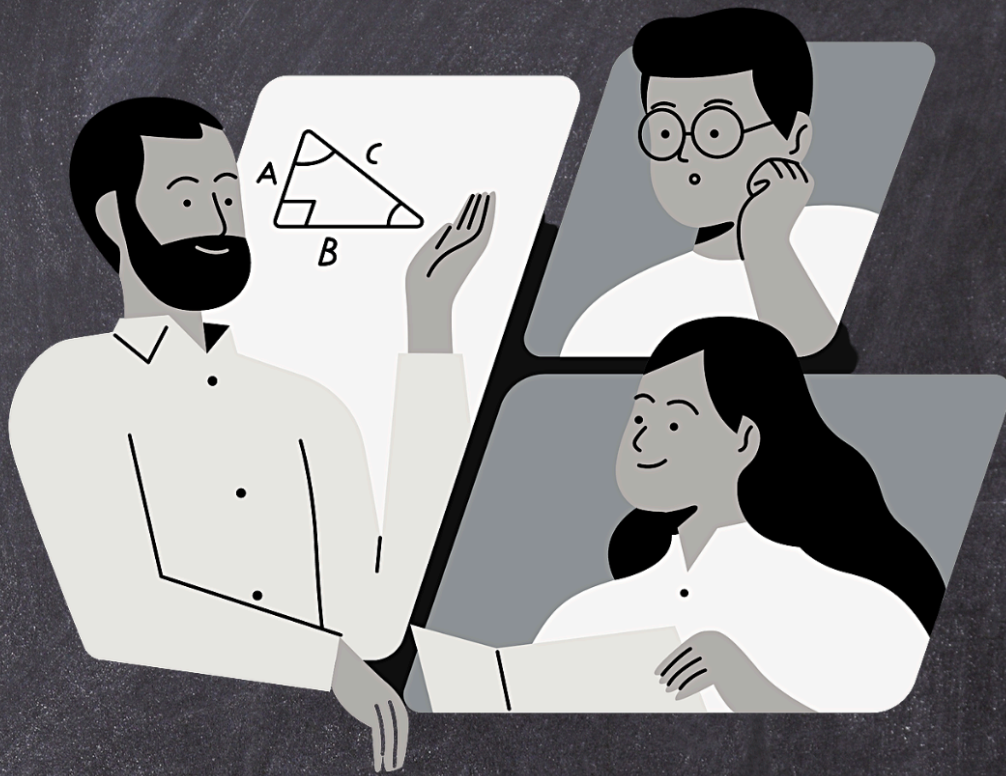


Owasso Public Schools



Distance Learning Framework



1501 N. Ash Street | Owasso, OK 74055

Distance Learning Framework

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(Condensed Plan)

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District Communication

In the event that our school sites are closed, Owasso Public Schools will communicate in a timely manner the dates the closure will begin, the length of the closure, and whether or not we will initiate the Distance Learning Plan. Information will be disseminated using the district’s communication tools.

School Site Communication

Principals at each site will continue to communicate with their teachers, students, and families using:

- ❖ X (Formerly Twitter), Facebook pages, school website, School Messenger, email, and phone calls
- ❖ Google Meet - virtual conferencing and meetings
- ❖ Previously scheduled in-person meetings will be held via Google Meet unless otherwise communicated

Teacher Communication

Teachers at each site will continue to communicate with their students and parents during their regular working hours to support student needs using the below technology:

- ❖ Google Meet - virtual conferencing and meetings
- ❖ Phone, email, Google Classroom, Google Sites, and/or Facebook.
- ❖ Previously scheduled in-person meetings will be held via Google Meet unless otherwise communicated

FRAMEWORK: Parent Expectations

The partnership with parents is extremely important and will directly impact a student’s overall engagement and academic progress. Listed below are the key expectations for parents:

