JEFFERSON SCHOOL DISTRICT 14J

COVID-19 HEALTH AND SAFETY PLAN FOR SCHOOL REOPENING

COMPREHENSIVE DISTANCE LEARNING MODEL

FALL 2020

COMPREHENSIVE DISTANCE LEARNING: As Oregon moves beyond an emergency response to a planned response for applying a distance learning instructional model, schools have an increased responsibility to prioritize and target investments for students historically underserved by the system. Schools engaging in Comprehensive Distance Learning will focus on closing persistent gaps and inequities while maintaining high expectations for students and staff.

Students engaging in Comprehensive Distance Learning have access to standards-based, grade level-or-beyond educational materials. They interact in an ongoing manner with one or more teachers who skillfully guide the student's full educational experience. Comprehensive Distance Learning includes multimedia communication and blended learning strategies, not solely digital/online learning. As appropriate, learning may or may not be separated in time often referred to as asynchronous or synchronous learning in the field of distance learning.

Comprehensive Distance Learning requires meeting all federal and state laws and Division 22 requirements that apply to the 2020-21 school year , as well as requirements for mental, social, and emotional health and family engagement.

Comprehensive Distance Learning includes required elements for realizing a school experience that honors the whole child and provides well rounded learning opportunities.

Under a Comprehensive Distance Learning model, schools have the responsibility to:

- Continue to focus on student identity and belonging, care, connection, wellbeing, and mental, social, and emotional health;
- Actively engage and nurture relationships with students, families, and community;
- Center equity in all outreach and communication efforts with parents and caregivers;
- Provide high quality, well-rounded learning opportunities; and
- Encourage, support, and provide opportunities for active collaboration and communication between school leaders, teachers, and all school staff.

GUIDING PRINCIPLES: Ensure safety and wellness. The decision to return to school settings must be driven by health and safety considerations. In planning, JSD will prioritize basic needs such as food, shelter, and wellness and support the mental, social, and emotional health of students and staff.

● Cultivate connection and relationship. Quality learning experiences require deep interpersonal relationships and a learning environment where people feel safe, seen, and valued. Especially in the midst of returning to school settings from an extended school closure, supporting students and families should begin with connection and relationship.
● Center on equity. Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; and students and families navigating poverty. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
● Innovate. The complex circumstances in which learning is currently situated requires ongoing reflection and iteration to assure deep learning for every student.

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1. ACADEMIC CONDITIONS

TEACHING AND LEARNING

In Comprehensive Distance Learning, academic activities must be available across all instructional areas, so each student participates in a well-rounded educational experience. Students need ample instructional time, predictable routines and schedules, meaningful relationships that promote a sense of belonging, and feedback as they strive to meet learning goals.

The familiar domains of teaching practices (i.e., preparation and planning, purpose, student engagement, classroom environment and culture, curriculum and pedagogy, and assessment of learning) apply to teaching in distance learning models. While state content standards must guide instruction, educators are encouraged to design purposeful learning experiences that build on students' identity and strengths.

Required

❏ Provide a virtual orientation to ensure all students and parents know and understand virtual tools and procedures.
❏ Instruction is based on grade-level (or above grade-level) state content standards.
❏ Provide at least one synchronous opportunity for every student each day (though not necessarily for every course or content area).
❏ Provide access to a well-rounded education and opportunities to fill learning gaps in the service of grade-level and integrated learning experiences.
❏ Provide consistent and timely student feedback and documented assessment of learning toward state content standards. Leverage formative assessment-practices to grow student's ability for independent learning.
❏ Incorporate time for check-ins and peer interactions; develop a classroom culture, even when the "classroom" is remote.
❏ Clearly define roles and responsibilities of educators, students and families (see Figure F).

JEFFERSON ELEMENTARY SCHOOL
TEACHING AND LEARNING DETAILS

❏ **Provide a virtual orientation to ensure all students and parents know and understand virtual tools and procedures.**
JES will hold several parent/student/teacher virtual orientations. Parents and students will also receive grade level teacher and student schedules and expectations.

❏ **Instruction is based on grade-level (or above grade-level) state content standards.**
Big Ideas Math, Journeys, Great Body Shop, Odyssey, and other Common Core aligned curricula will continue to be delivered via Google classroom and other applicable platforms at appropriate grade level.

❏ **Provide at least one synchronous opportunity for every student each day (though not necessarily for every course or content area).**
Each teacher will provide a whole class 30-minute morning meeting, outlining daily expectations, learning targets, and schedule. Each student will participate in at least one 30-minute synchronous small group or large group instructional opportunity per day

JES Student Schedules

❏ **Provide access to a well-rounded education and opportunities to fill learning gaps in the service of grade-level and integrated learning experiences.**

Teachers will assign project-based lessons to enrich synchronous instruction. Imagine Learning Language & Literacy and Math will be assigned (100 minutes per week). This adaptive curriculum will assess and teach students at their instructional level. (Please see above student schedules for more detail)

❏ **Provide consistent and timely student feedback and documented assessment of learning toward state content standards. Leverage formative assessment-practices to grow student's ability for independent learning.**

Each assignment given will be graded with feedback within one week of submission via Google Classroom (or physically if needed). Multiple assignments will be assigned in order to assess students across all assessed standards.

❏ **Incorporate time for check-ins and peer interactions; develop a classroom culture, even when the "classroom" is remote.**

Teachers will check-in with students as a whole group and in small groups daily. Students will interact with one another in these sessions. Teachers will tutor students individually or in small groups as indicated by ongoing assessments as needed throughout the week.

❏ **Clearly define roles and responsibilities of educators, students and families.**

JES Daily Teacher Expectations:

- Teachers will teach from their classrooms (unless approved by administrative process).
- Teachers will work from 7:45 - 3:45 according to the master schedule.
- Teachers will be expected to align to the master schedule
- Teachers will be expected to engage their students in online live discussions to promote collaboration, to build relationships between students and teachers, and between students.

- Teachers will be expected to use whole-group, small-group, and individual instruction, as well as projects where students work both independently and collaboratively. (Gradual release method - I do, we do, you do)
- Teachers will be expected to follow all specially designed instruction, modifications and accommodations prescribed in students IEP, 504, TAG plans, etc. Weekly meetings with SpEd staff, teachers and administration will ensure compliance.
- Teachers will be expected to take attendance at the morning meet and will document participation via Google classroom.
- Teachers will be expected to provide printed materials for those students who don't have online access. Note: Every effort will be made by JSD to help students access online instruction.

JES Special Education:

- JES gen-ed teachers will meet at a scheduled time weekly with SpEd staff to discuss the progress and needs of students on IEPs. Chris and Tracy will be invited to each meeting.
- SpEd/ gen-ed teacher meetings will be documented on each student's individual Google Doc which is also shared with Chris and Tracy.
- Sped teachers will teach virtual classes according to the master schedule.
- Lessons will be based on the IEP goal(s) at the level stated on the students IEP.
- Materials will be posted on Google and printed off by the student and or mailed home prior to the lesson, so the teacher and student are working from the same materials.
- All student classwork will be provided with teacher feedback that is documented daily.
- https://docs.google.com/document/d/1eMb8gmCpBAhgrxZ3_-6vIk_LMbcPjRyK80IvfP5G-6M/edit

Daily Student Expectations:
- Students will attend class during scheduled synchronous instruction (unless otherwise agreed upon by the teacher and administration).
- Students will engage during scheduled class time following the agreed upon classroom norms

Weekly Teacher Expectations:
- Teachers will provide timely feedback on all assigned work, and will keep grades in the portal up to date
- Teachers will communicate with parents as needed (on a regular basis, more is better)
- Teachers will monitor student progress. If adequate progress is not being made, teachers will coordinate with the Care Team to create an individualized plan to assist the child and family.

Weekly Student/Parent Expectations:
- Students and parents will monitor student progress and participation.
- Students will contact teachers or case managers when they have questions and/or concerns about coursework.
- Parents will contact teachers and/or administrators if they have questions and/or concerns regarding teaching and learning.

JEFFERSON MIDDLE SCHOOL
TEACHING AND LEARNING DETAILS

❏ **Provide a virtual orientation to ensure all students and parents know and understand virtual tools and procedures.**
JMS will hold several parent/student/teacher virtual and in-person orientations (dates to be determined). Parents and students will also receive a course syllabus to read and sign for each class their student is enrolled in.

