

2020-2021  
**Reopening  
Peninsula Schools  
Guidebook\***

\*Version as of August 10, 2020



# Table of Contents

<b>Superintendent's Message</b>	3	<b>Teacher Expectations</b>	26
<b>Background/Timeline of Planning</b>	4	Academics	26
<b>PSD Dial of Stages</b>	5	Student Behavior	26
<b>Introduction</b>	8	Communication	26
<b>Student Expectations</b>	10	Remote Learning Environment	27
<b>Academics</b>	10	Attendance	28
<i>Instructional Participation</i>	10	Feedback & Formative Assessment	28
<i>Online Time Expectations</i>	10	Grading	28
<i>Schedules</i>	11	<b>Teacher Supports</b>	29
<i>Feedback</i>	17	Professional Development	29
<i>Grading</i>	17		
<b>Attendance</b>	17		
<b>Communication</b>	17	<b>Family Expectations</b>	30
<b>Student Supports</b>	18	Attendance	30
Connectivity	18	Communications	30
Curriculum	18	Learning Environment	30
Remote Learning Environment	18	<b>Family Supports</b>	31
Socialization Opportunities	20	General	31
Special Programs	21	Peer Supports	31
Students with Disabilities	21	Technical Supports	31
English Learners	22	General Office Hours	31
Highly Capable Students	24		
LAP/Title Services	25	<b>In-Person Learning Guide (Coming Soon)</b>	
McKinney Vento	25		
Section 504	25		

## Superintendent's Message

To Peninsula School District students, parents and staff:

This guidebook provides a framework for the fall 2020 reopening of our schools. The district will be operating dual platforms for teaching and learning: In-person learning will be available eventually to accommodate students and families who wish to return to school in person; and A fully remote option will be available for those families electing to stay distant from schools.

Given the present status of the local, state and national health circumstances, we will initially reopen with a full remote system for all students, with a targeted return to in-person learning for all students by January 2021. To assist in the scheduled return to in-person schooling, the district will implement a "dialed" system to return in stages.

This guidebook is intended to provide continuity and consistency in a time of continuous uncertainty. It suggests district-wide facets of operations which have been refined by school principals and staff for the three levels of instruction – elementary, middle and high schools.

To further enable consistency, we will utilize district curricula that is common to remote and in-person instruction. As the district and schools face the possibility of COVID-19 infection, which could cause instruction to switch between remote and in-person, it is important that the curricula and timing be consistent throughout the district.

The decision to deliver remote instruction from the buildings, while maintaining groupings and class assignments, permits schools to make the necessary adjustments as required without taking days and weeks to regroup with every possible quarantine or pandemic interference. Staff will continue to have opportunities to coordinate their planning, preparation and professional development.

Classroom teachers will have freedom to enhance and embellish instruction as appropriate to meet the needs of their students. Teachers and staff are encouraged to look for ways in which individuals and small groups of students can be brought into the



buildings with safety protocols in place to meet all requirements.

At some point, after parents and students have experienced the new remote learning platform, they will be asked for their preference between in-person and remote, when circumstances permit.

During the past three weeks, the state provided guidance to school districts that allowed us to prepare this guidebook. During that same period, health authorities advised school districts in Pierce and King Counties that it was not deemed safe to reopen schools in person because they believe COVID-19 transmission rates would accelerate. The district then turned our full efforts to ensuring that remote options were fully in place for all. The district is required to formally adopt our plan at least two weeks before school starts.

It is important to restate that the Peninsula School District is committed to a safe physical return of children into the schools as soon as possible. That return now appears that it will be in stages.

We hope this guidebook is helpful to understand how school will operate in our community. We ask for your patience and partnership as we look forward to opening school on September 8.