- ❖ **Ensure students’ attendance:**
 - Ensure students log in and attend synchronous and asynchronous classroom sessions (You may find log in directions [here](#)).
 - Teachers will take attendance during Google Meet (virtual) classroom time and adjust weekly as needed.
- ❖ **Encourage completion and submission of course activities:**
 - Complete and submit required assignments, quizzes and tests by their due dates.
 - Your child’s teacher will communicate any changes to the current class schedule.
- ❖ **Help students ‘own’ their learning:**
 - No one expects parents to be full-time teachers or to be educational and content matter experts. Provide support and encouragement and expect your children to do their part. Struggling is allowed and encouraged! Don’t help too much. Becoming independent takes lots of practice. At school, your child usually engages with other students and any number of adults hundreds of times each day. Many of these social interactions will continue from a distance, but they will be different. You cannot replace them all, and that’s OK.
- ❖ **Eliminate distractions:**
 - Just as cellphones are kept in backpacks at school, you might also keep cell phones away at home until assignments are completed (or use as a social break after a certain number of assignments are completed).
 - Provide a Quiet-Study/Learning Zone with a school appropriate background, with your child seated at a desk or table and dressed in school appropriate attire for Google Meet synchronous class sessions.
- ❖ **Stay in touch:**
 - Teachers will communicate through email and phone calls. Make sure everyone knows how to find the help they need to be successful. Stay in contact with the classroom and support teachers, school leaders and counselors, but understand it may take a day or two for us to respond. If you have concerns, let someone know.

It is vitally important to have an effective partnership between parents, teachers, and students in order for students to thrive and not just survive in the remote learning environment. The guidance below can help parents make the best of distance learning environments and be ready for the more practical aspects of learning from home:

Create an Optimal Learning Environment	<ul style="list-style-type: none">• A shared family space so that you are accessible to check-in, monitor progress, and assist/support.• A Quiet-Study/Learning Zone: Family agreement that the space is a “learning” space and learning expectations apply (non-distracting from peers, outside noise, avoiding a child’s bedroom, etc.)• Have resources/materials accessible (i.e. markers, paper, rulers, etc.) for your child to be successful with their activities. Plan ahead and review due dates to have materials ready.• Proper desk/table and ergonomic seating that allows your child(ren) to be comfortable when learning.
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Begin/End each day with a check-in	<ul style="list-style-type: none"> • Start and finish each day with a simple check-in with your child(ren) • Look at grade level assignment calendars together to review anything that is due. • Check in with their learning platforms to find any updates for the day. • Finally have a discussion and ask <ul style="list-style-type: none"> ○ What are you learning today? ○ What are the learning goals? ○ How will you spend your time? (consider setting a schedule that can be easily followed by your children) ○ What resources do you require? ○ How can I help?
Routines and Expectations for Learning at Home	<ul style="list-style-type: none"> • Set regular hours for learning. • Write down a schedule for each child (or if appropriate, have your child create a schedule) with built-in breaks for snacks, outdoor movement/ exercise and playtime. • Just as cellphones are kept in backpacks at school, you might also keep cell phones away at home until assignments are completed (or use as a social break after a certain number of assignments are completed). • Maintain regular sleep routines and wake times.
Establish “Think Time”	<ul style="list-style-type: none"> • One challenge for families with multiple children will be how to manage all of their children’s needs. There may be times when siblings need to work in different rooms to avoid distraction. Headphones can be a great opportunity for learners to focus and avoid distraction. Depending on the devices available in your home, you may also need to stagger the online work time for each child.
Encourage Exercise	<ul style="list-style-type: none"> • Make sure your children remember to move and exercise. • Plan regular opportunities to get up and move around • Go outside and play and/or encourage your child(ren) to do something helpful around the house
Support their Learning Socially	<ul style="list-style-type: none"> • Distance learning opportunities may include collaborative group assignments/projects. Monitor these for/with your child(ren) as online social interaction will enhance the experience for your child(ren). • In addition to the “check-ins,” regularly engage with your child(ren) about what they’re learning throughout the day.
Maintain Social Opportunities for your Children	<ul style="list-style-type: none"> • If available, plan times your child(ren) can interact with others (same compound, family members, club/activity, etc.) • Monitor your children’s social media use, especially during an extended campus closure. Older students will rely more on social media to communicate with friends.
Responsible Use of Technology	<p>When completing work online, joining video calls and/or participating in virtual discussions, students should be sure to:</p> <ul style="list-style-type: none"> • Have their cameras on and their faces visible by their teacher at all times, unless instructed otherwise by their teacher. • Use respectful behavior and language. • Stick to appropriate topic discussions. • Send only appropriate video transmissions. • Use only appropriate icons, emoji, and avatar submissions. • Wear school appropriate clothing if attending meetings via video. • Be honest and use academic integrity by not plagiarizing or copying others’ work • Not falsify information about oneself or impersonate others online.