❏ **Instruction is based on grade-level (or above grade-level) state content standards.**
Big Ideas Math, Great Body Shop, applicable online platforms such as Imagine Learning and Odysseyware, and other Common Core aligned curricula will continue to be delivered via Google at appropriate grade level.

Link to JMS Distance Learning Overview:
https://docs.google.com/document/d/1porLVxFFKJKxk39ZDxsjpoAiXgOWyVh86k-k8rMvwCo/edit?usp=sharing

❏ **Provide at least one synchronous opportunity for every student each day (though not necessarily for every course or content area).**

Teachers will be expected to teach live (synchronous) 30 minute (minimum) lessons 4 days per week using AVID strategies, and following the master schedule. Pride teachers will meet on Tuesdays and Thursdays with their Pride groups for 30 minutes each. These lessons will then be posted (in Google classroom) for students who need to access them later (asynchronous). These lessons will be created using State standards.

JMS - 6 A/B Schedule with Grade-level Cohorts

Teacher	Block 1 8:00 - 8:30 9:00 - 9:30		Block 2 10:00-10:30 11:00 - 11:30		A Pride (T, Th) 11:55-12:25	B Lunch 12:30-1:00	Block 3 1:00-1:30 2:00 - 2:30	
Chitwood	Prep	Prep	6th Cohort A1 / B1 L.A.	6th Cohort A1 / B1 S.S.	6th Pride		ch6th Cohort A2 / B2 L.A.	6th Cohort A2 / B2 S.S.
Larson	6th Cohort A2 / B2 PE-Heal.	6th Cohort A2 / B2 Elective	Prep	Prep	6th Pride		6th Cohort A1 / B1 PE-Heal.	6th Cohort A1 / B1 Elective

Hart	6th Cohort A1 / B1 Math	6th Cohort A1 / B1 Science	6th Cohort A2 / B2 Math	6th Cohort A2 / B2 Science	6th Pride		Prep	Prep
Beranek	7th Cohort A1/ B1 Math	7th Cohort A1/ B1 Science	7th Cohort A2/ B2 Math	7th Cohort A2/ B2 Science	7th Pride		Prep	Prep
Clark	Prep	Prep	7th Cohort A1/ B1 PE-Heal	7th Cohort A1/ B1 Elective	7th Pride	**Lunch**	7th Cohort A2/ B2 Elective	7th Cohort A2/ B2 PE-Heal
Foster	7th Cohort A2/ B2 L.A.	7th Cohort A2/ B2 S.S.	Prep	Prep	7th Pride	**Lunch**	7th Cohort A1/ B1 L.A.	7th Cohort A1/ B1 S.S.
Stewart	8th Cohort A1 / B1 L.A.	8th Cohort A1 / B1 S.S.	Prep	Prep	8th Pride	**Lunch**	8th Cohort A2 / B2 L.A.	8th Cohort A2 / B2 S.S.
Howard	8th Cohort A2 / B2 Elective		8th Cohort A1 / B1 Elective	8th Cohort A2 / B2 Math	8th Pride	**Lunch**	8th Cohort A1 / B1 Math	Prep
Whaley	Prep	8th Cohort A2 / B2 PE-Heal	8th Cohort A2 / B2 Science	8thCohort A1 / B1 PE-Heal	8th Pride	**Lunch**	Prep	8th Cohort A1 / B1 Science
Hasty	Prep	Begin. Band	Intermed.	Choir				

		Band					
Womack							
Rideout							

❏ **Provide access to a well-rounded education and opportunities to fill learning gaps in the service of grade-level and integrated learning experiences.**
Teachers will assign project-based lessons to enrich synchronous instruction. For students who test below grade level in Literacy, their elective class may include Imagine Learning to fill in learning gaps. Typing.com will also be an option for students during elective times.
- For parents who wish to utilize a non-synchronous, self-contained program, Odysseyware will be available as an option instead of the above outlined schedule.

❏ **Provide consistent and timely student feedback and documented assessment of learning toward state content standards. Leverage formative assessment-practices to grow student's ability for independent learning.**
Each assignment given will be "returned" to students via Google Classroom or physically if needed with feedback and appropriate scoring. Multiple assignments will be given to assess students across all assessed standards.

❏ **Incorporate time for check-ins and peer interactions; develop a classroom culture, even when the "classroom" is remote.**
Teachers and support staff will conduct class with students M, T, Th, F, and in small groups or individually as needed.   Instructional Assistants will also check in with students and offer assistance as needed. Students will interact with one another in these sessions. Teachers will tutor students individually or in small groups as indicated by ongoing assessments as needed throughout the week. Advisory classes (Pride) will meet twice per week and focus on Social Emotional Learning (Ruler)

❏ **Clearly define roles and responsibilities of educators, students and families (see Figure F).**

Daily Teacher Expectations:

- Teachers will teach from their classrooms (unless approved by administrative process) M, T, Th, F. Wednesdays will be used for Care Team meetings, professional development, grade-level planning, and communication with students and families. Synchronous learning will not occur on Wednesdays.
- Teachers will work from 7:45 - 3:45 according to the master schedule.
- Teachers will be expected to teach live (synchronous) 30 minute (minimum) lessons 4 days per week using AVID strategies, and following the master schedule. These lessons will then be posted (in Google classroom) for students who need to access them later (asynchronous). Pride Classes will meet twice per week for 30 minutes each on Tuesdays and Thursdays. These lessons will be created using State standards.
- Teachers will be expected to engage their students in online live discussions to promote collaboration, to build relationships between students and teachers, and between students.

- Teachers will be expected to use whole-group, small-group, and individual instruction, as well as projects where students work both independently and collaboratively. (Gradual release method - I do, we do, you do)
- Teachers will be expected to follow all specially designed instruction, modifications and accommodations prescribed in students IEP, 504, TAG plans, etc. Teachers will reach out to SPED teachers with questions and document other communication with SPED students.
- Teachers will be expected to take attendance (both for students who are attending synchronous and asynchronous).
- Teachers will be expected to provide printed materials for those students who don't have online access.

Daily Instructional Assistant Expectations:

JMS Special Education:

- JMS LRC- Sped teacher will provide small group LRC classes that are scheduled daily and provided virtually. These classes will not remove the student from the general education academic curriculum in their area of disability. Classes will be provided by the Sped teacher with assistance from Instructional Assistants and will meet the IEP's specific specially designed instructional needs. Classes in behavior will also be provided in a virtual learning setting. All students will be assessed by the special education teacher with the Burns and Roe Informal Reading Inventory during the first two weeks of the school year, to determine regression and or current level. Each student will also complete a baseline math assessment online Easy CBM as well as complete a handwritten writing sample using a given topic and mailed to the teacher for a current sample. All classwork will be provided with teacher feedback that is documented.
- https://docs.google.com/document/d/1eMb8gmCpBAhgrxZ3_-6vIk_LMbcPjRyK80IvfP5G-6M/edit

Daily Student Expectations:
- Students will attend class virtually during the scheduled class time unless otherwise agreed upon by the teacher and administration.
- Students will be expected to follow school dress code expectations while participating in virtual classrooms.
- Students may change virtual background to block views into homes, but web cameras should be turned on so that teachers can verify attendance and participation.
- Students will engage during scheduled class time following the agreed upon classroom norms
- Students will complete assignments on time to receive credit, but will be given multiple opportunities to take assessments, and to receive credit.
- Students will participate in teacher/student conferences to understand what needs to be done to make appropriate progress.
- Students are expected to check their Jefferson email daily.

Weekly Teacher Expectations:
- Teachers will participate in weekly care team meetings and communally designate a contact person to be in touch with students who are not meeting expectations.
- Teachers will provide timely feedback, and will keep grades in the portal up to date
- Teachers will communicate with parents as needed (on a regular basis, more is better)

- Teachers will monitor student progress. If adequate progress is not being made, teachers will set up a teacher/student conference. If adequate progress still isn't being met after the conference, the teacher will set up a teacher/student/parent conference.
- General education teachers will consult with IEP, 504, and ELD case managers to ensure that all students are receiving appropriate instruction, modifications and/or accommodations.
- Teachers will have and post their office hours weekly to be available for student / parent questions and clarifications. (Pride time M/F, one of Prep periods).

Weekly Student/Parent Expectations:
- Students and parents will monitor student progress using the PIV.
- Parents will monitor email for communication from teachers / administrators.
- Students will contact teachers or case managers when they have questions and/or concerns about coursework.
- Parents will contact teachers and/or administrators if they have questions and/or concerns regarding teaching and learning.

