of student performance in student-friendly terms, ex: "Students will be able to …"
		  - Share with students and families at the start of each unit
		  - Provide ongoing communication of student progress toward the essential learnings / success criteria within Canvas
		  - A student should not be penalized in their grade for not achieving learning targets that are not included in or directly related to the essential learnings
		    To the extent possible, assessment and grading should allow for choice, voice and accommodation of learning differences.
		‣ TLS will provide models and examples for assessment and grading practices including:

Recommendation	Musts	Considerations & Committee Notes
		- 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 Fall assessments will be used to identify pre-requisite skill gaps in essential literacy and numeracy standards as well as social-emotional needs.	For literacy and numeracy skills, all K-8 students will take fall screening &/or diagnostic assessments. Teachers will be provided data to help identify students who may need additional learning supports.	‣
	The WAKids (K), BEISY (K-5) & SDQ (6-12) PBSES screeners will be conducted in the fall and data provided to school staff.	‣
2.C.2 Instructional plans will be developed to address pre-requisite skill gaps	Personalized learning resources and Accelerated Learning Planning (ALP) training will be provided to staff, and incorporated 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 electives, learning experiences and courses that present unusual challenges with social distancing and enhanced safety considerations.

Recommendation	Musts	Considerations & Committee Notes
3.A.1 Teachers 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.)	‣ 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 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 ‣ 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) ‣ Teacher shares what the fall schedule will look like, how LMS will use

Recommendation	Musts	Considerations & Committee Notes

3.A.2 Schools will maintain and/or continue to develop their 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 feedback routine, strategic relationships w/ all students, Positive relationship strategies).
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.	‣ 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
	ISD / schools will develop a plan for regularly distributing instructional materials, books, copies, etc. during any period of all-remote learning.	

Recommendation	Musts	Considerations & Committee Notes
	ISD will develop a plan for consistent engagement monitoring across schools using an equity lens.	- Inclusion – Designing instruction to engage students using culturally responsive, trauma informed and inclusive practices. (SEL See above, see office hours below) Incorporating choice/voice.
	Schools will develop a plan (using an equity lens) for identification and engagement / monitoring of students who have demonstrated challenges accessing remote learning.	- 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).
	Teacher and building essential information must be translated in the families preferred language.	‣ 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 - 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. ‣ Additional resources: Canvas Zero Activity Report, risk monitoring in Homeroom
3.B.2 Schools will maintain a routine schedule for 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 ‣ Must coordinate for intervention / specialists (Special education, ELL, Title/LAP, para's) ‣ Must accommodate students who have other factors competing for attention at home (sibling care for example)	‣ 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

Recommendation	Musts	Considerations & Committee Notes
	through posting recordings of synchronous activities and use of office hours.	- Teaching would be at the class-level not the course level (combining sections). Smaller is better. - 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?
	<mark>**Time of engagement during all-remote learning.**</mark> **Needs committee discussion – text below is proposed to start discussion** **Elementary**: SRWM essentials 2-3 hrs/day x 5 days; extensions & additional content integration 1-1.5 hr/day, includes offline work, and all aspects of instruction listed in this plan. **Secondary:** Average engagement of 50 minutes per day per class with an additional maximum of 30 minutes per day for assignments/independent work in ELA and Math.	‣ Time of engagement is the time that students are expected to be engaged in 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. **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 ‣ Extensions and additional content integration includes important learning for music, PE, health, social studies, science and art. ‣ 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 Elementary time of engagement**

Recommendation	Musts	Considerations & Committee Notes
		‣ 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).
	During a Hybrid schedule, In-person instruction will meet all requirements for synchronous instruction. On in-person instruction days, students will be provided resources (see below) for learning at home.	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
	Time of engagement on at-home learning days during a hybrid schedule: Needs committee discussion – text below is proposed to start discussion **Elementary**: SRWM essentials 1-1.5 hrs/day x 5 days; extensions & additional content integration 2-3 hr/day, includes offline work, and all aspects of instruction listed in this plan. **Secondary:** Average engagement of 50 minutes per day per class with an additional maximum of 30 minutes per day for assignments/independent work in ELA and Math.	
	Teacher/learning plans will be communicated via the LMS (Canvas/Seesaw), in advance enough for students / families to be able to plan for supporting learning. ISD will develop clear guidelines for staff.	‣ Typically families should be able to use LMS to plan ahead for the next week (on Friday should be able to see what is coming on Monday) ‣ Ideas for ISD guidelines: - the Friday before the next week's plan is up to date - Due dates posted 48 hours before due. (before any penalty) ‣ By plan this means the plan, not all the resources, - Recognize the plan may be adjusted during the week in response to student needs - Leverage Canvas (calendar and notifications), Seesaw calendar and announcements - Include Learning targets for the week