Create a Support Network	<p>Everyone is encouraged to ask themselves:</p> <ul style="list-style-type: none"> • How can a neighborhood or friendship group use a rotation schedule to provide supervision for students? • Who in the neighborhood is really "tech savvy" and willing to help teach others how to use the online tools that are available to OPS students? • How might older siblings and students be able to support the learning of younger children? • In what ways can neighbors and friendship groups share technology tools?
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Acellus Virtual Learning Courses (PK - 5)

- ❖ Students currently enrolled in the Acellus virtual learning program will continue those courses online.
- ❖ Teachers of record and the Virtual Learning coordinator will continue to supervise, monitor, and support current students.
- ❖ [Elementary Virtual FAQs](#)

Edgenuity Virtual Learning Courses (6 - 12)

- ❖ Students currently enrolled in an Edgenuity course will continue that course online.
- ❖ Teachers' of record and Virtual Learning coordinator will continue to supervise, monitor, and support current students.
- ❖ [Secondary Virtual FAQs](#)

FRAMEWORK: Student Expectations

- ❖ **Attendance:** Students in grades K-12 are expected to log in to Google Classroom and follow their regular school schedule during distance learning. (You may find login directions [here](#)). Teachers will take attendance during Google Meet (virtual) classroom time and adjust as needed. School Board policies [#5.03](#) and [#5.17](#) are applicable to all distance learning, online, and virtual courses.
- ❖ **Elementary**
 - (K-5) - 9:00 a.m. - 3:45 p.m.
 - Teachers will communicate the daily schedule for each grade level.
 - Pre-K will not log in to Google Classroom. Activities will be sent home in advance with students. Live engagement opportunities will be provided each day. Details will be communicated via your child's teacher.
- **Secondary**
 - (6-12) - 8:00 a.m. - 2:45 p.m.
 - Students will follow their regular schedule.
- ❖ **Absences: Check Google Classroom for synchronous and asynchronous lessons**
 - There is an expectation that if a student misses a school day or cannot attend during the regular class session, they will do the assigned classroom activities. Listed below are the recommended age appropriate time ranges students should expect to spend completing assignments:
 - K (30-60 min./day)
 - 1-2 (60-120 min./day)
 - 3-12 (30-60 min./subject/day)
- ❖ **Academic Progress:** Student learning will continue through the direction of their teachers. Students will report to their teacher/classes via Google Classroom and Google Meet. Think “business as usual.” Expectations and deadlines for the completion of school work remain in effect. A student is regularly participating in instructional activities which include: online logins to curriculum or programs, doing offline activities, completing assignments, testing, virtual meetings and conferences, email, text, or phone communication. The standards for adequate academic progress are the following:
 - Completion of instructional activities for no less than ninety (90%) of the time that services are provided.
 - On pace for on-time completion of the course as required by the school district.
 - Completion of instructional activities within the time that services were provided during the academic year.
- ❖ **Grades** - Students' grades can be positively/negatively impacted based on evidence of academic progress. Grades may be given for assignments, discussions, class participation, quizzes, tests, and “other” as determined by the teacher. Policy #5.17 will apply to all credit bearing courses.
- ❖ **Behavior:** All school rules and disciplinary consequences are applicable when working in a virtual class setting. When completing work online, joining video calls and/or participating in virtual discussions, students should be expected to:
 - Have their cameras on and their faces visible by their teacher at all times, unless instructed otherwise by their teacher. This [infographic](#) illustrates the expectations.
 - Use respectful behavior and language.
 - Stick to appropriate topic discussions.
 - Send only appropriate video transmissions.

- Students are not allowed to record, take pictures, screenshots, or videos of the class session without permission from the instructor.
 - Use only appropriate icons, emoji, and avatar submissions.
 - Wear school appropriate clothing if attending meetings via video.
 - Ensure backgrounds are distraction free and school appropriate for Google Meet synchronous class sessions.
 - Be honest and use academic integrity by not plagiarizing or copying others' work
 - Not falsify information about oneself or impersonate others online.
- ❖ **Eliminate Distractions:** Students will limit distractions, including pets, television, social media, apps, music, and cell phones.
- ❖ **Stay in Touch:** Students should be aware of what communication tools to use and communicate with your teachers early and often for help with assignments or any type of technical issues with Google Classroom. If you are unable to reach your teacher, call the school and speak to a principal or counselor.

