



## ***Together When it Counts***

On behalf of the Lake Chelan School District, thank you for your patience and understanding over the past several months as we navigate the complexities of starting the school year remotely. Your support for our staff and students has proven to be a source of inspiration and motivation to our board and all our staff as we to continue to attack the challenges that lie ahead with optimism, enthusiasm and creativity. Although work is still in progress, at this time we are able to provide our current Remote Learning Model.

The following guiding principles are grounded in the foundation of the Return to Learn Plan:

## ***Guiding Principles***



*Ensure safe working conditions and learning environments. Leverage science, data and public health leadership to inform decisions*



*Address systemic inequities and provide additional support to students who need it. Center decisions on what is best for students, families and educators*



*High quality instruction for all students; provide choice for families wherever possible*



*Provide adequate technology training for parents and students. Provide time and flexibility necessary for staff to prepare for all models*



*Listen and ensure transparency and be decisive regarding decisions to re-open school. Provide translation for Hispanic families.*



## **Remote Learning Model**

In developing the current plan, creating connections between students, families, teachers and support staff has been the top priority. There are many upgrades and improvements between our emergency remote learning model used this past spring and the current "Return to Learn Plan" for fall reopening which include:

- ❖ *COMMUNICATION* – regular consistent communication with both student and families with standardized digital tools
- ❖ *EQUITY and ACCESS* – improved access to technology and learning for all students
- ❖ *SUPPORT* – upgrades to availability of counselors, planned scheduled intervention and social emotional learning
- ❖ *ACADEMIC EXPECTATIONS /OPPORTUNITIES FOR GROWTH* – a focus on new learning and expectations for attendance and participation
- ❖ *OPTIONS FOR FAMILIES* – addition of online programs at all levels for families who wish to remain in remote learning model with support from school district educators

## **EQUITABLE ACCESS / IMPROVED COMMUNICATION**

	<b>LAST SPRING</b>	<b>FALL RETURN TO LEARN MODEL</b>
<b>CONNECTIVITY</b>	Provided Chromebooks to students who had internet access	<ul style="list-style-type: none"> <li>• Chromebooks to all students / staff upgrades</li> <li>• Improved Synchronous Tools (Google Meets vs Zoom)</li> <li>• Hotspots available to all those who need them (AT&amp;T)</li> </ul>
<b>COMMON LEARNING PLATFORM</b>	Zoom, Dojo, Google Classroom, Canvas & various other apps	<ul style="list-style-type: none"> <li>• 1 Primary Learning Management System <b>GOOGLE CLASSROOM</b></li> <li>• <b>CANVAS</b> for College in the HS classes only</li> </ul>
<b>LIVE VIDEO TOOL</b>	Zoom - primary tool for class meetings, limited live video	<ul style="list-style-type: none"> <li>• Google Meets for all live video meetings</li> <li>• Much better performance and reliability with Chromebook interface</li> <li>• No required links or passwords</li> </ul>



## COMMON DIGITAL LEARNING TOOLS & INCREASED ACCESS



Chromebooks will be provided to all students allowing for:

- Ease of use for all users in family units
- Translation capabilities
- Collaboration, communication and relationship building between students, families and staff
- Support for families to determine how they are doing in school
- Technical support for students and families

Internet Access for all students & families through Hot Spots



Our school district has partnered with T-Mobile and the State to purchase hot spots to provide access to all students and families for the upcoming school year.

The district will provide additional support if hotspots do not resolve connectivity issues.

### Google Classroom

*Digital Classroom*



Google Classroom is the student's digital home base.

Students will use this on a daily basis during remote learning as well as in the future in both hybrid and in-person learning.

### Google Drive

*File Storage & Synchronization*



Students will use Google Drive to save, organize, access and share files.

Files in Google Classroom are automatically saved and organized here.

### Google Meet

*Video Meeting Tool*



Students will be able to learn live with teachers, classmates or guest presenters using Google Meet. Google Meet is more reliable on Chromebooks and can be accessed directly from Google Classroom.

