

DRAFT



Dallas Center-Grimes

Teaching and Learning Offsite Continuous Learning

*Red font is verbiage that needs clarification and/or updated

PK-5 Teacher Guidelines for Offsite Required Continuous Learning

Content Focus:

- Reading, writing, and math
 - Additional learning opportunities will be offered either on the learning hub or on Seesaw and Google Classroom that would be considered extra minutes in the areas of science, social studies, specials, and SEL
- Follow scope and sequence for ELA, Math, Science and Soc. Studies

Agreed upon delivery platform: (live/recorded instruction and independent practice activities)

- Core teachers will provide online learning through Google Meet/Zoom which will be recorded and can be watched any time
- A combination of online and offline learning opportunities will be offered
 - Online
 - Seesaw
 - Google Classroom
 - Google Meet/Zoom
 - Additional resources
 - E-mails
 - Offline
 - Practice of targeted skill

Where to find postings:

- The learning hub will house...
 - Teacher photo/emails
 - General announcements
 - Supports for parents/those helping with the online learning
 - Link to password protected Seesaw pages and Google Classroom pages
 - Additional learning opportunities
- Seesaw and Google Classroom will house...
 - Daily instructional videos
 - Assessments/feedback
 - Teacher communication

Agreed upon communication tools and frequency

- Daily (Monday, Tuesday, Thursday, Friday)
 - Live Instruction (two days of the week) covering math/reading/writing
 - Post instructional videos (two days of the week) covering math/reading/writing to Seesaw and Google Classroom
 - Teacher hosts a daily 30 minute Google Meet/Zoom with small groups (teacher determines student numbers) to allow each student to have one small group per week (instructional focus will be reading and math).
 - Students respond to quick check in after the practice via Seesaw or Google Classroom (one or two question student check)-a gauge of engagement
 - Seesaw/Google Classroom will be posted by Friday morning.

- Weekly
 - A whole class 30 minute Google Meet/Zoom with SEL focus (not instructional time)
 - At least once a week students should submit a product for math, reading and writing so that teachers can gauge progress toward learning goals

***Student time expectations for learning:
(PK-2nd lean towards 20 min and 3rd-5th towards 30 min)***

20-30 minutes per day	Math (video+practice time)
20-30 minutes per day	Reading (video+practice time)
20-30 minutes per day	Writing (video+practice time)
30 min. once per week	Small Group Instruction
Wednesday	Additional learning opportunities - independently
Total Time expectation for students per day	120-150 minutes per day
Total Time expectation for students per week	4-6 hours a week of viewing/practice 1/2 hour once a week in a small group (academic focus) 1/2 hour once a week in google meet (SEL focus) Total of 5-7 hours per week

***Grade Level Schedule for Live Learning
(Small Group Google Meet/Zoom and SEL Google Meet/Zoom)***

PK	
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Expectation for office hours and grade level schedule.	PK-5 email request and set up a time with teachers and a response within one school day, during regular school hours / 8:00 AM-3:30 PM
<i>Instructional Guidelines</i>	
Method(s) for determining student learning needs	Utilize current assessments as applicable and doable (i.e. math, literacy, writing rubrics, etc.). These would be posted and completed via Seesaw and Google Classroom.
Expectations for ongoing assessment and grading (formative, summative, and retakes)	Via Seesaw and Google Classroom or during small group sessions
Expectations for live interaction (student/teacher and student/student)	Instruction will occur four days a week Teacher provides a daily small group. Students would have once a week small group via google meet/Zoom
Providing feedback	Verbal feedback would be given via: <ul style="list-style-type: none"> • Small reading/math groups Written feedback would be given via: <ul style="list-style-type: none"> • Seesaw and Google Classroom on the items turned in (expectation is once a week for each of the content focus areas)
Fostering student engagement	<ul style="list-style-type: none"> • Weekly small groups • Daily student check exit ticket after viewing the instructional videos to indicate student confidence with the learning • Direct engagement with teacher daily through recorded videos and weekly through live Google Meet/Zoom (small group learning and whole class SEL lesson)
PLC / professional collaboration expectations	<ul style="list-style-type: none"> • Weekly (Wednesdays) discuss Pathways/Scope & Sequence; adjust planning • Discuss spreadsheet (spreadsheet includes-