FRAMEWORK: Educators

❖ Attendance:

- **Teachers:** Unless directed otherwise, teachers will conduct class from home via Google Meet and Google Classroom. Teachers will take student attendance during Google Meet (virtual) classroom time and adjust weekly as needed.

ELEMENTARY 8:40 - 4:00 regular contract hours

- ❖ Daily monitoring & instruction (whole group, small group, individual)
- ❖ Take student attendance during Google Meet (virtual) classroom time
- ❖ Available to students and parents as needed
- ❖ Follow master schedule from your school site
- ❖ Regular planning period as scheduled during the school day
- ❖ Combination of Synchronous and Asynchronous (recorded) lessons
- ❖ Expectations for instruction
 - PK - Provide live engagement opportunities, with parental support, each day. Details to be communicated via your child's teacher.
 - Provide developmentally appropriate activities for home use in advance
 - K-5th - Two (2) "live" instructional sessions each day
 - Departmentalized Grade Levels - One (1) "live" session per subject
- ❖ Specials - Asynchronous Lessons

SECONDARY 7:40 - 3:00 regular contract hours

Staff at SCHOOL SITE and/or at HOME

- ❖ Hourly monitoring & instruction
- ❖ Take student attendance during Google Meet (virtual) classroom time
- ❖ Available to students and parents as needed
- ❖ Follow master schedule (class periods)
- ❖ Regular planning period as scheduled during the school day
- ❖ 20 minutes minimum of "live" instruction per class period
- ❖ Combination of synchronous and asynchronous (recorded) lessons

➤ Teacher Absences

- "Substitute" lessons will be created and pushed out through Google Classroom's Master Class ([Screencast](#) and [Slide Deck](#)) by a co-teacher. Co-teachers may be any certified staff member in the building who is added to the absent teacher's Google Classroom / Master Google Classroom.

➤ Students

- Students are expected to log in and follow their regular school schedule. Teachers will take attendance during Google Meet (virtual) classroom time, monitor assignment completion, and adjust weekly, as needed.

❖ **Student Grades:**

- Standard grading practices will apply and grades may be positively or negatively impacted based on evidence of academic progress. Grades may be given for assignments, discussions, class participation, quizzes, tests, and “other” as determined by the teacher.

❖ **Communication:**

- Parents - primarily through school messenger, school email, and phone calls
- Students - primarily through Google Classroom’s communication tools and email

❖ **Expectations of team members during school hours:**

- [Alphabetical List of Individual Roles and Expectations - Distance Learning](#)
- [Google Meet - Engaging Your Students in the Virtual Classroom](#)
- [Google Classroom Mastery Checklist](#)
- Communication Tools
 - Students - Google Classroom and Google Meet (K-12)
 - [Training Video for Google Meet](#) (beginners)
 - [Google Classroom / Meet Updates \(2022\) screencast](#)
 - Parents - Email and phone calls (should be returned within 24 hours)
 - When contacting parents, review this list of [Talking Points](#) to ensure successful communication.
- Maintain great relationships with students and families, being sensitive to their needs during this time. Provide consistent connection and maintain a posture of flexibility in meeting the needs of students.
- Maintain current attendance at IEP meetings.
- Maintain attendance at regularly scheduled meetings.
- Maintain professionalism and continue to provide high-quality instruction.

❖ **Tutoring**

- Teachers should not accept payment for instructional support of their own students
- Teachers should not tutor other students during the virtual school day, as all focus should be on supporting current roster of students
- Tutoring is acceptable to do “after hours” and on the weekends for students other than those on your current class roster

❖ **Tips for Teaching Online**

- Consider setting boundaries and guidelines by including the following:
 - A set schedule and routine
 - Professional dress attire during videos and video conferencing
 - Model digital etiquette including:
 - Muting the mic before entering a session
 - Keeping the background clutter free
 - Pay attention to lighting (e.g. avoid sitting with a light behind you)
 - Minimize background noise
- Remember that in online activities, lessons may take longer than expected due to technical issues, language barriers, etc. (Pro-tip: our focus should be on the “need to knows” vs the “nice to knows” to ensure our students acquire the essential knowledge and skills of the course. Master teacher and author Dave Stuart’s hour-long webinar, [We’ve Gone Remote: Here Are Ten \(Or So\) Things That Are Helping](#) is quite helpful.
- Make sure students have all required login information needed to access websites and online materials.

