White Bear Lake Area Schools
PK-12+ Distance Learning Plan

Last Updated 5/4/20

What is our goal?:

- Ensure relationships and engagement around the care and concern for all families and students are top priority.
- Reframe the challenge before us as an opportunity to ensure equity and authentic, engaging learning occurs for all students.
- Strengthen opportunities and structures for staff collaboration across our district.
- Utilize our Equity Decision Making Protocol in all aspects of our plan.

What is distance learning:

- Focus on essential learning, not time spent.
- Learning that provides choices and scaffolding for students.
- Learning and work that students can successfully complete independently.
- Assignments that focus on quality (not quantity).

What isn't distance learning?

- Replicating exactly what happens in the classroom
- Expecting or relying on parents to teach

What are we asking people to be mindful of as we are learning this new system of learning and teaching?

- Focus on relationships.
- Plan lessons for the students who need the most support and are the most vulnerable FIRST. Then, add extensions as needed for students to ensure learning is scaffolded to meet all students' needs.
- Keep it simple.
- Start small.
- Be flexible and give students options.

	PK	K-5	6-12+
Required Teacher Availability	<u>Early Childhood Family Education (ECFE)</u>: Teachers will be available during class time to connect with parents and provide resources and support. <u>School Readiness Plus (SR+)</u>: Teachers will be available in the morning and the afternoon during designated times for all enrolled students to access. <u>School Readiness (SR)</u>: Teachers will be available during designated times for students per individual class times. <u>Community Nature Preschool</u>: Teachers will be available in a virtual class for families to access and have designated office hours for communication partnering with their Naturalist. <u>Early Childhood Special Education (ECSE)</u>: Teachers will post daily office hours and email/phone contact information on the Distance Learning Board. Teachers will be available via Google Hangouts Meet, email or telephone for a minimum of one hour per day. ● Weekly staff meetings and PD as determined by the Student Services Department.	One grade level cohort meeting or class meeting/day (class meeting with students). One team meeting/day (teacher teams - collaboration). All teachers will be available via Google Hangouts Meet, email or telephone for a minimum of 1.5 hours of office/day per teacher posted for families (these hours can be broken into chunks of time throughout the day) ● Expectation is for teachers to work with their team to spread availability of office hours. This will allow teams to meet the varying time needs of families. ● Learning Boards are the common link for each teacher to be able to respond to questions from students and families. Specialists must join in on one class meeting per day. English Learner (EL) teachers will collaborate with grade level teachers to provide accommodations to meet the needs of their students. Special Education teachers will follow the processes specified by the Student Support Services Department. Weekly all staff meetings and PD as determined by the building principal.	Teachers will post daily office hours and email/phone contact information in Google Classroom or Schoology. Teachers will be available via Google Hangouts Meet, email or telephone between: ○ 10 AM and 12 PM and ○ 1 PM and 3 PM Weekly staff meetings will occur on Tuesdays at 8 AM. Professional Development and/or Collaborative Inquiry Team (CIT) time will be determined by building principals as needed throughout distance learning.
Teacher attendance	<u>Staff absences</u> ● Teachers will enter absences into Skyward. ● Teachers will provide their students a link to another ECSE Teacher for that day if they are absent.	<u>Staff absences</u> ● Teachers will work in teacher teams. ● Teachers will enter absences into Skyward.	Daily announcements will be sent to students by their teacher including a to-do list through Google Classroom or Schoology by 10 AM. <u>Staff absences</u>