	attendance, engagement, score from the three assignments (one from each content focus area), Curriculum Adjustment Document
Monitoring student participation and achievement	<ul style="list-style-type: none"> • Use Seesaw and Google Classroom to collect data on who accesses posted content (if possible) • Who is present in Meet/Zoom sessions • Completion of assignments or practice opportunities • Level of proficiency on completed assignments or practice opportunities <p>When students do not participate/engage at all throughout a full week's time:</p> <ul style="list-style-type: none"> • Teacher contact by phone and email <p>If no response to initial teacher contact</p> <ul style="list-style-type: none"> • SAT team responds (including at risk staff, student services team, special education teachers) <p>If no response after SAT contact:</p> <ul style="list-style-type: none"> • Admin contact
<i>PK-5 Student Guidelines</i>	
<ul style="list-style-type: none"> • Attend learning sessions on time or watch recordings later • Engage in lessons and discussions created for classrooms • Act and dress appropriately for online learning sessions • Practice effective communication with your teachers and fellow students • Turn in assigned work on time • Complete work with academic integrity • Follow district technology acceptable use policies 	
<i>PK-5 Family Guidelines</i>	
<ul style="list-style-type: none"> • Establish consistent daily routines for students • Establish a location for appropriate online interaction • Engage with your student(s) to assure completion of assigned work • Informational sessions for parents on how to access assignments and assist your students with technology • Monitor and help your student adjust to stress and anxiety • Contact your student's teachers when a session is not attended due to illness (assure he or she watches the session at a later time) • Monitor Seesaw/Google Classroom for assignment expectations 	

PK-5 Teacher Expectations

	Daily Teacher Expectation	Weekly Teacher Expectation	As Necessary Teacher Expectation
Reading	<p>*Video posted to Seesaw/Google Classroom (total of 80-120 min of reading in a week-- this could be 20-30 min per day or any combination that is best for your grade level)</p> <p>*Daily 30 min small group (meet with one group per teaching day). This can be a combo of reading and math focus.</p>	<p>*Give feedback to all students on one reading "assignment" per week that is agreed upon as the grade level and turned in via Seesaw/Google Classroom</p>	<p>*Update Seesaw/Google Classroom with announcements as necessary</p>
Math	<p>*Video posted to Seesaw/Google Classroom (total of 80-120 min of math in a week-- this could be 20-30 min per day or any combination that is best for your grade level)</p> <p>*Daily 30 min small group (meet with one group per teaching day). This can be a combo of reading and math focus.</p>	<p>*Give feedback to all students on one math "assignment" per week that is agreed upon as the grade level and turned in via Seesaw/Google Classroom</p>	<p>*Update Seesaw/Google Classroom with announcements as necessary</p>
Writing	<p>*Video posted to Seesaw/Google Classroom (total of 80-120 min of writing in a week-- this could be 20-30 min per day or any combination that is best for your grade level)</p>	<p>*Give feedback to all students on one writing "assignment" per week that is agreed upon as the grade level and turned in via Seesaw/Google Classroom</p>	

SEL		30 minute Google Meet/Zoom whole class with SEBMH focus	
PLC/PD		*Engage in weekly PD as scheduled *Meet in your district PLC team on Wednesdays to plan together for the week. *Prior to PLC's enter data into spreadsheet regarding attendance/engagement and scores from three required "assignments"	
Encore	Weekly posting on Wednesdays. Can be something recorded or activity.		
Counselors	Support classroom teachers with SEBMH activities	Small group SEBMH support	Individual SEBMH support
Intervention /Sp. Ed./ELL/ELP	Develop their schedule in conjunction with classroom teachers. ELL/ELP will support the classroom teacher with needs.		

6-7 Teacher Guidelines for Offsite Required Learning
<p>Content Focus: Learning will be prioritized on the four core subject areas (Language Arts, Math, Science, and Social Studies) with additional opportunities provided for Encore.</p> <p>Agreed upon delivery platform: Teachers will provide a combination of live lessons, recorded lessons, and independent practice opportunities for students. All live lessons will be recorded and accessible to students at later times.</p>

- A combination of online and offline learning opportunities will be offered
 - Online
 - Google Classroom/Google Meet/Zoom
 - Additional resources
 - E-mails
 - Offline
 - Practice of learning targets

Where to find postings: The hub will be used as an overview of subject area topics and due dates. Teachers will utilize Google Classroom for detailed instructions for assignments.

Agreed upon communication tools and frequency: Google hangout or Zoom will be used for teacher office hours. Each teacher will be available for students to ask questions 30 minutes a day four times a week. Infinite Campus will be used to track student attendance and work completion. Google Classroom will be posted by Friday morning.