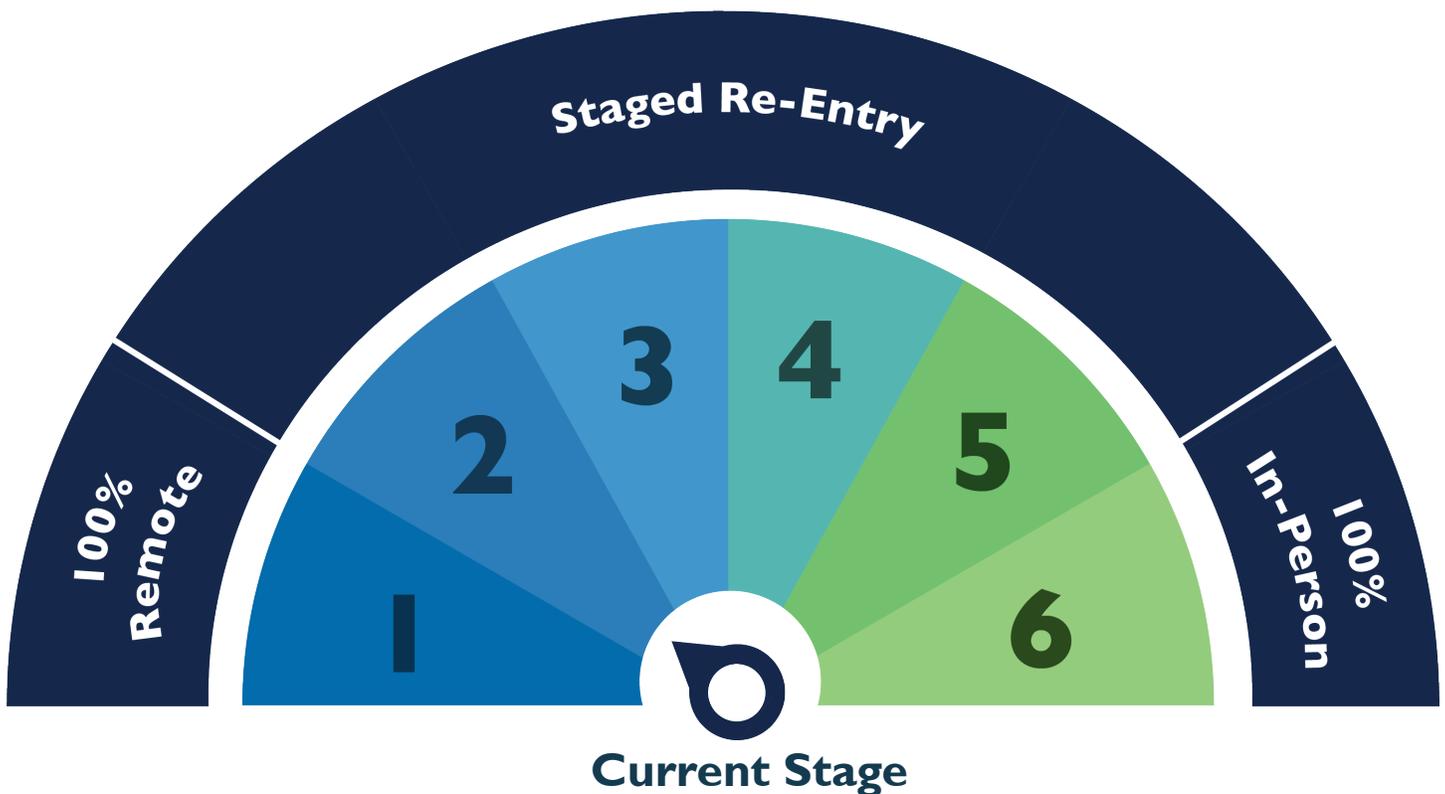
Sincerely,  
Dr. Art Jarvis

# Background/Timeline of Planning

Activity	Date	Who Provided Input?
District Leaders draft Guiding Principles for Reopening	May 14-21	District Administrators
District convenes Reopening Advisory Committee to review Guiding Principles and discuss, based on initial state guidance, the likelihood of opening with a hybrid model with students attending in-person part time	May 21-June 2	District and building administrators, certificated and classified staff, student, parents, community leaders
<b>Survey</b> is given to staff, students, and families asking for feedback on reopening plans. Over 1,300 responded, and all of the responses were read by district administrators and the Board of Directors	June 5-14	Staff, students and families
Due to new state guidance "inviting all students back to school" and less strict physical distancing requirements than we were expecting, the district began building the outline of a "Dual-Platform" plan to bring students who feel safe to attend in-person and offer remote learning for the others	June 11-18	District Administrators
<b>District recommends the "Dual Platform" plan, which is accepted by the Board of Directors</b>	June 18	Board of Directors receives input from community through survey, emails, phone calls, etc
District leaders build detailed plans for the "in-person school" part of the plan, following state and health department guidelines; Department of Learning and Innovation (DLI) begins building the initial draft of the Remote Learning Guide	June 19-July 10	District Administrators
Another <b>survey</b> is given to the community; this one asks which students would elect to learn in-person and which students would choose remote. PSD received 4,270 responses to the survey. 71% chose the in-person option, 7% chose remote and 22% were undecided. Based on this information, PSD leaders continued planning for the Dual Platform reopening.	June 23-July 3	Students and Families
District Leaders meet with building leaders to revise initial drafts of the in-person plans	July 13-17	District and Building Administrators
Draft of in-person plan shared with Peninsula Education Association, District leaders meet with PEA leaders to listen to feedback on the plans. PEA provided 11 pages of feedback from general membership meeting.	July 20, July 21	PEA leadership and membership
District leaders meet with Tacoma-Pierce County Health Department. Due to increasing cases in the county of COVID-19, district leaders are told TPCHD recommends students begin the year in remote learning	July 22	District Administrators
<b>The district changes the recommendation, and the Board approves a district plan to start in Stage 2 with almost all students beginning school on Sept 8 in Remote Learning, with the intention of adding student groups when virus conditions improve</b>	July 23	Community members speaking at the Board of Directors meeting and communicating in other ways such as email and phone calls.
Building administrators meet to discuss the remote learning plan, primarily to build out detailed daily schedules	July 27-31	District and Building Administrators
Building certificated leadership teams and in some instances, broader certificated staff representatives, meet to discuss remote learning plan, focusing primarily on daily schedules	Aug. 3-7	Certificated leadership teams and, in some instances, broader staff representation
The district convenes Fall Reopening Focus Groups: At the conclusion of each Focus Groups all attendees fill out a form; feedback is summarized and provided to DLI for Guide revision and to School Board prior to the August 13 Study Session meeting	Aug. 7, 10, 11	PSD Certificated Staff, PSD Students, and Families
<b>Draft of Reopening Peninsula Schools Guidebook made available to PSD staff and community</b>	Aug 10	
Building staff meet to create more detailed building-based student schedules which are guided by the district templates presented in the Guidebook	Aug. 10-Aug. 21	All district staff
<b>Board of Directors Study Session Meeting</b>	Aug 13	Board considers all Focus Group input for staff and community; Public comments are submitted
District certificated staff prepare to provide outstanding remote instruction	July - Sept 8 and beyond	DLI is providing training opportunities Staff independent are finding and participating in training events
District leaders continue working on Stages planning (the dial), which includes following the state guide for using establish metrics when deciding when to "turn the dial" and allow additional students on campus	Aug 14 - Sept 8 and beyond	

## 6 Stage Approach to Reopening

This approach allows us to pivot between distance, hybrid and in-person learning



This school year, we will be responsive to our national health pandemic and the environments for learning with the undeniable goal of maximizing in person learning while keeping our students and staff safe. As we have seen since March, public health conditions can be fluid, with rising cases in our region.

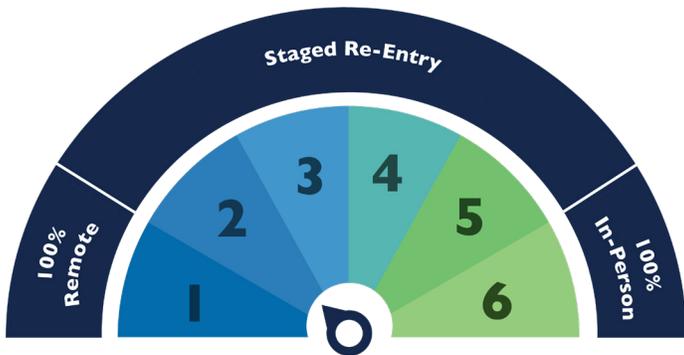
The Peninsula School District Dial Model will be a regular part of our communication and guidance as we align our learning environments with the data and guidance from the Tacoma-Pierce County Health Department and the Office of Superintendent of Public Instruction.

# Stage 1

**100% Remote Learning  
for all students and staff**



- 100% Remote learning for students and staff. There will be no occupancy of buildings.

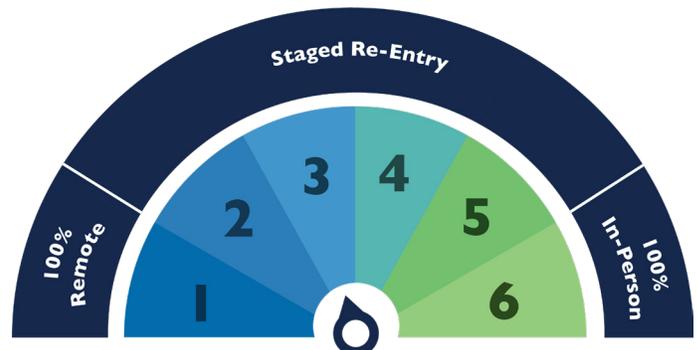


- All students will participate in distance learning. At stage 2, conditions will allow a very limited number of students with the greatest needs and staff to safely be on campus.

# Stage 2

**Remote Learning with  
Limited Exceptions**

**All staff access; limited student special  
situations and needs**



- Students with the greatest need of additional support as identified through consideration of Special Education and English Learning needs participate onsite with in-person instruction for one or more days per week.

