



Marple Newtown School District Flexible Instruction Plan

Fall 2020

Approved October 2, 2020

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Introduction

The Marple Newtown School District (MNSD) is dedicated to providing a continuation of relevant and meaningful learning in the case of a school closure. In an effort to sustain and enhance the learning being provided during a school closure, the District has designed more efficient systems for distance learning, virtual instruction, and communication. Through our commitment to the teamwork approach, on-going professional learning, and our partnerships with the educators within the Intermediate Unit for the county, we are pursuing equitable, accessible, and effective learning for all. The MNSD Flexible Instruction Plan allows for rigorous academic opportunities and the technological gains that can take place in an online setting. Growth in technological competencies is an asset throughout the MNSD schooling experience, as well as, your child's preparation for college and/or career.

Rigor is important in the traditional classroom and is equally significant online. Rigor leads a student to the understanding, knowledge, applications, skills, and competencies that are required for academic success, regardless of whether the student is sitting in person within a classroom or participating virtually using an electronic device. While we realize this type of learning cannot replace the same type of connected interaction that happens in the actual classroom, we value the opportunity to expand upon how computer-based learning can help students learn and demonstrate content-mastery while working with technologies relevant to the future.

The purpose of this document is to outline how MNSD will offer a Flexible Instruction model for the continuation of the educational program if there is a temporary school closure. Much of the Flexible Instruction will involve asynchronous learning. An asynchronous learning environment is a learning environment that does not require participants, teachers, and students to be online at the same time. With varying availability to technology within each household, our intention is to create a Flexible Instruction Plan that makes it possible for families to adjust to the shared usage of technology within the home, as well as, affording the students the ability to work at their own pace. We have also been mindful of the many responsibilities parents in our community have beyond providing a support system for their students' at-home learning. As such, the Flexible Instruction Plan will offer a balance between making progress on learning outcomes and keeping the learning challenges reasonable so that students have a greater chance for success.

This MNSD Flexible Instruction Plan will define the following:

- Implementation procedures to conduct school remotely until resumption of normal operations.
- The expectations required of both teachers and families for the successful continuation of student learning and family communication.
- The District plans that address developmentally appropriate and meaningful student learning experiences.

The following MNSD Flexible Instruction Plan is designed to address the following scenario:

- Asynchronous learning to ensure the opportunity to learn for all students;
- Synchronous engagements when possible to support learning and socio-emotional well-being of students through real-time engagements as identified;

- Limited and/or variable online access to technology and internet for some students;
- A commitment to monitoring and improvement of this plan and the student experience during the time of its implementation

Distance Learning Platforms at MNSD

The following online platforms support both Flexible Instruction and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

- MNSD Outlook email and Infinite Campus are the communication tools used to contact and communicate with MNSD families, K-12. If a student is without internet access a Global Connect phone call is also an additional layer of communication for our families.
- Schoology is the learning management system used for distance learning in the Elementary Schools (K-5).
- Schoology is the learning management system used for distance learning in the Middle School (6-8) and the High School (9-12).
- Google Apps for Education are online collaboration platforms used for remote instructional planning by faculty. Zoom is used for virtual faculty and department meetings, as well as for the MNSD Leadership Team discussions.

In addition to the above resources, we encourage faculty, students, and parents to complete a [Technology Assistance Form](#) for any tech related question and to expect a response within 24 hours. This form is managed by our Technology Support Specialists. A variety of instructional technology resources for teachers, parents, and students can be found on the [MNSD Virtual Instruction Guide](#) website.

Schoolwide Roles & Responsibilities

Administrative Team	<ul style="list-style-type: none"> • Develop Flexible Instruction expectations for distance learning at each level. • Communicate regularly with faculty/staff and MNSD guardians. • Support faculty/staff and guardians during Flexible Instruction days. • Ensure effective implementation of Flexible Instruction Plan. • Participate in IEP, 504, and GIEP meetings.
Administrative Support Staff	<ul style="list-style-type: none"> • Check attendance and communicate any absences to teachers and administration