Student expectations for learning: (4 days a week)
Teachers will schedule live sessions based on Bell Schedule to avoid conflicts.
Weekly Office Hours will be scheduled during a teacher's plan or collaboration time. (daily)

	Math
	ELA
	Science
	Social Studies
Weekly activities will be posted	Art, Music, PE, FCS, Indus. Tech., World Language Weekly posting on Wednesdays. Can be something recorded or an activity.
15 minute min. (30 min. max) individual or group lessons	Band / choir
Weekly, minimum	Guidance/Advisory (weekly)
Total Time Expectation	XXXXX hours per day

Grade Level Schedule for Live Learning

Expectation for office hours and grade level schedule	Each teacher will be available for students to ask questions 30 minutes a day four days a week. Students may also email questions and teachers will respond within 24 hours.
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Instructional Guidelines	
Method(s) for determining student learning needs	Teachers will determine student learning needs based on pre-assessment tools, observations, and student work.
Expectations for ongoing assessment and grading (formative, summative, and retakes)	Student work completion will be recorded through Infinite Campus. Any tasks requiring feedback towards mastery of content will also be noted in Google Classroom.
Expectations for live interaction (student/teacher and student/student)	<p>Mondays and Thursdays are live instruction days for the following subjects:</p> <ul style="list-style-type: none"> ● Math ● Social Studies <p>Tuesdays and Fridays are live instruction days for the following subjects:</p> <ul style="list-style-type: none"> ● Language Arts ● Science
Providing feedback	Students will be provided feedback indicating their progress towards learning targets through comments in Google Classroom, scores indicated through Infinite Campus, and live feedback through video conferencing.
Fostering student engagement	Teachers will collect and utilize student feedback to adjust instruction as an attempt to maximize student engagement.
PLC / professional collaboration expectations	<ul style="list-style-type: none"> ● Maintain PLC schedule ● Weekly (Wednesdays) discuss Pathways/Scope & Sequence; adjust planning ● Discuss spreadsheet (spreadsheet includes- attendance, engagement, score from the three assignments (one from each content focus area), Curriculum Adjustment Document
Monitoring student participation and achievement	<ul style="list-style-type: none"> ● Use Google Classroom to collect data on who accesses posted content (if possible) ● Who is present in Meet/Zoom sessions ● Completion of assignments or practice opportunities ● Level of proficiency on completed assignments or practice opportunities

	<p>When students do not participate/engage at all throughout a full week's time:</p> <ul style="list-style-type: none"> • Teacher contact by phone and email <p>If no response to initial teacher contact by phone and email</p> <ul style="list-style-type: none"> • SAT team responds (including at risk staff, student services team, special education teachers) <p>If no response after SAT contact:</p> <ul style="list-style-type: none"> • Admin contact
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6-7 Student Guidelines

- Attend learning sessions on time or watch recordings later. Students submit exit ticket at the end of each learning session for attendance.
- Engage in lessons and discussions created for classrooms
- Act and dress appropriately for online learning sessions
- Practice effective communication with your teachers and fellow students
- Turn in assigned work on time
- Complete work with academic integrity
- Follow district technology acceptable use policies

6-7 Family Guidelines

- Establish consistent daily routines for students
- Establish a location for appropriate online interaction
- Engage with your student(s) to assure completion of assigned work
- **Informational sessions for parents on how to access assignments and assist your students with technology**
- Monitor and help your student adjust to stress and anxiety
- Contact your student's teachers when a session is not attended due to illness (assure he or she watches the session at a later time)
- Monitor the Infinite Campus gradebook for assignment completion

8-9 Teacher Guidelines for Offsite Required Continuous Learning

Content Focus: Standards encompassed in the Units of Instruction in the courses being taken.

Agreed upon delivery platform: Teachers will provide a combination of live lessons, recorded lessons, and independent practice opportunities for students. All live lessons will be recorded and accessible to students at later times.

Where to find postings: The hub will be used as an overview of subject area topics and due dates. Teachers will utilize Google Classroom for detailed instructions for assignments.

Agreed upon communication tools and frequency: Google hangout or Zoom will be used for teacher office hours. Each teacher will be available for students to ask questions 45 minutes a day on the days live instruction is not offered. Infinite Campus will be used to track student attendance and work completion. Google Classroom will be posted by Friday morning.

Student time expectations for learning: (4 days a week)

	ELA, Math, Science, Social Studies, World Language (9th only)
	Elective, PE/Health Art, CTE, FCS
Weekly 15 minute lessons, daily practice expectations *Whole group or small group live instruction?	Music (Band, Choir)
Total Time Expectation	3-3.5 hours per day for a student with 7/8 courses, 4 days a week

Grade Level Schedule for Live Learning

Teachers will provide a minimum of two live or video instruction days per week for each of their classes. When live instruction is offered it will be according to the schedule below to avoid conflicts. (Students would follow their schedule.) Teachers will post which day they plan to do live instruction on the HUB before the beginning of the week.

ME Live Instruction Schedule

Period	Time
Period 1	
Period 2	
Period 3	
Period 4	
Period 5	
Period 6	
Period 7	
Period 8	

Mondays and Thursdays are live instruction days for the following subjects:

- Math,
- Social Studies
- PE/Health
- CTE (Ag/Indus.Tech/Computers)
- FCS

Tuesdays and Fridays are live instruction days for the following subjects:

- Language Arts
- Science
- World Language
- Art

Expectation for office hours and grade level schedule

Each teacher will be available for students to ask questions 30 minutes a day on the days (M, T, R, F) they are not providing live instruction.

