

Olympia CUSD #16

Remote Learning Plan



Our district mission is educating all children to achieve personal excellence regardless of the learning format. While remote learning presents a multitude of challenges to teachers and students, we are committed to the district mission statement and will work collaboratively, with all stakeholders, to move learning forward and prioritize student growth, as well as mental and physical well-being during remote learning situations.

Questions regarding the remote learning plan should be directed to building principals.

The State has determined that each district can use up to 5 Remote Learning Planning each academic year if the District has an approved State waiver. Olympia currently does not have any of these planned/scheduled but rather will use as needed if we cannot meet in person due to weather or other emergencies (no power, water issues, etc.).

In order to maximize the effectiveness of any learning situation, all stakeholders must plan a role in the education of children. The chart below outlines some of the key responsibilities for each stakeholder group.

Stakeholder Responsibilities During Remote / Blended Learning	
District Responsibilities	• Ensure BOE adopts Remote Learning / E-Learning Plan • Ensure internet connectivity for families by providing hotspots/bus WiFi • Help schools identify needed resources (community and educational)
School Responsibilities	• Implement blended/remote learning plans as adopted. • Communicate regularly with caregivers / stakeholders • Support teachers in planning and implementing remote learning
Teachers Responsibilities	• Create plans and implement for remote learning • Be available at scheduled times to address student/caregiver questions • Provide timely feedback on student work • Provide a range of meaningful learning opportunities that meet the needs of all your students

Staff Responsibilities	• Uphold your duties as a mandated reporter even when working remotely • Conduct small group sessions to support students' social, emotional and behavioral health needs • Assist classroom teachers with relevant educational duties (attendance, organization, small/large group instruction) • Participate in virtual classrooms / lessons to better assist students during class or after (virtually) • Collaborate with classroom teachers on content and delivery systems.
Student Responsibilities	• Engage in lessons and complete assigned work. • Complete tasks/work by the due date. • Ask clarifying questions when you need help and communicate to teachers if you are struggling emotionally, physically or academically • Be respectful to teachers and peers • Adhere to virtual schedules created by school /teachers
Caregiver Responsibilities	• Review digital learning platforms, deadlines and expectations shared by teachers • Find a space for students to complete remote learning • Talk to your children/students about their work • Set a schedule to help students follow and establish regular daily routines

Teacher Communication with Students / Families

Our primary goal during remote learning is to give our students the opportunity to interact with teachers and classmates through the learning opportunities provided. We plan to utilize technology to continue to foster a sense of community among our students.

The following communication methods and learning platforms will be utilized during remote / e-learning:

- ☐ Skyward Message Center
- ☐ GSuite Products (Google classroom, Google Meet/Chat, gmail)
- ☐ SeeSaw (elementary)

During remote learning we are encouraging staff to utilize platforms and technology that students are familiar with even if it is not listed above.

District Wide Protocols for Remote / e- Learning

- ☐ The guidelines recommend that each student should be interacting with teachers , classmates or working on school work for at least **five hours each school day**. However, we recognize the vast differences in students' skill levels and understand that there will be a great deal of variance from student to student on the amount of time spent on learning tasks and assignments.

- ❑ The goal is that students are interacting with staff in a synchronous learning environment with real-time instruction and live interaction between students and teachers taking place for at least **2.5 hours each day**.
- ❑ Teachers utilize Google Meets / Enterprise versions for online meetings / direct instruction (except dual credit courses with other required LMS). *K-2 may use another platform given i-pad limitations with Google Meets.
- ❑ During Google Meet sessions, students are expected to be dressed in a manner that aligns with handbook language. Students are expected to have their web cameras on unless they have had a prior conversation with a teacher regarding reasons why they are uncomfortable with having their camera on, or they are listed on the "No Media Release" document, or they have internet connectivity issues. Recording Google Meet sessions is optional for the teacher.
- ❑ If we move to complete remote learning, staff members with school aged children will be able to bring their children to work with them (stay in their classrooms). This arrangement will be sustained as long as teachers can still maintain their teaching responsibilities.
*Paraprofessionals with school aged children will be able to bring their children to work with them, if necessary, and a supervision schedule will be determined at the building level. Paraprofessionals with school age children that are brought to the building, will be sharing supervision responsibilities while also supporting students.
- ❑ Social emotional learning and supports may occur through small group check-ins, whole class lessons with social worker/ teacher or through individualized counseling. Additional support will be provided to families / caregivers through family check-ins and resources (articles, videos) that may assist families in meeting the SEL needs of their children.
- ❑ Staff social emotional health will be emphasized as staff will be encouraged to engage in self care, support each other, utilize health and wellness benefits as needed and set up predictable work routines with clear boundaries.
- ❑ A resource library for families/caregivers will be made available for all technology tools that will be utilized throughout digital / blended learning.
- ❑ Feedback consistently shows positive impacts on student learning. Feedback will be prioritized on formative and summative work. Reassessment opportunities will exist based on conditions and criteria established in each classroom / grade level / department.

