Parent's Guide To RSD At-Home Learning Phase II

Updated 4/27/2020

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Phase II of the RSD At-Home Learning Plan was created to align with the OSPI guidance for K-12 Continuous Learning as well as Special Education Supporting Inclusionary Practices during School Closure. The success of this Learning Plan is reliant upon partnership between stakeholders that is different than anything we have done before. Collaboration and communication have never been so important as we work together to support equity and access to learning for all RSD students in this challenging learning environment. Five distinct teams representing certificated staff, classified staff, administration and REA Board members came together over eight days to develop this plan. Over 35 staff members were involved in the development of the Secondary At-Home Learning Plan, and over 30 were involved in the development of the Special Education Plan. The Elementary At-Home Learning Plan included feedback from over 250 certificated staff members through a survey format. As we continue to grow and learn this plan may need adjusting. As such it will remain a "work in progress."

OSPI guidance regarding continuous learning

The Office of the Superintendent for Public Instruction (OSPI) defines "continuous learning" as establishing and maintaining connections with students and families to provide learning materials and supports using a variety of means (e.g., email, phone, printed learning materials, and available online platforms).

Equity Statement

The Richland School District believes that each student, family, and community possess

strengths and cultural knowledge that benefits their peers, educators, and schools. Ensuring educational equity requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students. This requires education leaders to develop policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools. The District is committed to a Learning Plan that leads to equitable outcomes among student regardless of their background.

What is a reasonable expectation for the number of minutes students should be engaged in learning?

OSPI suggests the following (*max. minutes per day*):
- PreK: 30 Minutes per day.
- Kinder-1st: 45 Minutes per day.
- 2nd-3rd: 60 Minutes per day.
- 4th-5th: 90 Minutes per day.
- 6th-8th: 20 minutes per class (2.5 hours maximum per day)
- 9th-12th: 30 minutes per class (3 hours maximum per day)

Elementary (PreK - Grade 5) At-Home Learning Phase II

Classroom teachers working directly with families

Elementary PreK-5: Individual teachers will create and provide learning activities or projects in core subjects areas (reading, writing, math, sciences). Elementary teachers should maintain focus on state learning standards and give priority to key essential skills that students need to continue to build mastery in by the end of the year.

Teachers will provide, at minimum, weekly activities and maintain weekly communication with students. Teachers will also be available to parents if questions arise on a regularly scheduled basis. Teachers will be using a variety of ways to communicate with families. (This could include email, class apps/class dojo, phone calls, etc…).

Parents can always contact teachers through their school email. Please access the staff directory on the RSD website and your school's website for individual teacher emails.

Elementary Specialists and Counselors: On the RSD website, you'll find a parent page where specialists and counselors collaborate and contribute weekly activities for students to engage in social-emotional learning, arts, physical education, and library.

<u>Supplemental "Beyond the Classroom" Learning</u> - For parents that are looking for additional learning activities for their students to go beyond the weekly classroom instruction and activities from teachers, RSD is providing the following supplemental options:

<u>Virtual Resources and Learning Links</u>: As an extra layer, Richland schools will also be providing weekly virtual learning resources and links to families. These resources and links will include things like virtual field trips, online learning activities, games, STEM challenges, and other fun learning extensions. These resources are posted every Monday on the RSD website to all families P-12. A full list of the district's P-5 online learning resources are available on the RSD website.

<u>Elementary Extended Learning Grade-Band Skills Packets (PK-5)</u>: Each week, RSD Teaching and Learning Department will be publishing "at-home" supplementary learning packets for families looking for even more ways to keep their students learning during the closure weeks. These packets will focus on reading, writing, and math skills and will be individualized for the following grade bands (Pre, K-1, 2-3, 4-5). The purpose is to provide open-ended learning activities that parents and students can enjoy at home.

If families would like a printed copy of these packets, they will be available at schools and bus stops where meals are picked up every Monday. Weekly packets are also available directly online for parents to download each Monday from the RSD website.

<u>Elementary Assessment and Grades</u>

All state-wide testing has been canceled for the year. Students in grades 3-12 will not be taking the SBA (Smarter Balanced Assessment) like typical years.

In this new at-home learning model, elementary teachers will NOT be giving <u>traditional</u> grades for at-home learning assignments. OSPI has asked that we do continue using formative assessment practices to:
- Monitor students' participation and progress over time.
- Provide feedback to students about their participation and progress.
- Use student progress to adjust our own instruction as needed.

<u>Monitoring Participation</u>

Classroom teachers will keep a weekly record of the families that are participating or not participating.

If a family is repeatedly not engaging or communicating with the teacher on a weekly basis, the teacher should make a reasonable effort to continue to reach out to contact them. (This could include individualized emails, phone calls, a letter sent home, or contacting secondary/ emergency phone numbers).

Communication between student-parent-teacher is critical during this time! **If we don't maintain a strong home-school partnership, supporting student learning becomes very difficult.** Two-way communication is an essential component for successful at-home learning. As important as it is for teachers to maintain regular communication with families, we also need families to connect with their teachers on a regular basis.

