Building Our Road Back To School
Continuous Learning 2.0 Plan

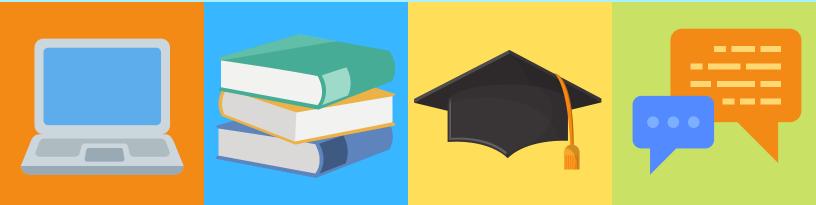## 2020-21

RICHLAND
School District

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Introduction - Continuous Learning for All Students

Richland School District is committed to educating every student for success regardless of the learning model. This includes meeting the needs of each student learning remotely, including students living in poverty, students of color, students with disabilities, homeless youth, and English language learners. Teachers and administrators spent May and June analyzing parent feedback, holding community forums, and reflecting on what worked and didn't work with online instruction after the abrupt closure of schools in March. We are determined to get this right! The plan below is the collaborative work of over 380 stakeholders and provides details for restarting learning and teaching in the Richland School District.

Non-Discrimination Statement

The Richland School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. This applies to all educational programs, extra-curricular activities, and employment. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

Richland School District
615 Snow Avenue
Richland, WA 99352
(509) 967-6000

Title IX Coordinators:

Personnel	Tony Howard (Tony.Howard@rsd.edu)
	Assistant Superintendent, Human Resources
Students	Todd Baddley (Todd.Baddley@rsd.edu)
	Assistant Superintendent

Section 504 Coordinators:

Personnel	Tony Howard (Tony.Howard@rsd.edu)
	Assistant Superintendent, Human Resources
Facilities	Richard Krasner (Richard.Krasner@rsd.edu)
	Executive Director, Support Services
Student Services	Brian Moore (Brian.Moore@rsd.edu)
	Assistant Superintendent

Compliance Coordinator for State Law:

	Galt Pettett (Galt.Pettett@rsd.edu)
	General Counsel

The Richland School District will also take steps to assure that national origin persons who lack English language skills can participate in all education programs, services and activities. For information regarding translation services or transitional bilingual education programs, contact the RSD Special Programs Office at 509-967-6050.

Social-Emotional Learning (SEL)

Supporting the social and emotional health of students as they transition back to school is our most important work and is the primary focus of the district's wellness team. District staff including, teachers, administrators, counselors, nurses, school psychologists, social workers, and Communities in Schools site coordinators will all play a role in helping students with social and emotional skill building, mental and behavioral health, personal safety, and self regulation. We acknowledge that the return to school will feel different for everyone. We will provide opportunities through forums and spaces, for compassionate listening where district stakeholders can share, discuss and process their common experiences relative to COVID-19. Utilizing multi media platforms, resources will be identified for parents and teachers to support Social and Emotional Learning at home and in the classroom. Ongoing mental health and wellness outreach will be offered to support the health, safety and well being of every student.

Elementary

One common and consistent strategy we will be using across the elementary schools next year will be starting each day with a class 'daily meeting'. These meetings allow staff time to focus on their students to better help them readjust, reconnect, and feel reassured. Daily meetings will consist of a standard: Welcome/check-in; class conversation and sharing; social-coaching/ SEL instruction; group activity; followed by a closure and transition into the daily schedule. This is a time for teachers to monitor and identify students and/or families who may be in need of resources or wrap around services that can be provided by elementary school support teams. To ensure consistency across the district, teachers will receive professional development focused on building relationships in Daily Meetings and integrating social emotional health into core lessons.

Students who are unable to attend the daily meetings and/or other instructional opportunities will be assigned a staff member who will provide regular check-ins with students on a regular schedule via phone call or virtual meeting. Goals for mentoring will be made based on individual students' needs.

Secondary
Each building will develop a plan to meet student needs. Teachers will receive professional development on integrating social emotional health into core lessons. Students may be assigned a staff member who will provide regular check-ins on a schedule via phone call or virtual meeting. Goals for mentoring will be made based on individual students' needs. Virtual clubs will also be developed to offer more opportunities for students to connect socially.

Orientation & Connections

The district recognizes the importance of students and parents/guardians connecting to a new school and staff. Special onboarding opportunities (virtual tours, technology information and orientation) will be created at each school to welcome new students to the Richland School District as well as students changing schools for K, 6th and 9th grades.

Family Connections

There is nothing more vital to the success of our students in an online environment than establishing a strong home-school partnership with families.

Elementary Family Connection Meetings
To ensure a positive transition back to school and a foundation for building relationships and trust, elementary teachers will schedule time over the course of the first week of school to meet individually with families in "Family Connection Meetings" via Zoom or phone call. The purpose of the meeting is for families to have the opportunity to share the strengths, interests, and concerns with their child's teacher. It is a time for families to talk and teachers to listen. It is also an opportunity for the family and the teacher to discuss the individual needs of students, best strategies for communication, and anything else that the family wants to share that will help the teacher support their child's academic, social and emotional growth. This will also be an opportunity to identify families who need support with the Internet or an alternate learning plan.