- Remember that some households will have multiple kids impacted at different grade levels and will not have full access to assistance.
- Send a weekly email to parents to maintain communication and share what students are learning.
- Monitor student morale and workload and adjust as needed.
- [Establish Google Meet Office Hours](#) and communicate those with your students
- Monitor the amount of work you are asking students to do; it is easy to over-assign in digital learning.
- Find ways to connect with students
- [Use Google Calendar appointments/Google Meet](#) to make appointments with other teachers.
- Have a daily or near-daily check-in with your specialists to make sure they're spending time with students who need extra attention.

❖ **Social Emotional Learning Resources**

- [Social-Emotional Learning: 3 Signature Practices Playbook](#): Practical ways to introduce and broaden the use of SEL practices
- [Pure Edge](#): Free, open educational resources and curricula for K-12 social-emotional learning
- [Ready4K](#): Online social and emotional curriculum

❖ **Professional Development**

- [Teach Like a Champion Blog](#) | [Teaching Simplified Blog](#)
- [#teachowasso](#) (a repository of resources for teachers in all divisions and subjects)
- [OSDE - Resources by subject area / grade level](#)
- [International Society for Technology in Education](#) (ISTE)
- [Google for Education](#)
- [Google for Education Training Courses](#)

FRAMEWORK: Distance Learning Best Practices

Four Basic Components of Distance Learning

The term “engagement” refers to the amount and quality of time students spend on distance learning activities. Distance learning activities can be in a synchronous (real-time) learning experience where students have some type of scheduled online interaction with a teacher or group, or asynchronous (not in real time) learning experience where students interact with online resources at their own pace.

1. Synchronous Instruction

- Instruction that occurs when the teacher and the student’s primary interactions are in real-time. (Face-to-Face: in a regular classroom or in a Google Meet)
- [Synchronous](#): This is a middle school math synchronous lesson and [here](#) is an example of an AP Biology synchronous lesson, while [here](#) is a collection of activities for elementary lessons and [here](#) is a kindergarten full class, including on-camera expectations for the students.

2. Semi-synchronous Instruction

- Teachers and students are in the virtual (Google Meet) classroom and students are working in groups or independently. Students are still monitored.
- [Semi-synchronous](#): Example and lesson graphic

3. Asynchronous Instruction

- Instruction that is not dependent on teacher and student interaction, with the primary form of instruction not depending on real-time interaction with participants.
- [Example](#): recorded synchronous session, use Loom to record your lesson, YouTube videos, Google Meet recordings, Khan Academy videos, etc.
- [Asynchronous](#): Also from the TLAC blog demonstrates the instructor setting up a solid math lesson for her students going so far as to tell her students to pause the video to collect supplies and/or work the problems. [Here](#) is an example of an ELA lesson and [here](#) is a history lesson.

4. Student Activity

- Any activity assigned to a student to complete using any of the Google Workspaces tools

Lesson Template Example:

Class Agenda	Create and provide agenda to students ahead of time on Google Classroom
Welcome	Greet students as they login into the Google Meet and discuss classroom expectations for the virtual setting
Ice-Breaker Activity	This helps students get comfortable speaking and participating in the class. Example: Just one Word Ask students to choose one word that best describes them or their life and to explain why. <ul style="list-style-type: none">- Alternatively, you can ask them to choose an image (they can download it from the Internet or take a picture with their smartphone, for example).- Ask them to share their answers via the chat feature or on a virtual whiteboard. <i>(Technology Tools: Google Meet Chat, a shared Google Slide deck, Google Forms, and others)</i>
2&1 Discussion Questions	This is similar to a “bell ringer” in which you are preparing students to learn the concept of the lesson. Example: Two (2) Discussion Questions and one (1), “What are you wondering about?” question from the student. <i>(Technology Tools: Mentimeter, Kahoot, and more)</i>

Direct Instruction	Teacher provides instruction directly to students. Teachers can share their screen to present information. (<i>Technology Tools: Google Slides, Prezi, Google Doc, EdPuzzle, YouTube videos, etc.</i>)
Guided Practice	Students work on an activity with the guidance of the teacher (<i>Technology Tools: Shared Google Doc, Google Forms, and more</i>)
Assignment	Explain assignment, due date, and how to submit it in Google Classroom
Ticket out the Door	Self-assessment and lesson reflection activity (<i>Technology Tools: Google Form, Google Classroom Question, shared Google Doc, and others</i>)