# Stage 3

**Hybrid Learning**

**Small groups with 5 or less students  
scheduled by teacher/staff**

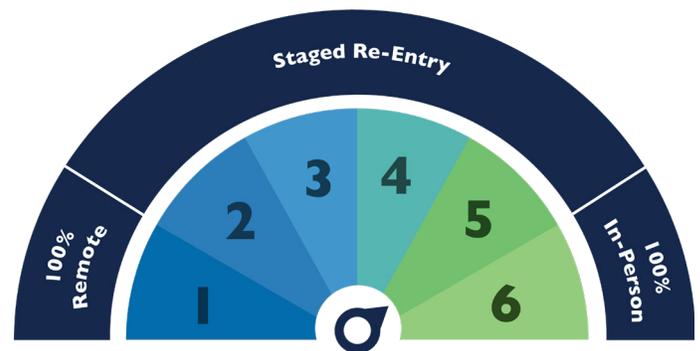


## Stage 4

### Hybrid Learning

Initial return by selected grades and courses

- All students in person during Stage 3, additional students in need of support, and students in hands-on learning courses (such as those learning how to use tools in career and technical courses) may participate in onsite learning up to two days per week. This hybrid approach is in response to family feedback.

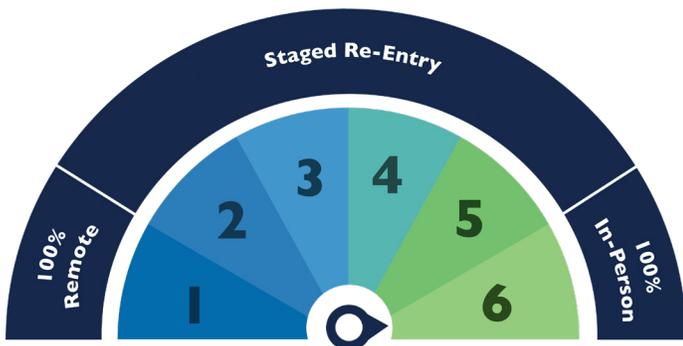


## Stage 5

### Dual Platform Learning

Additional grades/courses up to 50% building capacity

- At this stage, our public health crisis will be under control, but safety and caution will guide our plans. The model will be a hybrid mix of in person and remote learning available to all students, with full remote learning still an option for students.



## Stage 6

### 100% In-Person Learning

All grades/courses for families and students are invited for in-person learning

- When our public health crisis is confidently mitigated, conditions will allow all students to return to our school buildings. We will turn the dial to Stage 6 and have all students back in school, with all sports and activities possible again.

### Introduction

With the foundations of remote learning having been developed for many years and thrust into the forefront during the school closures of the 2019-2020 school year, we know there have been many successes and many opportunities for improvement from which to build.

Here's what we know: Remote learning in the 2020-2021 school year must be vastly different than the emergency continuous learning that was experienced last year. Building off the [PSD Reopening Guiding Principles](#) as well as the Peninsula Promise, the following plan gives us an opportunity to imagine what a fully online, student-centered learning environment could look like.

Remote Learning 2.0 will grow and build upon the relationships teachers have with students and families throughout the district. It is centered around meeting the individual needs of the learner and a working relationship between the teacher, the student, and the family. Also, this plan will allow a seamless transition into in-person instruction as we are able to throughout the coming year.

Remote learning will not just be the simple conversion of the in-person school into a digital format. In many cases, it must be re-thought and redesigned to match how learning is best experienced in the virtual environment. Remote learning is full instruction addressing the same content, standards, and grading as in-person schools with different delivery mechanisms and different options for engagement and representation of the learning. This plan gives structure to many processes that were difficult during emergency continuous learning last year and also provides wide latitude to allow teachers to share their art of teaching with their students.

This remote learning plan is organized into six major sections, with supports offered, as well as expectations for students, teachers, and parents.



# Remote Learning 2.0 Preview

We are excited to once again be connecting with our students. Even though we know Remote Learning 2.0 will take some getting used to until we can meet again for in-person learning we are committed to providing a rigorous, robust education for all students. The success of remote learning for each student is based on three individuals working in partnership: The student, the teacher, and the family member. Together we can do this!

Having a strong connection with your school is important now more than ever before. We are passionate about finding meaningful ways to cultivate school spirit as we work remotely. Although we can't physically be together, we are committed to growing relationships with our students and families to continue building a community of learners.

## Remote Learning 2.0 will be better than the spring

We know Continuous Learning in the spring was not perfect, and in fact, left many families frustrated. There was no playbook for what schools had to do when they were told to close their doors and immediately switch to a remote learning model. However, we've learned and we've listened and we are working diligently to make the remote learning experience better.

Please stay connected to your child's school like you would normally. We encourage you to update your contact details in the parent portal so you won't miss out on important information. Log in to the parent portal. You can contact your child's school at any time with any questions or concerns about your child's education.

# 10

## things you need to know about Remote Learning 2.0

### 1

Students will follow a consistent daily schedule.

### 2

Remote learning does not mean students will be at the computer all day.

### 3

There is regular teacher feedback on and grading of student work. Student work is based on the Essential Learning Standards.

### 4

Attendance will be taken regularly. Read the PSD Parent & Student Handbook.

### 5

We will strive to provide a sense of belonging in a virtual environment, with increased opportunities for students to connect with their classmates and their teachers.

### 6

There will be multiple opportunities for students and families to make contact with teachers throughout the week.

### 7

School lunches will be available to all students who desire.

### 8

All teachers will use the district's learning management system, Schoology. Learn more about Schoology.

### 9

There will be a support program to help parents who are interested in getting more assistance to help their students with at-home learning.

### 10

All teachers and school leaders are involved in training to improve teaching and learning in the online environment.

## ACADEMICS

Self-motivation, dedication to learning, daily progress on work, and communication with teachers and peers are always essential to student success. Students can expect deadlines for their work, to work hard, and to deeply engage in learning. They will be expected to join all scheduled courses on Zoom each day and to regularly log into courses on Schoology.

Daily interaction with courses will help students stay on top of their learning and schoolwork. Students will use discussion boards, chat rooms, class meetings, and other communication tools to work with teachers and other students. Students engaged in remote learning will also participate in scheduled district and state assessments, including surveys and screeners. Details will vary based on the content and grade level of the course. Academic integrity is essential to success in remote learning.

### *Instructional Participation – 30 Hours/Week*

The average instructional participation for all students is 30 hours per week, to include a combination of **synchronous** and **asynchronous** learning opportunities. Online lessons will provide regular opportunities to learn and accompany enriching offline lessons, which may include hands-on experiences, award-winning books, skills practice, and more.

**Synchronous** learning opportunities are those where the student and teacher have a scheduled appointment or task that needs to be completed at a specific time. Synchronous activities might include class meetings over Zoom, direct instruction, or live collaboration.

**Asynchronous** learning opportunities are those where the student and teacher have some flexibility about the time and/or day when the task is completed. Asynchronous activities might include watching pre-recorded video from a teacher, writing, or practice. Asynchronous may be digital or offline.

### *Online Time Expectations*

K-5 students are expected to spend no more than 50% of their school day online and the rest of their time working offline in projects, printed lessons, or other related activities. Middle school students may spend up to 60% and 70% of their school day online, while high school students will spend up to 75% and 85% of their time online.