Secondary Family Connections
We would like to introduce a "Homeroom" setting where school staff will have a group of students they check in with so every student has one teacher as a point person.

Professional Development

Richland School District recognizes the importance of developing teachers' capacity to effectively teach all students remotely and prioritize equity for the most vulnerable students. A professional learning calendar is being developed and will include five days

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of learning and collaborating before school and ongoing training once the school year begins to support the monitoring and adjusting this plan as needed. There will be four key areas of focus during August professional development with time for teachers to work collaborative in grade level/content teams to prepare instruction. Four key areas include: Social Emotional Learning, Technology, understanding essential standards/curriculum, and distance learning instruction strategies. Ongoing training will include formative assessment practices and modifying instructional approaches to reach all learners.

Essential Standards

Teacher Leaders and administrators collaborated to identify "essential learning standards" to be the primary focus of instruction if learning must occur online. Essential learning standards are a small set of high leverage standards that can be taught successfully in an online model. The essential standards are laid out over the course of the school year and ensure foundational learning for students to successfully move to the next grade level.

Expectations for Instruction

Maintaining instructional coherence and managing progress in an online setting for students with and without technology is our number one goal. In addition to identifying essential standards, teacher leaders also created companion documents that will ensure continuity in instruction across the district in math, reading, and writing. To meet the individual needs of students and families supporting students at home, teachers will utilize a variety of instructional approaches with the goal of every student receiving instruction in the essential standards and timely feedback to ensure progress. Teachers will receive professional development and time to plan in grade level/content teams over the course of five days prior to the start of school.

Grading

Elementary
Elementary will continue with standards-based grading that they already use. However, teachers will score only essential standards on the report card. Other areas on the report card will be left blank. Teachers will address social and emotional skills with narrative feedback in the comment section of the report card.

<u>Secondary</u>
Secondary students will earn a letter grade A,B,C,D,F based on their mastery of essential standards. Pass/Fail grades will be an option for certain students based on their educational plans.

Students may recover high school credits and earn grades for any high school credit-bearing course where they earned an incomplete "I" grade for spring semester of the 2019-20 school year by:
- retaking the course(s) onsite or online.
- working with the teacher(s) of record to complete work and/or demonstrate mastery with the teacher adjusting "I" to a letter grade.
- completing the next course in sequence or course in a similar content area with the grade being earned in the course replacing the incomplete "I" grade earned.

Attendance

Teachers will be electronically monitoring daily/period attendance in synchronous and/or asynchronous learning. Attendance will be documented using the same attendance procedures in PowerSchool. Attendance on the asynchronous days will be documented using evidence of student work (exit tickets, products, assignment completion, etc.).

Student Engagement

There are a variety of circumstances that might cause a student to have difficulty engaging in learning (i.e. access to Internet, health, social emotional, family situation, etc.). Elementary and secondary schools have systems in place to address this need. Examples include but are not limited to home visits, various forms of communication, mentoring, and/or intervention by school support teams.

Learning Management System - Core 4

To provide consistency and ease of access for students as well as for parents working with students that are at varying levels, it is important that the district provides a limited set of Learning Management Platforms (LMS) and expect that all stakeholders be trained to use them. The Core 4 has been established as the key platforms that will be used in the Richland School District.

1	Google Classroom (PK-5) Canvas [6-12 & at Richland Virtual School (RVS)]	Distribution and Communication
2	Google Suite	Basic creation and storage
3	Zoom	Synchronous Learning
4	Screencastify & Studio	Asynchronous Learning

Daily/Weekly Schedule

Relationships and clearly communicated schedules and routines must be the foundation of successful learning in an online environment. Feedback from families and teachers in Spring of 2020 clearly voiced the desire of teachers and families for a predictable schedule and routine that allows for a balance of instruction in academics, social emotional, and behavior. *Schedules are under development and will be finalized before the start of school.* Teachers will use formative assessment and individual student needs to determine which lessons are presented as pre recorded videos and which are taught using live instruction. Some elementary grade level teams/secondary course teams may collaborate in creating recorded lessons to be used across the grade level/course.

Additionally, over the course of the week, students will engage in whole group, small group, and independent work and receive ongoing feedback communicating progress towards learning standards. Instructional resources include a combination of district adopted instructional materials, consumable student materials, books, manipulatives, and newly purchased supplemental online instructional resources that will allow teachers more flexibility and ease with assessment, intervention, and extension of learning. Instructional materials will be distributed to students prior to the first day of school. Teachers will receive professional development and time to plan in grade level/content teams over the course of five days prior to the start of school.

Keeping in mind the families needs having students in multiple grade levels as well as bandwidth restrictions, we propose that elementary, middle and high school levels are

designated hours each day for synchronous learning. Asynchronous learning will occur every day for each class outside of the designated hours. The following sample shows how each grade band can have an assigned time.