Instructional Guidelines	
Method(s) for determining student learning needs	Teachers will determine student learning needs based upon pre-assessments, observations, and student work.
Expectations for ongoing assessment and grading (formative, summative, and retakes)	Meadows' grading system will continue to be utilized for assessment. Consistent with the policy, students who do not pass an assessment will need to work with the teacher to complete the retake protocols. Retakes will continue to be scheduled with individual teachers.
Expectations for live interaction (student/teacher and student/student)	<p>Mondays and Thursdays are live instruction days for the following subjects:</p> <ul style="list-style-type: none"> ● Math, ● Social Studies ● PE/Health ● CTE (Ag/Indus.Tech/Computers) ● FCS <p>Tuesdays and Fridays are live instruction days for the following subjects:</p> <ul style="list-style-type: none"> ● Language Arts ● Science ● World Language ● Art
Providing feedback	Students will be given feedback indicating their progress toward the learning targets through comments in Google Classroom assignments and assessments, verbal comments through office hours or live instruction, and grades in Infinite Campus.
Fostering student engagement	Teachers will collect and utilize student feedback to attempt to maximize student engagement. Teachers will provide a variety of learning experiences for students. (direct instruction, independent work, group work, etc.)
PLC / professional collaboration expectations	<ul style="list-style-type: none"> ● Maintain PLC schedule ● Weekly (Wednesdays) discuss Pathways/Scope & Sequence; adjust planning

	<ul style="list-style-type: none"> • Discuss spreadsheet (spreadsheet includes- attendance, engagement, score from the three assignments (one from each content focus area), Curriculum Adjustment Document
Monitoring student participation and achievement	<ul style="list-style-type: none"> • Use Google Classroom to collect data on who accesses posted content (if possible) • Who is present in Meet/Zoom sessions • Completion of assignments or practice opportunities • Level of proficiency on completed assignments or practice opportunities <p>When students do not participate/engage at all throughout a full week's time:</p> <ul style="list-style-type: none"> • Teacher contact by phone and email <p>If no response to initial teacher contact by phone and email</p> <ul style="list-style-type: none"> • SAT team responds (including at risk staff, student services team, special education teachers) <p>If no response after SAT contact:</p> <ul style="list-style-type: none"> • Admin contact

8-9 Student Guidelines

- Attend learning sessions on time or watch recordings later. Students submit exit ticket at the end of each learning session for attendance.
- Engage in lessons and discussions created for classrooms
- Act and dress appropriately for online learning sessions
- Practice effective communication with your teachers and fellow students
- Turn in assigned work on time
- Complete work with academic integrity
- Follow district technology acceptable use policies

8-9 Family Guidelines

- Establish consistent daily routines for students
- Establish a location for appropriate online interaction
- Engage with your student(s) to assure completion of assigned work
- **Informational sessions for parents on how to access assignments and assist your students with technology**
- Monitor and help your student adjust to stress and anxiety
- Contact your student's teachers when a session is not attended due to illness (assure he or she watches the session at a later time)
- Monitor the Infinite Campus gradebook for assignment completion

10-12 Teacher Guidelines for Offsite Required Continuous Learning

Content Focus:

- All classes will continue to take place to meet graduation requirements
- Standards encompassed in the Units of Instruction in the courses being taken.

Agreed upon delivery platform: (live, recorded, and independent):

- Google Classroom.
- Will use Google Meet/Zoom.
- Practice Opportunities
- Projects/Assessments

Where to find postings:

- Google Classroom/The Learning Hub

Agreed upon communication tools and frequency:

- Weekly Communication with suggested daily plan.
- Emails or Google Classroom automated emails.
- Google Classroom will be posted by Friday morning.
- Office Hours

Student time expectations for learning:

Total Time Expectation	XXXX hours a week

Teachers will schedule live sessions based on Bell Schedule to avoid conflicts. Office Hours will be scheduled during a teacher’s plan or collaboration time (minimum of two)

Mondays and Thursdays are live instruction days for the following subjects:

- Math,
- Social Studies
- PE/Health
- CTE (Ag/Indus.Tech/Computers/Business)
- FCS

Tuesdays and Fridays are live instruction days for the following subjects:

