



Remote Learning Plan: Phase 2 Supplemental Education and Learning Supports High School Level

March 31, 2020

Dear High School Students & Families,

The purpose of this communication is to explain the next phase of remote learning for our students. The District had developed a comprehensive plan to implement what the Oregon Department of Education (ODE) had directed us to do - provide supplemental education and learning supports for students. That plan, Phase 2, is outlined below. However, as of late last night, March 30, ODE informed school districts that we were required to implement a plan for Distance Learning for All. Distance Learning for All essentially means that we are to provide a full, remote school experience for students. This new directive is more complex and it will take us additional time to plan for its implementation.

We will implement Phase 2 of the Remote Learning Plan as described below through April 10. Per directive by ODE, Distance Learning for All, or Phase 3 of our Remote Learning Plan, is to be implemented on April 13 and will run through May 1. We will provide families the outline for Phase 3 the week of April 6.

We believe Phase 2 as outlined below is a good start for working into a more comprehensive school experience for students. It will give our staff time to make connections with students and families to survey the needs of both so we are better prepared to meet any challenges when we implement in Phase 3 on April 13.

Thanks for your understanding and partnership as we work through this together.

Phase 2 Outline

We appreciate your patience during this rapidly evolving COVID-19 virus situation. Per Governor Brown's Executive Order, all schools are to remain closed to students and the community through April 28, 2020, effective Monday, March 16, 2020. During extended school closures, the Oregon Department of Education (ODE) recommends districts encourage students and families to stay engaged in informal or supplemental learning by creatively utilizing online and offline resources.

During the closure, the District will provide opportunities for supplemental education and learning supports. The initial Beaverton School District (BSD) Remote Learning Plan (Phase 1) was implemented to cover the first ten days of school closure (March 16 - April 3), excluding the week scheduled for spring break. When Governor Brown extended the closure to April 28, the District began planning for Phase 2 of the Remote Learning Plan. Remote Learning Plan Phase 2 as it pertains to high school students is outlined in this letter.

The significant difference between Phase 1 and Phase 2 is the involvement of District teachers. Teachers will facilitate learning opportunities, provide feedback to students on work submitted, and will connect with students on a regular basis. At this time, students are not required to participate in remote learning but encouraged to access the resources provided, complete assigned work, and engage with their teachers. Teachers will not grade student work and will not hold students accountable if they do not participate. We encourage students to participate in learning opportunities as the time spent away from school and not engaged in learning may have a significant negative impact on future academic success.

We acknowledge the particular impact the school closure has for our high school seniors. The Oregon Department of Education will be providing us with specific guidance in this area soon. Information will follow to address graduation requirements and the credit completion plan for seniors. Our seniors will have a path to graduation.

Remote Learning Plan Phase 2 Goals

- Connecting teachers with students to maintain relationships and support social emotional wellness during this challenging time. Student and staff well-being is our highest priority.
- Providing supplemental learning opportunities connected to typical classroom instruction to prevent learning loss.
- Provide credit earning opportunities for high school seniors to graduate on time.
- Ensure all students have equitable access to learning opportunities.
- Provide training and support to teachers and administrative staff with tools and techniques to successfully teach remotely.

Remote Learning Plan: Phase 2 Outline

Remote Learning High School Daily School Schedule

- Monday: Periods 1 & 2
- Tuesday: Periods 3 & 4
- Wednesday: Periods 5 & 6
- Thursday: Periods 7 & 8
- Friday: Social Emotional Learning (SEL) activities or virtual school assemblies/Teacher Office Hours

Remote Learning High School Teacher Schedule

- **Monday - Thursday:**
 - 30 minutes: Connection and instruction with each class/students (whole class and/or small groups) The majority of these activities should be done asynchronously. (60 minutes total)
 - 120 minutes: Planning, assessment/feedback, curriculum development, IEP meetings
 - 60 minutes: Office hours/personal connections with students and families
- **Friday:**
 - 45-60 minutes: Participate in social emotional learning activities and/or virtual school assemblies led by administrators, counselors and support staff
 - 90 minutes: Planning, assessment/feedback, curriculum development, IEP meetings
 - 90-105 minutes: Office hours/personal SEL connections with students and families

Suggested High School Student Daily Schedule

- Participate in teacher-facilitated learning opportunities
- Complete daily assignments independently
- Connect and collaborate with peers and classmates
- Read choice book
- Physical activity

High School and Community Transition Program Special Education Support & Resources

Where do students receive their supplemental instruction?

- Students whose placement is in the Resource Room will access instruction from their general education teacher and should follow the general education daily remote activities. Their special education providers will reach out to provide supplemental special education instructional supports.

- Students whose placement is in a specialized program will have access to supplemental learning activities from their special education teacher and general education teachers.
- Students with Disabilities who participate in general education learning for a portion of the school day, should participate in any of the instructional activities the general education teacher provides in that content area.
- Any instruction offered by the special education teacher, case manager, or service provider will be supplemental. It will not serve as Specially Designed Instruction (SDI) for the student at this time as the district is not requiring student participation.

Supplemental Special Education Instruction Resources

- Case managers and service providers (Resource Room Teachers, Specialized Program Teachers, Speech Language Pathologists, Psychologists, Motor Team Members) will contact families to schedule meeting times to provide supplemental instruction to students.
- Vision and Hearing Itinerant Teachers from NWRESD will connect with students and families per NWRESD's remote learning plan.
- [Supplementary Instructional Resources, Handouts, and Templates](#)

IEP Meeting and Eligibility Meetings

- Case managers will reschedule any missed IEP meetings.
- Case managers will conduct any already scheduled meetings.
- Case managers will reach out to schedule meetings for any future IEP/eligibility meetings to take place while school is not in session.
 - In the event that special education providers do not feel they have accurate present levels due to the school closure, the case managers will postpone those meetings until a later date when the student returns to school. Students will continue to have access to their supports and services outlined in their IEP until a new meeting is held.
- All meetings must take place virtually via Zoom, Google Hangout or phone. Guardians should not come to school buildings and staff should not go to student's homes for meetings.

High School English Language Development Support & Resources

How are English Learners (ELs) offered learning opportunities?

- ELs in an integrated model will access learning opportunities from their general education teacher in collaboration with the ELD teacher.
- ELs in an ELD class period model will access learning opportunities from their ELD teacher in collaboration with content teachers.
- ELD teachers will check in with all ELs on their caseload regardless of model.
- ELs should participate in any of the activities the general education teacher provides in any content area.
- Any learning opportunity offered by the classroom/core content teacher and ELD teacher will be supplemental since at this time the district is not requiring student participation.

What Resources can the Multilingual Department (MLD) provide to students and families?

If students and families need access to translation and interpretation services, please use this [phone number list](#) to leave a message with a bilingual facilitator or send an email [here](#) to the MLD. Additionally, all translated COVID-19 related materials can be found [here](#) under each of the language tabs.

Sincerely,

Ginny Hansmann
Deputy Superintendent for Teaching & Learning
Beaverton School District