JEFFERSON HIGH SCHOOL

❏ **Provide a virtual orientation to ensure all students and parents know and understand virtual tools and procedures.**
JHS will hold several parent/student/teacher virtual and in-person orientations (dates to be determined). Parents and students will also receive a chromebook, student notebook, student schedule, and course syllabus to read and sign for each class their student is enrolled in. Sessions will be held at different times of the day so that all parents will have an opportunity to attend.

❏ **Instruction is based on grade-level (or above grade-level) state content standards.**
Students will be instructed in lessons using appropriate grade-level content, and State standards. Applicable online platforms such as Odysseyware will continue to be delivered via Google and Zoom.

Link to JHS Distance Learning Overview:
https://docs.google.com/document/d/1hqbg7C1UQkFFBPRfAFhCFm6RwX3nkU8vnrtcW4sGFoI/edit

❏ **Provide at least one synchronous opportunity for every student each day (though not necessarily for every course or content area).**

Teachers will be expected to teach live (synchronous) 30 minute (minimum) lessons 4 days per week using AVID strategies, and following the master schedule. Most students will be assigned 7 periods of learning each day. Students who can't meet synchronously will have an opportunity to complete the course work asynchronously. Lessons will then be posted (in Google classroom) for students who need to access them later (asynchronous). All lessons will be created using State standards.

❏ **Provide access to a well-rounded education and opportunities to fill learning gaps in the service of grade-level and integrated learning experiences.**

Students will have access to all graduation required courses. This means that students will continue to engage in a seven-period day, with teacher facilitated learning 4 days per week. Teachers will assign project-based lessons to enrich synchronous instruction. Students who received one or more "I's" last spring will be scheduled in a credit recovery class where they will work with a tutor to turn their I's into P's.

- For parents who wish to utilize a non-synchronous, self-contained program, Odysseyware will be available as an option instead of a 7 period per day schedule.

❏ **Provide consistent and timely student feedback and documented assessment of learning toward state content standards. Leverage formative assessment-practices to grow student's ability for independent learning.**

Each assignment given will be "returned" to students via Google Classroom or physically if needed with feedback and appropriate scoring. Multiple assignments will be given to assess students across all assessed standards.

❏ **Incorporate time for check-ins and peer interactions; develop a classroom culture, even when the "classroom" is remote.**

Teachers and support staff will conduct class with students M, T, Th, F, and in small groups or individually as needed. There will be a social and emotional component in each class to create a culture of safety and belonging. Instructional Assistants will also check in with students and offer assistance as needed. Students will interact with one another in these sessions. Teachers and instructional assistants will tutor students individually or in small groups as indicated by ongoing assessments as needed throughout the week.

❏ **Clearly define roles and responsibilities of educators, students and families.**

Daily Teacher Expectations:

- Teachers will be encouraged to teach from their classrooms Monday, Tuesday, Thursday and Friday (unless approved by administrative process).
- Teachers will work from 7:45 - 3:45 on Monday, Tuesday, Thursday and Friday. Wednesday hours will be flexible so that connections with families can be maximized..
- Teachers will be expected to teach live (synchronous) 30 minute (minimum) lessons 4 days per week using AVID strategies, and following the master schedule. These lessons will then be posted (in Google classroom) for students who need to access them later (asynchronous). These lessons will be created using State standards.
- Teachers will be expected to engage their students in online live discussions to promote collaboration, to build relationships between students and teachers, and between students.
- Teachers will be expected to use whole-group, small-group, and individual instruction, as well as projects where students work both independently and collaboratively. (Gradual release method - I do, we do, you do)
- Teachers will be expected to follow all specially designed instruction, modifications and accommodations prescribed in students IEP, 504, TAG plans, etc.
- Teachers will be expected to take attendance (both for students who are attending synchronous and asynchronous).

- Teachers will be expected to provide printed materials for those students who don't have online access.

JHS Special Education:

- Sped teacher(s) will teach virtual classes that are scheduled in the JHS master schedule, daily online.
- Lessons will be based on the IEP goal(s) at the level stated on the students IEP.
- Materials will be posted on Google and printed off by the student and or mailed home prior to the lesson, so the teacher and student are working from the same materials.
- All students will be assessed with the Burns and Roe Informal Reading Inventory during the first two weeks of the school year, to determine regression and or current level.
- Each student will also complete a baseline math assessment online using EasyCBM as well as complete a writing sample using a given topic and mailed to the teacher for a current sample. (This is preferably handwritten.)
- All student classwork will be provided with teacher feedback that is documented daily.
- https://docs.google.com/document/d/1eMb8gmCpBAhgrxZ3_-6vIk_LMbcPjRyK80IvfP5G-6M/edit

Daily Student Expectations:
- Students will attend class during the scheduled class time unless otherwise agreed upon by the teacher and administration.
- Students will be expected to follow school dress code expectations while participating in virtual classrooms.
- Students may change virtual backgrounds to block views into homes, but web cameras should be turned on so that teachers can verify attendance and participation.
- Students will engage during scheduled class time following the agreed upon classroom norms
- Students will complete assignments on time to receive credit, but will be given multiple opportunities to take assessments, and to receive credit.
- Students will participate in teacher/student conferences to understand what needs to be done to make appropriate progress.

Weekly Teacher Expectations:
- Teachers will strive to have at least 1 check in with each student each week outside of the regular classroom time.
- Teachers will provide timely feedback, and will keep grades in the portal up to date
- Teachers will communicate with parents as needed (on a regular basis, more is better)
- Teachers will monitor student progress. If adequate progress is not being made, teachers will set up a teacher/student conference. If adequate progress still isn't being met after the conference, the teacher will set up a teacher/student/parent conference.
- General education teachers will consult with IEP, 504, and ELD case managers each week to ensure that all students are receiving appropriate modification and accommodations.
- Teachers will have and post their office hours weekly.

Weekly Student/Parent Expectations:
- Students and parents will monitor student progress using the PIV.
- Students will contact teachers when they have questions and/or concerns about coursework.

- Parents will contact teachers and/or administrators if they have questions and/or concerns regarding teaching and learning.

INSTRUCTIONAL TIME

All schools operating with a Comprehensive Distance Learning instructional model must meet the Ready Schools, Safe Learners requirements for instructional time. For the 2020-21 school year, districts must comply with the instructional time requirements in OAR 581-022-2320 (pending State Board of Education approval to modify the OAR to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication, and parent/teacher conferences).

Instructional time is defined in OAR 581-022-0102 as:
● Time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments that are designed to meet Common Curriculum Goals and academic content standards required by OAR 581-022-2030, and are working under the direction and supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or Educational Assistant who is assigned instructionally related activities and is working under the supervision of a licensed or registered teacher as required by OAR 581-037-0015. Instructional time shall include:
● Time that a student spends traveling between the student's school and a CTE center, internship, work experience site, or post-secondary education facility;
● Up to 90 hours of professional learning (pending State Board of Education action);
● Up to 90 hours of parent/family training and support, communication, and parent/teacher conferences (pending State Board of Education action);
● Time that a student spends in statewide performance assessments;
● Up to 15 minutes each day of the time that a student spends consuming breakfast in the classroom if instruction is being provided while the student is consuming breakfast;
● Up to 60 minutes of daily recess in K-3;
● Instructional time shall not include time that a student spends passing between classes, at recess (4-12), in non-academic assemblies, on non-academic field trips, participating in optional school programs, or in study periods or advisory periods where attendance is not required and no instructional assistance is provided.

Required
❏ Meet the Division 22 instructional time rules for School Year 2020-21 as outlined in OAR 581-022-23204 (pending State Board of Education approval to modify the OAR to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication, and parent/teacher conferences).
❏ At least 50% of instructional time (as defined above) must meet the criteria for teacher facilitated learning.

❏ Teacher-facilitated learning is a synchronous or an asynchronous learning experience planned and guided by a licensed teacher (or, possibly, a registered teacher in a charter school). The experience is structured to develop, deepen, and assess new knowledge and understanding relative to state content standards. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning targets. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets, each being structured to create strong learning progression. Synchronous opportunities must be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours.
■ Teacher-facilitated learning may include time that supports students beyond the core instruction, including specially designed instruction, language instruction, or specific services under ESSA or IDEA.
❏ Applied learning experiences allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support

LEARNING DAY

Oregon's educational context within a COVID-19 pandemic requires a shift in thinking about how instruction is structured. The time educators spend directly interacting with students should be high quality, focused on complex learning activities, and centered in student engagement. Learners will need opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills.