Online activities could include completing online group projects, attending live synchronous class meetings and lessons, watching recorded lessons, reading online content, and producing artifacts of learning. Teachers will develop many options both online and off to allow students to learn and show their learning in a manner that works best for them. For students in need of individualized services, teachers and families may work together to modify the students' schedules.

### Live Instruction = Synchronous

- Guided Practice
- Teacher Modeling
- Small Group
- Student Participation

### Independent Activity = Asynchronous

- Independent Practice
- Collaborative Group Work
- Discussion Posts
- Lab

# SCHEDULES

Student schedules are set on a whole-school basis. Each school may have slightly different schedules while looking largely the same across the district. Below you will find sample schedules for a student at each level. Please refer to your school's website for their official schedule.

## *District Elementary Schedules Overview*

**School-specific schedules will vary**, but will be built around these learning blocks.

- For example, the ELA block might be offered at different times in the day in different buildings.
- Scheduled times may be adjusted for some grade levels, for example, Pre-K and Kindergarten; the schedule will be similar, with more brain breaks/structured play included.
- This schedule is built to run the same hours as in the past: 9:00 am - 3:30 pm, but as seen in the schedule, students will not be expected to be on Zoom meetings that entire time.
- The first weeks of school will need to include some time for learning the routines of remote school, helping students become familiar with tools and resources, assessing student proficiency, and readiness, and social-emotional learning time.

## Term & Acronym Key

**ELA:** English Language Arts

**SS:** Social Studies

**SEL:** Social Emotional Learning

**STEM:** Science/Technology/Engineering/

# Elementary School

## Day Starts

## Schedule Template

TIME	MONDAY/THURSDAY	TUESDAY/FRIDAY	WEDNESDAY
30 Min	<p><b>Morning Meeting</b></p> <ul style="list-style-type: none"> <li>* Morning Announcements</li> <li>* SEL Time: Second Step; Mindfulness, Community Circle</li> </ul>	<p><b>Morning Meeting</b></p> <ul style="list-style-type: none"> <li>* Morning Announcements</li> <li>* SEL Time: Second Step; Mindfulness, Community Circle</li> </ul>	<p><b>Collaboration Wednesday - Staff Collaboration Time</b></p>
40 Min	<p><b>Specialist (Fitness, Music, STEM, other)</b></p> <p>Will be a combination of synchronous and asynchronous</p>	<p><b>Specialist (Fitness, Music, STEM, other)</b></p> <p>Will be a combination of synchronous and asynchronous</p>	
15 Min	<p><b>Recess (Brain Break)</b></p>	<p><b>Recess (Brain Break)</b></p>	
65 Min	<p><b>ELA</b></p> <p>Synchronous Direct Instruction: Whole group, small group, partner work, independent</p> <p>ELA (Essential Standards) integrated with social studies or science</p> <p><u>Teacher-Directed Learning (all resources posted in Schoology)</u></p> <ul style="list-style-type: none"> <li>* Videos to support new learning</li> <li>* Assigned readings/videos to build understanding</li> <li>* Zoom</li> <li>* Integrate Arts</li> <li>* Writing prompts</li> <li>* Exit tickets/performance tasks to demonstrate mastery</li> <li>* Reflection/meaning-making</li> <li>* Include movement, breakouts, partner-work, projects</li> </ul>	<p><b>Math</b></p> <p>Synchronous Direct Instruction: Whole group, small group, partner work, independent</p> <p>Math (Essential Standards using district adopted program(s) integrated with ELA and science</p> <p><u>Teacher-District Learning (all resources posted in Schoology)</u></p> <ul style="list-style-type: none"> <li>* Videos to support new learning</li> <li>* Recorded lessons</li> <li>* Zoom</li> <li>* Breakout groups for practice</li> <li>* Integrate Arts</li> <li>* Exit tickets/performance tasks to demonstrate mastery</li> <li>* Reflection/meaning-making</li> <li>* Include movement, breakouts, partner-work, projects</li> </ul>	<p><b>Student Day Begins 25 Min ELA Instruction</b></p> <p>ELA (Essential Standards) Integrated with Social Studies</p> <ul style="list-style-type: none"> <li>* 40 min 1 on 1 Check-in</li> <li>* Checking on both academic and emotional wellness</li> <li>* Provide specific help</li> <li>* Provide progress check</li> </ul>
30 Min	<p><b>Lunch</b></p>	<p><b>Lunch</b></p>	<p><b>Lunch</b></p>
65 Min	<p><b>Asynchronous Math</b></p> <p>(Instruction based on Essential Standards using district adopted curriculum/programs)</p> <p><u>Student-Directed Learning</u></p> <ul style="list-style-type: none"> <li>* Problem Solving/Scenarios Menu</li> <li>* Independent/Group/Partner practice</li> <li>* Videos</li> <li>* Math Performance Tasks</li> <li>* iReady Online Instruction</li> <li>* One-on-one time with the teacher</li> </ul>	<p><b>Asynchronous ELA</b></p> <p>(Instruction based on Essential Standards using district adopted curriculum/programs)</p> <p><u>Student-Directed Learning</u></p> <ul style="list-style-type: none"> <li>* Choice Board/Learning Pathways</li> <li>* Menu options</li> <li>* Read to Self/Choice Book/Partner reads</li> <li>* Readers/Writers/Workshop</li> <li>* Genius Hour (weekly) for independent research and project-centered learning</li> <li>* iReady Online Instruction</li> <li>* One on one time with the teacher</li> </ul>	<p><b>Student Independent Work</b></p> <p>Teacher supports:</p> <ul style="list-style-type: none"> <li>* Independent/Group/Partner Practice</li> <li>* Videos</li> <li>* Performance Tasks</li> <li>* iReady Online Instruction</li> <li>* One-on-one time with teacher</li> <li>* Menu options</li> <li>* Choice boards</li> </ul>

(Elementary School Schedule Template Continues on Page 13)

(Elementary School Schedule Template Continued on Page 12)