	<ul style="list-style-type: none"> ● Check Infinite Campus reports throughout the day for attendance in each period of class. Communicate with the teacher, administrator, and parents in regard to an absence via a phone call and email.
Content Area, Special Area	<ul style="list-style-type: none"> ● Collaborate with colleagues to design Flexible Instruction experiences for students. ● Develop high-quality student learning experiences. ● Communicate with and provide timely feedback to students. ● Communicate with parents, as necessary. ● Participate in IEP, 504, and GIEP meetings
Special Education Teachers, Teachers of the Gifted, & 504 Coordinators	<ul style="list-style-type: none"> ● Partner with classroom teachers to accommodate the online learning curriculum they are providing to the special education students on their caseload. ● Create an interim for each student on their caseload ● Ongoing communication with parents throughout the entire online plan ● Communicate with all parents of students on their caseload the first week regarding the online learning plan and how they will co-plan with the teachers for the students to access the content of the distance learning lessons. ● Ongoing communication with all parents and students on their caseload. ● Planning and implementing high-quality learning experiences through online interventions. ● Communicate with Instructional support staff and collaborate to assist in student learning. ● Review and revise special education and gifted plans and service agreements ● Chair meetings related to IEPs, GIEPs, and 504s according to timelines.
Guidance Counselors and Behavioral Health Workers: Mental Health	<ul style="list-style-type: none"> ● Provide counseling lessons that students could complete at home based on the current curriculum. ● Review and respond to Wellness Checks ● Ongoing communication with parents throughout the entire online plan ● Provide developmentally appropriate resources and counseling sessions that address anxiety, isolation, health and wellbeing. ● Respond to counseling needs of students, as needed. ● Complete counseling sessions, as addressed in IEP or 504. ● Participate in IEP, GIEP, and 504 meetings as needed. ● MNSD Wellness Website - created to provide resources on physical and mental wellness for students and guardians.
Counselors: Academic Guidance & College Planning	<ul style="list-style-type: none"> ● Participate in IEP, 504, and GIEP meetings as needed. ● Ensure continuity of the processing of student files for college applications. ● Support school advocacy with colleges, College Board, and other external bodies to ensure campus closure and its effects are understood. ● MNHS website of curated resources associated with Pathway clusters
Media Specialists	<ul style="list-style-type: none"> ● Curate resources for teachers to support the development of high quality online learning experiences for students. <ul style="list-style-type: none"> ○ The media specialists for the district will provide support to their respective buildings by curating a list of non-digital learning activities by grade spans as follows: K-2, 3-5, 6-8, 9-12. These resources will be provided on the district website, as well as, embedded into the teachers' weekly assignment calendar. The high school website will

	<p>focus upon College and Career Readiness items to support our MNSD Pathways. The media specialists will also monitor the Nearpod library, identify, and categorize modules that would support the various grade spans and disciplines of learning.</p> <ul style="list-style-type: none"> ● Create screencasts, videos, podcasts, or other how-to resources for teachers. ● Support teachers in the development of Flexible Instruction experiences, as needed. ● Overview of Librarian Support Role Document
Reading Specialists	<ul style="list-style-type: none"> ● Manage reading and math intervention resources used at the various levels of learning. ● Partner with classroom teachers to accommodate the online learning curriculum they are providing to the student.
Related Services -Speech, Occupational Therapy,Physical Therapy, Vision and Hearing Support	<ul style="list-style-type: none"> ● Communicate with all parents of students on their caseload regarding the online learning plan and ongoing communication throughout the entire online plan ● Ongoing communication with all parents on their caseload. ● Create an interim plan for each student to receive related services ● Planning and implementing high-quality learning experiences through online interventions. ● Communicate with case managers about each student's individualized plan ● Review and revise special education and service agreements ● Attend and provide feedback at IEPs, GIEPs, and 504s according to timelines.
School Psychologists	<ul style="list-style-type: none"> ● Collaborate with colleagues to design Flexible Instruction experiences for students. ● Develop high-quality student learning experiences. ● Ongoing communication with all parents and students on their caseload. ● Review and revise special education related documents. ● Participate in IEP, GIEP, and 504 meetings. ● Continue to meet state mandated timelines with paperwork ● Hold evaluation/reevaluation meetings
Technology Support Specialists	<ul style="list-style-type: none"> ● Provide timely responses to student, family, and faculty requests regarding technology issues. ● Provide a website of curated resources of "Tech Tips" for guardians and faculty to support access of all necessary resources for distance learning. ● Provide a Global Connect phone message informing families of the school closure and contact information for specific questions.
Testing Coordinators	<ul style="list-style-type: none"> ● Remain in contact with the College Board (AP & SAT) and ACT ● Remain in contact with DRC ● Communicate information to teachers, guardians, and students, as it becomes available.
ELL Teachers	<ul style="list-style-type: none"> ● Support teachers for EL student learning experiences in accordance with district Flexible Instruction plans. ● Curate and/or develop resources to support EL students. ● Communicate with and provide timely feedback to students.