	● ECSE Teacher office hours and contact information will be shared with families so families can connect with another teacher if needed. ● Long Term Absence plans will be worked on individually with their Principal.	● Teachers will provide their students a link to another class meeting for that day if they are absent. ● Grade level office hours and contact information will be shared with families so families can connect with another teacher if needed. ● Long Term Absence plans will be worked on individually with their Principal.	● Teachers are strongly encouraged to have a partner teacher. ● Teacher will enter absences into Skyward. ● Teacher will post a sub plan (daily announcement) by 10 AM. Teachers will indicate there are no office hours for that day. ● Long Term Absence plans will be worked on individually with their Principal.
Teacher-Student Communication	Teachers continue to build and maintain their interactive classroom community. Learning Boards will be refreshed weekly and sent to their classes via Seesaw or email. Teachers are responding to emails and phone calls in a 24-hour time frame, Monday-Friday.	Teachers continue to build and maintain their interactive classroom community. Learning Boards will be refreshed weekly and sent to their classes via Seesaw. Teachers are responding to emails and phone calls in a 24-hour time frame, Monday-Friday.	Teachers continue to build and maintain their interactive classroom community. Each teacher will set up an "Ask the Teacher" discussion form. Teachers may also provide synchronous question and answer interactive discussions that are not required for students. Recognizing the importance of personal interactions and assisting students with learning, teachers should respond to student questions as promptly as possible - at a maximum, no later than the next school day.
Equitable Access to Technology and Materials	ECFE/SR Teachers will send home learning bags every two weeks for student learning. Families will pick up bags at designated school sites. Outreach team will deliver to families without transportation. Technology: Families that need assistance will be provided with internet hotspot and/or Chromebook access. Other learning materials: Each building is coordinating pick-up schedules. Individual drop off locations are utilized for families with medically fragile children and/or other special circumstances. Pick-up and drop-off locations have been determined.	Technology: Families that need assistance will be provided with internet hotspot and/or Chromebook access. Other learning materials: Each building is coordinating pick-up schedules. We are working with individual families to support the needs of each family. Individual drop off locations are utilized for families with medically fragile children and/or other special circumstances. Pick-up and drop-off locations have been determined.	Technology: Each student in grades 6-12 has a district-issued Chromebook. Families that need assistance with internet access will be provided a district-issued hotspot. Other materials: Pick-up and drop-off locations have been determined. Individual drop-off locations are utilized for families with medically fragile children and/or other special circumstances. Schools also have time available for families who have transportation to schedule pick-ups.
Individual Student Well-Being Check-Ins	All ECFE/SR staff have weekly communication with parents and students and refer families to the Support Hub on our district website utilizing	Language Line information can be found on our district website under "Resources for Staff".	Weekly Wellness/Attendance Check-Ins: ● Wednesdays - 1st hour check-ins will be conducted with a Google Form asking

	our Outreach team to give one-on-one support to students and caregivers. Language Line information can be found on our district website under "Resources for Staff". <u>ECSE:</u> Each student has the opportunity to connect daily with teachers as well as regularly scheduled daily office hours.	The district website has information for families on the Support Hub page. Each student has the opportunity to connect with teachers in a daily virtual class meeting as well as regularly scheduled daily office hours. Phase two will include coordinated outreach details.	how students are doing and about any supports that they need. Follow-up to be incorporated into our multi-tiered systems of support as detailed below. ● A family survey was sent at the beginning of the second session of distance learning. Schools will use this feedback to continue to enhance distance learning. Families who don't fill out the survey will be contacted in a tiered approach starting with families who students have yet to engage and/or are not making academic progress. ● Additional check-in processes will be developed as distance learning continues based upon student and family need as indicated through student engagement. Language Line information can be found on our district website under "Resources for Staff".
Daily Student Attendance	<u>ECSE:</u> Our priority is to design a flexible process to accommodate family situations and developmentally appropriate ways to engage students in daily activities. We will monitor log-in data and family engagement through the Distance Learning Boards.	Our priority is to design a flexible process to accommodate family situations and developmentally appropriate ways to engage students in daily activities. We will monitor log-in data and finalize our daily attendance policy using the data. Definition: Attendance is the demonstration of any evidence of being present in distance learning. Similar to the physical environment, attendance is taken to determine if the student is in school or not. Examples within distance learning includes but not limited to: student is present in google hangouts, student demonstrates response to learning board or through SeeSaw, student completion of task, student connects with teacher during office hours, student emails you, student listens to a recorded lesson or hangout, etc. Frequency: Since the intent of distance learning is to provide flexibility, frequency of being	Attendance will be counted by teachers entering the previous day's engagement for their first-hour class only by the following: ❏ Assignment submission ❏ Commenting on the daily announcement, which could include a question or check-in ❏ Other communication/participation with the student Concerns around attendance and possible truancy will be supported through our counselors, administrators, and student support system-wide structures