Secondary (Grades 6-12) At-Home Learning Phase II

Instruction and Evaluation

- Teachers will provide, at minimum, weekly academic work and maintain weekly communication with families.
- The academic work teachers provide students will focus on key essential learnings needed to complete the course.
- OSPI has asked that teachers continue using formative assessment practices to:
    - Monitor students' progress and participation over time.
    - Provide feedback to students about their learning.
    - Adjust instruction as needed.

From OSPI Chris Reykdahl's April 22 letter regarding guidance and rules for HS grades:

Grades 9–12 and middle school students taking credit-bearing high school level work will be graded using the following principles:

- *Do no harm!*
- *Every student will get an opportunity to improve their grade with their March 17 status as a baseline.*
- *No student will receive a "pass," "fail," or "no credit" grade for any course.*
- *Teachers will assign an "incomplete" for students who cannot engage in an equitable way.*
- *Every class taken during the closure period will be given a statewide designator on the high school transcript to denote the unique environment in which the course was taken.*
- *Students assigned an "incomplete" for a course will be given opportunities to reengage in the learning standards based on local school district decisions in consultation with the student/parents/guardians, including but not limited to:*

    i. Summer school,
    ii. Courses in the following term or year,
    iii. Independent study,
    iv. Competency-based courses,
    v. Online courses, or
    vi. Backfilling the incomplete grade with the letter grade obtained in the next course taken in that subject area

- Are assignments or work from April 27 to the last day of the semester required?

- ○ Yes, those assignments are required in order to get a grade instead of an Incomplete (I).
- What happens if a student does not continue to do required assignments after April 27?
  - ○ The student will receive an <u>Incomplete</u> (I) instead of a grade.
    - ■ The student will not receive a failing grade.
    - ■ The student will not receive a reduced grade (a grade lower than what they had on March 17).
  - ○ The student will be given additional opportunities to complete the course at other times.
  - ○ The student will not receive the grade as of March 17 because the course was not yet completed.

Seniors who are on track to graduate also have an option on an individual student basis to receive a waiver of certain graduation credit requirements.

Middle school students who are not taking courses for high school credit will be graded using letter grades (A, B, C, D or Incomplete (I)).

<u>Communication</u>
- If students are continuing to not participate, the teacher will communicate with administration in order for administration to make individual student/family contact.

<u>High School and Beyond Plan</u>
- Counselors at the high schools will continue to provide the academic work to ninth- and tenth-grade students to complete requirements for their High School and Beyond Plans. The students that do not complete the work will be able to complete it during the 2020-21 school year.
- Counselors and Career Specialists will work with twelfth-grade students to complete their academic work. Careers and Financial Literacy teachers along with Career Specialists will work with the students in their classes to complete the High School and Beyond Plan requirements.

<u>Course Completion</u>
- Courses will need to be completed at the end of the semester on June 19, 2020
- Teachers will continue working with students until the end of the semester adjusting their pacing accordingly.

Pathways To Graduation and Class of 2020 Graduation Requirements

Understanding the closure has created barriers for many students, the district's main focus is advocating for students who have been denied the opportunity for continued success due to their inability to access learning in a traditional way.

As part of the new graduation requirements, students (seniors) are expected to put forth a "Good Faith Effort" to pass the classes they are (or will be) enrolled in.

Adverse Impact from Closure/Unique Circumstances Requiring Waiver
After determining there is not a viable option to earn credit for a course due to the hardships faced imposed by the closure, any core credits and total number of credits can be waived with principal approval. A waiver form must be completed that requires student/parent signatures and highlights the potential negative impact of waiving credits for graduation (Ref. SBE Emergency Rules---requiring districts to notify the students/parents of the impact of waiving credits).

Our goal as a district is to get as many students to meet the state graduation requirements as possible. With compassion, communication and common sense, our counselors and administrators will be working with at-risk seniors on a weekly basis. Graduation plans may need to be adjusted based on individual student needs and circumstances.

Counselors and administrators will take a deep look into each student's High School And Beyond Plan that are identified as at risk of not graduating. These will be students that have less than 18 credits and others who are missing some of the fundamental state required credits. Counselors, administrators, and case managers will create a graduation plan with students that need additional APEX, ALEKS or BYU online courses. Counselors will ensure that students are enrolled in these classes no later than April 30.

Counselors and administrators will identify students that haven't passed the SBA and work on one of the eight student pathways for graduation based on HSBP

Special Education At-Home Learning Phase II

Individual teachers and itinerants/therapists will create and assign/distribute/present continuous learning opportunities as defined by OSPI aligned to each student's Specially Designed Instruction (SDI) to help them continue to make progress toward their IEP goals and success in special education courses that support graduation. This might be done through service delivery to students and/or through collaboration with the student's team members who then provide the instruction to the student via continuous learning as defined by OSPI. **In order to support students in all of their educational opportunities, it is important for the student's team to**

collaborate and discuss individual student/family priorities and services to be addressed. Topics to be considered by the team include the needs and supports of students and their families as well as General Education collaboration including core content and specialists/electives. This can be done remotely through email, phone, Microsoft Team meetings, Zoom meetings, etc.