	<ul style="list-style-type: none"> • Communicate with guardians,as needed.
Nurses	<ul style="list-style-type: none"> • Complete necessary screenings as identified or consult with families to complete these screenings. • Communicate with parents about necessary medication • Complete any required medical documents required by the PA Department of Health, local Department of Health, or district • Consult with families and staff related to medical needs that are impacting a student's ability to access their education. • Collaborate with Non-Public schools in the district boundaries to support their medical needs. • Consult with the local Department of Health as needed. • Participate in IEP, GIEP, and 504 meetings • MNSD Wellness Website - created to provide resources on physical and mental wellness for students and guardians.

Student Roles & Responsibilities

Student	<ul style="list-style-type: none"> • Follow attendance procedures for distance learning. • Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher/s. • Check appropriate online platforms for information on courses, assignments, resources daily. Use contact information from the Global Connect message if internet issues arise. • Use secondary (PHMS & MNSD) teacher “office hours” for questions or support. • Identify a comfortable and quiet space to study/learn. • Engage in all learning posted with academic honesty and with good digital citizenship. • Advocate for additional supports and resources as needed. • Submit all assignments in accordance with provided timeline and/or due dates. • Ensure own social and emotional balance by keeping healthy habits
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Question Related To:	Contact:
A class, an assignment, a resource	Relevant teacher
A technology issue/request	Submit ' Technology Assistance Form '
Any other issue related to Flexible Instruction for Elementary students	Building Principal
Any other issue related to Flexible Instruction for Secondary students	Building Principal

Parent Roles & Responsibilities

Parent/Guardian	<p>Support their student(s) in their learning by:</p> <ul style="list-style-type: none"> • Providing an environment and schedule conducive to daily learning (access to technology, safe and quiet space during daytime). • Engaging in conversations on posted materials, assignments, where appropriate. • Help students check appropriate online platforms for information on courses, assignments, resources, and daily attendance. • Encouraging attendance, as much as possible, to any “office hours” offered by each of their child’s teacher/s. Follow the procedure for reporting attendance. • Collaborate with staff to schedule any direct meetings or sessions • Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
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Question Related To:	Contact:
Attendance	Building secretary phone and/or email
A class, an assignment, a resource	Relevant teacher
A technology issue/request	Submit ' Technology Assistance Form '
Any other issue related to Flexible Instruction for Elementary students	Building Principal
Any other issue related to Flexible Instruction for Secondary students	Building Principal

Attendance and Wellness Check

If a child will not be attending the virtual learning for a specific day, parents/guardians are to call the attendance line for their building to report your child’s absence or email the date and reason for the absence to their appropriate building. Please see charts for contact details.

Attendance in all virtual learning for secondary students will be the completion of the daily question sent via Schoology. The question must be answered and submitted no later than 9 AM for secondary students.

Teachers will place attendance in Infinite Campus for all of their classes. We will run reports through Infinite Campus throughout the day to monitor attendance in all classes. We are making sure that students are not checking into the homeroom period and disregarding the rest of the day. We are contacting the homes of students who are not reporting to class.

Should there be any Internet failure, outage in our area, or technology not functioning:

- Student attendance will be measured by completion of tasks and quality of work assigned for each course or subject area.
- If a student is absent the day before a FID, the work may be completed at school when the student returns OR the student will have an additional day to complete the work.
- Teachers will record course attendance based upon work submission.
- Students will leave school with an understanding of and access to work that will need to be completed at home in the event school is closed due to inclement weather.
- Students will be assigned work to be completed either using their school-issued devices and applications OR paper/pencil assignments. Students will have the option of completing these assignments in school when classes resume if there are issues with completing the work at home due to internet access or other factors. Students will not be penalized for failure to complete work if sufficient supports have not been provided.
- With the district-wide use of Schoology as the Student Learning Management System, assignments will be submitted on this platform or by providing a paper copy when the student returns to school after the need for closure.

The Wellness Check will not provide data for attendance. Teachers will also post your attendance question. The Wellness contact at each school provides a link to conduct the wellness check every Monday. Teachers provide the link or embed code every Monday.