### GMAIL UPGRADE FEATURES

- On screen interfaces with Google Talk allowing instant messaging, video and voice calls
- Enhanced storage with Google Drive
- Enhanced search capabilities





**LEARNING SUPPORTS**

	<b>LAST SPRING</b>	<b>FALL RETURN TO LEARN MODEL</b>
<b>STUDENTS</b>	<p>Sporadic zoom meetings with teachers</p> <p>Limited live video lessons</p>	<ul style="list-style-type: none"> <li>• Frequent opportunities to discuss and interact with other students &amp; teachers</li> <li>• Scheduled social emotional learning time &amp; check-ins at all levels</li> <li>• 1 on 1 counselor support</li> <li>• Face to face time for priority students</li> </ul>
<b>TEACHERS</b>	<p>Limited training for skill building video and non-video instruction</p>	<ul style="list-style-type: none"> <li>• Clear expectations</li> <li>• Regular Daily Synchronous (Google Classroom) mini lessons at all levels</li> <li>• Training &amp; tech coaching for all teachers</li> </ul>
<b>FAMILIES</b>	<p>No training or orientation regarding technology</p>	<ul style="list-style-type: none"> <li>• Orientation prior to school start up</li> <li>• Technology training</li> <li>• Regular communication between home and school</li> </ul>

**INCREASED OPPORTUNITIES for ACADEMIC GROWTH**

	<b>LAST SPRING</b>	<b>FALL RETURN TO LEARN MODEL</b>
<b>Delivery of Instruction</b>	<p>Mostly short recorded videos with some exceptions</p> <p>Limited “real-time” instructional sessions</p> <p>Zoom class meetings</p>	<p>Real-time instruction will occur daily during Google Classroom instruction. The instruction portion of these sessions can be recorded (without students’ voice or video) for review, or students who cannot attend the live session</p>
<b>Meeting Students Needs</b>	<p>Packets for SPED and students who could not access the internet</p> <p>Limited help for students who were not engaged or homeless</p>	<p>Our Student Services Team is currently working on bringing students back into the building as per OSPI Guidelines. This will include our highest need Special Education students, Homeless, ELL (English Language Learners), and students with no internet access. Specially Designed Instruction will be provided for all students (per IEP)</p>
<b>Attendance</b>	<p>Weekly contact &amp; reporting</p> <p>Home visits</p>	<p>Daily attendance for elementary</p> <p>By period attendance for secondary</p>
<b>Grading</b>	<p>“No harm” grading policy at all levels</p> <p>A, B,C,D (incomplete at the MS/HS) No F’s</p>	<p>MOE: Feedback based on report card standards</p> <p>MS/HS: Normal Grading Practices in place</p>



**IMPROVED STRUCTURE**

<p><b>SYSTEM WIDE EXPECTATIONS</b></p>	<ul style="list-style-type: none"> <li>• Synchronous &amp; Asynchronous experiences each day</li> <li>• Opportunities for student discussion/interaction</li> <li>• Attendance taken daily and recorded</li> <li>• Student feedback and grading practices in place</li> <li>• SEL (Social Emotional Learning) Supports for students - specific age-appropriate curriculums</li> <li>• Structures for learners needing extra supports (built in intervention time)</li> </ul>	<p><b>ON GOING PROFESSIONAL LEARNING &amp; COLLABORATION FOR ALL STAFF</b></p>
<p><b>ELEMENTARY</b></p>	<p>Live content lessons daily</p> <p>Asynchronous opportunities</p> <p>Daily SEL (Social Emotional Learning) Lessons</p> <p>Scheduled Intervention Time (Small group learning sessions)</p> <p>Specialists Videos</p> <p>1-1 Counseling Support</p>	<p>2 live synchronous content lessons directed by classroom teachers (ELA (English Language Arts), Mathematics, Science, Social Studies and Social Emotional Learning)</p> <p>Small group instruction opportunities for students</p> <p>Asynchronous learning opportunities utilizing iReady self-paced program (Math and ELA)</p> <p>Daily Specialist Lesson (music and/or physical education)</p>
<p><b>SECONDARY</b></p>	<p>Live content lessons daily</p> <p>Asynchronous opportunities</p> <p>Scheduled intervention time</p> <p>Regularly scheduled advisory time</p> <p>Live specialist lessons</p> <p>1-1 Counseling support</p>	<p>Monday's (Self Management Monday)</p> <ul style="list-style-type: none"> <li>• Executive Functioning Skills (Planning/organization)</li> <li>• Student Check-ins</li> </ul> <p>Daily built-in Study Hall:</p> <ul style="list-style-type: none"> <li>• independent learning</li> <li>• intervention time / academic support</li> </ul> <p>Advisory (3 days per week)</p> <ul style="list-style-type: none"> <li>• SEL lessons / planning &amp; organizational skills</li> </ul>
<p><b>CHELAN SCHOOL OF INNOVATION</b></p>	<p>Daily connection activities</p> <p>Career Building skills and activities</p> <p>Mentor Outreach</p> <p>Student Support</p>	<p>Advisory meetings via Google Meets</p> <p>Virtual Job Shadow opportunities</p> <p>Executive functioning / study skills / tech tutorials</p> <p>SEL Wellness Curriculum</p> <p>Interest-to-Project peer support</p>