		"present" is not limited to once per school day. During any given week (Monday-Sunday), if the student demonstrates being present 5 times or more, that student is present every day that week. Less than 5 pieces of evidence, absence is recorded accordingly. Recording: Attendance is recorded through Skyward. Since distance learning attendance is fluid over a 7 day period of time, a final attendance for the week needs to be completed by the Monday after by 4:00 pm. Example: Week of April 20th needs to have final attendance recorded in Skyward by Monday afternoon, April 27th.	
Posting Work Online	ECFE: Weekly parenting resources, digital group time, online parent chats and discussion boards will be included online. School Readiness Plus: Learning Board will be posted on Mondays. Digital activity accessible to all classes will be posted online. Community Nature Preschool: Digital video catalog of animal interactions, Learning Boards, and digital resources of songs will be posted online. School Readiness Preschool: Learning Board posted Mondays, digital activity accessible to individual classes per class day/time. ECSE: Each week a new learning board is posted by Monday at 8 AM. ● The distance learning board is developed by case managers and related services to reflect the student's IFSP/IEP goals and services.	Each week a new Learning Board is posted by Monday at 8 am. Learning Boards will have activities in each content area. "I Can" statements align learning targets & standards. EL & Intervention teachers work with grade level teams to provide language and academic scaffolds. Specialists will provide three lessons and activities per Learning Board. Special education staff are developing a Distance Learning (DL) service delivery model. DL Service Plans are being developed by case managers to reflect their student's IEP goals and services.	Teachers will use either Google Classroom or Schoology. Each daily lesson will include learning activities such as teacher presentations, individual assignments, discussion boards, formative assessments, and feedback. Grades 6-8: Music, PE, Health, and Art will post weekly activities giving students choice throughout the week.
Student Work	ECSE: Distance Learning Boards are individualized and reflect all direct and related services based upon the most recently agreed upon IFSP/IEP.	Guidelines for the average amount of student work time per day. ● K: 45 minutes-1 hour ● 1: 1-2 hours ● 2: 1-2 hours ● 3: 1.5-2.5 hours ● 4: 2-3 hours	Student work should: ❏ Focus on essential learning ❏ Focus on quality (not quantity) ❏ Workload takes approximately 25 minutes to complete. ❏ Provide choices and scaffolding for students

		● 5: 2-3 hours Student work should: ❏ Be developmentally appropriate ❏ Focus on standards alignment ❏ Focus on quality (not quantity) ❏ Provide choices and scaffolding for students ❏ Provide accommodations/modifications as required by EL/SPED/504 ❏ Allow for timely feedback	❏ Provide accommodations/modifications as required by EL/SPED/504 ❏ Be designed to be completed without family guidance ❏ Allow for timely feedback
Equitable Grading Practices	ECSE: Students will be individually monitored by case managers and related service providers to ensure progress toward IFSP/IEP goals and objectives.	Learning Boards are the core design element for learning and formative assessment. During distance learning, teachers will continue to provide detailed feedback to students and families on their performance, to support learning using formative assessments. Teacher feedback will be communicated, through a variety of ways, including online meetings, web-based applications, and will give students valuable insight into their understanding, guidance on how to improve, and motivation to learn and grow. Families will also receive feedback through a google meet or phone call to wrap up and summarize the school year.	Students will be graded by either a Pass (P) or No Pass (NP) as determined by the following rubric criteria: ● Pass- Student demonstrates progress towards an understanding of essential learning. ● No Pass- No evidence of progress towards understanding of essential learning. Essential learnings are the critical skills that students need to learn based on content standards. We are examining grades holistically and not segmented per individual learning. Progress is measured based on formative assessments and feedback. Formative assessments are used by the educators to determine what learning should come next. Learning can be manifested in a variety of ways.
Student Support Structures	ECSE: Case managers communicated to all students on Friday, March 20. Teachers were provided a script. The goals of these conversations included: student connections and to let them know that we missed them; ensure technology access and identify students who need assistance with the internet; check on students' mental health; and if they have received information on food pick-up and/or drop off. Student support personnel will follow	Advisory and/or 5th period teachers reached out to all of their students on Friday, March 20. Teachers were provided a script. The goals of these conversations included: student connections and to let them know that we missed them; ensure technology access and identify students who need assistance with the internet; check on students' mental health; and if they have received information on food pick-up and/or drop off. Student support	Advisory and/or 5th period teachers reached out to all of their students on Friday, March 20. Teachers were provided a script. The goals of these conversations included: student connections and to let them know that we missed them; ensure technology access and identify students who need assistance with the internet; check on students' mental health; and if they have received information on food pick-up and/or drop off. Additionally, schools