- Language Arts
- Science
- World Language
- Art

*Concurrent Enrollment courses will follow their own requirements

Instructional Guidelines

Method(s) for determining student learning needs	Examples: Discussion, Assignments, Assessments, Observation, Survey, Pre-Test
Expectations for ongoing assessment and grading (formative, summative, and retakes)	Formative=practice (no grade) Summative=Grading Retakes-Work with individual teachers/SAT. Can follow our retake protocol. Retakes will continue to be scheduled with individual teachers.
Expectations for live interaction (student/teacher and student/student)	<p>Teachers will schedule live sessions based on Bell Schedule to avoid conflicts. Office Hours will be scheduled during a teacher’s plan or collaboration time (minimum of two)</p> <p>Mondays and Thursdays are live instruction days for the following subjects:</p> <ul style="list-style-type: none"> ● Math ● Social Studies ● PE/Health ● CTE (Ag/Indus.Tech/Computers) ● FCS <p>Tuesdays and Fridays are live instruction days for the following subjects:</p> <ul style="list-style-type: none"> ● Language Arts ● Science ● World Language ● Art <p>*Concurrent Enrollment courses will follow their own requirements</p>
Providing feedback	Feedback will include written or verbal comments/suggestions. Students will have an opportunity to get feedback during office hours or small group instruction. Students will also receive

	graded feedback in Infinite Campus.
Fostering student engagement	<p>Students will have interactions with teachers and classmates via small group discussion, group work on projects, meeting during office hours and utilizing interactive technology tools. The SAT team will continue to work individually with students as needed to foster engagement.</p> <p>Building MTSS teams and SAT teams and Student Services teams will monitor Student data and connect and communicate with individuals, as needed.</p>
PLC / professional collaboration expectations	<ul style="list-style-type: none"> • Maintain PLC schedule • Weekly (Wednesdays) discuss Pathways/Scope & Sequence; adjust planning • Discuss spreadsheet (spreadsheet includes- attendance, engagement, score from the three assignments (one from each content focus area), Curriculum Adjustment Document
Monitoring student participation	<ul style="list-style-type: none"> • Use Google Classroom to collect data on who accesses posted content (if possible) • Who is present in Meet/Zoom sessions • Completion of assignments or practice opportunities • Level of proficiency on completed assignments or practice opportunities <p>When students do not participate/engage at all throughout a full week's time:</p> <ul style="list-style-type: none"> • Teacher contact by phone and email <p>If no response to initial teacher contact by phone and email</p> <ul style="list-style-type: none"> • SAT team responds (including at risk staff, student services team, special education teachers) <p>If no response after SAT contact:</p> <ul style="list-style-type: none"> • Admin contact
10-12 Student Guidelines	
<ul style="list-style-type: none"> • Attend learning sessions on time or watch recordings later. Students submit exit ticket at the end of each learning session for attendance. • Engage in lessons and discussions created for classrooms • Act and dress appropriately for online learning sessions • Practice effective communication with your teachers and fellow students 	

- Turn in assigned work on time
- Complete work with academic integrity
- Follow district technology acceptable use policies

10-12 Family Guidelines

- Establish consistent daily routines for students
- Establish a location for appropriate online interaction
- Engage with your student(s) to assure completion of assigned work
- **Informational sessions for parents on how to access assignments and assist your students with technology**
- Monitor and help your student adjust to stress and anxiety
- Contact your student’s teachers when a session is not attended due to illness (assure he or she watches the session at a later time)
- Monitor the Infinite Campus gradebook for assignment completion

Technology Support

Teachers have learned a great deal about the use of technology to deliver instruction, but we continue to have additional learning that will be needed. Two teachers minimum per building will be designated as technology support. These teachers could work with staff members to support staff technology competencies to be able to deliver effective online instruction. This will allow support for each buildings’ staff in the skills and abilities to deliver instruction, offer feedback, and assure that our content and standards are delivered with the same level of rigor as if we were on site.

iPads K-2nd

1:1 Chromebooks 3rd-12th

3rd-4th Check-in and Check-out and 5th can take home

Equity Offsite Continuous Learning

Meeting the needs of students with IEP

<i>How will we develop a comprehensive list of students with an IEP, including learning needs and supports?</i>	K-12 This list can be generated in two ways: 1. DeEtta Rosa (district information) and Mary Jane Stites (Director of Student Services) can develop a
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	<p>spreadsheet with SPED teachers that has many of these components.</p> <ol style="list-style-type: none"> Admin assistant at Heartland AEA (in Adel) can be contacted to run a report to include any components deemed necessary to plan for students.
<p><i>How will SPED teachers collaborate with colleagues?</i></p>	<p>K-5 SPED teachers will meet weekly with the following groups:</p> <ol style="list-style-type: none"> SPED colleagues via Google Meet or Zoom to discuss student progress, instructional strategies and student engagement. SPED colleagues will connect with regular education teachers via grade level PLC meetings, or individually via Google Meet or Zoom to provide accommodations/modifications described in the IEP. <p>6-12 SPED teachers will meet weekly with the following groups:</p> <ol style="list-style-type: none"> SPED colleagues via Google Meet or Zoom to discuss student progress, instructional strategies and student engagement. SPED colleagues will connect with regular education teachers via department meetings, PLCs, or individually via Google Meet or Zoom to provide accommodations/modifications described in the IEP.
<p><i>How will we ensure the engagement of students with an IEP?</i></p>	<p>K-2 SPED teachers will connect with general education teachers of roster students to look at data from Seesaw activity and Infinite Campus attendance to determine levels of online engagement. SPED teachers will schedule a Google Meet or Zoom once a week to connect with rostered students. Monitoring may be done using a Student Engagement Spreadsheet with appropriate metrics.</p>