Richland School District Direct Instruction Schedule for **Synchronous Learning**							
		Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Elementary	8:00 - 9:30	**K-2 Direct Instruction (45 Min)** Class meeting and direct instruction lesson(s) (ELA/Math) **K-2 Extended Flexible Instruction (45 Min)** ● Extended time for direct instruction ● Teachers engaged with small groups or individual students to follow-up/ re-teach from daily lessons. (Zoom) ● Teachers checking on learning and student work. Providing feedback and monitoring progress. ● Students engaged in Supplemental curriculum (Dreambox, NEWSELA, etc.).				
	8:45 - 10:15	**3-5 Direct Instruction (45 Min)** Class meeting and direct instruction lesson(s) (ELA/Math) **3-5 Extended Flexible Instruction (45 Min)** ● Extended time for direct instruction ● Teachers engaged with small groups or individual students to follow-up/ re-teach from daily lessons. (Zoom) ● Teachers checking on learning and student work. Providing feedback and monitoring progress. ● Students engaged in Supplemental curriculum (Dreambox, NEWSELA, etc.).				
Middle School	9:30 - 10:25	**Period 1** Synchronous Learning	**Period 4** Synchronous Learning	**Period 1** Synchronous Learning	**Period 4** Synchronous Learning	**Period 1 (4)** Synchronous Learning
	10:35 - 11:20	**Period 2** Synchronous Learning	**Period 5** Synchronous Learning	**Period 2** Synchronous Learning	**Period 5** Synchronous Learning	**Period 2 (5)** Synchronous Learning
	11:30 - 12:15	**Period 3** Synchronous Learning	**Period 6** Synchronous Learning	**Period 3** Synchronous Learning	**Period 6** Synchronous Learning	**Period 3 (6)** Synchronous Learning
High School	12:15 - 1:10	**Period 1** Synchronous Learning	**Period 4** Synchronous Learning	**Period 1** Synchronous Learning	**Period 4** Synchronous Learning	**Period 1 (4)** Synchronous Learning
	1:20 - 2:05	**Period 2** Synchronous Learning	**Period 5** Synchronous Learning	**Period 2** Synchronous Learning	**Period 5** Synchronous Learning	**Period 2 (5)** Synchronous Learning
	2:15 - 3:00	**Period 3** Synchronous Learning	**Period 6** Synchronous Learning	**Period 3** Synchronous Learning	**Period 6** Synchronous Learning	**Period 3 (6)** Synchronous Learning
MS & HS	3:10 - 3:55	**HS Zero Hour** Synchronous Learning	**MS Zero Hour** Synchronous Learning	**HS Zero Hour** Synchronous Learning	**MS Zero Hour** Synchronous Learning	**HS/MS Zero Hour** Synchronous Learning

Sample of an Elementary Student day

	Elementary Grades K-2 8:00 - 2:30	Elementary Grades 3-5 8:00 - 2:30
8:00 - 8:45	**Direct instruction** for 45 minutes: Class meeting & Direct Instruction lesson(s)	Teacher available for individual student conferencing.
8:45 - 9:30	**Extended Flexible Instruction** ● Extended time for direct instruction ● Teachers engaged with small groups or individual students to follow-up/ re-teach from daily lessons. (Zoom) ● Teachers checking on learning and student work. Providing feedback and monitoring progress. ● Students engaged in Supplemental curriculum (Dreambox, NEWSELA, etc.).	**Direct instruction** for 45 minutes: Class meeting & Direct Instruction lesson(s)
9:30 - 10:15	Teacher available for individual student conferencing. Additional extended instruction/ flex time as needed and determined by the teacher.	**Extended Flexible Instruction** ● Extended time for direct instruction ● Teachers engaged with small groups or individual students to follow-up/ re-teach from daily lessons. (Zoom) ● Teachers checking on learning and student work. Providing feedback and monitoring progress. ● Students engaged in Supplemental curriculum (Dreambox, NEWSELA, etc.).
10:15 - 11:30	Teacher available for individual student conferencing. Additional extended instruction/ flex time as needed and determined by the teacher.	Teacher available for individual student conferencing. Additional extended instruction/ flex time as needed and determined by the teacher.
11:30 - 12:30	Lunch & Break for Play	Lunch & Break for Play
12:30-3:00	Elem. Specialists Lesson Blocks Extension Activities from the Morning	Elem. Specialists Lesson Blocks Extension Activities from the Morning

Sample of a Middle School / High School **Student** day

	Middle School Grades 6-8 8:30 - 3:00	High School Grades 9-12 8:30 - 3:00
8:30 - 9:25	Teacher feedback Asynchronous Learning Student Check In/Attendance	Teacher feedback Student Check In/Attendance Asynchronous Learning
9:30 - 10:25	Period 1 (4) Synchronous Instruction Attendance Homeroom (1)	Teacher feedback Student Check In/Attendance Asynchronous Learning
10:35 - 11:20	Period 2 (5) Synchronous Instruction Attendance	Teacher feedback Student Check In/Attendance Asynchronous Learning
11:30 - 12:15	Period 3 (6) Synchronous Instruction Attendance	Lunch 11:45 - 12:15
12:15 - 1:10	Lunch 12:15 - 12:45	Period 1 (4) Synchronous Instruction Attendance Homeroom (1)
1:20 - 2:05	Teacher feedback Asynchronous Learning Student Check In/Attendance	Period 2 (5) Synchronous Instruction Attendance
2:15 - 3:00	Teacher feedback Asynchronous Learning Student Check In/Attendance	Period 3 (6) Synchronous Instruction Attendance
3:10 - 3:55	Zero Hour Attendance	Zero Hour Attendance