Teachers send a message to all students letting them know they have two items to complete every Monday. Only the Wellness contact at each school will see the answers to the Wellness Check. If the student indicates "I need help" the Wellness contact will provide the appropriate contact to be in touch with the student to help them with the problem they are reporting. Answers for "Struggling but I know who to reach out to" will be analyzed on a case by case basis. The other three available choices for answers will NOT trigger a response from the school.

Flexible Instruction: Elementary School

Overview

Over the course of this Flexible Instruction time period, our faculty will partner with parents to engage students in experiences that stretch their understanding and expand how they approach new learning. Teachers will continue to carry forward their instrumental role in guiding, supporting, and challenging students to take on new responsibilities and to become excited about new learning. Teachers will communicate with students/parents through our Schoology online subscription in order to engage students in rich learning tasks. For students with IEPs, GIEPs, and 504s, the assigned case manager will continue to take the lead on facilitating and coordinating supports and services. Please refer to the Special Education, Gifted Education, and 504 Overview section regarding flexible instruction and meeting the needs of individual students.

Students will leave school with an understanding of and access to work that will need to be completed at home in the event school is closed due to inclement weather. Students will be assigned work to be completed either using their school-issued devices and applications OR paper/pencil assignments. Students will have the option of completing these assignments in school when classes resume if there are issues with completing the work at home due to internet access or other factors. Students will not be penalized for failure to complete work if sufficient supports have not been provided.

Role of Parents

As Elementary School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in Flexible Instruction tasks and to access on-line resources. The designed learning tasks and activities will provide direction and support to families with the understanding that task completion depends on each individual families' circumstances. We recognize and have taken into consideration that parents may have more than one child to guide as we have developed this plan. Therefore, the framed supports for the learning experience have a range of time for each grade level and are listed below. This time will both inform and help prepare the student to engage in the learning tasks that the teacher has designed for that given week.

We ask parents for the following support:

- Reporting absences in a timely manner.
- Read the updates on the learning platform (Seesaw/Schoology) from your child's teachers.
- Read the weekly calendar of home learning tasks and activities posted on the learning management system (Schoology) with your child. This information is also sent home in a print version in the Wednesday Weekly envelope.
- Designate a place in your home or where you are temporarily located so your child can work independently on his/her assigned tasks and complete independent reading each day.

- Email your child's classroom teacher if you or your child has questions and/or if your child needs extra help and support. Teachers will be available and be present online to help and support. These hours will be posted by the teachers in the learning management system (Schoology).

Content and Timing

Flexible Instruction will focus on skill review and practice, along with developing new online learning routines. This is intended to make this process manageable, meaningful, and scaffolded for all stakeholders. Work completed during this time will be submitted and reviewed for feedback.

- All learning tasks will be posted daily to your student's learning management system (Schoology) by 8:00 a.m. This does not preclude a teacher from posting additional daily communications.
- Print versions of course syllabi are also available as a point of reference.

Virtual instruction will focus on developing new skills, knowledge, understandings, and concepts, as well as on review and practice. Work completed during this time may be graded.

- All assignments and materials will be posted daily on Schoology.
- Teachers may provide supplemental video/audio links to support their assignments
- Teachers will provide synchronous instruction via Zoom.
- This schedule may be adjusted, when necessary, to accommodate IEP and 504 meetings.

Monitoring Progress

Teachers will monitor student progress through the activities that students engage in through digital platforms. Teachers will provide feedback to students each day.

Kindergarten

The Flexible Instruction Plan in Kindergarten will include a list of home learning activities parents can facilitate for their children.

Learning Experience: Teachers will post a Morning Update into the [weekly calendar](#) to welcome their students and parents to the upcoming week. The update will briefly explain the learning approach and focus for the week. This information is also sent home in print format in the weekly mailing.

Learning Timeframe: Students are encouraged to engage in distance learning for approximately 25-35 minutes a day with the understanding that activities that take place throughout the day are extensions of this time (e.g., reading aloud, pretend play, investigations, writing, drawing).

Learning Specifics: The purpose of this document is to provide an overview of the experience. Information on how to log into Schoology will be provided on the [MNSD Virtual Instruction Guide website](#). More specific details will be shared with students and guardians through those platforms.