up with students who indicated they needed assistance. *Cultural Liaisons* ○ Cultural Liaisons will proactively reach out to families to ensure appropriate supports are being received and access to academics. ○ American Indian families and students will provide guidance and influence for our distance learning plan through our cultural liaison and our American Indian Parent Advisory Committee. ○ Translation and interpretation services for district and site messages ○ Information for Spanish-speaking families	personnel will follow up with students who indicated they needed assistance. *Cultural Liaisons* ○ Each liaison will be assigned to a building to support and serve as a link to our whole liaison team. ○ S/he will check-in with Principals weekly and bring student/family/ and school support concerns to our whole liaison team at our weekly meetings on Wednesdays. ○ Cultural Liaisons will proactively reach out to families to ensure appropriate supports are being received and access to academics. ○ Cultural Liaisons will continue to offer student leadership groups through an online platform. ○ American Indian families and students will provide guidance and influence for our distance learning plan through our cultural liaison and our American Indian Parent Advisory Committee. ○ Translation and interpretation services for district and site messages ○ Information for Spanish-speaking families *Multi-Tiered Systems of Support* ○ A K-5 tiered system of support has been developed to provide teachers and support staff clear parameters for when and how to communicate with each other around student attendance and engagement. ○ Each school has customized this support system to meet their individual school and student needs. ○ Bi-weekly meetings will occur in grade level teams to determine what students need additional interventions.	checked in with families the week of May 4 to gain feedback on distance learning and ensure families knew of resources to help them in their individual situation. Student support personnel continue to follow-up with families and students as needs are identified. *Cultural Liaisons* ○ Each liaison will be assigned to a building to support and serve as a link to our whole liaison team. ○ S/he will check-in with Principals weekly and bring student/family/ and school support concerns to our whole liaison team at our weekly meetings on Wednesdays. ○ Cultural Liaisons will proactively reach out to families to ensure appropriate supports are being received and access to academics. ○ Cultural Liaisons will continue to offer student leadership groups through an online platform. ○ American Indian families and students will provide guidance and influence for our distance learning plan through our cultural liaison and our American Indian Parent Advisory Committee. ○ Translation and interpretation services for district and site messages ○ Information for Spanish-speaking families *Counselors* ○ Counselors will support students in the areas of attendance, engagement, and social/emotional learning throughout multi-tiered systems of support. ○ Counselors will offer individual virtual meetings by appointment. ○ Group counseling and counseling curriculum will be provided through our digital platforms as distance learning continues. *Multi-Tiered Systems of Support* ○ A 6-12 tiered system of support has been developed to provide teachers and

			support staff clear parameters for when and how to communicate with each other around student academic, behavior, attendance, and social/emotional progress throughout distance learning.
			○ Each school has customized this support system to meet their individual school and student needs.
			○ Weekly meetings occur to examine school data and determine which students need additional interventions.
EL	PK teachers are knowledgeable in English language development strategies and implement them within daily instruction. Screening for EL eligibility is on pause during distance learning, or until further guidance. Upcoming PD for SR+ staff on April 10th topic: Early Year language learning and development. Supporting multilingual children tools and resources when planning a high-quality instruction for language learning and development.	EL teachers are collaborating with grade level teachers to deliver access to content via language supports in all four domains. Imagine Learning Language & Literacy licenses were increased to support all EL identified K-5 students.	EL teachers are connecting individually with families and students as relationships, access to support, and access to education are our top priorities. EL teachers are collaborating with grade level teachers to deliver access to content via language supports in all four domains.
Special Education	All students have access to general education distance learning instruction as reflected in their schedule. IEP services will be implemented through the Distance Learning model, with future programming decisions made through IEP meetings based on the student's individual needs (with associated due process). Families will receive communication on their general education individual distance learning plans from their General Education teachers. Special education DL Service Plans will be communicated by the student's Case Manager to the student/family. Guidance for special education due process (IEP team meetings, Evaluations, PWN, addendums) will be provided to Case Managers from the Student Support Services department. General Education teachers will follow accommodations and modifications as detailed in the students' IEPs. Case Managers will communicate these supports as outlined in the IEP (as appropriate for the Distance Learning model). Related Services staff will provide special education services as agreed upon in the IEP.		
Section 504 plans	General Education teachers will follow accommodations as detailed in the students' 504 Plan. 504 Case Managers will communicate to General Education teachers the accommodations in the student's 504 plan (as appropriate for the Distance Learning model).		
Student Support Services	McKinney Vento: A homeless education liaison and support staff works with students and families to ensure access to education and other basic needs.		