Continuous Learning Individual Plans (CLIP)

Special Education Case Managers will collaborate with each student's IEP team to create a CLIP. Service minutes will be determined in the CLIP. If the team decides to include service minutes in a qualifying area, the minimum services recommended will be at least 5 minutes. Based upon maximum commitment minutes that were provided by OSPI (see below), the team will utilize the child's least restrictive environment percentage to recommend the amount of special education services per day/week. It is important for teams to consider the amount of service and method of service provision each student requires in these areas at this time, and that this may look different for some students. Family priorities, barriers, and needs during this time are paramount for the team decision when considering what services and in what format they are provided. All aspects of the child's learning and emotional health should be taken into consideration. Special Education Case Managers will then upload the CLIP to IEP online. All CLIPs are to be treated as confidential documents. Families may also contact their student's IEP Case Manager with questions.

Accommodations and Modifications

Teams will consider accommodations and modifications that are necessary in the at home learning environment. These will likely be found in the student's current IEP, however, teams may need to consider new accommodations and modifications based on needs that are evident in the new at-home learning setting. Accommodations and modifications may include reinforcement systems, visual schedules, communication systems, shortened assignments, weekly planners, use of reader and speech to text extensions on Chrome and paper/pencil assignments. See helpful links below:

- [Special Education Technology Center (SETC) - Equitable Online Learning](#)

Students who use Assistive Technology of any kind will be given access to their devices at this time to allow for continued access to a "free and appropriate public education" (FAPE). The student's case manager will coordinate with building administration to retrieve these devices and offer pick up or delivery as needed.

Participation & Engagement

Student participation will be monitored on a weekly basis as described in the general education Phase II guidelines. Case managers will consult with General Education staff. Families are encouraged to assist students in participating weekly with instructional activities. For students that are not yet participating, staff will make reasonable attempts to connect and engage students in at-home learning (utilizing a variety of methods).

Itinerant Services

Itinerant providers will provide materials to families through their preferred communication method. For families who have declined service during this time, the itinerant will reach out weekly to touch base with the family. Service delivery methods will be provided as determined by the student's IEP team.

Itinerants will offer continuous learning opportunities as defined by OSPI to students on their caseload based on each student's IEP and CLIP.

Progress monitoring, material scores, parent consultation, and student interaction time is to be recorded in Easy Track on IEP Online.

Progress Monitoring

Progress Monitoring will be in alignment with IEP goals, timelines and state requirements (see student's CLIP). Examples of progress monitoring may include:
- Picture of Work Sample
- Simplified/Modified Data form (detailed in CLIP)
- Online Learning Platform Data Tracking (ex. Khan Academy, NoRedink, IXL, Boomlearning, Pearson)
- Parent interview of student progress based on their observations
- Individual check-ins

Paraeducators

Paraeducators play a vital role in carrying out a student's CLIP. Case Managers will work with building administrators to develop plans for services and supports. Supervising staff will give reminders/specific guidance to their roles in the current remote learning responsibilities. Paraeducators have had training regarding confidentiality and roles/responsibilities regarding parent communication. Staff that require access to a district device should reach out to their special education supervising teacher and/or building principal.

Special Education Extended Learning Opportunities and Information

Additionally, each week the RSD Special Education Department will be publishing extended learning opportunities in the form of one-page documents that provide websites and activities for families looking for additional support to engage students in the areas of communication, motor, and social/emotional/behavioral. These one-page documents will be available online for parents to download from the RSD website.

Platforms for Instruction

Available platforms for instruction are available here. District tech support for Chromebooks is available to families (grades 1-12) by contacting chromebookhelp@rsd.edu or (509) 967-6162.

Credit/Grading

See link to RSD information regarding grading with consultation of the CLIP and IEP.

Graduation

See link to RSD information regarding graduation with consultation of the CLIP and IEP.

High School and Beyond Planning

See link to RSD information regarding the high school and beyond plan with consultation of the CLIP and IEP.

Secondary Transition

Transition services will be determined by the IEP team as determined in the student's CLIP and IEP. Staff may consider using the resources listed below to assist with transition services:

- Center for Change in Transition Services
    - https://www.cctstfolio.com/#/
    - Center for Change in Transition Services Transition Services Flowchart
    - Transition Curriculum
    - Career Assessments
- Zarrow Center for Learning Enrichment

English Language Development Services

Students participating in the English Language Learner (ELL) program will receive instruction that is tailored to address their individual proficiency level in each of the four domains (reading, writing, speaking, and listening) based on their ELL learning plan. Activities addressing different proficiency levels in each domain can be accessed weekly on the RSD web page. In addition, elementary students will have available weekly supplemental packets with English Language Development activities. Instruction and monitoring will align with an ELL learning plan and be provided by a team that may include the teacher, instructional specialist, and para educators. Parents will receive weekly communication from the classroom teacher.