The Learning Day Overview (below) provides a snapshot of the most essential components of a learning day and encourages intentional design and thoughtful planning. A baseline for teacher-facilitated learning time is required to meet the 50% teacher-facilitated threshold of Division 22 instructional time requirements. The example below is based on a 165-day school year with five days of instruction per week. In addition to teacher-facilitated learning, applied learning must occur in order to meet full Division 22 instructional time requirements. Together, teacher-facilitated learning and applied learning provide every student opportunity for direct instruction, guided instruction, and independent practice. Students Served under IDEA or ESSA must be included in regular classroom instructional opportunities. This guidance does not remove the requirements for the Least Restrictive Environment. Rather, schools and teams will need to integrate instruction, co-teach, utilize components of Universal Design for Learning, or add additional time to students' instructional day to meet federal requirements.

Grade Level	Teacher Facilitated Learning Must account for at least 50% of Instructional Time	Applied Learning Must not account for more than 50% of Instructional Time	Nutrition and Wellness (lunch, snack, rest, connect, time management) *Does not count for Instructional Time*
K-3	2 hours, 20 minutes per day 11 hours, 40 minutes per week (Required Minimum per ODE)	Daily/weekly No Required Minimum	Daily 2 hours recommended
4-8	2 hours, 30 minutes per day 12 hours, 30 minutes per week (Required Minimum per ODE)	Daily/weekly No Required Minimum	Daily2 hours recommended
9-11	2 hours, 50 minutes per day 14 hours, 10 minutes per week (Required Minimum per ODE)	Daily/weekly No Required Minimum	Daily 2 hours recommended
12	2 hours, 45 minutes per day 13 hours, 45 minutes per week (Required Minimum per ODE)	Daily/weekly No Required Minimum	Daily 2 hours recommended

ASSESSMENT, GRADING AND REPORTING PROGRESS
Assessment for learning, including formative assessment practices and appropriate uses of interim/benchmark assessments, plays a critical role in Comprehensive Distance Learning, where direct contact with students will be limited. Districts will develop their own grading policies for Comprehensive Distance Learning, maintaining the best interest of every student, safeguarding student opportunity for those disproportionately impacted, and apply to local context. A comparable opportunity to engage with instruction must be assured for each student if normative grading approaches, such as letter grades A-F, are used. At its best, grading should let students know where they are in relation to Oregon's content standards; it should also define what students are ready to learn next.

Required
❏ Develop and implement an equitable grading policy for Comprehensive Distance Learning.
❏ Progress monitor student learning, especially for younger students.
❏ Evaluate goals and objectives based on progress markers for students supported with emergent bilingual supports, an IEP, and/or 504 plan.
❏ Regularly report progress to students and families, in alignment with Division 22 requirements.
❏ Provide opportunities to redo, make up, or try again to complete, show progress, or attempt to complete work without penalty and retaining the highest earned grade.

JEFFERSON ELEMENTARY SCHOOL

Grading Policy: JES will utilize existing report card. Health, PE, and Music will receive participation grades.

Progress Monitoring: Via Big Ideas, Journeys,Imagine Learning, and teacher-created assessment posted to Google Classroom weekly. 6-week progress reports will be issued (Create format)

Reporting Progress to Families: Families will be provided with clear feedback on student progress and all collected assessment data weekly via Google classroom and every 6 weeks via a printed progress report.

Opportunities for Making up Assignments: We will focus on student learning not completion dates at the elementary level. Should a student fall behind on expected work completion, virtual tutoring sessions will be offered to help make up work

Evaluating Goals and Objectives for emergent bilinguals, students on an IEP/or 504:
(IEP's- Students on IEP's are required to have progress monitoring completed at the same time grading is occurring. This information is added to the IEP and sent home to families with the report cards. Special education teachers will contact general education teachers for progress monitoring information.)

JEFFERSON MIDDLE SCHOOL

Homework Policy:
Typically, in an hour-long period, teachers will instruct for 30 minutes for each class and the remainder of the period will be used to finish assignments.

Grading Policy: Return to letter grading, with a scale of 90-100=A, 80-90=B, 70-80=C, 60-70=D, below 60=F. Making sure staff, students and parents understand grading practices.

Progress Monitoring: Teachers will monitor all student grades each week. Any student who is not making adequate progress (missing assignments / attendance issues) will have a conference with a teacher, counselor, administrator or designated staff.

Reporting Progress to Families: Teachers will review each student grade each week. Students who are not making adequate progress will participate in a teacher/student conference. If progress is not made after the student/teacher conference, a teacher/student/parent conference will be the next step. ALL progress grades communicated home every 4.5 weeks - not just C and below.

Opportunities for Making up Assignments: Students will be given multiple opportunities, and specialized support in an effort to allow them to earn credit toward graduation. Students and teachers will follow JMS Homework and IEP guidelines for receiving late assignments.

Evaluating Goals and Objectives for emergent bilinguals, students on an IEP/or 504:
(IEPs- Students on IEPs are required to have progress monitoring completed at the same time grading is occurring. This information is added to the IEP and sent home to families with the report cards. Special education teachers will contact general education teachers for progress monitoring information.)
EL Coordinator and Bilingual Assistant checks EL and Monitor students quarterly.

JEFFERSON HIGH SCHOOL

Grading Policy:Return to letter grading, with a scale of 90-100=A, 80-90=B, 70-80=C, 60-70=D, below 60=F. Making sure staff, students and parents understand grading practices.

Progress Monitoring: Teachers will monitor all student grades each week. Any student who is not making adequate progress will have a conference with their teacher. ALL progress grades will be communicated home every 4.5 weeks - not just C and below.

Reporting Progress to Families: Teachers will review each student grade each week. Students who are not making adequate progress will participate in a teacher/student conference. If progress is not made after the student/teacher conference, a teacher/student/parent conference will be the next step. ALL progress grades communicated home every 4.5 weeks - not just C and below.

Opportunities for Making up Assignments: Students will be given multiple opportunities, and specialized support in an effort to allow them to earn credit toward graduation. Students will be allowed to make up assignments with no penalty as long as the assignment is submitted prior to the end of the current semester.

Evaluating Goals and Objectives for emergent bilinguals, students on an IEP/or 504:
(IEP's- Students on IEP's are required to have progress monitoring completed at the same time grading is occurring. This information is added to the IEP and sent home to families at the same time as report cards. Special education teachers will contact general education teachers for progress monitoring information.)

STATEWIDE TESTING

Schools using a Comprehensive Distance Learning instructional model must arrange for sufficient space, technology, and supervision in order to participate in statewide assessments. Arranging for these resources requires advanced planning and preparation. Updates will be shared with District Test Coordinators throughout the year.

❏ Use formative assessment practices to inform in-the-moment instructional decision-making. ❏ Plan for student participation summative assessments at required grade levels in English Language Arts (ELA), mathematics, and science.

2. OPERATIONAL CONDITIONS

ATTENDANCE

The ability to continue to monitor attendance, as a proxy for engagement, is arguably one of the most important ways schools can help ensure student learning and account for student wellbeing during a pandemic across any instructional model. The primary rationale for documenting student engagement with high-quality attendance data is the relationship between student attendance and student achievement.

For any Hybrid Instructional Model or Comprehensive Distance Learning, ODE is establishing the following definitions and guidance:

● Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants and paraprofessionals through teacher designed and facilitated processes.
● Interaction can be evidenced by any of the following or reasonable equivalents:
○ Participating in a video class○ Communication from the student to the teacher via chat, text message or email;
○ A phone call with the student, or, for younger students, with the parent;
○ Posting completed coursework to a learning management system or web-based platform or via email; or
○ Turning in completed coursework on a given day.
● When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent. A day present for attendance may not be claimed for weekends or holidays, per ORS 336.010 and 187.010, or any other day during which a licensed or registered teacher is not available to students.

5 This approach to attendance Hybrid and CDL models will change how we understand attendance data and should be treated differently while offering a means for schools, districts, and ODE to support students.

Required
❏ Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).
❏ Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).
❏ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.

JES ATTENDANCE
Attendance will be taken both at the Morning Meeting. Participation will be monitored in all required synchronous lessons.