Sample of a typical **Elementary Teacher** work day

	Grades K-2	Grades 3-5
8:00 - 8:45	**Direct instruction** for 45 minutes: Attendance, Morning Mtg., ELA/Math Direct instruction (Zoom or Recorded)	Teacher available for individual student conferencing or parents as needed.
8:45 - 9:30	**Extended Flexible Instruction** ● Extended time for direct instruction ● Teachers engaged with small groups or individual students to follow-up/ re-teach from daily lessons. (Zoom) ● Teachers checking on learning and student work. Providing feedback and monitoring progress. ● Students engaged in Supplemental curriculum (Dreambox, NEWSELA, etc.).	**Direct instruction** for 45 minutes: Attendance, Morning Mtg., ELA/Math Direct instruction (Zoom or Recorded)
9:30 - 10:15	Teacher available for individual student conferencing or parents as needed. Additional extended instruction/ flex time as needed and determined by the teacher.	**Extended Flexible Instruction** ● Extended time for direct instruction ● Teachers engaged with small groups or individual students to follow-up/ re-teach from daily lessons. (Zoom) ● Teachers checking on learning and student work. Providing feedback and monitoring progress. ● Students engaged in Supplemental curriculum (Dreambox, NEWSELA, etc.).
10:15 - 11:30	Teacher available for individual student conferencing or parents as needed. Additional extended instruction/ flex time as needed and determined by the teacher.	Teacher available for individual student conferencing or parents as needed. Additional extended instruction/ flex time as needed and determined by the teacher.
11:30 - 12:00	Lunch*	Lunch*
12:00 - 1:00	Teacher Planning Time*	Teacher Planning Time*
1:00 - 1:30	Asynchronous Prep* Online Formative Assessments Prep*	Asynchronous Prep* Online Formative Assessments Prep*
1:30 - 2:15	Grade Level Team Planning/ Professional Development (as needed and scheduled)*	Grade Level Team Planning/ Professional Development (as needed and scheduled)*
2:15 - 3:00	Available for 504/IEP/Staff Meetings*	Available for 504/IEP/Staff Meetings*

* The above schedule is for a 'typical' day. There might be unique situations that require flexibility and rearranging of the afternoon duties and commitments.

Sample of a Secondary Teacher work day

	6-8 8:00 - 3:30	9-12 8:00 - 3:30
8:00 - 8:30	Available for 504/IEP/Staff Meetings	Available for 504/IEP/Staff Meetings
8:30 - 9:30	Personal Planning Tech Q&A help Asynchronous communication Planning/Grading/Feedback	Teacher feedback Student Check-In Asynchronous Prep Announcements
9:30 - 10:25	Period 1 (4) & Homeroom Attendance	Asynchronous Prep Content Level Teams Professional Development
10:35 - 11:20	Period 2 (5) Attendance	Lunch 11:00 -11:30 Teacher Planning Time
11:30 - 12:15	Period 3 (6) Attendance	Teacher Planning Time
12:15 - 1:10	Lunch 12:15 - 12:45 Teacher planning	Period 1 (4) & Homeroom Attendance
1:20 - 2:05	PLC (if no PD) Professional Development	Period 2 (5) Attendance
2:15 - 3:00	Office Hours Posting of Asynchronous lessons Final Attendance	Period 3 (6) Attendance
3:00 - 3:30	Available for 504/IEP//Staff Meetings	Available for 504/IEP/Staff Meetings
3:10 - 3:55	Zero Hour	Zero Hour

Elementary Specialists

<u>Music/ Art/ Library/ PE</u>

Richland School District values elementary art, music, library and physical education and the important relationships that those teachers have with students. As such, there is an intentional time scheduled each afternoon for students to engage in art, music, library and physical education to experience the same combination of live/pre-recorded engagement in art, physical education, music, and library that they will have with their classroom teacher in the morning.

Specialists will teach all 6 grade levels on a 5 day schedule. K/1 will both share the same block of time. (The 45-minute K/1 block can be separated in two 20 minute mini-lessons). *This could look like: Specialist A teaches K/1 on Monday, 2nd grade on Tuesday, 3rd grade on Wednesday, 4th Grade on Thursday, and 5th grade on Fridays.*

Specialists will work with their building principals to determine schedules to ensure equity and access to specials across the elementary schools.

Afternoon Time Frame 12:30-3:00

Block 1* (45 Minutes)	Direct instructional time with specialists
Block 2* (45 Minutes)	Specialist extended flexible instruction time: · Extend instruction from Block 1 lesson. · Provide feedback to individuals that need more help.. · Reteach or work with a small group. · Engage and interact with students.
Block 3* (45 Minutes)	Office hours to conference with families Additional instructional time as determined by the teacher.

* These instructional blocks can be moved to different times and in a different order depending on the building specific schedule.

* IF all specialists blocks do NOT fit into an afternoon schedule, specialists can do their block 3 in the morning vs. afternoon.

<u>Elementary Counselors</u>
- Attend TWO daily classroom morning meetings. One primary (8:00) and one intermediate (8:45) each day. This will help develop relationships, build a connection with students, and be present with students each day.