TIME	MONDAY/THURSDAY	TUESDAY/FRIDAY	WEDNESDAY
40 Min	<p><u>STEM/Social Studies</u></p> <ul style="list-style-type: none"> <li>* Mystery Science</li> <li>* Science Kits</li> <li>* Since Time Immemorial (4th Grade)</li> <li>* Research/Independent Projects</li> <li>* History Alive (5th Grade)</li> </ul>	<p><u>Integrated Learning</u></p> <ul style="list-style-type: none"> <li>* Integrated Projects</li> <li>* Community-Based Projects</li> <li>* Research/Independent Projects</li> </ul>	<p><u>Student Independent Work</u></p> <p>Teacher supports:</p> <ul style="list-style-type: none"> <li>* Independent/Group/Partner Practice</li> <li>* Videos</li> <li>* Performance Tasks</li> <li>* iReady Online Instruction</li> <li>* One-on-one time with teacher</li> <li>* Menu options</li> <li>* Choice boards</li> </ul>
10 Min	Recess (Brain Break)	Recess (Brain Break)	Student Independent Work / District Job-Alike Collaboration Time
60 Min	<p><u>WIN Time: (What I Need)</u></p> <ul style="list-style-type: none"> <li>* Small group Zoom Intervention as needed</li> <li>* SDI (Specially Designed Instruction) for students on IEPs</li> <li>* Small-Group Zoom: Enrichment as needed</li> <li>* Student independent work</li> <li>* Menu of Enrichment Choice Activities</li> <li>* Review of essential standards and skills practice as needed</li> <li>* One-on-one time with Teacher</li> <li>* iReady</li> </ul>	<p><u>WIN Time: (What I Need)</u></p> <ul style="list-style-type: none"> <li>* Small group Zoom Intervention as needed.</li> <li>* SDI (Specially Designed Instruction) for students on IEPs</li> <li>* Small-Group Zoom: Enrichment as needed</li> <li>* Student independent work</li> <li>* Menu of Enrichment Choice Activities</li> <li>* Review of essential standards and skills practice as needed</li> <li>* One-on-one time with Teacher</li> <li>* iReady</li> </ul>	<ul style="list-style-type: none"> <li>* Independent/Group/Partner Practice</li> <li>* Videos</li> <li>* Performance Tasks</li> <li>* iReady Online Instruction</li> <li>* Menu options</li> <li>* Choice boards</li> </ul>
25 Min	<p><u>Whole-Class Synchronous End of Day</u></p> <p>SEL/Review/Reflection</p>	<p><u>Whole-Class Synchronous End of Day</u></p> <p>SEL/Review/Reflection</p>	<p><u>Whole-Class Synchronous End of Day</u></p> <p>SEL/Review/Reflection</p>

**Day Ends**

## *Middle and High School Schedules Overview*

Each course will have a live (synchronous) component using Zoom following the school's daily schedule. Students should follow the schedule as outlined by the teacher in Schoology. Attendance will be taken and reported for each class.

All classes will begin on time according to our daily schedule (Day 1 - Day 5) and all current policies - deadlines, etc. - will be maintained. All classes will be recorded and will be archived through the end of the school year. Students will have access to live Zoom sessions, recorded sessions, and asynchronous tasks via the class Schoology course.

From time to time, some classes may not meet online. Videos with assignment instructions will be shared for those classes via Schoology and are to be completed by students before the next online class meeting. Providing video along with written directions is essential to providing an inclusive and humanizing experience for students.

---

**Teacher-Directed Independent Learning Time** - Students are expected to engage in learning activities outside of synchronous learning times defined by the daily schedule. Student activities during Teacher-Directed Independent Learning Time may include, but are not limited to, the following:

- Independent/Group/Partner Practice on Teacher Assigned Work
- Videos Assigned by Teacher(s)
- Performance Tasks
- iReady Online Instruction
- One-on-one Time with Teacher(s)

---

**Office Hours** - Teachers will be available to provide direct, in real-time, support to students during office hours. Options for teacher availability during this time may include an open Zoom meeting and/or availability by phone to take calls from students needing direct assistance from teachers.

---

**Targeted Student Support** - Targeted Student Support time is allocated specifically for teachers to connect with individual students or small groups on either academic remediation, academic enrichment, or specific social-emotional support.

Examples may include but are not limited to extra support for students who are struggling with specific academic concepts or work completion, students with Individual Education Plans, students who desire regular check-ins with counselors, and high school students who need support in addressing incomplete grades from the spring semester of 2020.

# Middle School

## Schedule Template

### Day Starts

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15 - 9:00	Teacher-Directed Independent Learning Time	Teacher-Directed Independent Learning Time	Collaboration Wednesday - Staff Collaboration Time	Teacher-Directed Independent Learning Time	Teacher-Directed Independent Learning Time
9:00 - 9:40	Flex / SEL & Academic Support	Flex / SEL & Academic Support		Flex / SEL & Academic Support	Flex / SEL & Academic Support
9:40 - 9:50	Break / Passing	Break / Passing		Break / Passing	Break / Passing
9:50 - 9:55	Period 1	Period 4	Teacher-Directed Independent Learning Time / Targeted Student Support	Period 1	Period 4
9:55 - 10:55					
10:55-11:10	Break / Passing	Break / Passing	Lunch	Break / Passing	Break / Passing
11:10-12:15	Period 2	Period 5		Period 2	Period 5
12:15-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-12:55					
12:55 - 1:00	Teacher-Directed Independent Learning Time/ Office Hours	Teacher-Directed Independent Learning Time/ Office Hours	Teacher-Directed Independent Learning Time / District Job-Alike Collaboration Time	Teacher-Directed Independent Learning Time/ Office Hours	Teacher-Directed Independent Learning Time/ Office Hours
1:00 - 1:10					
1:10 - 1:45					
1:45 - 1:55	Break / Passing	Break / Passing	Period 3	Break / Passing	Break / Passing
1:55 - 3:00	Period 3	Period 6		Period 6	

### Day Ends

# High School

## Schedule Template

### Day Starts

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:40	Teacher-Directed Independent Learning Time	Teacher-Directed Independent Learning Time	Collaboration Wednesday - Staff Collaboration Time	Teacher-Directed Independent Learning Time	Teacher-Directed Independent Learning Time
8:40 - 9:10	Period 1	Period 4		Period 1	Period 4
9:10 - 9:50			Teacher-Directed Independent Learning Time / Targeted Student Support		
9:50 - 10:05	Break / Passing	Break / Passing		Break / Passing	Break / Passing
10:05 - 10:50	Period 2	Period 5		Period 2	Period 5
10:50 - 11:00			Break / Passing		
11:00 - 11:15			Student Support Time - Academic & SEL - Teacher Direct Connections With Students		
11:15 - 12:00	Teacher-Directed Independent Learning Time	Teacher-Directed Independent Learning Time		Teacher-Directed Independent Learning Time	Teacher-Directed Independent Learning Time
12:00 - 12:20			Lunch		
12:20 - 12:40	Lunch	Lunch		Lunch	Lunch
12:40 - 12:50			Teacher-Directed Independent Learning Time / District Job-Alike Collaboration Time		
12:50 - 2:00	Period 3	Period 6		Period 3	Period 6

### Day Ends

# ACADEMICS CONTINUED

## Feedback

Just as with in-person learning, students are expected to act on feedback provided by their teacher during remote learning.

Feedback is a critical part of improving student work and learning. This feedback may come during student-teacher conferences, individual comments in Google docs or Schoology assignments, or whole class feedback during Zoom or through Schoology. Students engaged in remote learning will also participate in scheduled district and state assessments. Details will vary based on the content and grade level of the course.

In addition, remote learning students are expected to provide feedback to the district and school through regular, short surveys. Systemwide surveys and individual interviews are the two key ways of collecting student voice to guide future improvement efforts.

---

## Grading

All grading policies implemented by the school during in-person learning will continue to take place in remote learning as well. Students will be assessed frequently to determine achievement in their scheduled courses.