JMS ATTENDANCE
Attendance will be taken and recorded in every synchronous class every day. For those students who can't attend class synchronously, they will be responsible to view the lesson asynchronously, take notes and submit notes to the teacher through email by the end of the day. Exceptions may be made for illness, etc.   Odyssey online for their education will be required to show adequate progress and have 2 check-ins per week with their assigned faculty member. If a student is absent from a class, it will be necessary for a parent to call the office to excuse their student (just like current procedure).

JHS ATTENDANCE
Attendance will be taken and recorded in every synchronous class everyday. For those students who can't attend class synchronously, attendance will be taken via student check-in. Those students who are choosing Odyssey online for their education will be required to show adequate progress and have 2 check-ins per week with their assigned faculty member. If a student is absent from a class, it will be necessary for a parent to call the office to excuse their student (just like current procedure).

NUTRITION
Providing secure, guaranteed access to nutrition services remains a critical public service in the context of this health pandemic. Nutrition must be prioritized and sustained, regardless of whether students are learning on or off site.

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Required
❏ Provide access to meal services for all students.
❏ Work with nutrition services staff to develop meal service plans.
❏ Adhere to all applicable public health requirements in Ready Schools, Safe Learners for meal service delivery and food safety.

JSD PLANNING FOR NUTRITION

The Food Service Department is committed to feeding the students of JSD quality meals during the Comprehensive Distance Learning Plan.

- Meals are available to JSD students K-12
- Meals will be delivered via bus routes starting Monday September 14th and delivered daily, Monday through Friday. Deliveries can only be made according to the JSD 2020/21 school calendar, and no deliveries will be made on non-school days or holidays.
- We will be using Google Docs to survey our families to verify they would like meals.
- Meals are will be charged to the students MealTime account according to student eligibility. (paid/free/reduced) Please see the JSD website under Nutrition, for meal pricing and a link to access student MealTime accounts to make deposits.
- How can I get free meals for my child   With the passing of the Student Success Act, JSD has qualified for the new Oregon Expanded Income Guideline. Please fill out an application for Free and Reduced meals to see if you qualify. Applications can be found in the registration process and on our district website. If you need further assistance, please reach out to your child's school secretary for further assistance.

CLUBS AND EXTRACURRICULAR ACTIVITIES

Enrichment activities and participation in clubs or organizations outside of the school day reinforce student leadership, encourage student attendance, and promote strong school culture.

Required
❏ Ensure that all additional activities are available and accessible to all students to the extent possible.

JEFFERSON ELEMENTARY - NOT APPLICABLE

JEFFERSON MIDDLE SCHOOL

JMS will offer the following clubs virtually:
- Virtual Chess Club
- Honor Society
- Web/Leadership

Google classrooms will be set up for coaches to communicate with their teams in an effort to engage

their student athletes in a different way.

JEFFERSON HIGH SCHOOL

Google classrooms will be set up for coaches to communicate with their teams in an effort to engage their student athletes in a different way. We are also exploring the creation and implementation of optional clubs to be offered each Wednesday so that our students have one more point of contact, and one more opportunity to interact with their peers and teachers outside of the academic arena.

STUDENT AND FAMILY SUPPORT

MENTAL, SOCIAL, AND EMOTIONAL HEALTH

For Comprehensive Distance Learning to be successful, schools must create the conditions that allow for students and families to engage in school from home. Planning instruction and curriculum in this context requires schools to ensure equity and access to learning, partner with families, and attend to students' social-emotional and mental health. For additional information, see Sections 4, 6, and 7 of Ready Schools, Safe Learners.

Prioritize attention to students' mental, social, and emotional health in all learning models, including Comprehensive Distance Learning.

Required
❏ Ensure the safety, belonging, and mental health of each student as a foundation for learning. This includes recognizing race, culture, gender, and sexual identity (see Pitfalls and Recommendations of SEL and Equity).
❏ Prioritize care and connection, and ensure that each student is consistently connected to their teacher(s) and peers. This means regular contact with teachers and peers through synchronous learning experiences.
❏ Provide health education that includes social-emotional learning skills, including bullying, violence, sexual assault, and child abuse prevention. Meet the legal requirements of Erin's Law (see Erin's Law Toolkit for Distance Learning).
❏ Daily opportunity for peer interaction (i.e., morning circles for elementary students, author shares, advisories, study groups, peer tutoring).

❏ School districts must implement comprehensive school counseling programs (see specific guidance for CSCP during distance learning for Seniors, High School (9-11), Middle, Elementary).
❏ Establish predictable routines for building connection, relationships and sense of belonging.

JEFFERSON ELEMENTARY SCHOOL

❏ **Ensure the safety, belonging, and mental health of each student as a foundation for learning. This includes recognizing race, culture, gender, and sexual identity (see Pitfalls and Recommendations of SEL and Equity).**

Monthly Virtual SEL assembly. Daily connection with teacher. Referral to Care Team when a student is not engaged or a problem is suspected. Care Team will respond as appropriate to each individual student and family's circumstances and need.

❏ **Prioritize care and connection, and ensure that each student is consistently connected to their teacher(s) and peers. This means regular contact with teachers and peers through synchronous learning experiences.**

An hour daily will be dedicated to each child minimum through live synchronous instruction. Extra support will be offered via Office Hours/Tutoring, counseling, or other supports for struggling students.

❏ **Provide health education that includes social-emotional learning skills, including bullying, violence, sexual assault, and child abuse prevention. Meet the legal requirements of Erin's Law (see Erin's Law Toolkit for Distance Learning).**
One lesson per week taught virtually by counselor or Student Support Coordinator.

❏ **Daily opportunity for peer interaction (i.e., morning circles for elementary students, author shares, advisories, study groups, peer tutoring).**

Morning Meeting and small group instruction as outlined. Offer "Recess" times for students to freely interact in a monitored online environment.

❏ **School districts must implement comprehensive school counseling programs (see specific guidance for CSCP during distance learning for Seniors, High School (9-11), Middle, Elementary).**

All schools will provide access to counseling for all students

❏ **Establish predictable routines for building connection, relationships and sense of belonging.**

Morning Meeting, Small group, Individual or small group tutoring, counseling service, Trillium services.

JEFFERSON MIDDLE SCHOOL

❏ **Ensure the safety, belonging, and mental health of each student as a foundation for learning.**

This includes recognizing race, culture, gender, and sexual identity (see Pitfalls and Recommendations of SEL and Equity).
Weekly Pride Lessons provided by the counselor to Pride teachers. PE Class will also teach Health Lessons from the Great Body Shop. Referral to the Care Team when a student is not engaged or a problem is suspected.

❑ **Prioritize care and connection, and ensure that each student is consistently connected to their teacher(s) and peers. This means regular contact with teachers and peers through synchronous learning experiences.**
JMS Staff will connect with their classes through weekly synchronous instruction and individual meetings/check-ins with students who are not connecting. Weekly Care Team meetings will prioritize student concerns

❑ **Provide health education that includes social-emotional learning skills, including bullying, violence, sexual assault, and child abuse prevention. Meet the legal requirements of Erin's Law (see Erin's Law Toolkit for Distance Learning).**
The PE Teacher will utilize the Great Body Shop Curriculum during the PE/Health block.

❑ **Daily opportunity for peer interaction (i.e., morning circles for elementary students, author shares, advisories, study groups, peer tutoring).**
Opportunities for daily synchronous learning, check-ins, Pride Classes (advisories).

❑ **School districts must implement comprehensive school counseling programs (see specific guidance for CSCP during distance learning for Seniors, High School (9-11), Middle, Elementary).**
Counselor will work with teachers to plan Pride Lessons, assist teachers with student and parent check-ins and lead the Care Team.

JEFFERSON HIGH SCHOOL

❑ **Ensure the safety, belonging, and mental health of each student as a foundation for learning. This includes recognizing race, culture, gender, and sexual identity (see Pitfalls and Recommendations of SEL and Equity).**

JHS staff will revisit RULER, and will receive additional PD on using the Mood Meter. A student survey, created by the counselor, will be given to all students and used as a mental health needs survey. The counselor will use this survey, and teacher feedback to reach out to students. Referral to Trillium will be used when necessary. Teachers will implement SEL learning in each of their classes to ensure a sense of belonging for each student.

❑ **Prioritize care and connection, and ensure that each student is consistently connected to their teacher(s) and peers. This means regular contact with teachers and peers through synchronous learning experiences.**
JHS Staff will connect with their classes through weekly synchronous instruction and individual meetings/check-ins with students who are not connecting. Administrators and Counselors will also connect with students who are not engaging. A student needs survey will be taken and the counselor will follow-up with students. Weekly SAT meetings will be held to discuss the students we are most concerned about, and to formulate a plan to reach out.