- Work with building administrators to identify small "mentor" groups of students that would benefit from frequent check-ins to maintain positive connections. counselors will reach out weekly to students to check-in and offer support as needed.
- Work with the administrator to develop a school based plan for social-emotional support for students while in distance learning that specifically addresses the school's unique and specific students/parent needs.
- Be available AND initiate communication with principals, teachers, and families to check-in and offer support and assistance.

Instructional Specialists
- Assist classroom teachers with English Language Learners
    a. Working with classroom teachers to help address needs within online core online instruction
    b. Continue to facilitate ELD Progress Monitoring & Assessment.
    c. Lead ELL small group instruction sessions - Language Development/ Conservation-based.
    d. Direct ELL paraeducators.
- Assist classroom teachers with identified LAP students.
    a. Working with classroom teachers to help address needs within online core online instruction
    b. Continue to facilitate ELD Progress Monitoring & Assessment.
    c. Lead LAP small group instruction sessions.
- Plan and facilitate training/ professional development with paraeducators (instruction focus).
- Weekly touch-base with individual teachers to problem solve and provide support as needed.
- Monday meeting with the principal to identify issues, plan supports for classroom teachers, develop and implement support plans for struggling students.

Early Learning Center (ELC)

ELC is home to Richland School District's Developmental Preschool and Early Childhood Education and Assistance Program (ECEAP). We offer services beyond the preschool classroom, including child assessment, occupational and physical therapy, speech and language therapy and family support services for 3-5 year olds.

Richland School District ECEAP Direct Instruction Schedule for Synchronous Learning					
		Monday	**Tuesday**	**Wednesday**	**Thursday**
PM	8:00 - 8:15	**Pre-K Direct Instruction** Class meeting and direct instruction lesson(s) (Creative Curriculum)			
	8:15 – 8:45	**Pre-K Extended Instruction Time** - Students engaged in Supplemental curriculum (HWOT) or other extensions of daily lessons. - Teacher working with small groups or individual students. - Teachers checking on learning and student work. Providing feedback and monitoring progress.			
	11:45-12:00	**Pre-K Direct Instruction** Class meeting and direct instruction lesson(s) (Creative Curriculum)			
	12:00-12:30	**Pre-K Extended Instruction Time** - Students engaged in Supplemental curriculum (HWOT) or other extensions of daily lessons. - Teacher working with small groups or individual students. - Teachers checking on learning and student work. Providing feedback and monitoring progress.			

Sample ECEAP Preschool Student Schedule - Morning

	Pre-K- AM Session 8:00 – 11:00
8:00 - 8:15	**Direct instruction** for 15 minutes: Class meeting & Direct Instruction lesson(s)
8:15 – 8:45	**Extended Instruction Time** Students engaged in Supplemental curriculum (HWOT, Fine Motor activities, etc.) or other extensions of daily lessons. Teacher working with small groups or individual students. Teachers checking on learning and student work. Providing feedback and monitoring progress.
8:45 - 9:45	Teacher available for individual students or parents as needed.
9:45 - 10:00	Snack
10:00 - 11:00	Gross Motor Activities (Play at home)- Ideas will be provided by teachers and Occupational Therapists

Sample ECEAP Preschool Student Schedule - Afternoon

	Pre-K- PM Session 11:45- 2:45
11:45 - 12:00	**Direct instruction** for 15 minutes: Class meeting & Direct Instruction lesson(s)
12:00 - 12:30	**Extended Instruction Time** Students engaged in Supplemental curriculum (HWOT, Fine Motor activities, etc.) or other extensions of daily lessons. Teacher working with small groups or individual students. Teachers checking on learning and student work. Providing feedback and monitoring progress.
12:30 - 1:30	Teacher available for individual students or parents as needed.
1:30 - 1:45	Snack
1:45 - 2:45	Gross Motor Activities (Play at home)- Ideas will be provided by teachers and Occupational Therapists

Sample of an ECEAP Preschool Teacher work day

	7:30-3:00 M-TH	7:30 - 3:00 Friday
7:30 - 8:00	Available for 504/IEP/Staff Meetings	
8:00 - 8:15	**Direct instruction** for 15 minutes Attendance	Teacher Planning Time (8-11)
8:15 – 8:45	**Extended Instruction Time** Students engaged in Supplemental curriculum (HWOT, Fine Motor activities, etc.) or other extensions of daily lessons. Teacher working with small groups or individual students. Teachers checking on learning and student work. Providing feedback and monitoring progress.	
8:45- 11:00	Teacher available for individual students or parents as needed.	
11:00 – 11:45	Lunch	Lunch
11:45 - 12:00	**Direct instruction** for 15 minutes: Attendance	Teacher Planning Time (11:45-1:30)
12:00 - 12:30	**Extended Instruction Time** Students engaged in Supplemental curriculum (HWOT, Fine Motor activities, etc.) or other extensions of daily lessons. Teacher working with small groups or individual students. Teachers checking on learning and student work. Providing feedback and monitoring progress.	
12:30 - 2:45	Teacher available for individual students or parents as needed.	Grade Level Team Planning/ Professional Development (1:30-2:30)
2:45 - 3:00	Available for 504/IEP/Staff Meetings	

Supplemental Curriculum

After considering the feedback of students, families, teachers, and administrators, the district is adding several supplemental curriculums to support student learning online. Descriptions are linked [here](#).