Instructional Lessons

❖ Curriculum:

- Teachers may create their own individual lessons and/or work with their PLT
- Instruction and lessons shall be created for all courses, subjects, and grade-levels
- Introducing and teaching new material is expected
- Primary focus shall be on essential standards/skills
- PLT teams should continue to work together to create, administer, and analyze common formative assessments (CFAs)
- PLT teams should respond to student needs and build in multi-tiered systems of support (MTSS) for student interventions
- All standards and skills should be aligned to Oklahoma Academic Standards

❖ Lesson Creation:

- Google Workspaces (Docs, Slides, Sheets, YouTube)
- Any other web-based technology tool that will work within Google Classroom (e.g.: Edpuzzle, Nearpod, Brainpop, Mentimeter, etc.)
- Google Meet (virtual classrooms, conferencing)

❖ Lesson Delivery:

- Google Classroom Learning Management System (LMS)
- Teachers may record the synchronous lesson for students to watch later in the day:
 - [Creating a MASTER class with Master Lessons Using Loom & Video Preview](#) (click through the slides for steps)
 - This will serve those families who have to share devices or who may not be able to attend the synchronous classroom session at the designated time frame.
 - It will also lighten teachers' loads when working together as a team to record lessons.

Students with Special Considerations - Resources available to students and teachers

❖ [SPED District Learning Plan](#)

- [Virtual IEP Meeting Procedures](#)
- [Resources for Teachers and Parents](#)
- [OSDE-SES Distance Learning Guidance For Special Education](#) for guidance, including FAQs on providing services to children with disabilities during school closures and FAQs for families and parents of students with disabilities.
- A student's IEP team may determine that a student can continue making progress toward their goals through the same distance learning environment as their non-disabled peers. Other students may need modifications. If the IEP team determines that a student is most appropriately served

through part-time or full-time instruction in self-contained special education classes on site, that could occur.

- ❖ Gifted, Indian Ed., Ensemble/performance based courses will be provided
- ❖ English Learners (EL)
 - Students will receive instruction from their ELD teachers
 - EL teachers will be available to create ELAPs and send parent notification letter
 - Additional Resources
 - [WIDA's Distance Learning Guidance](#): View examples, guiding principles and links to multiple educational resources.
 - [OSDE's EL Resources for E-Learning](#): Download this Excel spreadsheet for a list of digital resources appropriate for a variety of ages, languages and content areas.
 - [English Learner Family Engagement During Coronavirus](#): Learn how to engage EL and immigrant parents to best support their children's education during this time.
 - [School Responses to COVID-19: EL/Immigrant Considerations](#): View plans for E-learning, best practices for interacting with EL families and links to additional resources.

FRAMEWORK: Technology (Resources & Support)

Technology	Teachers	Students
Lessons and Delivery Method	PK-12: Google Classroom	K-12: Google Classroom (You may find login directions here)
Google Classroom - need help?	STEPS: <ol style="list-style-type: none"> 1) Contact site ITSL and/or create a Sherpa ticket 2) Site ITSL contacts Teaching and Learning Instructional Technology Coordinator 	STEPS: <ol style="list-style-type: none"> 1) Contact Teacher 2) Teacher contacts site ITSL and makes Principal aware 3) Site ITSL creates a Sherpa Ticket and/or contacts Teaching and Learning Instructional Technology Coordinator
Devices: Available Resources	School Laptop	Chromebook/IPads
No Connectivity	Contact Site Principal	K-12 - Contact building site
Chromebook Device Support - Flowchart	STEPS: <ol style="list-style-type: none"> 1) Contact OPS ChromeDepot 2) Submit a Sherpa Technology Ticket 	STEPS: (K-12 Students) <ol style="list-style-type: none"> 1) Report and inform issue to Teachers 2) Teachers help students contact OPS ChromeDepot/Library Media Specialist 3) OHS ChromeDepot will contact OPS Help Desk as needed for additional support
ChromeDepot Expectations <ol style="list-style-type: none"> a. All 1:1 students will have a Chromebook in their possession. b. Students who have their school-issued Chromebook in for repair will be issued a loaner to use until repairs are completed. 		