**OPTIONS FOR FAMILIES**

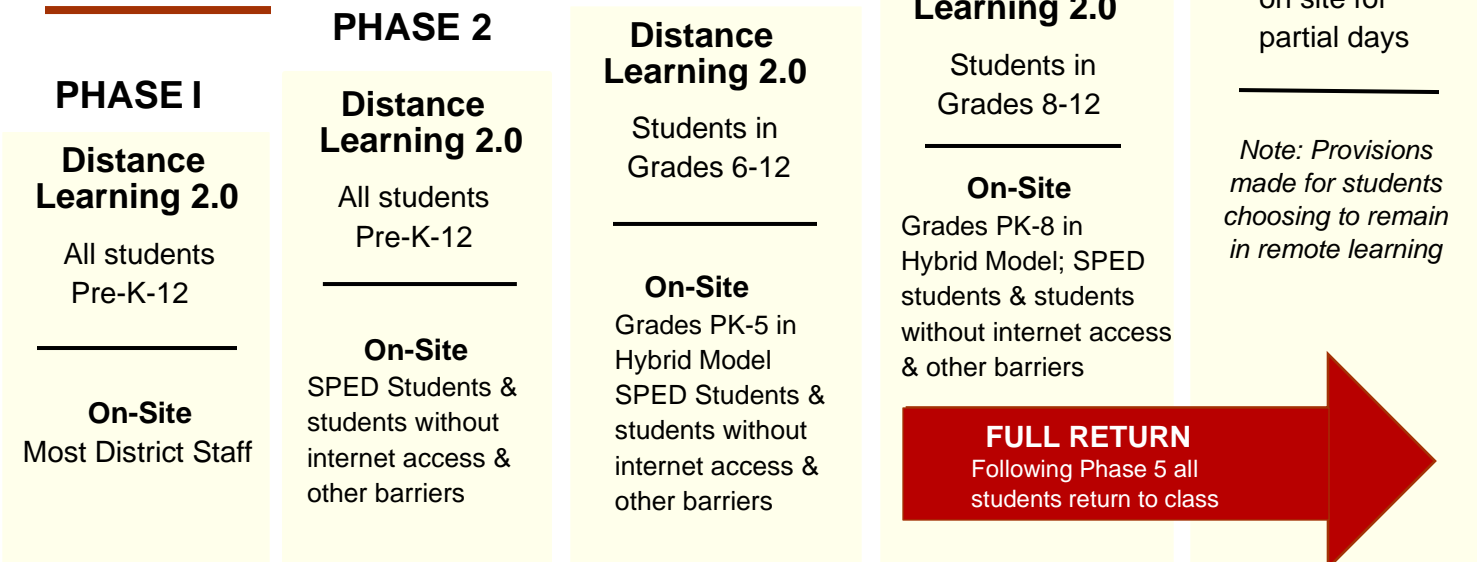
<b>ONLINE: ELEMENTARY K-5th Grade</b>	<b>ONLINE SECONDARY 6-12 Grade</b>	<b>CHELAN SCHOOL OF INNOVATION 7-12 Big Picture Learning Model</b>
Self-paced flexible online curriculum Egenuity /Accelus is the provider	Self-paced flexible online curriculum APEX and BYU Online are the providers	Competency based program; individualized learning plans  Self paced flexible curriculum
Assigned staff meet weekly with students and families to plan learning activities	Assigned staff meet weekly with students and families to plan learning activities	Virtual job shadow Executive functioning, study skills Interest-to-project peer support SEL/Wellness curriculum embedded
Daily support will be available	Daily support will be available	Daily Advisory via Google Meets