❏ **Provide health education that includes social-emotional learning skills, including bullying, violence, sexual assault, and child abuse prevention. Meet the legal requirements of Erin's Law (see Erin's Law Toolkit for Distance Learning).**
Students who have health and/or PE scheduled will receive this teaching within the curriculum. Erin's Law Toolkit will be accessed during comprehensive distance learning.

❏ **Daily opportunity for peer interaction (i.e., morning circles for elementary students, author shares, advisories, study groups, peer tutoring).**
Opportunities for daily synchronous learning will happen in each class. Teachers will facilitate student discussion opportunities with peers, and with teachers. Teachers will also interact with their students in large-group settings, small-group settings and individually.

❏ **School districts must implement comprehensive school counseling programs (see specific guidance for CSCP during distance learning for Seniors, High School (9-11), Middle, Elementary).**
The counselor will connect with each senior and review their graduation plan. Ninth - eleventh graders will have their transcripts reviewed, and a grad plan created by the end of the first semester. The counselor will also create a student needs survey to be given in the first 2 weeks of the school year. These responses will be reviewed and categorized so that student connection happens.

EQUITY AND ACCESS

All levels of the educational system must collaborate on solutions and strategies to support students' long-term success and wellbeing. This collective effort must leverage the assets, roles, and strengths of children, families, and educators. This effort must also strengthen relationships with community partners, school districts, educational association leaders, state and local leaders, tribal nations, and business and industry partners.

Required
❏ Comply with Federal and State Civil Rights laws. Review FERPA guidance documents.
❏ A school district must provide accommodations for students identified as Talented and Gifted. ❏ Provide a full range of English Language Development services for students who qualify.
❏ Provide Free Appropriate Public Education (FAPE).
o Districts must fully implement students' IEPs and 504 Plans and make appropriate modifications in consultation with a student's IEP team, if necessary
o Districts must account for students who have health conditions that require additional nursing services, per Oregon law (ORS 336.201)
❏ All Districts receiving Title Grant Awards of any kind, not solely Title VI, are required to consult with tribal organizations.
o IN GENERAL.—To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials

from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency prior to the affected local educational agency's submission of a required plan or application for a covered program under this Act or for a program under title VI of this Act. (20 USC § 7918)

JEFFERSON ELEMENTARY SCHOOL
ELD: Imagine Learning and ELD Coordinator mall group and individual support. Teacher support and training provided by ELD coordinator. TAG: Coordinator will 1. Train staff on expectations for writing TAG plans and where to find TAG plan documents, 2. Collect completed TAG plans from teachers, 3. Provide copies of TAG plans to parents and the TAG director. FAPE: 504: 504 Coordinators will review 504 plans, hold 504 meetings for those that need to be reviewed due to distance learning, distribute 504 plans to the students teacher(s), monitor student accommodations. SUPPORTING STUDENTS WITH HEALTH CONDITIONS: Students who are medically fragile or medically complex, will be contacted by the school nurse to determine current needs and provide support.

JEFFERSON MIDDLE SCHOOL
Textbooks will be checked out to students along with chromebooks. The textbook is the property of JMS and students are responsible for the care of and condition of the textbook. ELD: Imagine Learning and ELD Coordinator small group and individual support. Teacher support and training provided by ELD coordinator. TAG: Elective enrichment classes / Chess Club / Other - Odysseyware HS courses TAG: Coordinator will 1. Train staff on expectations for writing TAG plans and where to find TAG plan documents, 2. Collect completed TAG plans from teachers, 3. Provide copies of TAG plans to parents and the TAG director. FAPE: 504: 504 Coordinators will review 504 plans, hold 504 meetings for those that need to be reviewed due to distance learning, distribute 504 plans to the students teacher(s), monitor student accommodations. Students who are medically complex will be contacted by the school nurse to determine current needs and provide support.

JEFFERSON HIGH SCHOOL
ELD: The ELD Case Manager will be responsible for small group and individual support. Teacher support, bilingual IA support, and other specialized supports will be put into place to support each English Language Learner. The ELD case manager will collaborate with general education teachers to provide optimum learning. TAG: TAG: Coordinator will 1. Train staff on expectations for writing TAG plans and where to find TAG plan documents, 2. Collect completed TAG plans from teachers,

3. Provide copies of TAG plans to parents and the TAG director.

FAPE:
504: 504 Coordinators will review 504 plans, hold 504 meetings for those that need to be reviewed due to distance learning, distribute 504 plans to the students teacher(s), monitor student accommodations.

SUPPORTING STUDENTS WITH HEALTH CONDITIONS:
Students who are medically complex will be contacted by the school nurse to determine current needs and provide support.

PARTNERING WITH PARENTS, FAMILIES, CAREGIVERS

Given the importance of anchoring learning in a culture of care and belonging, the role of educators and administrators as adults assuming active interest and involvement in the lives of students is essential in a Comprehensive Distance Learning environment. Acknowledge that some students may have different levels of access to familial support. This may be especially true for students who are unaccompanied youth, living in the foster care system, or experiencing houselessness.

Required
❏ Begin the year with family conferences, such as Virtual Home Visits, as a proactive way to re-engage families and learn about student funds of knowledge. Identify family/student strengths and needs relative to engaging with Comprehensive Distance Learning.
❏ Provide virtual family and student orientation that specifically addresses distance learning tools and procedures.
❏ At least four times a year conduct virtual family conference/home visits, honoring home language and translation needs.
❏ Clearly communicate roles and responsibilities during Comprehensive Distance Learning for staff, students, and families.
❏ Ensure that policies allow for telephone and electronic communication with students by appropriate personnel (e.g., teachers, school counselors, school social workers, administrators, educator paraprofessionals, McKinney-Vento Liaisons and TAPP Family Advocates) to facilitate the educational experience. In revising and developing these policies, families should be consulted. COSN Privacy Considerations Checklist.
❏ Communicate often, and use multiple channels (e.g., text, letters, email, social media). o Set a predictable time when communication will be sent, such as a weekly newsletter or video announcements o Ensure parents and caregivers understand the roles in Comprehensive Distance Learning o Provide communication support to families in preferred home language o Use digital tools, such as a texting platform to provide information, reminders, and learning tips. See Messaging Apps and Websites for Students, Teachers, and Parents for more information. o Discuss important routines and school structures, including supplemental learning resources, how to access meals, and what community supports and services are available for families o Discuss what IEP, 504, or TAG services will look like in a distance learning model
❏ Develop and implement a plan for administrators to be consistently "visible" to parents & students in a virtual setting (e.g., weekly "Principal Talk" session or "mail box" video or weekly newsletter to respond to questions or concerns).

❏ Educator office hours, posted publicly, for students and families to access (include a process to request and schedule translation services as needed).
❏ Collect feedback multiple times a year (at least three) from students and families regarding their experiences during virtual learning.
❏ Engage families as critical partners in designing and implementing special education processes to meet student needs and support student growth.

JEFFERSON ELEMENTARY SCHOOL

Plan to engage families following the above requirements:

❏ **Begin the year with family conferences, such as Virtual Home Visits, as a proactive way to re-engage families and learn about student funds of knowledge. Identify family/student strengths and needs relative to engaging with Comprehensive Distance Learning.**
Principal meetings. Back to School Drive-Thru. Teachers meet individually or in small groups with all assigned students virtually.

❏ **Provide virtual family and student orientation that specifically addresses distance learning tools and procedures.**

Virtual Open House by grade level conducted by principal with grade level teams.

❏ **At least four times a year conduct virtual family conference/home visits, honoring home language and translation needs.**

Schedule conferences ASAP. Contract with Dana Corona for translation services.

❏ **Clearly communicate roles and responsibilities during Comprehensive Distance Learning for staff, students, and families.**

Comprehensive Distance Learning Handbook. Online videos. Lots of virtual meetings. High level of administrative accessibility (scheduled and posted office hours, virtual Coffee with Principal meetings weekly, etc.)