Satisfactory performance is based on student participation in online discussions and online threaded discussions, submitted writings, projects, portfolios, quizzes, additional supporting assignments, unit tests, and final exams. Students and parents can view grades and student progress at any time on Schoology or in the Parent Portal.

---

## Attendance

Regular participation in classes is critical to student success. It helps to keep students motivated and keeps them connected with their teachers and peers.

Virtual attendance will be taken each day and students are required to participate daily as they would in an in-person classroom. Attendance will be taken through participation in online class meetings or live instruction as well as through participation in online coursework and assignments housed in Schoology.

---

## Communication

Teacher-student communication is critical to success in remote learning. Students and teachers must respond to one another in a timely manner for all correspondence and should be checking their email, Schoology, and Remind messages multiple times each school day. Responses should be provided within one school day.

# Student Supports



## Connectivity

High-speed internet access is critical to success in remote learning. If you do not have high-speed internet for any reason, please contact your school office and they will assist you in requesting support for internet access.

All students taking part in remote learning will be provided a district Chromebook to use at home. Parents may choose to decline this Chromebook but must guarantee an adequate computing device is available for students to use regularly.

---

## Curriculum

All approved PSD curriculum will be used for remote learning. It may be packaged and presented differently than in-person, but students will be expected to learn the same standards at roughly the same pace.

We are planning a year where we could see many changes between in-person and remote learning. Utilizing our already existing curriculum and having our very talented teaching staff develop units and lessons around the curriculum they are already familiar with will be best for our students and allow for the ability to switch between remote and in-person learning more easily. Offline materials such as textbooks, novels, workbooks, packets, and other materials such as science and art equipment will be shipped home or available for pickup.

Any non-consumables will be expected to be returned at the end of the year or on a change from remote learning to in-person.

---

## Remote Learning Environment

The Remote Learning Environment is made up of five primary tools and many other supplemental tools. These primary tools are described on page 16 along with their intended use. While all work will reside in Schoology, other individual tools teachers may choose to use with their students will be communicated via their initial Zoom meetings and email.

# Remote Learning Environment

## 5 Digital Tools for Students

### Remote Learning Tools



#### Schoology

- **Description:** Schoology is our district learning management system and is the one place that all students and families can go to find out about what learning is available and expected.
- **Intended Use:** Schoology is the single launch point for all students K-12 to find their learning materials as well as to submit materials back to the teacher for feedback. All students should be able to find everything they need on a daily basis for instruction by visiting their courses within the Schoology platform.



#### Zoom

- **Description:** Video conferencing tool to connect people through video or audio.
- **Intended Use:** Class meetings, student-teacher conferences, short instructional videos. All meetings will require authentication to protect student privacy. Single sign-on to Zoom is available through the PSD portal for all students and staff.



#### Email

- **Description:** Asynchronous messaging tool
- **Intended Use:** Messaging on any topic that can be accessed when the receiver chooses to access the message.



#### Remind

- **Description:** Direct notification tool to send short messages & attachments to parents and students. It also can be used to allow teachers to make phone calls.
- **Intended Use:** Reminders to students or parents, quick short notifications of specific events, or needs that must be addressed.



#### Google Drive & Productivity Tools:

- **Description:** Online, cloud-based productivity tools.
- **Intended Use:** Word processing, spreadsheets, presentations, video editing, online storage for student presentation creation, and sharing of teacher instructional materials.

### Socialization Opportunities

Students need to feel connected to their peers and their school community whether they are attending school in person or remotely. To help continue this connection to the school community, students will be provided opportunities to participate in virtual clubs, virtual recess, virtual field trips, online assemblies, and other local community activities.

Building-based Schoology pages will be used for general communications, calendar events, and announcements to ensure that all students in a school, whether in-person or remote, will stay connected to the happenings of the school. This consistency will reduce student requirements to check many different systems for school information.

---



# SPECIAL PROGRAMS

Student Services supports a variety of categorical programs and a continuum of services and placement options. Students who are eligible for special services or who participate in a special program often spend the majority of their school-day in the general education environment. Inclusive practices and strategic planning will be utilized to ensure access to grade-level content and essential learning standards as well as supplemental services.

Collaboration between special services staff and general education staff is critical in order to ensure successful outcomes for students. Students and families will work with their general education teacher, case manager, program staff, school counselor, principal, and/or Student Services support staff regarding programming and services within a remote learning environment.

---

## Students with Disabilities

### *Early Childhood Education (Developmental Preschool)*

- Students will be provided with the special education services identified in their Individual Education Plans (IEPs) or IEPs will be amended by the IEP team as needed.
- IEP case managers will collaborate regularly with service providers to plan instruction for students with disabilities, which includes ensuring that appropriate accommodations and modifications are provided.
- Limited in-person IEP services will be provided to students, beginning with those with the most significant disabilities, starting at Stage 2 and as defined by specific criteria at each stage on the dial.

---

### *Elementary*

- Students will be provided with the special education services identified in their Individual Education Plans (IEPs) or IEPs will be amended by the IEP team as needed.
- Students who receive services in a resource room setting will receive remote instruction from their general education teacher(s) and supplemental IEP services in accordance with their IEP.
- Students who receive services within a district-level program (TRAC, Options) will be included in general education classrooms in accordance with their IEP.
- IEP case managers will collaborate regularly with general education teachers and other service providers to plan instruction for students with disabilities, which includes ensuring that appropriate accommodations and modifications are provided.
- Limited in-person IEP services will be provided to students, beginning with those with the most significant disabilities, starting at Stage 2 and as defined by specific criteria at each stage on the dial.

### *Secondary*

- Students will be provided with the special education services identified in their Individual Education Plans (IEPs) or IEPs will be amended by the IEP team as needed.
  - Students who receive services in a resource room setting will receive remote instruction from their general education teacher(s) and supplemental IEP services in accordance with their IEP.
  - Students who receive services within a district-level program (TRAC, Options, ET&T) will be included in general education classrooms in accordance with their IEP.
  - IEP case managers will collaborate regularly with general education teachers and other service providers to plan instruction for students with disabilities, which includes ensuring that appropriate accommodations and modifications are provided.
  - Limited in-person IEP services will be provided to students, beginning with those with the most significant disabilities, starting at Stage 2 and as defined by specific criteria at each stage on the dial.
- 

## *English Learners*

### *EL Student Identification*

- Established district procedures are used to determine which students qualify for EL support. In the case of students who are new to the state and not previously identified, qualification for services will be determined through ELPA21 Screener testing which may be administered by appropriately trained staff on-site at the school if available, or off-site at a centralized testing location.
- To determine continued program eligibility the ELPA21 Annual test will be administered in a secure location at the student's school. Each school will secure space and schedule for students to test during the testing window.
- The families of students who qualify for EL support will be notified through a letter and/or phone call in a language they can understand.
- Teachers will have access to information about which students in their class qualify for EL support through direct communications with the building's EL staff or EL coordinator.