	<p>3-5 SPED teachers will connect with general education teachers of roster students to look at data from Google classroom and Infinite Campus attendance to determine levels of online engagement. SPED teachers will schedule a Google Meet or Zoom once a week to connect with rostered students. Monitoring may be done using a Student Engagement Spreadsheet with appropriate metrics.</p> <p>6-7 SPED teachers will connect with general education teachers of roster students to look at data from Google classroom and Infinite Campus attendance to determine levels of online engagement. SPED teachers will schedule a Google Meet or Zoom once a week to connect with rostered students. Monitoring may be done using a Student Engagement Spreadsheet with appropriate metrics.</p> <p>8-12 SPED teachers will connect with general education teachers of roster students to look at data from Google classroom and Infinite Campus attendance to determine levels of online engagement. SPED teachers will schedule a Google Meet or Zoom once a week to connect with rostered students. Monitoring may be done using a Student Engagement Spreadsheet with appropriate metrics.</p>
<p><i>What will be the process for how IEP meetings will be held?</i></p>	<p>K-12 An IEP meeting will be held via Google Meet, Zoom or conference call within the first week where the learning model has transitioned to offsite required continuous learning. The order of these meetings for each SPED teachers rostered students will be scheduled in an order consistent with the following prioritized needs: 1)students with health and safety needs that require coordination of outside supports (nursing, PT, OT, SLP, etc.);</p>

	<p>2) students with behavior needs; 3)students with academic goals in multiple content areas; 4)students with a single academic area. This meeting will include all required team members. Discussion will include a review of page F components (SDI, accommodations, modifications, associate support and collaboration with general education).</p> <p>Special Education Procedures Manual</p>
<p><i>How will services for IEP students be adapted, accommodated, or modified to fit individual needs? How does this include methods for providing parents or other household members instructions to support students to access, participate and progress in the curriculum?</i></p>	<p>K-12 SPED teachers will work with classroom teachers to provide accommodations and modifications that allow rostered students to access, participate and progress in the curriculum. Parents will be a part of this process via the IEP review meeting that will happen within the first week where the learning model has transitioned to offsite required continuous learning.</p>
<p><i>How will assistive technology and other supports be provided to families?</i></p>	<p>K-12 When assistive technology is established within the IEP as a necessary accommodation for a rostered student’s access to instruction, those same supports will be provided during offsite required continuous learning, as well. It will be the responsibility of the district to provide the tools that allow appropriate access as determined by the IEP team. In the event that it is a specific device, it will be issued following guidance and support of our Technology Department. All usage agreements that students agree to when onsite will still apply to usage occurring off site.</p>
<p><i>How will progress in regard to goals be monitored and adjustments in services (if necessary) be made for students with an IEP?</i></p>	<p>K-12 SPED teachers will use the results of weekly progress monitoring to determine where rostered students are performing in relation to their IEP goals. SPED teachers will use the data-based decision making rules that are outlined in the IEP to determine whether</p>

	<p>adjustments are necessary to instruction. Progress monitoring may be done via an individual Google Meet, Zoom, recorded video, by using application via a device or by any other means determined appropriate by the IEP team.</p>
<p><i>What things will be considered when determining what method(s) of delivery rostered students will receive (off site required continuous learning, hybrid or in-person)?</i></p>	<p>K-12 Here are questions that may need to be answered by the IEP team to determine which delivery method is best for each rostered student:</p> <ol style="list-style-type: none"> 1. Will this student be able to participate in learning by utilizing the same delivery method as general education students with minor accommodations? (low level of discrepancy from grade level expectations) 2. Will this student need instruction to be modified from the delivery method provided to all other students? (significant discrepancy from grade level expectations) 3. Are there health and/or safety concerns that require this student to remain at home or in isolation from other students? 4. Does the student have a behavior goal that requires both direct instruction of skills, as well as practice for generalization of skills with peers? 5. How will we best be able to provide ongoing feedback that allows for the greatest chance for student success? 6. Are there restrictions in regard to in-person group size? 7. Does the family have limitations in regard to availability to participate due to needs, including technology? 8. Are there support services (OT, PT, speech, nursing) documented in the IEP that will be impacted by this delivery decision? 9. Does the nature of the student's