**RETURN TO LEARN PHASE IN PLAN**

School will start in Phase 2. The district has petitioned the Chelan Douglas County Heath Department for permission to bring in a small group of students (SPED, Life Skills, Homeless & those without internet access) as per OSPI Guidelines

*Between 25 and 75 cases per 100,000*

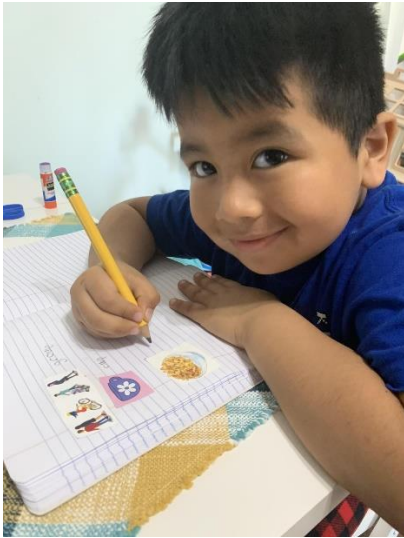
*over 75 cases per 100,000*



*Under 25 cases per 100,000*

# Enhanced Remote Learning Schedules

## MOE Remote Learning 2.0 Schedule Sample: K-2



Time of Day	
8:30 – 8:50 am	Login to class meeting
8:50 – 9:00 am	Brain Break
9:00 – 9:30 am	Live Direct Instruction
9:30 – 9:40 am	Brain Break
9:40 – 10:20 am	Live Direct Instruction
10:20 – 11:00 am	Dismissal for most students
10:20 – 11:00 am	Small Group Instruction N<5
11:00 – 12:00 pm	Lunch & Recess
12:00 – 12:30 pm	iReady Math / Reading
12:30 – 1:00 pm	P.E Instruction (taped video)
1:00 – 1:20 pm	Recess
1:20 – 1:40 pm	1:1 video session with counselor
1:40 – 2:00 pm	Independent practice with teacher
2:00 – 2:30 pm	Read aloud with family member
2:30 pm	End of school day

**8:30 - 8:50** Log in to Google Meet and participate in livestream class morning meeting, students share how they are feeling and connect with peers. This is an opportunity for student talk, which stimulates brain activity and contributes to feelings of belonging, trust and emotional safety.

**8:50 - 9:00** Students have an opportunity to move and stretch or take a short break before transitioning to whole group direct instruction.

**9:00 - 10:20** Students are engaged in two content specific lessons, directed by their classroom teacher and delivered live via Google Meet. Content areas include: ELA (English Language Arts), Math, Science, Social Studies and SEL (Social Emotional Learning). A “brain break” will be provided at 9:30 AM every day between lessons.

**10:20 - 11:10** Most students will be dismissed from the livestream at 10:20. A small group of students (5 or fewer) will remain online and receive additional instruction in a small group. Every student will participate in a small group at least once per week.

*NOTE: Students not in a small group may complete independent work or log on for online videos such as Mystery Science*

**11:00 - 12:30** Students who receive hot lunch may use this window of time to go through the food pick-up line with their family. It is also a time for recess.