Materials to Support Learning at Home

Prior to the first day of school, families will be invited to pick up "at home learning materials" from schools. Learning materials may include any textbooks, instruments, lab materials, consumable workbooks, and other essential instructional materials to support learning at home. Families that do not have a district issued chromebook will also have an opportunity to check one out. Individual schools and/or teachers will communicate with families with details and schedules for pick up.

Technology Support

District tech support for Chromebooks is available to families (grades K-12) by contacting chromebookhelp@rsd.edu or (509) 967-6162. If your family does not have access to the internet please contact your school office.

Assessment

District level assessments, such as iReady, TSGold, LAP identification, MAP, and 45 Day assessments, will be administered at home. Support for administering and taking assessment in a fully online environment will be provided for teachers, students and families. Teachers will ensure that all assignments, online practice and assessments align to the identified essential standards and teachers will give regular feedback on all assigned work. Teachers are encouraged to provide projects that can incorporate a variety of standards and be used to assess students' understanding in place of a traditional assessment (quiz or test).

English Language Learners (ELL)

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 will be available to students. 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 frequent communication from the classroom teacher.

Support for Students with a 504 Plan

School Nurse or Counselor will work with families to address the needs of students with a 504 plan for health and/or academics. Teachers will review 504 plans before the first day of school and provide appropriate accommodations. Annual review and reevaluations will occur as required.

Special Education

Individual teachers and itinerants/therapists will create and deliver continuous learning opportunities aligned to each student's Individualized Education Program (IEP). Progress toward IEP goals will be made through service delivery to students and through collaboration with the student's team members via synchronous and asynchronous learning methods. Asynchronous learning is learning that does not occur at the same place or same time as the provider (see below for more information). In order to support students in all their educational opportunities, it is important for the IEP teams to collaborate and discuss implementation of IEPs. IEP teams will consider modification of services to meet individual needs in the online learning model with the overall goal of providing complete coverage of current IEPs.

IEP/Evaluation Timelines

September

Case Managers will schedule a MDT meeting with families by the last day of September to complete an amendment or an IEP to discuss what Continuous Learning 2.0 will look like for each student. These meetings will be followed with a Prior Written Notice. The Continuous Learning Individual Plans (CLIPs) completed during the spring school closure will not be used this school year. These were for documentation for determining recovery services during the closure of school of 19/20 .

1. Prior Written Notice with Meeting Notes - if the team met to discuss distance learning but agreed to serve the students minutes as it is written in the IEP just in a blended learning model (asynchronous/synchronous).
2. IEP Amendment, PWN, and Meeting Notes -This process needs to be followed when teams determine that changes need to be made to the IEP. Changes may include service minutes, accommodations or goal areas to serve students during the Continuous Learning 2.0 portion of the school year. Teams who receive students from another building (PK-K, 5th-6th, 8th-9th) may already need an amendment to reflect the services the team agrees to in the new setting.

3. IEP - If a student's annual IEP is due OR there are significant changes to the student's plan, the team should consider holding the IEP by the due date or before the end of September.

2020-2021 Evaluations/Reevaluations

Reevaluation: If during the Spring 2020 closure a student evaluation was extended, the IEP team will schedule and complete the evaluation within the first 30 school days of restarting in the Fall 2020. See Evaluation Limitations for more information on evaluations.

Initial evaluation: If a student was referred for special education during the closure, the Notice of Special Education Procedural Safeguards will be provided and the Multi-Disciplinary Team (MDT) will initiate the evaluation procedures below:
- Within 25 school days from the date of referral the MDT team will meet to review existing data, including information provided by the parent, and determine whether to move forward with an evaluation.
- Within 35 school days from the date the district receives consent (refer to E3 in Questions and Answers: Provision of Services to Students with Disabilities During COVID-19 in Summer and Fall 2020) to complete an evaluation, the team will meet to review the evaluation data and determine eligibility for special education services.
- For students determined to be eligible for special education, within 30 calendar days, the team will meet to develop an IEP and determine service initiation date.

Extensions and Evaluation limitations

The Multi Disciplinary Team(MDT)/IEP team will make every effort to complete evaluations and reevaluations with the existing data and information available to the team.
- If a comprehensive evaluation (including formal assessments, classroom observations, etc.) cannot be completed due to COVID-19, OSPI recommends that teams consider a collection of data to justify eligibility.
- If this data cannot be obtained or is not providing the teams enough information to make appropriate eligibility and service recommendations, the team (including parents) can recommend an additional extension.
- Refer to E1 in Questions and Answers: Provision of Services to Students with Disabilities During COVID-19 in Summer and Fall 2020.

Spring 2020 Individual Education Programs (IEP)

The IEP team will maintain the state mandated timeline with regards to the IEP for

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all students in the 2020-2021 school year.

Service Provision

Student

Platform assignments: The Richland School District has assigned the following platforms for student use during Continuous Learning 2.0. All assignments and instructional activities will be found on these platforms:
- Pre-K/Elementary: Google Classroom
  - Training Links for students and caregivers (under development).
- Secondary (Middle/High School): Canvas
  - Training Link for students and caregivers (under development).