	disability lead us to believe that a certain delivery method would work better than others?
<i>How will we ensure that all rights and responsibilities under IDEA are provided?</i>	<p>K-12</p> <p>Two things will directly impact the degree to which IDEA rights and responsibilities are fulfilled:</p> <ol style="list-style-type: none"> 1. In the most recent annual review IEP meeting (completed after July 1, 2020), has the team completed a Remote Learning Plan for this student? 2. Is there a team of people, including the SPED teacher, support personnel (AEA district team) and building administrators who are reviewing weekly data in regard to rostered students' progress?
<i>How will we maintain confidentiality related to IEP students when group instruction/meetings are taking place online?</i>	<p>K-12</p> <p>SPED teachers will obtain permission from parents through email/regular mail to allow students to participate virtually with others (special education will keep the communication exchange for their records).</p>

Meeting the needs of students with 504 Plans

The Dallas Center-Grimes Community Schools will address the accommodations related to 504 Plans on a case-by-case basis. The team of school personnel, in coordination with the Student Service Director, responsible for the review of the plans will collaboratively work with families to make sure each student's access to instruction is maintained during off site required continuous learning.

Meeting the needs of EL students

- How do we ensure parents have the resources they need to support their students?
 - Google Hangout and Zoom will be used for instruction. These will be recorded. Recordings shared with parents through the learning hub.
 - Infinite Campus will be used to track attendance and assignments.

- The learning hub will be used as an overview of subject area topics and due dates.
- How will we create a consistent and structured schedule to teach, meet with, and support students?
 - ELL students will participate in general education classes. ELL teachers plan with and support teachers and students through enhancement of tasks, activities, and instruction to fit student needs.
 - ELL teacher will set up individual or small group sessions with students.
 - ELL teacher joins grade level PLC meetings, when possible.
- What formative and summative assessments will we use to measure success and/or needs?
 - Content progressions
 - Classroom tasks and skill work
 - Google forms
 - Computerized tools
- Who will provide translation for documents to families?
 - ELL teachers
 - **Paid translators**
 - **Google Translate**

Meeting the needs of students needing extension

- How do we ensure parents have the resources they need to support their students?
 - Google Hangout and Zoom will be used for instruction. These will be recorded. Recordings shared with parents through the learning hub.
 - Infinite Campus will be used to track attendance and assignments.
 - The learning hub will be used as an overview of subject area topics and due dates.
- How will we create a consistent and structured schedule to teach, meet with, and support students?
 - K-8 TAG students will participate in general education classes. TAG/ELP teachers plan with and support teachers and students

through enhancement of tasks, activities, and instruction to fit student needs.

- K-8 TAG teacher joins grade level PLC meetings, when possible.
 - 9-12 Set up individual meeting times with students and staff.
- How do we determine the pace at which accelerated learners are ready to move further into the curriculum?
 - The pace doesn't change from general education pacing. Students can go deeper into content.

Social-Emotional-Behavior Health Needs Offsite Learning

Assessing Staff SEBH Needs	
How will we assess our teacher/staff SEBH needs?	<ul style="list-style-type: none"> ● Require a check-in method from last school year. A simple click to measure how staff is feeling. Possibly a selection of reasons why. ● Staff Survey ● 1:1 Check In with Admin ● SEBH Coalition at each building <p style="text-align: center; background-color: yellow;">Develop district-wide prior to August 24th or wait for Dr. Suldo information?</p>
How will we monitor our teacher/staff SEBH needs?	<ul style="list-style-type: none"> ● Reference measure of how staff is feeling ● Each building - monthly or weekly check in <ul style="list-style-type: none"> ○ Survey? ○ Staff will have option of filling this out more often ● SEBH Building Coalition Check-In ● Continued communication with teachers/staff
How will we determine the responsibilities teachers/staff have outside their job responsibilities that may	<ul style="list-style-type: none"> ● Include selection of non-work choices in their options from monitoring system. ● Encourage staff to discuss personal situations with the Principal and/or Supervisor