Approximate Time per <u>Week</u>	Subject Area
60 - 90 min	Fundations and ELA Activities
30 - 40 min	Math Activities
10 min	Science/Social Studies Activities (alternating every week)
30 min	Unified Arts (Art, Music, and Physical Education Activities)

Grade 1 to Grade 2

The Flexible Instruction Plan in First and Second Grade will include home learning engagements and/or activities that parents can assist their child in completing.

Learning Experience: At the beginning of each week, teachers will post a Morning Update into the [weekly calendar](#) to welcome their students and parents and will briefly explain the learning approach and focus for the week. This information is also provided in print format which is sent home in the weekly mailing.

Learning Timeframe: The described learning is designed to take approximately 20 - 40 minutes/day. We also encourage you to explore familiar experiences and activities like that of reading for pleasure, journal writing, and play to extend and enhance your child's learning.

Learning Specifics: The purpose of this document is to provide an overview of the experience. Information on how to log into Schoology will be provided on the [MNSD Virtual Instruction Guide website](#). More specific details will be shared with students and guardians through those platforms.

Approximate Time per <u>Week</u>	Subject Area
60 - 90 min	Fundations and ELA Activities
30 - 40 min	Math Activities
10 min	Science/Social Studies Activities (alternating every week)
30 min	Unified Arts (Art, Music, and Physical Education Activities)

Grade 3 to Grade 5

The Flexible Instruction Plan for Third to Fifth Grade will include home learning engagements and/or activities that parents can assist their child in understanding for independent completion.

Learning Experience: At the beginning of each week, teachers will post a Morning Update into the [weekly calendar](#) to welcome their students and parents and will briefly explain the learning approach and focus for the week. This information is also provided in print format which is sent home in the weekly mailing.

Learning Timeframe: Students are encouraged to engage in distance learning for approximately 1 hour/day, no more than 5.5 hours a week. The quality of this experience is most closely associated with how deeply the child is connecting to the experience. Over the course of this timeframe, students will engage with varying degrees of independence. The more challenging the task, the more support that might be required. Encourage your child to seek support while allowing your child to accept responsibility and take on challenges with increasing independence.

Approximate Time per <u>Week</u>	Subject Area
40 - 60 min	ELA
45 - 60 min	Math
20 min	Science/Social Studies (alternating every week)
90 min	Unified Arts (Art, Music, and Physical Education Activities)

Flexible Instruction: Middle School

Overview

We know that learning takes in many different forms and can take place in many different settings. Our upcoming distance learning experience is the very type of experience that our middle school students are prepared to take on and to grow from, independently, with their peers, and even with their families.

Over the course of the district closure, students will be invited to engage in learning experiences that will stretch their thinking and will encourage new ways of exploring content in each of their classes, even though they will not be physically present at school.

The clear goal for these days is to provide meaningful educational experiences while instruction occurs online, allowing students to interact, to engage, to grow, and ultimately, to learn. For students with IEPs, GIEPs, and 504s, the assigned case manager will continue to take the lead on facilitating and coordinating supports and services. Please refer to the Special Education, Gifted Education, and 504 Overview section regarding Flexible Instruction and meeting the needs of individual students.

Students will leave school with an understanding of and access to work that will need to be completed at home in the event school is closed due to inclement weather.

Students will be assigned work to be completed either using their school-issued devices and applications OR paper/pencil assignments. Students will have the option of completing these assignments in school when classes resume if there are issues with completing the work at home due to internet access or other factors. Students will not be penalized for failure to complete work if sufficient supports have not been provided.

Role of Parents

As Middle School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in distance learning tasks and, in some cases, to access on-line resources. The learning tasks and activities provide direction and support to families. We recognize that parents may have more than one child to guide, therefore we have framed the learning experience to require minimal parent involvement. Additionally, students/parents can refer to any syllabi that has been provided at the beginning of the course identifying specific assignments to complete during a temporary school closure unless otherwise notified.

As a parent of Middle School students, we ask you for the following support:

- Check in with your child daily about their distance learning tasks, activities, and assessments they are working on.
- Designate a place that is conducive to engaging in online school work and flexible instruction, away from distractions such as other electronics, TV, video games, etc.
- All learning tasks for the week ahead will be provided on Friday by the end of the school day.

- All learning tasks for each week will be posted daily on Schoology. This does not preclude a teacher from posting additional communication.