**12:00 - 2:30** Off-line Learning: Students work on a variety of tasks directed by their teacher. *iReady* reading or math (directed by the teacher)

**12:30 - 1:00** P.E., Music, or review of literacy and math concepts via recorded videos developed by teachers and posted online

**1:00 - 1:20** Recess

**2:10 - 2:30** Read a story with someone in your household

## MOE Remote Learning 2.0 Schedule Sample 3-5



Time of Day	
9:00 – 9:20 am	Login to class meeting
9:20 – 9:30 am	Brain Break
9:30 – 10:00 am	Live Direct Instruction
10:10 – 10:10 am	Brain Break
10:10 – 10:50 am	Live Direct instruction
10:50 – 11:30 pm	Dismissal for most students
10:50 – 11:30 pm	Small Group live Instruction N<5
11:30 – 12:30	Lunch & Recess
12:30 – 12:45 pm	Check-in with Google Classroom
12:45 – 1:15 pm	<i>iReady Math / Reading</i>
1:15 – 1:30 pm	Recess
1:30 – 1:50 pm	1:1 video session with counselor
1:50 – 2:20 pm	Independent practice with teacher
2:20 – 3:00 pm	Read aloud with family member

**9:00 - 9:20** Log in to Google Meet and participate in livestream class morning meeting, students share how they are feeling and connect with peers. This is an opportunity for student talk, which stimulates brain activity and contributes to feelings of belonging, trust and emotional safety.

**9:20 - 9:30** Students have an opportunity to move and stretch or take a short break before transitioning to whole group direct instruction.

**9:30 - 10:40** Students are engaged in two content specific lessons, directed by their classroom teacher and delivered live via Google Meet. Content areas include: ELA, Math, Science, Social Studies and Social Emotional Learning. A “brain break” will be provided every day between academic lessons.

**10:40 - 11:30** Most students will be dismissed from the livestream at 10:40 am. A small group of students (5 or fewer) will remain online and receive additional instruction by their teacher. Every student will participate in a small group at least once per week.

Students not in a small group access *Mystery Science*, other learning videos, or Google Classroom assignments

**11:00 - 12:30** Students who receive hot lunch may use this time to go through the food pick-up line with their family. It is also a time for recess.

**12:30 - 3:30** Asynchronous learning time offline. Students work directed by their teacher.

**12:30 - 12:45** Log onto Google Classroom and check messages, calendar and assignments. Possibly access video of teacher further reviewing or extending the morning math or literacy concepts

**12:45 - 1:15** iReady reading or math (as directed by the teacher)

**1:15 - 2:00** Attend 1:1 or small group session with counselor or with a specialist - English Language Learner, Highly Capable, Special Education teacher

**2:00 - 2:30** Attend 1:1 or small group session with counselor or with a specialist - English Language Learner, Highly Capable, Special Education teacher

**2:00 - 2:30** Access video of PE or Music lesson. Play outside for PE or recess

**2:30 - 3:30** Independent practice (directed by teacher and delivered via Google Classroom or paper packets)



## MIDDLE SCHOOL SCHEDULE

CLASS	MONDAY	TUESDAY / THURSDAY	WEEDNESDAY / FRIDAY
Advisory	No Meeting	9:00 – 9:30	9:00 – 9:30
Mathematics	9:00 – 9:30	9:35 – 10:25	
English Language Arts	9:35 – 10:05	→	9:35 -10:25
Social Studies	10:10 – 10:40	10:35 – 11:25	
Science	10:45 – 11:15	→	10:35 – 11:25
LUNCH	11:15 – 12:15	11:30 -12:30	11:30 - 12:30
Physical Education	12:15 – 12:45	12:30 – 1:20	
Health	12:50 –1:20	→	12:30 – 1:20
Independent Work Time	1:30 – 3:30	1:30 – 3:30	1:30 – 3:30

*Independent Work Time: i-Ready Math and Reading / Teacher Interventions / Leadership*