other: ● **McKinney Vento** ● **Care and Treatment** ● **NE Metro 916** ● **Homebound and Home-Based**	Distance learning is provided through their last school of attendance. Care and Treatment are parent choice private educational services for students experiencing mental health crises who receive care in hospitals or mental health treatment centers. Transportation is coordinated through the treatment plan and/or district. Education is provided by the district that the program resides in. NE Metro 916 provides special education services to students attending their school sites who have complex needs. NE Metro 916 will provide distance learning to meet the students' academic, social, emotional, behavior and communication needs. Homebound and Home-Based: Education and/or special education services in the home due to medical confinement per a doctor's orders or an IEP team decision.		
Student Support Personnel: ● Health Services ● Psychologists ● Social Workers ● Paraeducators	Health Services will provide direct health care at emergency child care sites for children and staff. This responsibility will include daily health screenings per the Minnesota Dept. of Health on all students entering into child care, administration of daily and emergency medications and first aid. Licensed School Nurses will provide supervision and oversight of these child care sites, in addition to staff training on specific health needs. Licensed School Nurses will also continue to communicate with general education teachers regarding specific 504 accommodations and will work with building special education services to meet student needs. General oversight of district public health needs including resources, access to care, mitigation of barriers to care and surveillance of disease activity will also be conducted. School psychologists are service providers as outlined in the IEP. They apply expertise in mental health, learning, and behavior, to help students succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive Distance Learning environments. School psychs have been working to support Distance Learning by creating lessons to share with students on the Special Education Distance Learning Service Plans. Future work will include collaborating with mental health and wellness teams to support students, families and our school community Social Workers will provide support services for children, families and staff. Social workers will also continue to communicate with general education and special education staff to meet the needs of students both at child care sites and through distance learning. General oversight of district social work needs include providing ongoing support to families experiencing homelesness, partnering with families to provide access to mental health care, 504 case management, service delivery as written in the IEP, access to basic needs and support social emotional learning. Paraeducators assist case managers and students in Distance Learning based on the student's individual needs.		
Training for students and families ● Digital Learning Expectations and Rules ● Bullying	ECSE: Case Managers shared digital platform information and initial DL boards with students on Wednesday, March 25. Additional support and resources will be shared through lessons during the first week of Distance Learning. Bullying: Families and/or students can report bullying through our online submission "Student Well-Being Tipline." Administrators sent this information to families in an introductory email.	Digital Learning Practice distance learning days occured on March 24 and March 25. Teachers, Instructional Coaches, Media Specialists and District Technology and Teaching and Learning Teams provide support to staff and families to ensure access to technology and learning resources. Bullying It is the responsibility of all in the school community to work together to create safe, nurturing and inspiring environments. Principals and educators will work together to ensure	A practice distance learning day occurred on March 25. Additionally, communication including support and distance learning expectations are being shared through lessons to students and families the first week of Distance Learning. Additional reminders and opportunities for learning will be shared regularly. Bullying: Assistant Principals and Deans will work together to ensure consistent support and follow-up as needed for students and families. Families and/or students can report bullying through our online submission "Student Well-Being" Tipline. Administrators sent this

consistent support and follow-up as needed for students and families. Bullying is defined as:

- Intimidating, threatening, abusive, or harming conduct.
- An actual or perceived imbalance of power exists between the student engaging in bullying and the students being bullied.
- The conduct is repeated or forms a pattern.
- It may interfere with the student's educational opportunities or the ability to participate in school activities.

Find the Online Bullying Report Form here.
Find complete information in the School Board Policy 514 - Bullying Prevention.

information to families in an introductory email. Information and reminders in the student digital expectation and rules presentation that will be delivered during week 1.