Schedules: Buildings will develop daily/weekly school schedules. The timing of classes and itinerant services will be provided in a way that mirrors a typical school day. Refer to your student's school schedule for more information.

Attendance: Students are expected to participate daily in classroom synchronous and asynchronous activities.

Parent/Guardians/Caregivers

During Continuous Learning 2.0 it is important to note that the caregivers role is **not** to provide the instruction but rather to support student learning. This may include creation of a proper work environment, assisting students in maintaining the daily schedule, ensuring students access their online classes daily, supervision of independent work and providing incentives for work as needed. Parents are encouraged to work with their student's service provider to address varying needs.

Recommendations: Parents are encouraged to monitor their student's learning platform. Parents may request a detailed weekly schedule from the case manager with their agreed upon SDI and general education minutes, including the contact information for their entire IEP team.

Communication Recommendations: Parents are able to contact staff via platforms, email, or an otherwise specified contact method.

Staff (Teacher and Related Service Provider)

Special education staff will work with the general education staff to ensure schedules are aligned to student needs.

OSPI recommends that IEP teams make every effort to meet the service minutes documented in students' IEPs. Specially Designed Instruction (SDI) can take the form of many different modalities, such as:

Asynchronous Learning: learning that does not occur at the same place or same time as the provider. It is specially designed by the teacher or itinerant staff and the student will perform the learning tasks without direct teacher supervision but may require adult supervision at home. The staff member monitors progress and provides feedback and is available for questions or guidance. Examples may include:
- Prerecorded video lesson
- Guided Practice (worksheets, prescribed hands-on learning activities that relate to instruction given via recorded or live lesson). Staff will provide an expectation of how long this will take.
- Supported Independent Practice (that relates to instruction given via recorded or live lesson). Staff will provide an expectation of how long this will take.
- Computer Based Instruction: The computer based instructional activities will be prescribed by the teacher and are related to goal areas in a student's IEP. Staff should provide an expectation of how long this will take. Progress will be monitored and feedback provided by the service provider.

Synchronous Learning: learning that occurs with real-time interaction with the teacher, paraprofessional, itinerant staff member, or social worker. Examples may include:
- Live video instruction
- Office hour: Scheduled time when staff is available to meet with parents and/or students via phone, video conference
- Live coaching for parents for instructional activities while the student is present
- Group or Individual Teletherapy sessions
- Embedded SDI in General Education. Examples may include:
  ○ Staff may monitor student platforms and attend live instructional sessions.
  ○ Staff may work with students in break out rooms or additional work time with students via Zoom and may be scheduled by the special education staff or classroom teacher.
  ○ Service providers will have admin access to general education Canvas or Google Classroom courses to assist students in maintaining work load.

Consultation Services: For students who receive services through a consultation model, it is important to know this service may include the service provider working

directly with the student, consulting with teaching staff, or consulting with the parent. Consultation services are described in the student's IEP.

<u>Paraeducators</u>

Paraeducators will continue to play an important role in supporting our staff and students served through special education. Duties as defined by a case manager may include:

- Scheduling: School sites will work with their paraeducators to ensure that both students and teachers are sufficiently supported during all forms of Continuous Learning.
- Student Check-Ins: Paraeducators may be assigned by case managers to check in with students to review the expectations, missing assignments, receive support, and assist students in developing a plan of action.
- Read Aloud Accommodations: Paraeducators can support students with read aloud accommodations by reading text to students in a synchronous learning environment or as a recording.
- Data Collection: Paraeducators may assist in collecting progress monitoring data.
- Collection and Distribution of Learning Materials: under the direction of a service provider, paraeducators may be asked to collect individualized material for hands-on learning activities and assist in distribution of said materials.

<u>Progress Monitoring & Assessment</u>

Progress Monitoring will be in alignment with IEP goals, timelines and state requirements. Progress monitoring, material scores, parent consultation, and student interaction time is to be recorded as determined by the case manager/IEP team. Examples of progress monitoring may include:

- Picture of work sample
- Simplified/Modified Data forms determined by service provider
- Online Learning Platform Data Tracking
- Teletherapy Data
- Parent interview of student progress based on their observations
- Individual check-ins/student report.

District level assessments will be available for students to complete in the home-learning environment.

<u>Accommodations/Modification/Additional Supports</u>
Teams will consider accommodations and modifications that are necessary in the

at-home learning environment during September MDT/IEP team meetings. When considering specific learning needs, the IEP team can reference the [guide of possible accommodations and modifications](). A variety of [built in accommodations are available in Canvas and Google Classroom]() and can be discussed during September MDT/IEP team meetings.

<u>Assistive Technology Supports</u>
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.