## HIGH SCHOOL SCHEDULE

MODIFIED MONDAY		TUESDAY/THURSDAY		WEDNESDAY/FRIDAY	
Period 1	9:00 – 9:40	Period 1	9:00 – 10:00	Period 2	9:00 – 10:00
Period 2	9:40 – 10:20	Period 3	10:30 – 11:20	Period 4	10:30 – 11:20
Period 3	10:30 – 10:55	LUNCH	11:30 –12:25	LUNCH	11:30 –12:25
Period 4	10:55 – 11:20	Period 5	12:30 – 1:20	ADVISORY	12:30 – 1:20
LUNCH	11:30 – 12:25	STUDY HALL	1:25 – 3:30	STUDY HALL	1:25 – 3:30
Period 5	12:30 – 12:55				
ADVISORY	12:55 – 1:20				
STUDY HALL	1:25 – 3:30				

*Self-Management Mondays: Focus on executive functioning skills (planning and organization)*

- No work due; review previous week and introduce upcoming weeks content
- Reminders of upcoming due dates and exams
- Student check-ins

## SAMPLE HS FRESHMAN SCHEDULE

TUESDAY / THURSDAY

Time of Day	Class Period
9:00 – 10:20 am	CTE Rotation Class
10:30 – 11:20 am	English
11:30 – 12:20 pm	LUNCH PERIOD
12:30 – 1:20 pm	Algebra or Geometry
1:25 – 3:30 pm	Independent work time

WEDNESDAY/FRIDAY

Time of Day	Class Period
9:00 – 10:20 am	Stem Lab or P.E.
10:30 – 11:20 am	Elective or Stem Lab
11:30 – 12:20 pm	LUNCH PERIOD
12:30 – 1:20 pm	Advisory
1:25 – 3:30 pm	Independent work time

## SAMPLE HS JUNIOR SCHEDULE

TUESDAY / THURSDAY

Time of Day	Class Period
9:00 – 10:20 am	CTE Rotation Class
10:30 – 11:20 am	English
11:30 – 12:20 pm	LUNCH PERIOD
12:30 – 1:20 pm	Algebra or Geometry
1:25 – 3:30 pm	Independent work time

TUESDAY / THURSDAY

Time of Day	Class Period
9:00 – 10:20 am	CTE Rotation Class
10:30 – 11:20 am	English
11:30 – 12:20 pm	LUNCH PERIOD
12:30 – 1:20 pm	Algebra or Geometry
1:25 – 3:30 pm	Independent work time

## CHELAN SCHOOL of INNOVATION SCHEDULE

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 10:00 am	Office hours & Interest Exploration				→
10:00 – 10:30 am	Circle Discussion				→
10:30 – 11:30 am	Advisory				→ All Call
12:00 – 2:45 pm	Outreach	Student support	Student support	Student support	Fish Bowl
2:45 – 3:00 pm	Staff Collaboration				→

### ADVISORY

Daily advisory using Google Meet platform

- Circle time – relationship building
- Virtual Job Shadow
- Executive Functioning / Study Skills / Tech Tutorials
- Interest-to-Peer support
- SEL/Wellness Curriculum
- Readings Discussion
- AA History (eDynamic)
- Restorative Justice

### STUDENT SUPPORT

Scheduled weekly with each student, progress assessment tracked in Google Classroom Gradebook and communicated to parents (via Google Meet)

- Learning Plan Development
- Post-Secondary Plans
- Project Based Learning Support
- Online Coursework Support
- Service Project guidance and support

### ALL CALL

Shout-outs and celebrations / weekly challenges /Share-outs – Virtual “take the stage”

### FISHBOWL

Documentary/Discussion - Whole School Initiatives / ASB

## OPTIONS FOR FAMILIES

ONLINE: ELEMENTARY 2nd - 5th Grade	ONLINE SECONDARY 6-12 Grade	CHELAN SCHOOL OF INNOVATION 7-12
Self-paced flexible online curriculum Edgenuity is the provider	Self-paced flexible online curriculum APEX and BYU Online are the providers	Competency based program; not credit or class based. Self paced flexible curriculum
Assigned staff meet weekly with students and families to plan learning activities	Assigned staff meet weekly with students and families to plan learning activities	Virtual job shadow Executive functioning, study skills Interest-to-project peer support SEL/Wellness curriculum embedded
Daily support will be available	Daily support will be available	Daily Advisory via Google Meet