Content and Timing

Teachers will provide guidance specific to the amount of time activities/assignments might require. This will include time spent on accessing content, as well as completing work. Students will also have off-screen tasks that are designed to engage the middle school learner and attend to middle school needs. Total time for engagement in learning for each class, including reading, homework, work towards long term assignments, and assessments, should not exceed the following guidelines:

Guidelines for student workload by subject area

Approximate Time Per <u>Week</u>	Subject Area
135 minutes	Math
135 minutes	ELA
135 minutes	Science
135 minutes	Social Studies
135 minutes	World Language (if applicable)
135 minutes	Cycle Classes (Art, Physical Education, Music, Family & Consumer Sciences, etc)

- This schedule may be adjusted, when necessary, to accommodate IEP and 504 meetings.

Synchronous and Asynchronous Interactions

- Teachers will design multiple learning tasks that promote the development of understanding.
- Teachers will use interactive features to enhance lessons and/or to garner student feedback.
 - Nearpod, a student engagement platform, will be leveraged as a resource for creating interactive, student-paced learning modules.
- Teachers will leverage Schoology as a learning management system for communicating student learning expectations, providing links to resources, collecting assignments, and providing feedback. Students may be expected to participate in discussion posts.
- Schoology pages will be updated daily. In addition to assignments, Zoom links for synchronous instruction will be posted to individual courses within Schoology.
- Assignments may include audio recordings or video (screencast).
- For projects that extend over multiple days, checkpoints and deliverables will be clearly communicated.

- Teachers will respond to student and parent emails/questions within 24 hours during the school week.
- Teachers will provide an estimated duration for each assignment and will clearly communicate deadlines for completing all learning activities. Teachers should expect that some students will take longer than anticipated to complete some assignments.

Assessment and Monitoring Progress

Non-graded Formative and Practice Tasks:

Students may be asked to provide evidence of learning for each subject as a check for understanding.

- Students should complete assigned non-graded assessments that provide a check for understanding. These may include (but are not limited to) questions, discussions, forms, and polls.
- Teachers will monitor student progress with ongoing and regular feedback.
- Teachers will actively engage with the student, parents, counselor(s), learning specialist(s), (EL or Learning Support Teachers), and Administration to support students who are not producing evidence of learning.

Non-graded learning opportunities will also be shared district-wide on the [MNSD Optional Learning Opportunities website](#). These include Nearpod modules, digital, and non-digital activities for each grade band (K-2, 3-5, 6-8, 9-12). These are also included in the previously distributed course syllabi.

Graded Summative Tasks:

Teachers will provide feedback to students at regular checkpoints on tasks that extend over multiple days if the school closure should extend beyond a day or two.

- Teachers will notify students and parents when content assignments and summative assessments will be graded. These may include (but are not limited to) electronic portfolios, electronic quizzes/tests, research projects, and writing assignments.
- Clear instructions on where/how to turn in assignments will be provided to students.
- Teachers will be expected to post grades on Infinite Campus on a weekly basis.

Flexible Instruction: High School

Overview

During school closure, students will participate in meaningful learning experiences in each of their classes, even though they will not be physically present on campus. For students with IEPs, GIEPs, and 504s, the assigned case manager will continue to take the lead on facilitating and coordinating supports and services. Please refer to the Special Education, Gifted Education, and 504 Overview section regarding flexible instruction and meeting the needs of individual students.

Students will leave school with an understanding of and access to work that will need to be completed at home in the event school is closed due to inclement weather.

Students will be assigned work to be completed either using their school-issued devices and applications OR paper/pencil assignments. Students will have the option of completing these assignments in school when classes resume if there are issues with completing the work at home due to internet access or other factors. Students will not be penalized for failure to complete work if sufficient supports have not been provided

Role of Parents

As a parent of High School students, we ask you for the following support:

- Check in with your child daily about the distance learning tasks, activities and assessments they are working on.
- Designate a place where your child will work independently on his/her assigned tasks.
- Engage your child in conversations about their remote learning experiences.
- Ask your child about their deadlines and support them, as needed, in submitting assignments according to the established deadlines.
- Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support. Our faculty will be on hand to help and support within 24 hours.