Recommendation	Musts	Considerations & Committee Notes
		- Include the weekly schedule - Assignments / due dates

3.B.3 Teachers will provide direct, engaging instruction for essential learnings	**During 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 pre-recorded/recorded 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…
	
	   - once per week or every 2-3 sessions at the secondary, and
	   - daily at the elementary, sufficient to ensure students have opportunity to engage interactively with their 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.
		‣ Remote learning weekly schedule could impact these recommendations. For example may want to go to a modified block each day to keep 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 pre-recorded 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)
		
		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 'expected, participation may vary. Video and post for those who cannot make the live stream.
		- TLS specialist and collaboration with teachers to provide examples of high leverage uses of live streaming for specific content areas.
		Notes on structured learning activities

Recommendation	Musts	Considerations & Committee Notes
		- 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 ‣ **Instruction on new concepts** would be included during in-person learning prior to at-home practice and application. ‣ **Ensure students have an opportunity each week to ask questions about the week's expectations** during in-person instruction days. Additionally provide a way for students to ask questions during at-home instruction (blog, e-mail…) with understanding of 24 hours may be needed to respond. ‣ **Structured learning activities** for at-home learning days provided during in-person learning days.	‣ 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. **Notes on Hybrid Instruction on new concepts** ‣ In-person days: - Provide focused instruction on new learnings, guided practice, differentiation - Class discussion / Q&A

Recommendation	Musts	Considerations & Committee Notes

	‣ **Student-to-student interaction**, collaboration and/or discussion built into in-person learning days.	- Student-student collaboration/discussion
		
		- Introduce the remote day activities, clarify expectations
		
		‣ Wednesdays
		
		  - Possibly class meeting / check in at the elementary (scheduling committee recommendation)
		
		  - Same as at-home days
		
		  - Teachers will need time to plan (2-hours are teacher planning time) and manage learning at home resources. Need weekly planning minutes and may need to move some to Wednesday.
		
		  - Office hour
		
		‣ At-home days: (mostly independent application of new learning, exploring)
		
		  - Structured activities to extend learning & practice with taught concepts
		
		  - Inquiry activities & projects
		
		  - Elementary Social Studies/Science extensions
		
		  - Personalized learning time at Elementary (Lexia / iReady)
		
		  - May include: flipped learning activities, posts/live streams with live class (not daily or lengthy beyond class meetings)
		
		‣ **Elementary:** Focus of in-person instruction will be on reading, writing and math. TLS staff will provide additional resources for content including at-home resources for social studies and science. Elementary core team will continue to provide weekly resources for teachers.
		
		‣ **Question:** During hybrid, for secondary students can be assigned collaborative work via Canvas – should this be called out and encouraged so that there is one more s-s collaboration opportunity during remote learning days?

	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.