<p>impact their ongoing SEBH needs?</p>	<ul style="list-style-type: none"> ● Provide contact information for the EAP(Employee Assistance Program) and EFR resources.
<p>Meeting Staff SEBH needs</p>	
<p>How will we respond to needs as they arise?</p>	<ul style="list-style-type: none"> ● EFR Supports ● Newsletters and other resources from EAP or EFR ● Reach out to your building counselors ● Promote interactive communication process with Supervisor and/or Principal ● Continue to offer resources through EAP and EFR as needed. ● Building coalition response
<p>How will we coordinate and communicate resources that will assist teachers/staff with SEBH needs?</p>	<ul style="list-style-type: none"> ● Survey to determine level of needs/resources. <ul style="list-style-type: none"> ○ Get to the root of the cause and address ○ Be transparent with the data/results but keep personal information confidential ● Reminders for staff <ul style="list-style-type: none"> ○ Emails reference card for staff ● Promote EAP resources and possible Wellness Program resources relative to survey response. ● Promote self-care resources such as <u>Tips for Taking Care</u> ● District wide platform for all teachers/staff
<p>Assessing Student SEBH needs <u>Strategies for Trauma-Informed Distance Learning</u></p>	
<p>What method will we use to assess the SEBH needs of students?</p>	<ul style="list-style-type: none"> ● Five- minute morning virtual check-in ● Structure - TBD and created so staff have look fors and then follow up procedures? <ul style="list-style-type: none"> ○ Staff Training TBD ○ Student Training TBD <ul style="list-style-type: none"> ■ Tool Ex. - lower grades Green, Yellow, Red, & Blue (hand signal) - <i>Zones of Regulation</i> example ○ Check-in samples: <ul style="list-style-type: none"> ■ <u>Emoji check-in</u> ■ <u>Google form check-in</u> ● Engagement & Participation
<p>What method will we use to monitor the SEBH needs of students?</p>	<ul style="list-style-type: none"> ● Formative check monitored by MTSS, PBIS, BLT, BHT ● Connection to an adult at school ● Student Phone Calls Weekly - All staff involved

	<ul style="list-style-type: none"> ● Counselors attend PLC Meetings as needed to address student needs
How will surveys be delivered to students if we are in an off-site setting?	<ul style="list-style-type: none"> ● 2nd - 12th online surveys ● PS - 1st information from parents <ul style="list-style-type: none"> ○ parents complete survey ○ interview individually with student - on-line ● Daily checks by teachers <ul style="list-style-type: none"> ○ Engagement & Participation will also support
What groups or staff will break down the data gathered from a student survey?"	Teams: School Improvement team (SIT), MTSS, PBIS, BLT (SEBH Building Coalition)
Meeting Student SEBH needs	
How will we meet the needs?	<ul style="list-style-type: none"> ● All staff will monitor and respond to students that appear to be struggling with the SEBH, and when students need further support, a school counselor will be consulted to support them in a case-by-case scenario. ● Team meetings and/or boosters will be used to connect, support, and provide tools to support students ● Tips for the new beginning: Article - Communication, Consistency, Control ● Continued PD/learning for staff
How will we respond to the needs?	<ul style="list-style-type: none"> ● For students who express concerning language or behaviors, staff will follow these steps. <ul style="list-style-type: none"> ○ Teacher contact by phone and email <p>If no response to initial teacher contact by phone and email</p> <ul style="list-style-type: none"> ● SAT team responds (including at risk staff, student services team, special education teachers) <p>If no response after SAT contact:</p> <ul style="list-style-type: none"> ○ Admin contacts <p style="text-align: center;">■ Teacher tool (ex. <u>Control: Self Care Plan in article</u>)</p>
How will we ensure needs are being met?	<ul style="list-style-type: none"> ● Staff will monitor student participation, engagement, language, body language, and behaviors of students. ● For students expressing concerning language or behaviors while in their school building or remotely, the teacher will be in contact with them. ● The counselor will be consulted if there is a continued need and the counselor already has an established relationship. ● If we haven't connected with a student in one week, the teacher/staff will make a phone call to the student/home.

	<ul style="list-style-type: none"> ○ <u>Script for family reach-out conversations</u>
Assessing Family SEBH needs	
How will we assess our family SEBH needs?	<ul style="list-style-type: none"> ● Staff will monitor student participation, engagement, language, body language, and behaviors of students. ● Family Survey - Consider a regular email or text questionnaire for families - Would need created <ul style="list-style-type: none"> ○ See <u>Script for reach-out conversations</u>
How will we monitor our family SEBH needs?	<ul style="list-style-type: none"> ● Review regular questionnaire/check-in data Would need created
Meeting Family SEBH needs	
How will we respond to needs as they arise?	<ul style="list-style-type: none"> ● Offer resources (ex. in the box below) <ul style="list-style-type: none"> ○ Sent periodically by district and bldgs. ○ Posted on website ○ Sent from the office or counselors as needed ● Educate parents on tools provided (Infinite Campus, Seesaw, etc.) ● Provide resources and education to parents on behaviors <ul style="list-style-type: none"> ○ PBIS at home ○ Scheduling and setting routines ○ Create a Parent Group for parents to connect ○ Family team meetings ● Have them talk to a school counselor about a child they are worried about
What resources can we guide families to if they exhibit SEBH needs?	<ul style="list-style-type: none"> ● Offer <u>fun free activities</u> young kids can do at home ● Provide <u>strategies</u> to help them cope as a family at home. ● Offer <u>parent resources</u> on how to talk to children about COVID concerns