Content and Timing

Teachers will provide guidance specific to the amount of time activities/assignments might require. This will include time spent on accessing content, as well as completing work. Students will also have off-screen tasks that are designed to engage the high school learner and attend to high school needs. Total time for engagement in learning for each class, including reading, homework, work towards long term assignments, and assessments, should not exceed the following guidelines:

Guidelines for student workload by subject area

Approximate Time Per <u>Week</u>	Subject Area
135 minutes	Math
135 minutes	ELA
135 minutes	Science
135 minutes	Social Studies
135 minutes	World Language (if applicable)
135 minutes	Electives

- This schedule may be adjusted, when necessary, to accommodate IEP and 504 meetings

Synchronous and Asynchronous Interactions

- Teachers will design multiple learning tasks that promote the development of understanding.
- Teachers will use interactive features to enhance lessons and/or to garner student feedback.
 - Nearpod, a student engagement platform, will be leveraged as a resource for creating interactive, student-paced learning modules.
- Teachers will leverage Schoology as a learning management system for communicating student learning expectations, providing links to resources, collecting assignments, and providing feedback. Students may be expected to participate in discussion posts.
- Schoology pages will be updated daily. In addition to assignments, Zoom links for synchronous instruction will be posted to individual courses within Schoology.
- Assignments may include audio recordings or video (screencast).
- For projects that extend over multiple days, checkpoints and deliverables will be clearly communicated.
- Teachers will respond to student and parent emails/questions within 24 hours during the school week.
- Teachers will provide an estimated duration for each assignment and will clearly communicate deadlines for completing all learning activities. Teachers should expect that some students will take longer than anticipated to complete some assignments.

Assessment and Monitoring Progress

- Teachers will use a variety of assessment tasks to inform instruction, improve learning, and report on student achievement.
- Teachers will design assessment instruments and create environments that assist students in making good choices related to issues of integrity. This could include:
 - Reminding students of the academic integrity policy.

- Establishing clear expectations and guidelines for use of sources and collaboration and including them as part of the assessment task;
- Post-assessment authentication through student reflection or teacher: student dialogue;
- Creating assessments that allow for student choice and development for how they will demonstrate learning.

Non-graded Formative and Practice Tasks:

Students must complete assigned non-graded assessments that provide a check for understanding.

- These may include (but are not limited to) discussions, forms, and polls.
- Teachers monitor student progress with ongoing and regular feedback.
- Teachers will actively engage with the student, parents, counselor(s), learning specialist(s), (EL or Learning Support Teachers), and Administration to support students who are not producing evidence of learning.

Non-graded learning opportunities will also be shared district-wide on the [MNSD Optional Learning Opportunities website](#). These include Nearpod modules, digital, and non-digital activities for each grade band (K-2, 3-5, 6-8, 9-12). These are also included in the previously distributed course syllabi.

Graded Assignments:

- Teachers will provide feedback to students at regular checkpoints on tasks that extend over multiple days.
- Teachers will notify students and parents when content assignments and summative assessments will be graded. These may include (but are not limited to) electronic portfolios, electronic quizzes/tests, research projects, and writing assignments.
- Clear instructions on where/how to turn in assignments will be provided to students.
- Teachers will be expected to post grades on Infinite Campus on a weekly basis.

Students Enrolled in Advanced Placement Courses

Teachers will post assignments in their Schoology course, as well as, those that have been shared with students in the print version of the class syllabi for the course.

Flexible Instruction: Special Education, Gifted Education, and 504

The Flexible Instruction Plan for providing instruction and support for special education, gifted education, and 504 students was developed in close collaboration with general education staff and administration. The MN Continuity of Education (COE) Plan and Flexible Instruction Plan applies to all students in the District including those with special needs. All students with special needs continue to receive a Free and Appropriate Education to the extent possible and appropriate within the flexible learning environment. Special needs teachers and service providers develop a COVID-19 Interim Individual Emergency Plan for students having IEPs, GIEPs, and 504 Agreements that address their specific needs for accommodations and adaptations during implementation of school closure plan (COE). Parents are provided notice of the interim plan, which is based on the students current needs in this difficult circumstance. Parents have access to the student's teachers and specialists, counselors, nurses, and other service providers through virtual platforms, email, virtual meetings, and other non-synchronous methods to ask questions or comment about the individual plan that is provided to them. Services and instruction is provided with the best faith efforts to educate our special needs population along with our general education population to provide some sense of normality under these most difficult circumstances, and to protect the health, safety, and mental wellness of our school families.

*We thank you once again for your consistent and unwavering support as we work together to deliver continuity of learning during this challenging time. Do not hesitate to reach out to our administration and faculty if in need.
– Your MNSD Learning Community.*