## *EL Support in All Classes*

- EL students participate fully in core grade-level classes.
  - Within each class, EL students will be provided appropriate supports to assist them in accessing content (eg. visual support, relatable context, repetition) and responding to the content (eg. sentence frames and varied response options), as well as opportunities for oral practice of new language, including academic content language (eg. Synchronous: structured interactions with the teacher and other students, Asynchronous: student-recorded responses that are scaffolded and practiced)
  - Grade level and content teams will collaborate with the school EL Specialist to plan for the implementation of appropriate supports for ELs in classes and co-plan for effective instruction.
  - Classroom activities, assignments, and assessments will be differentiated and accessible for EL students and align with English language development standards that support grade-level content standards.
- 

## *Elementary - Support Provided by EL Staff*

- Depending on individual language learning needs, EL students may participate regularly in lessons delivered by the building's EL Specialists
  - Direct support for ELs, in a manner and frequency appropriate for each student and prioritizing those in the earlier stages of English language acquisition, will be provided. EL support classes may occur during a scheduled academic or intervention block designated for select ELs in addition to in-class supports.
  - ELs will have regular weekly check-ins with the EL specialist to support their learning and language development. As state guidance allows and as identified in PSD guidance, we will offer a hybrid model that includes face-to-face instruction with the building EL specialist in small group settings.
- 

## *Secondary - Support Provided by EL Cert Team*

- EL support appropriate for a student's individual language learning needs may occur in the form of an EL support period or as an extended intervention class.
- EL teachers will collaborate with content teachers to help differentiate curriculum so it is accessible to EL students.
- ELs will have weekly check-ins with an EL teacher to support their learning and language development. As state guidance allows and as identified in PSD guidance, we will offer a hybrid model that includes face-to-face instruction with the building EL teacher in small group settings.

## Highly Capable Students

### Elementary

- Kindergarten-Grade 1: Students in Kindergarten and 1st grade will receive differentiation and critical thinking opportunities in their remote classrooms. Teachers are provided additional training opportunities in the unique needs and characteristics of highly capable students in the early grades.
- Multiage PACE setting for 2-5 identified Highly Capable in multiple area students with teachers who have on-going training on best practices will continue in a virtual setting. Above grade-level instruction is delivered to students when appropriate and digital resources to support instruction will be available for teachers and students. PACE focuses on acceleration, enrichment, integrated instruction, and depth of content.
- Clustered groups of HC students will be served in Accelerated in Reading(AIR)/Accelerated in Math(AIM) 2-5 classrooms remotely with access to peers and teachers who have on-going training on best practices in HC services.

The instruction varies based on the student's ability and on the subject matter but the teacher implements strategies and materials for highly capable populations when appropriate including access to digital resources. Differentiation/Curriculum Compacting are examples of data-driven components of Highly Capable services in the clustered classrooms.

---

### Secondary

- Grades 6-8: Highly capable students will have access to traditional pathways through remote options. There is a self-contained HC English Language Arts (ELA)/Social Studies (SS) block class at Kopachuck and Key Peninsula Middle Schools in 6th grade.

Highly capable students will be clustered in English Language Arts (ELA)/Social Studies (SS) at Goodman Middle School and Harbor Ridge Middle School. Highly capable and high achieving students selected for the Advanced ELA program will participate in an accelerated pathway for ELA in grades 7th-9th.

- Math placement for each student is based on multiple data measures. Advanced pathways may be accessed when appropriate.
- Grades 9-12: Students in high school may take advantage of AP, College in the High School, Running Start, and advanced course options at different grade levels in a variety of subjects at the high school through remote services. See high school course catalogs for more information.

### *Highly Capable Identification*

- Highly Capable Identification for the 2021-2022 school year will still take place but the window for testing is still to be determined.
  - When more information is available about returning to in-person school and evaluations for identification of Highly Capable students an announcement will be made on the district website.
- 

### *LAP/Title Services*

- Students participate in their general education classroom with supplemental small group sessions/ lessons provided by LAP teacher focused on skill-based interventions and pre-teaching
  - Eligibility for LAP or Title Interventions will be based on multiple assessments, including DIBELS, iReady, and teacher collected assessment data
  - Priority for reading interventions are grades 1-3, with K services beginning upon return to in-person school
  - Grade level and content teams will collaborate with the LAP/Title staff to plan for the implementation of appropriate interventions based on skill deficits
  - LAP Teachers have access to a variety of evidence-based interventions that may be used to provide interventions in early literacy.
- 

### *McKinney Vento (Students experiencing homelessness)*

- Established district procedures are used by the school office to determine which students qualify for McKinney Vento services. In the case of students who are new to the state and not previously identified, qualification for services will be determined through the district housing survey which is conducted at the beginning of school or upon registration.
  - School counselors work with families to determine eligibility for McKinney Vento services and provide outreach for resources and services needed.
- 

### *Section 504*

- Eligible students will be provided Section 504 accommodations as indicated in their 504 plans during remote learning. If there is a need to discuss specific accommodations related to the remote learning environment, the student's case manager should be contacted.

# Teacher Expectations

## Academics

PSD's continuing work on developing [Multi-Tiered Systems of Support \(MTSS\)](#) for academics, behavior, and social-emotional learning brings a renewed focus on effective Tier I instruction to help ALL students meet or exceed grade-level standards.

The [Washington State grade-level standards](#) are the basis of instruction in the Peninsula School District. In the spring of 2020, the Department of Learning & Innovation worked in collaboration with teachers to identify Essential Standards for many courses beginning with the 2020-2021 school year. Essential Standards represent the minimum learning expectations for all students. These learning standards should be prioritized but not necessarily represent the only learning for students. In addition, the team outlined a process for teacher teams to identify Essential Standards in other courses.

For more information on the identified Essential Standards for the 2020-2021 school year, visit: <http://sl.psd401.net/essentialstandards>.

Teachers will provide students and families with a syllabus or other centralized documentation showing how the class will run, including:

- Contact information
- Communication methods and expectations
- Schedules, including office hours
- Standards and work expectations
- Grading practices

---

## Student Behavior

Classroom and schoolwide behavior matrices exist in all remote classrooms as they would in an in-person classroom. Common expectations will be collaboratively developed with students having some voice in determining the expectations.

---

## Communication

Research has shown that the students do best when remote teachers reply quickly to student questions and requests. Teachers should respond within one school day to student emails and messages to support their learning. Regular office hours for students and parents to join and get assistance and clarification are built into school schedules.

At elementary, Homeroom teachers will check-in with each student individually at least twice per week via phone or 1:1 Zoom. For secondary, monthly phone or video conference progress checks with each family are expected. Students with incomplete grades from the 2019-2020 school year or at risk of failing will require more frequent family check-ins.

### Remote Learning Environment

Consistent with state guidance, Schoology is Peninsula School District's singular online classroom and all student learning and resources will be launched from here. Within Schoology, the calendar should be used extensively to assist students in planning their work and managing time.



All assignments and lessons will exist here so they are easy to find, and discussion boards should be vibrant and effective. Common layouts, organization, and experiences for students will help students navigate their classes and will help parents support their child's learning.