Elementary Details (PreK - 5)

Remote Learning Plans & Communication

Focus on Student Needs

Each grade level has created a district wide grade level remote learning plan so that all students have the same learning opportunities. Students that have individualized learning plans (IEP's) can expect frequent communication with case managers to ensure learning activities are accessible and appropriate for all.

Physical activities or gross motor activities will be included in all PreK - 5 remote learning plans. Additionally, social emotional learning activities will be included in each grade level's plans.

Curriculum / Content & Skills Reporting

Learning activities are aligned to grade level priorities that are represented by the reporting skills (on student report cards). Teachers are encouraged to think differently about how to structure learning activities during remote learning and to incorporate as many interdisciplinary lessons / projects as possible.

- ☐ **Direct instruction (whole group, small group, individual) will occur daily.** Elementary students will adhere to the 8:00 - 1:30 p.m. daily schedules. Students may be meeting in small groups or individually with teachers or paraprofessionals to apply the skills they have recently learned. Direct instruction may be the teacher projecting a live lesson or it may be a teacher recording of a lesson and pushing out.
- ☐ Lengths of live lessons will vary based on grade level of students. English Language Arts lessons and Math lessons will be longer than science / social studies. Approximately 125 minutes a day will be spent on ELA (combination of instruction and practice/ application), math 75 minutes a day, science 25 minutes, and social studies 25 minutes. Specials (PE & Music) should take students about 25 minutes a day (PE), or 25 minutes weekly (Music).
- ☐ Enrichment opportunities will be provided for students that need additional extension opportunities.
- ☐ Teachers will provide additional support to students that aren't showing proficiency with grade level skills. This may mean there are small group requirements for some students to meet on certain days (with teacher or paraprofessional).
- ☐ Paraprofessionals will be expected to run small group interventions and support their assigned teacher. Teachers and paraprofessionals will notify families, at the beginning of the week, of the instructional schedule (when full group or small group instruction is required).
- ☐ Each teacher will create a daily question or morning check in (google form or SeeSaw) that requires students to login daily. This will provide us with attendance records. If students have not responded by 10:00 a.m., staff will contact the student / family to verify attendance. OHMS students will be expected to login into their google meet classroom each day and attendance will be verified through participation. *If a student cannot attend in person, they will need to contact their teacher.

- ❑ Teachers will be expected to assess students remotely in a wide variety of ways. Assessment practices may include one on one oral assessments, a student recording responses to questions and submitting their answers to teachers, as well as other performance based assessments (projects, essays, presentations).
- ❑ Teachers will identify their primary method of communication with families at the beginning of the year and maintain that method through remote learning. (Google, email, SeeSaw).
- ❑ Students will be expected to utilize district issued devices for remote learning.
- ❑ All grade level skills will be assessed and communicated via report cards.
- ❑ Any resources that we have purchased (F & P, Mystery Science, Houghton Mifflin SS) can be utilized in a remote setting. For example, teachers can read an F & P text to their students in Google Meets, record and share with students. Since Olympia owns these products, there are no copyright violations if we are sharing these products with students. If you have questions about this, please talk with your building principal.
- ❑ Teachers will prioritize teaching technology skills (beginning of the year) so that students are prepared for a remote learning environment.
- ❑ Teachers will work to create as many activities online as possible but primary teachers (K-2) may have written work / paper activities that need to be completed.
- ❑ Teachers will work with families / caregivers to send home supplies or provide supplemental resources that may be needed to complete activities.

