

# **Digital Options**

# **Lodi Unified School District**

**Secondary Division**

**2020-21**



# **Call to Action:** How are we going to meet our students' needs?

- Parents and students are expressing a need for a digital option for next year due to a variety of concerns--safety, family obligations, and credit recovery
- Different groups of students have different needs
- Our Digital Options should address the concerns of our families, which are incredibly diverse

# Digital Options: A Focused Approach

In planning sessions, we identified three main groups who may seek a digital option for next year:

1. Students who want a completely digital option but would still like to participate in co-curricular and extra-curricular activities at some point
2. Students who want a digital option but they would like to take courses that cannot be taught remotely
3. Students who still want to attend a comprehensive high school but require flexibility due to family obligations or other factors

To address these specific needs, we have developed three digital models for high school

# Important Factors to Consider

- Our digital options are not the same as our approach to distance learning this spring
- In order for these options to be successful, teachers and students will need to engage regularly
- It will be essential to have strong social-emotional learning components within the digital cohort

# Digital Models

- The next three slides detail our proposed models
- As you consider them, please know that it is not necessary to choose a model
- All three of the models can exist simultaneously
- They can be as large or as small as a school site needs

# Digital Cohort (School within a School)

This option would run parallel to the existing master schedule

- Entirely digital/remote option
- Students have access to the following set of courses: English 9 and 10 (CP & Pre-AP), Integrated Math I, II (CP and Plus), Health/Drivers' Ed, Biology, Conceptual Physics, and Chemistry, PE, Spanish, and Art (I, II, III)
- The cohort schedule would be separate of the master schedule
- This schedule would incorporate live virtual instruction and independent practice
- 4-6 teachers per school site would form the cohort
- Students should expect to participate in the cohort for the entire school year
- Teachers would not be meeting in-person with these students

# Blended Model I (Digital Sections)

## \*Site Based Blended Model

- In this model, students would be able to select digital courses to take within their school day as well as take in-person courses
- Students would select digital sections
- Schedules would include digital and in-person instruction
- Each school would have a revised course selection sheet to provide digital section options
- Offerings may include Eng 9-12, social studies options, non-lab sciences, Math I-III, math electives, PE, World Languages, Art
  - Which lab sciences could be taught digitally?
- Students would need to attend virtual sections at the scheduled time of the course
- Teachers would have a combination of digital and in-person sections

# Blended Model II (Digital Sections & IS)

\*Existing independent study model with students having the option to take courses at their high school

- In this model, students would be able to select digital courses to take within their school day as well as take in-person courses. Students would also have access to independent study for courses that they could not take digitally or on-campus
- This option would include Independent Study options for students who would like to take a digital section that cannot be offered at the school site **or** students who have one to three courses they need to take on campus but would like to be in independent study otherwise
- Counselors would need to work with students to meet their specific needs
- This model is intended for students who cannot get all their needs met with the traditional choice, the digital cohort, or the blended I model



# Next Steps

- Develop a timeline for implementation
- Process for determining the students who will take advantage of each option
- Staffing
- Scheduling
- Professional Development For Distance Learning

# Next Steps

- Expectations for Students (Contract)
  - Parents Have Valid EMail Address
- Expectations for Teachers
- Established Norms for Behavior
- Determine Additional Staff Needed (Classified Staff, Tech Support, Counseling, Special Education Considerations)