Just as a physical classroom houses teachers and students and their work, with teachers bringing their talents, knowledge, and skills to the physical classroom, the same should be thought of within Schoology. There is a multitude of resources and tools available to include in the remote classroom that may be beneficial to students. Teachers are encouraged to be creative, explore, and add into their Schoology classroom outside resources they feel are effective for their students.

Before adding in outside resources that are not already part of the standard set of PSD approved tools and curriculum, teachers need to be cognizant of the curricular alignment of the tools/resources as well as data privacy and cyber-security safety of the students. All outside digital tools should be first vetted by the Department of Learning & Innovation. Approved tools/resources are constantly being updated and can be viewed in Service Central. Digital tools that teachers would like to be vetted should be submitted through the online forms available on [Service Central](#) before using them with students.

Zoom is the video conferencing tool used for live instruction, class meetings, small group instruction, and any other video conferencing needs between students or parents and teachers.



All instruction and class/group meetings should be recorded, stored in Google Drive (not Zoom's cloud storage), and linked back to Schoology so that students who may not have been able to access them live can watch them at another time. Students whose families have requested they not be photographed should keep their cameras off during recorded sessions.

As the remote learning environment is so heavily digital, Digital Citizenship skills are imperative to be explicitly taught throughout the course and refreshed whenever appropriate. Teachers must not assume that all students have these skills, and they should be interwoven and clearly communicated into all areas of remote learning.



# Teacher Expectations Cont.

## Attendance

Student attendance will be taken daily in PowerSchool for each class that is scheduled to meet. Students may demonstrate their attendance through being present for scheduled Zoom sessions, through their activity on Schoology, or if the student and instructor have connected and responded back and forth at least once during a different time on the day of the scheduled class. Teachers will check Schoology analytics, participation in discussions and assignments, and attendance at live Zoom sessions before marking a student absent.

Different absence codes will be used to track the above listed different types of attendance. As with in-person learning, students may sometimes be present for school without completing their assigned work. For families with internet access issues, teachers may need to call students to check attendance. Counselors and other staff may be available to help teachers with these phone calls. Over the course of the school year, schools are expected to implement a tiered approach to support student attendance, increase engagement, and reduce absenteeism.

---

## Feedback and Formative Assessment

Formative assessment is an integral part of teaching and learning. Just as with in-person learning, teachers are expected to provide frequent feedback to students aimed at improving student learning. In general, research indicates that feedback is most effective when it is specific, timely, improvement-focused, and separate from scores/grades.

Teachers will provide feedback to guide student learning and check for understanding. Students should always have an opportunity to act on feedback prior to summative evaluations or grades. This feedback should be provided through a combination of student-teacher conferences, individual comments over email, or whole class feedback during Zoom or through Schoology.

Students engaged in remote learning will also participate in scheduled district and state assessments, including surveys and screeners. Details will vary based on the content and grade level of the course.

---

## Grading

All grading policies implemented by the school during in-person learning will continue to take place in remote learning as well. Teachers will assess students frequently to determine progress and achievement in their scheduled courses. Satisfactory performance is based on student participation in online discussions and online threaded discussions, submitted writings, projects, portfolios, quizzes, additional supporting assignments, unit tests, and final exams. Students and parents can view grades and student progress at any time on Schoology or the Parent Portal.



## Professional Development

Students are expected to receive effective remote learning starting on September 8. To be successful, the community needs all staff to be proficient in remote learning. While some staff may have already developed these skills, the district has purchased programs and developed training to support teachers in successfully implementing remote learning. Certificated staff can access self-directed days for these training sessions. Clock hours are available where possible.

Based on the results of our spring survey of staff, specially designed professional development courses are being delivered in August for teachers teaching remotely. These resources will include the following:

- [PSD Professional Learning, Summer 2020 website](#): A collective list of professional learning opportunities available to PSD staff as they prepare for the 2020-2021 school year.
- **Preparing for Fall 2020! Blended & Online Learning**: Catlin Tucker's course provides teachers with a common set of best practices for successful remote learning. Certificated staff members received an email from Aimee Gordon on August 3, 2020, with coupon code and directions for accessing the course.
- **Inclusive Instruction in Remote Learning**: Developing strategies for effective Tier 1 instructional practice in a remote environment, including multiple means of engagement for students, multiple means of representation for learning content as well as multiple means of action/expression to give students options in how they show their learning.

This course will include resources for teaching social-emotional learning and supporting ongoing equity work. Course design suggestions and tip sheets will be made available through this course as well to help teachers organize and layout their courses.

Ongoing professional development sessions and collaboration will be available throughout the school year to support continued growth.



# Family Expectations

## Attendance

All PSD attendance and truancy policies will apply to remote students. Please see the [PSD Parent & Student Handbook](#) for more information and a link to applicable board policies. When students are ill or will be missing school for any reason, parents will be expected to contact your child's school to report absences as you have done in prior years.

---

## Communication

Parent-Teacher communication is a vital cornerstone to maintain the relationship between the school and parents. Teachers are the parents' first point of contact for academic questions. For students to succeed in remote learning, parents are expected to maintain responsiveness to email, newsletters, phone, and or video communications with the teachers and the school. Professional, courteous two-way communication is always encouraged.

---

## Learning Environment

- Provide a learning space best suited for your learner's needs for studying and academic work.
- Have a set schedule for the school day, including breaks, lunch, and physical activity.
- Talk to your student daily about what they are learning.
- Let your student know that you support them and want them to be a strong learner. Let them know that you are proud of them because of their work and goals they are accomplishing.
- Help your student assess personal strengths and areas for growth and encourage them not to avoid the subjects they find most difficult.
- Monitor schoolwork and proper computer usage. Students should be making consistent progress in all their classes in order to complete each class by the end of each term.



# Family Supports

## General

PSD will provide an extensive website where parents can go to find resources on curriculum, expectations, handbooks, processes, checklists, virtual hosted training, and other necessary resources to support their students. Also included will be recorded video tutorials to get started with the tools and systems necessary to support student learning remotely.

---

## Technical Supports

Basic student questions about how to access a course or learning resource will be handled by teachers, but emailing [servicecentral@psd401.net](mailto:servicecentral@psd401.net) will provide parents with more in-depth technical support should their children have problems with devices, connectivity, or access to systems online.

---

## Peer Supports

As Schoology is the primary Learning Management System and its usage is critical to student's success in remote learning, parents are strongly encouraged to set up parent Schoology accounts to interact and view their child's progress in their Schoology courses. Within Schoology, all parents with students enrolled in remote learning will be enrolled in a group with discussion forums for parents to communicate with one another as well as look for general answers from other parents. This forum will also be monitored by the PSD Department of Learning & Innovation staff to ensure that all questions are answered if necessary.

---

## General Office Hours

PSD will staff weekly one hour general office hours sessions outside of teaching sessions where parents can join a Zoom conference to answer bigger questions, find help with strategies to assist their child with organization or motivation and find avenues to encourage student social interaction.