<u>Recovery Services</u>
The term "recovery services," as used in this document, may depict a variety of scenarios. It may describe services needed to remedy a denial of FAPE by a district (typically referred to during dispute resolution as "compensatory services"). It also may describe additional, supplemental services needed to address gaps in service delivery due to COVID-19 health/safety limitations, over which districts had no control. The information below was provided by OSPI through guidance documents:
- Recovery services are intended to enable the student to make progress on IEP goals, if students have not been provided or were unable to access IEP services during COVID-19.
- To determine whether a student needs recovery services, IEP teams should examine the effect of COVID-19 and the special education and related services provided during spring 2020 school facility closures on the student's overall progress and engagement, including progress toward their IEP goals.
- Documentation of the degree to which services were offered and accessed during the closure will assist the IEP team in determining if recovery services are needed once school facilities reopen. The extent of a student's recovery services, if needed, must be an individualized determination made by the IEP team, considering individual student needs, in the context of instructional opportunities provided to all students during the school facility closures.
- Recovery services are not generally provided in the same amount that was missed (e.g., minute for minute, hour for hour), and are dependent on the student's progress as well as the amount and type of services that were provided during the school facility closure.
- Recovery services could be provided outside of the district's school day or be reflected as increased or supplemental services in the student's IEP. For example:

- Behavior skills training for families
- Coaching from a Speech and Language Pathologist (SLP) around the use of a Picture Exchange Communication System (PECS) or other augmentative communication device
- Online or in-person tutoring
- Facilitated social skills opportunities
- Services provided by a contracted specialist in the home or community settings.

For more information, refer to [SPED Guidance for Reopening Schools.](#) As more information is made available by OSPI with regards to recovery services, the Richland School District will update stakeholders.

Translation
All communication with the parent or caregiver (printed, video, verbal) must be in the preferred language so it is accessible to parents and caregivers. Information regarding Translation Services is provided [here](#).

Developmental Preschool @ ELC
Specially Designed Instruction (SDI) aligned to each student's IEP will be provided via synchronous, asynchronous, or teletherapy instruction as needed on an individual basis to provide flexibility for families. Instruction may include:
- Zoom video conferencing sessions, approx. 10 minute rotations. Students will rotate between a large group and small breakout groups. Rotations will be similar to the in-class format of rotating between centers/instructors/itinerants every 10 minutes (10 minutes is developmentally appropriate for this age).
- Students will participate in activities and games that support cognitive development, communication skills, fine and gross motor skills, adaptive skills, and social/emotional skills.
- Families will be provided learning materials that include concrete manipulatives and other tools necessary to support learning according to a student's IEP and Specially Designed Instruction. Materials will be made available for pickup/drop-off on a weekly or monthly basis as determined by the IEP team.

Additional opportunities to participate with ECEAP peers will be provided during daily sessions as a rotation to support the student's Least Restrictive Environment (LRE) as determined by the IEP team.

Morning Session: Instruction will be in compliance with a student's IEP and consistent with in-person instruction schedule. Zoom sessions will be held two mornings per week (based on assigned schedule).

- Developmental Preschool Sample 2 day Schedule

Afternoon Session: Instruction will be in compliance with a student's IEP and consistent with in-person instruction schedule. Zoom sessions will be held four afternoons per week (based on assigned schedule).

- Developmental Preschool Sample 4 day schedule

Data Collection: Staff will make every effort to collect data during live (virtual) sessions. Data will be collected by all staff working with children. Data may need to be collected by families in order to get an accurate measure of a student's skills as determined by the IEP team. Training will be provided to families in collecting data.

All staff and families will be offered training for platform etiquette and procedures (provided by the district-TBD).

The ELC will continue to provide child find services including screenings, transitions from birth to 3 services, and evaluations in order to identify students in need of specially designed instruction. Information regarding Child Find can be found here.

Post-Secondary Transition Goals & Graduation
During Continuous Learning 2.0 post-Secondary transition goals will be addressed according to the IEP team's recommendations. Additionally, ongoing transition assessments will be completed for all students ages 14-21. Staff will continue to provide career exploration opportunities through online learning. The food handlers permit course is also available online. Continued development of work related skills such as typing, computer use, clerical skills is encouraged. When necessary, instruction on the proper use of email, appropriate email addresses, and online etiquette will be addressed.

In the area of Independent Living Skills, teachers may provide families with task analysis cards for various independent living skill activities to support increased independence. Other activities that can be done independently in the home environment include recreation and leisure activities. These may include but are not limited to: online Buddy Club, meet with friends online, family game night, and physical activities. Teachers will encourage participation and share these activities with students as they become available.

Traditional Work Based Learning or Community Based Instruction opportunities will

not be available to students during Continuous Learning 2.0. Instead, online partnerships may be developed for job experiences that can be conducted online (ex. reading to individuals in assisted living or Early Learning Center). Upon the reopening of schools and dependent on the status of our community, in-person opportunities for students will resume.

High School and Beyond Plan (HSBP): Students who are 1-2 years from graduation should be enrolled in Careers & Financial Literacy, Career Choices and/or Transition class that covers the High School and Beyond Plan (HSBP) requirements. Students will continue work on completion of HBSP (Case Managers and Career Specialists will collaborate on this requirement).

Other Considerations for Continuous Learning 2.0
When a student is engaged in learning during Continuous Learning 2.0, additional support may be needed from an at-home facilitator (eg. parent, caregiver, sibling, etc.). For example, younger students may need more support at home for accessing all aspects of Continuous Learning 2.0. Incoming 6th graders or transfer students will need training on how to effectively utilize the secondary learning platforms as this will be potentially the first time the student has accessed the platform. All students will receive training and support from teachers on how to use the learning platform, however, it will be essential that assistance is also provided at home.

While the students are engaged with synchronous learning, there must be a parent or guardian available by phone in case immediate assistance is needed.