## **ENGLISH LANGUAGE DEVELOPMENT SUPPORTS**

The Lake Chelan School District remains committed to providing English Language Services to identified students. A summary of examples and highlights of these offerings:

- All EL students will receive services providing synchronous learning (real time) via Google Classroom with time and frequency based on student's language needs and building schedules.
- Students and families will also be provided with asynchronous (pre-recorded) videos through Google Meet. These videos will be uploaded to Google Classroom so that students/parents can view them at a later time to accommodate parent and student schedules at home.
- The EL teacher will collaborate with classroom teachers to ensure services are coordinated and provide additional language supports with students and their families as needed.

*Note: In the event that the district is permitted by the Chelan County Health District to have small groups of students on campus (N<5), there may be opportunities for in-person instruction.*

## **SPECIAL EDUCATION SUPPORTS**

The Special Education Department is committed to communicating with families on a regular basis. Following is a summary of the highlights and features of our upgraded remote learning model for this fall:

- Special Education teachers will be using synchronous (real time video) and asynchronous (previously recorded video) for all students on IEPs.
- In the event the Special Education Team determines that the IEP minutes or content of the IEP need revision or a new annual IEP is necessary, the IEP team will contact parents directly. The team will involve all appropriate members in such meetings including the Special Education teacher, General Education teacher, Administrator and a Related Service provider (if a student qualifies for a related service).
- In most cases, individualized specially designed instruction will be delivered by the Special Education staff if we are in our remote delivery model.
- Lake Chelan School District staff such as Speech, Occupational Therapy, and Physical Therapy will provide virtual therapy to students on their caseload.

## **HIGHLY CAPABLE PROGRAM**

At this time, we continue to work with a team of professionals to discuss and plan how to best meet the needs of the student who qualify for our Highly Capable Program.

## **SOCIAL EMOTIONAL HEALTH and WELL BEING**

The Lake Chelan School District places a high value on the social emotional health of both staff and students. Administrators and all staff take great pride in building the best possible learning environments for our students. Now more than ever we are committed to providing Social Emotional support to all students. Teachers, Counselors, Para-educators and Administrators will be working together to improve SEL supports, particularly in our current virtual climate. Following is a list of these supports that will be implemented this fall:

- All staff will receive Professional Development from nationally renown Social Emotional Learning expert Kristin Souers featuring the keynote: "Fostering Resilience in the Midst of a Pandemic" prior to the start of school.
- Counselors are developing an assessment tool to determine students in need of support
- All schools have a curriculum in place for Social Emotional Learning that is embedded in all school schedules
- Enhancing relationships with students and families by establishing a consistent routine and maintaining clear communication on a regular basis at least once per week.
- Empathizing and acknowledging difficulties students may be experiencing in a remote setting
- Providing students with advance notice when changes are likely to occur to assist in transitioning
- Providing opportunities for students to ask questions and seek counsel regarding current frustration levels
- Providing students and families with mental health support when experiencing anxiety or depression

Upon reopening our schools this fall, our number one priority is for all students to feel valued and welcomed. We will focus on creating consistent routines as this is a key for positive Social Emotional Health for students. We view participating in such routines as a key factor in maintaining positive Social Emotional Health for students. Participating in these routines helps students, parents and staff stay connected despite the nature of remote learning. Principals are looking at creative ways of organizing safe ways to connect students with teachers in an outdoor setting.

## **HOW LONG WILL STUDENTS BE IN A REMOTE LEARNING MODEL?**

Remote learning will be in place for at least the first quarter of school and likely longer based on the current rate of transmission in our county. The Chelan Douglas County Health District has provided guidance for when students may safely return to in-person learning. Once we lower infection rates we will shift to a hybrid learning model (part-time in person and part-time remote) where students attend school face to face for two days a week. Families can also decide to remain 100% remote. The district will keep families informed as information becomes available.