❏ **Ensure that policies allow for telephone and electronic communication with students by appropriate personnel (e.g., teachers, school counselors, school social workers, administrators, educator paraprofessionals, McKinney-Vento Liaisons and TAPP Family Advocates) to facilitate the educational experience. In revising and developing these policies, families should be consulted. COSN Privacy Considerations Checklist.**

McKinney Vento District Designee/Liaison - Tracy

❏ **Communicate often, and use multiple channels (e.g., text, letters, email, social media). o Set a predictable time when communication will be sent, such as a weekly newsletter or video announcements o Ensure parents and caregivers understand the roles in Comprehensive Distance Learning o Provide communication support to families in preferred home language o Use digital tools, such as a texting platform to provide information, reminders, and learning tips. See Messaging Apps and Websites for Students, Teachers, and Parents for more information. Discuss important routines and school structures, including supplemental learning resources, how to access meals, and what community supports and services are available for families Discuss what IEP, 504, or TAG services will look like in a distance learning model**

❏ **Develop and implement a plan for administrators to be consistently "visible" to parents & students in a virtual setting (e.g., weekly "Principal Talk" session or "mail box" video or weekly newsletter to respond to questions or concerns).**

Principal newsletter (virtual). Standing principal meeting times (morning and evening options whenever possible)

❏ **Educator office hours, posted publicly, for students and families to access (include a process to request and schedule translation services as needed).**

Will be built into individual teacher schedules.

❏ **Collect feedback multiple times a year (at least three) from students and families regarding their experiences during virtual learning.**

Surveys to be created

❏ **Engage families as critical partners in designing and implementing special education processes to meet student needs and support student growth.**

Regular documented communication

JEFFERSON MIDDLE SCHOOL

Plan to engage families following the above requirements:

Begin the year with family conferences, such as Virtual Home Visits, as a proactive way to re-engage families and learn about student funds of knowledge. Identify family/student strengths and needs relative to engaging with Comprehensive Distance Learning.

Virtual Principal meetings.

Back to School Chromebook and Textbook Pick Up.

Registration / online training for Google and PIV.

❏ **Provide virtual family and student orientation that specifically addresses distance learning tools and procedures.**

Virtual Open House by grade level conducted by principal with grade level teams.

❏ **At least four times a year conduct virtual family conference/home visits, honoring home language and translation needs.**

Virtual Conferences will occur four times in the year and JMS will tilize bilingual IA for translation (written and verbal)

❏ **Clearly communicate roles and responsibilities during Comprehensive Distance Learning for staff, students, and families.**

Comprehensive Distance Learning Handbook. Online videos. Virtual meetings. High level of administrative accessibility (scheduled and posted office hours, virtual Principal meetings, etc.)

McKinney Vento District Designee/Liaison - Tracy

❏ **Communicate often, and use multiple channels (e.g., text, letters, email, social media). o Set a predictable time when communication will be sent, such as a weekly newsletter or video announcements o Ensure parents and caregivers understand the roles in Comprehensive Distance Learning o Provide communication support to families in preferred home language o Use digital tools, such as a texting platform to provide information, reminders, and learning tips. See Messaging Apps and Websites for Students, Teachers, and Parents for more information. Discuss important routines and school structures, including supplemental learning resources, how to access meals, and what community supports and services are available for families Discuss what IEP, 504, or TAG services will look like in a distance learning model** Paper and Virtual copies of student and Parent Handbooks (need to revise these in light of distance learning) . Weekly communication from administration. High level of accessibility.

❏ **Develop and implement a plan for administrators to be consistently "visible" to parents & students in a virtual setting (e.g., weekly "Principal Talk" session or "mail box" video or weekly newsletter to respond to questions or concerns).**
Principal newsletter (virtual). Standing principal meeting times (morning and evening options whenever possible).

❏ **Educator office hours, posted publicly, for students and families to access (include a process to request and schedule translation services as needed).**
Will be built into individual teacher schedules.

❏ **Collect feedback multiple times a year (at least three) from students and families regarding their experiences during virtual learning.**
Digital surveys.

❏ **Engage families as critical partners in designing and implementing special education processes to meet student needs and support student growth.**
Regular documented communication

JEFFERSON HIGH SCHOOL

Plan to engage families following the above requirements:

Begin the year with family conferences, such as Virtual Home Visits, as a proactive way to re-engage families and learn about student funds of knowledge. Identify family/student strengths and needs relative to engaging with Comprehensive Distance Learning.

Virtual Principal meetings.
Back to School Chromebook and Textbook Pick Up.
Registration / online training for Google and PIV.
Plan to engage families following the above requirements:

❏ **Provide virtual family and student orientation that specifically addresses distance learning tools and procedures.**

Virtual Town Hall meetings to be held regularly with groups of teachers, parents, students, etc.

❏ **At least four times a year conduct virtual family conference/home visits, honoring home language and translation needs.**

Scheduled virtual conferences will be held. A bi-lingual assistant will be available for all translation needs.

❏ **Clearly communicate roles and responsibilities during Comprehensive Distance Learning for staff, students, and families.**

Comprehensive Distance Learning Handbook. Online videos. virtual meetings held and posted on a variety of platforms. High level of administrative accessibility (scheduled and posted office hours, virtual etc.)

Daily Teacher Expectations:

- Teachers will be encouraged to teach from the school each day.
- Teachers will work from 7:45 - 3:45 on Monday, Tuesday, Thursday and Friday. Wednesday work hours will be flexible so teachers can have office hours that work for parents.
- Teachers will be expected to teach live (synchronous) 30 minute (minimum) lessons 4 days per week using AVID strategies, and following the master schedule. These lessons will then be posted (in Google classroom) for students who need to access them later (asynchronous). These lessons will be created using State standards.

- Teachers will be expected to engage their students in online live discussions to promote collaboration, to build relationships between students and teachers, and between students.
- Teachers will be expected to use whole-group, small-group, and individual instruction, as well as projects where students work both independently and collaboratively. (Gradual release method - I do, we do, you do)
- Teachers will be expected to follow all specially designed instruction, modifications and accommodations prescribed in students IEP, 504, TAG plans, etc.
- Teachers will be expected to take attendance (both for students who are attending synchronous and asynchronous).
- Teachers will be expected to provide printed materials for those students who don't have online access.

JHS Special Education:

- Sped teacher(s) will teach virtual classes that are scheduled in the JHS master schedule, daily online.
- Lessons will be based on the IEP goal(s) at the level stated on the students IEP.
- Materials will be posted on Google and printed off by the student and or mailed home prior to the lesson, so the teacher and student are working from the same materials.
- All students will be assessed with the Burns and Roe Informal Reading Inventory during the first two weeks of the school year, to determine regression and or current level.
- Each student will also complete a baseline math assessment online using EasyCBM as well as complete a writing sample using a given topic and mailed to the teacher for a current sample. (This is preferably handwritten.)
- All student classwork will be provided with teacher feedback that is documented daily.

Daily Student Expectations:
- Students will attend class during the scheduled class time unless otherwise agreed upon by the teacher and administration.
- Students will engage during scheduled class time following the agreed upon classroom norms
- Students will complete assignments on time to receive credit, but will be given multiple opportunities to take assessments, and to receive credit.
- Students will participate in teacher/student conferences to understand what needs to be done to make appropriate progress.

Weekly Teacher Expectations:
- Teachers will have 1 check in with each student each week outside of the regular classroom time.
- Teachers will provide timely feedback, and will keep grades in the portal up to date
- Teachers will communicate with parents as needed (on a regular basis, more is better)
- Teachers will monitor student progress. If adequate progress is not being made, teachers will set up a teacher/student conference. If adequate progress still isn't being met after the conference, the teacher will set up a teacher/student/parent conference.
- General education teachers will consult with IEP, 504, and ELD case managers each week to ensure that all students are receiving appropriate modification and accommodations.
- Teachers will have and post their office hours weekly.

Weekly Student/Parent Expectations:

- Students and parents will monitor student progress using the PIV.
- Students will contact teachers when they have questions and/or concerns about coursework.
- Parents will contact teachers and/or administrators if they have questions and/or concerns regarding teaching and learning.

❏ **Communicate often, and use multiple channels (e.g., text, letters, email, social media). o Set a predictable time when communication will be sent, such as a weekly newsletter or video announcements o Ensure parents and caregivers understand the roles in Comprehensive Distance Learning o Provide communication support to families in preferred home language o Use digital tools, such as a texting platform to provide information, reminders, and learning tips. See Messaging Apps and Websites for Students, Teachers, and Parents for more information. Discuss important routines and school structures, including supplemental learning resources, how to access meals, and what community supports and services are available for families Discuss what IEP, 504, or TAG services will look like in a distance learning model** Paper and Virtual copies of student and Parent Handbooks (need to revise these in light of distance learning) . Weekly communication from administration. High level of accessibility.