OHMS Details (6th - 12th Grade)

Remote Learning Plans & Communication

Focus on Student Needs

Each grade level team and department will work to create remote learning plans for students. Team webpages will be utilized to post assignments and links to google classroom. Students that have individualized learning plans (IEP's) can expect frequent communication with case managers to ensure learning activities are accessible and appropriate for all. This schedule will be utilized to ensure that teachers aren't requiring students to login/participate in a virtual activity during a time that isn't allocated to that specific course/hour.

OHMS Remote Schedule

1st Block	9:15 - 10:15 a.m.
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2nd Block	10:20 - 11:20 a.m.
3rd hour	Lunch / Advisory
4th hour	12:30 - 1:25 p.m.
5th hour	1:40 - 2:45 p.m.

Advisory time will be a time that teachers can ensure students have what they need for remote learning, as well as time to address social emotional learning skills.

Curriculum / Content & Skills Reporting

- OHMS students will follow the 9:15a.m. - 2:45 p.m. schedule. A general schedule for each teacher will be sent on Monday via Skyward email blast that outlines the class schedule for the week including expectations for whole class instruction, small group meets, etc.
- Technology onboarding will occur at the beginning of the year so the transition to remote can be as seamless as possible. The following provides details around the technology onboard that is needed.
 - Check email, GClassroom, Skyward DAILY.
 - How to add private or public comments in Google Classroom.
 - Access digital textbooks, submit assignments in GClassroom, passwords, and the importance of time management.
 - Refresher on tech tools (slides, GMeet)
 - Access digital texts (Axis 360)
 - September 4 will be first Remote Learning 'practice' virtual day (early release)
- Each student should have at **least 2.5 hours of online interactions daily**, synchronous learning with teachers and classmates each day. Every class may not meet each day but there should be at least five hours of instruction / application of learning each day and 2.5 hours of online interaction / synchronous learning. OHMS teachers should plan for direct instruction/synchronous teaching for 30 - 45 minutes of each block with additional practice/application activities planned or assigned to students.
- During Advisory, professional communication (email) etiquette will be addressed. Google Classroom will be created for Advisories, too.
- Every class has a designated Google Classroom (exceptions are select AP courses)
- Attendance procedures--Skyward attendance to document direct instruction/student contact days.
- Building-specific eligibility protocol will be created and shared with families - if activities / athletics are occurring.
- Students must complete formative work to be eligible for summative assessments.

- Paraprofessionals will be expected to participate in general classroom sessions based on their typical schedule. Within those classes, aides will provide small group support virtually via rooms, email, etc.
 - Teachers and paraprofessionals will monitor student attendance and progress. Paraprofessionals (or teachers) will contact parents/students not attending to verify attendance.
 - Parent/home communication protocols: on-going communication for students that are not engaging. After a parent is contacted by the teacher, continued performance issues may be referred to administration for additional follow-up.
- ❑ Teachers will work with families / caregivers to send home supplies or provide supplemental resources that may be needed to complete activities.

Learning activities are aligned to grade level / course priorities that are represented by the reporting skills (on student report cards). Teachers are encouraged to think differently about how to structure learning activities during remote learning.

If students are not engaged, teachers should document all attempts to contact students, parents, etc. If multiple attempts have been made and there is no change in engagement, teachers should consult with the building administrator to determine next steps.

Special Education and Related Services Recommendations & Considerations

The District will emphasize structure, consistency and cohesion for special education students. Special Education students and students receiving substantial academic interventions, will be attending in-person on Monday, Wednesday and Friday and will follow their normal, daily schedule. These students will have transportation provided and will be served lunch just as would occur on a normal day. Caregivers/parents should be consulted and should be able to provide input into the structure and format of their children's education during this time of remote or blended learning.

Consideration will be given to the following:

- Accessibility to instruction and resources
- Assistive technology - access and support
- Transition planning should continue / be provided
- Focus on individualized needs, supports, and feedback
- Extensions/ individualized time frames for work completion
- Modified assignments as needed

- Caregivers will be provided a sample daily schedule to utilize with their child during remote learning