Implementation Timeline and Plan

	3/16/20	3/17/20	3/18/20	3/19/20	3/20/20
PK	Leadership Planning Days	Leadership Planning Days	Staff Meeting CIT Work Time Admin Office Hours Admin/Staff Check-In	Staff Meeting CIT Work Time Admin Office Hours Admin/Staff Check-In	Staff Meeting Student and Family Wellness Phone Calls Admin/Staff Check-In
Elementary	Leadership Planning Days	Leadership Planning Days	Staff Meeting CIT Work Time Admin Office Hours Admin/Staff Check-In	Staff Meeting Tech PD-AM CIT Work Time-PM Admin/Staff Check-In	Staff Meeting Tech PD-AM Student and Family Wellness Phone Calls
Secondary	Leadership Planning Days	Leadership Planning Days	Staff Meeting CIT Work Time Admin Office Hours Admin/Staff Check-In	Staff Meeting Tech PD-AM CIT Work Time-PM Admin/Staff Check-In	Staff Meeting Tech PD-AM Student and Family Wellness Phone Calls
	3/23/20	3/24/20	3/25/20	3/26/20	3/27/20
PK	Staff Meeting Tech PD - PM CIT Work Time Admin Office Hours Admin/Staff Check-In	Staff Meeting Tech PD - as requested CIT Work Time Admin Office Hours Admin/Staff Check-In	Practice Distance Learning Day CIT Work Time Learning Supplies Distribution	Staff Meeting CIT Work Time Review Distance Learning Day Learning Supplies Distribution	Staff Meeting CIT Work Time Learning Supplies Distribution
Elementary	Staff Meeting PD Student and Family Wellness Phone Calls CIT Work Time Admin/Staff Check-In	Practice Distance Learning Day Learning Supplies Distribution	Practice Distance Learning Day Learning Supplies Distribution	Review Distance Learning Day* *adjust plan as needed Learning Supplies Distribution	Staff Meeting CIT Work Time Learning Supplies Distribution Enjoy the weekend!
Secondary	Staff Meeting	Staff Meeting		Staff Meeting	Staff Meeting

	PD Student and Family Wellness Phone Calls CIT Work Time Admin/Staff Check-In	PD CIT Work Time Admin Office Hours Admin/Staff Check-In	Practice Distance Learning Day	Review Distance Learning Day* *adjust plan as needed	CIT Work Time Enjoy the weekend!

Staff Professional Development (PD)

Teachers are encouraged to work together in teams to develop their online instructional components. All PD will be recorded so staff can access PD as needed within their learning comfort.

- *Planning Week:* An intentional plan has been developed to assist teachers and staff with providing high-quality distance learning experiences for students recognizing that staff are potentially learning new skills and need scaffolded support to ensure maximum success.
  - Daily Check-In: K-5 check-in meetings are coordinated at the building level on a daily and as needed basis. 6-12 will have a daily check-in at 8 AM.
  - March 19 and 20: K-5 Instructional Coaches have provided daily professional development opportunities to support this shift to Distance Learning. 6-12 Instructional Coaches will provide technology breakout sessions. Breakout sessions will be provided electronically by topic for all secondary buildings. Teachers will be able to choose topics that best meet their needs.
  - March 23 and 24: K-5 have been launching practice runs and collaborating on teacher teams in preparation for Distance Learning delivery model. Literacy and lesson scaffolding PD as desired per building sites.
  - March 25: Practice Distance Learning Day - In order to evaluate the secondary schools' procedures related to Distance Learning, students and families will be invited to participate in a practice distance learning day. The purpose is to allow time for teachers and administrators to examine what works and what needs improvement. Participation by students is optional.
- *Continuing staff professional development and collaboration:* A PD/Curriculum Hub Teaching and Learning Website (PD, Curriculum and Instruction) has been developed to support teacher learning and planning for distance learning featuring in-house and open source professional learning opportunities, K5 Distance Learning PD, and Secondary PD Hub. Weekly collaboration and professional development sessions will be continued. The needs and topics will be determined and are flexible to staff needs as distance learning becomes our model for learning and teaching.
  - Collaborative Inquiry Teams:
    - Each department is divided into collaborative inquiry teams (CITs) where they align learning targets, common summative assessments, analyze student data and develop curriculum.
    - Teachers are encouraged and given time in the distance learning model to continue this collaborative work remotely.
  - Additional Supports:
    - Instructional Coaches, Curriculum leaders and the Teaching and Learning Team
      - Instructional Coaches, Curriculum Leaders, the Technology Department and Curriculum and Learning Team will be available throughout the distance learning period to support staff either individually or in their CITs.
      - Teaching staff will be surveyed to determine comfort in using technology tools. Staff will be able to select topics that they will be able to support others with and serve as an additional resource. Additionally, staff will be able to identify specific individual areas of support.
      - The District Technology team provides support to staff and families to ensure access to technology.
      - Collaboration between the District Technology and Teaching and Learning Department ensures responsive services and professional development support to staff.
      - District support contacts have been identified for the following topics: Health Services, McKinney Vento, Social Workers, Mental Health, Psychologists, Autism, ECSE, Speech Language Pathologists, DAPE, DHH, BV/I, DCD, Intermediate 916, Pines, Care & Treatment, SpEd forms, OT/PT/PI, AT, and Section 504.