Recommendation	Musts	Considerations & Committee Notes
3.B.4 Establish a transition plan for when a school needs to transition from Hybrid to Remote learning	Transitions to remote learning conforming to the remote learning described in our remote learning plan would be made for closures of at least 2 weeks (10 school days) of both cohorts. (see short-term closures recommendation)	Assumption: Most closures would occur for a 2-week closure of a school due to localized outbreak, or a longer closure due to a system-wide stay-at-home order. It is also possible that short-term closures and single cohort closures could occur.
	Schools will develop a Transition Plan to shift from hybrid to remote learning schedule and requirements over a week-long period. ISD will provide schools with a planning template, guidelines and a sample transition plan and schools will develop their transition plan.	‣ School transition plans will be approved by the level Executive Director / Assistant Superintendent Transition Plan should include: ‣ Steps in the process (ex: what to send home/materials distribution plan – see above – may want to make sure physical resources are always available) ‣ SEL activities ‣ Time for teacher planning ‣ Continuous engagement, maintain momentum of learning ‣ Communication to students, families ‣ Merging cohorts
	Teachers will have at least 1 week of notice prior to the return to hybrid learning from remote learning with at least one non-student remote learning day (like a Wednesday on a hybrid schedule) for planning the conversion back to hybrid learning.	
	For short term closures of less than 2 weeks / 10 school days teachers will maintain a modified hybrid learning schedule. (see notes)	Modified Hybrid Schedule: ‣ 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. Will continue small group instruction through live-streaming. ‣ Will enhance structured learning activities and pre-recorded videos to maximize learning time to come as close as possible to maintain the learning calendar.
	For single cohort closures the teacher will provide a modified hybrid learning schedule for the all-remote cohort.	Questions to steering committee: How could this happen without the teacher needing to be in quarantine as well.

Recommendation	Musts	Considerations & Committee Notes
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 and provided a fully online program that follows parameters described in the remote learning components of this plan.	‣ Scheduling committees recommend a term-by-term decision ‣ Does it make sense to use another platform for less than a year's commitment?
	TLS will provide guidance on the modified Scope and Sequence in line with the scope and sequence for all other ISD classes. Secondary electives will be limited.	
3.C.1 All staff will indicate a 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.	Availability plan for both hybrid and remote learning will be posted in the LMS as part of the class overview, including availability by live stream and phone.	During in-person instruction: Teachers are generally accessible before/after school , by appointment, during flex time, built into elementary school day **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. Availability plan includes the following: - Plans should 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.) - Includes opportunity for live interaction with the teacher by phone or live stream by student/parent choice - May include more proactive approaches such as scheduling extra small group sessions for students with learning or engagement challenges - Includes engagement/outreach to students or families of students who are not maintaining engagement in learning activities and assignments. - Availability plan will include directions for families or students to make an appointment. Students/parents may request an appointment during non-contact time during the contract day with reasonable advanced notice.
	During a Hybrid Schedule: **Elementary**: Availability plans will include parent/student appointments and will indicate at least one specific time period and at least 60 minutes per week when appointments are held. The elementary school day will continue to be structured with opportunities for students to engage in individual questions with their teacher. **Secondary**: Availability plans will include parent/student appointments and will indicate at least one specific time period and at least 60 minutes per week when appointments are held.	
	During all-Remote instruction: Teacher availability plans include availability on at least 3 days each week for a total of at least 3 hours indicating some specific times when the teacher will be available.	

Recommendation	Musts	Considerations & Committee Notes
		- Teachers will respond within 24 hours to a request to make an appointment. - Secondary teacher availability plans may include traditional office hours - ISD/TLS will provide sample availability for teachers. **Consideration:** Develop other resources for questions other than the teacher – help center , students as resources (TA's, NHS), Voice mentors **Question:** Will secondary students be allowed to stay after school to consult their teachers on live days in a hybrid schedule? - Important to clearly communicate that it is okay, or even encouraged, to ask for help with _____. - Need to have place other than teacher for tech questions.
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	

Recommendation	Musts	Considerations & Committee Notes
3.D.1 Notes on provisions for learning that presenting unique challenges with enhanced safety regulations.	**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 provisions 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 ISD will 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 Vent - 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.)
		
		Notes on Modified Service Plans
		‣ Will include scheduled individual or small group live-streamed supports.
		
		‣ <mark>Notes to steering committee:</mark>

Recommendation	Musts	Considerations & Committee Notes
		- 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 superivison (lunch, recess…) and providing prep time for intervention specialists

4.B.1 ISD will 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 instruction and supports in addition to their regularly scheduled in-person learning days.
	
	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)
		‣ 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

Recommendation	Musts	Considerations & Committee Notes
		‣ 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
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 <mark>Get guidance from safety team</mark>
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.	Forward to Steering Committee
How can we increase parent connections / conferences (routine for X days)	See 3.B.3, Wednesday expectations questions forwarded to Steering Committee
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	For Extra Curriculars / Activities Committee
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	Forward to HR

‣ 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