❏ **Develop and implement a plan for administrators to be consistently "visible" to parents & students in a virtual setting (e.g., weekly "Principal Talk" session or "mail box" video or weekly newsletter to respond to questions or concerns).** Monthly school newsletter (virtual). Standing principal meeting times (morning and evening options whenever possible). Principal and Vice-Principal "open door" policy (virtually). Administrators will "visit" multiple classes each day.

❏ **Educator office hours, posted publicly, for students and families to access (include a process to request and schedule translation services as needed).** Will be built into individual teacher schedules. Most office hours will be on Wednesday and will be posted weekly to work around parent schedules (flexible teacher office hours), professional development time, student clubs, and staff meetings.

❏ **Collect feedback multiple times a year (at least three) from students and families regarding their experiences during virtual learning.** A variety of digital surveys, including a student's need survey, a parent survey, staff and teacher surveys will be done to collect vital information, which will guide us during this time of comprehensive digital learning.

❏ **Engage families as critical partners in designing and implementing special education processes to meet student needs and support student growth.** Regular documented communication between general education teachers and case managers. Regular survey of special education parents.

McKinney Vento District Designee/Liaison - Tracy

3. DIGITAL LEARNING NEEDS

INFRASTRUCTURE
There are many infrastructure elements to consider, including but not limited to: urban/rural availability and viability for streaming live video (bandwidth and speed), cost and data limits, and distance from home to location(s) where wireless access is available.
Required ❏ Reliable Internet access for every student; if not at their home, other flexible solutions provided. ❏ Reliable Internet access for every teacher; if not at their home, other flexible solutions provided.

JEFFERSON ELEMENTARY SCHOOL
❏ Reliable Internet access for every student; if not at their home, other flexible solutions provided. Students will be assigned a school chromebook. JES will work with families to help solve internet issues. Limited Kajeet hot spots available for families not able to access WIFI. Families to work with principal. **❏ Reliable Internet access for every teacher; if not at their home, other flexible solutions provided.** Teachers are able to come to their classroom to work if reliable access issues exist at home.

JEFFERSON MIDDLE SCHOOL
Chromebooks will be available for students to check out if they need one. A limited supply of hotspots will be provided for those students who do not have access. For parents who prefer only asynchronous learning, Odysseyware is available as an option.

JEFFERSON HIGH SCHOOL
All students will be assigned a school chromebook as needed. Internet access will be provided for those students who do not have access. If students can't get internet access, or their parents won't allow them to have internet access, printed materials will be provided weekly. Limited Kajeet hot spots available for families not able to access WIFI. Families to work with principal.

DEVICES
Identifying the most appropriate devices for students and staff is a critical element in planning for Comprehensive Distance Learning. Schools must inventory current devices and ensure all cleaning protocols are carefully followed. Once inventory is assessed, purchasing decisions must be carefully considered. Devices may include tablets, laptops, cloud based devices, eReaders and/or smartphones.
Requirements ❏ Every student has a computing device capable of using digital learning software and accessing the internet. ❏ Every teacher has a computing device capable of using digital learning software and accessing the internet. ❏ Every device must be equipped with a filtering mechanism for compliance with the Children's Internet Protection Act. ❏ Devices must be configured, with appropriate apps, and maintained by the school/district.

JEFFERSON ELEMENTARY SCHOOL
All JES students who need a chromebook will be given a chromebook for the 2020-21 school year. This chromebook is the property of, and will be maintained by the school district, the chromebooks are equipped with Google Apps for Education, Google Classroom and other apps deemed appropriate by instructors. All devices distributed by the school are equipped with Securly to filter devices and monitor content in and out of the school district making them CIPA compliant. Life Skills students will also be issued an Ipad.

JEFFERSON MIDDLE SCHOOL
All JMS students who need a chromebook will be given a chromebook for the 2020-21 school year. This chromebook is the property of, and will be maintained by the school district, the chromebooks are equipped with Google Apps for Education, Google Classroom and other apps deemed appropriate by instructors. All devices distributed by the school are equipped with Securly to filter devices and monitor content in and out of the school district making them CIPA compliant. Life Skills students will also be issued an Ipad.

JEFFERSON HIGH SCHOOL
All JHS students who need a chromebook will be given a chromebook for the 2020-21 school year. This chromebook is the property of, and will be maintained by the school district, the chromebooks are equipped with Google Apps for Education, Google Classroom and other apps deemed appropriate by instructors. All devices distributed by the school are equipped with Securly to filter devices and monitor content in and out of the school district making them CIPA compliant.

SOFTWARE SYSTEMS

Software systems provide the means to interface the curriculum and learning tools with teachers and students. Together, a learning management system (LMS) and an online meeting platform comprise the software system for Comprehensive Distance Learning. A learning management system (LMS) is a platform that provides a digital way to disseminate information, allows students and educators to communicate, and is also capable of tracking students' assignments and evidence of learning. Online meetings happen via a web browser application or software downloaded on a computer or mobile device. With online meeting software, participants connect with one another via virtual meetings, also known as webinars, web conferences, or video conferences.

Requirements
❏ Select and implement a learning management system.
❏ Select a secure online meeting platform for synchronous learning experience

DISTRICT TECHNOLOGY DEPARTMENT: DESCRIPTION OF SYSTEM

Jefferson School District is using Google Classroom and the Google Apps for Education Suite for its Learning Management System. To conduct online meetings, webinars or video conferences the district will be moving to Zoom for secure communication.

DIGITAL CONTENT

Determining the source for digital content is one of the most important decisions schools and districts stand to make as it relates to student learning and engagement. While package digital content may be a short-term necessary solution for some schools, current and historical research, such as the work summarized by the National Education Policy Center,6 demonstrates that it is unlikely students will be best served by taking up "off the shelf" virtual education programs and ancillary services.

Requirement
❏ Coordinate existing and, where necessary, new digital content in support of educator-facilitated learning.

JEFFERSON ELEMENTARY SCHOOL

❏ **Coordinate existing and, where necessary, new digital content in support of educator-facilitated learning.**
Google Classroom, Imagine Learning, etc. Identify possible new content (By team, under what leadership & expectation)
(sped JES is going to be using- imagine learning, unique, Nessy)…..
(TAG- Scholastic magazines)

JEFFERSON MIDDLE SCHOOL

❏ **Coordinate existing and, where necessary, new digital content in support of educator-facilitated learning.**
JMS will use the following online platforms for digital content for learners:Google Classroom, Imagine Learning, Zoom Meetings, Odysseyware, Big Ideas Math

TAG- Sharon (building TAG coordinator continue sending TAG students activities for digital escape rooms)

JMS SPED- IXL math and Lexia Power Up for reading /writing…)

JEFFERSON HIGH SCHOOL

❏ **Coordinate existing and, where necessary, new digital content in support of educator-facilitated learning.**
Google Classroom, Odysseyware etc. Identify possible new content (By subject, under leadership & expectation)

(SPED-JHS Possibly Odyssey when able, unique and XL math, IXL Language arts)
(TAG- Kim and Tracy and looking into activities)

PROFESSIONAL DEVELOPMENT AND TRAINING

Professional learning and training is paramount for the successful implementation of Comprehensive Distance Learning. Educators have been faced with learning entirely new ways of teaching that require new approaches to technology and sustaining student engagement.

Requirement
❏ Provide ongoing professional learning and training to all school staff around best practices in comprehensive distance learning as well as technical "how-to" training for operational functions.

DISTRICT PLANS FOR PD AND TRAINING:
Teachers will receive training on AVID Digital Teaching and Learning
Teachers will receive PD on Odysseyware and how to use and incorporate this into their instruction.
Teachers will receive implicit bias training to support our efforts in equity
Teachers will receive RULER training in school meetings by school staff

Recommendations

⇨ Identify educators within the district who have expertise in areas of digital learning and harness their expertise to build collective capacity.
⇨ Consider assignment of an online learning coach to regularly drop-in and support real-time feedback and instructional support to teachers.

⇨ Establish virtual professional learning communities that include early adopters of digital tools to build and develop teaching practices.
⇨ Create virtual learning walks to share and build professional practice.
⇨ Develop shared understanding for high quality teaching using common frameworks for virtual instruction (i.e., NIET Instructional Strategies for Virtual Learning).

https://docs.google.com/document/d/1eMb8gmCpBAhgrxZ3_-6vIk_LMbcPjRyK80IvfP5G-6M/edit