

Marshall Academy
Distance Learning Plan
For April, 20th -May 29th, 2020

OVERVIEW

* Special thanks to the Kansas State Department of Education and the Public Schools of Petoskey and their Administration and Board of Educations for the development and use of this Remote Learning Plan template.

Marshall Academy students will have the opportunity to engage in distance instruction developed by grade-level and department teams. This instruction will be available beginning April 20, 2020 via a Learning Management System (LMS) or Home-based Learning with Individualized Instructed Support.

The goal of this work is to provide continuous learning opportunities for students to practice existing skills and be introduced to new skills that will prepare them for learning upon their return to school. While students will not be penalized for lack of work completion, participation is strongly encouraged and will be supported through frequent check in's with students and parents.

The following questions will be used to guide the planning for learning:

- **Reasonable:** What can reasonably be achieved by students/families at home during this time?
- **Accessible:** Will the instructional materials and resources be accessible to all learners?
- **Appropriate:** Will the learning targets presented be achievable for all students with the resources provided?

Teachers will provide students/families with explicit instructions on how to access the LMS platform and understand how they can participate in learning. Every student will be presented with short increments of prepared instruction followed by an opportunity to engage with learning. The scope and sequence of instruction/learning should be similar across grade-level teams or courses of the same content. The level of application or demonstration of learning will vary depending on the content and developmental level. For young learners, content and application may involve providing suggestions and opportunities for families.

For students who do not engage in online learning by Thursday of each week, teachers are expected to check in with parents to determine how to best support the student. If technology access is the barrier, the teacher will provide weekly take-home work. Work can be shared via email with parents who have access to a printer or emailed to principals by noon on Friday for distribution on Tuesday. The take home work option will be available beginning Tuesday, April 21.

Considerations

- Take into account student and family circumstances (basic needs, adult supervision, health restrictions, etc.)
- Not all stakeholders are used to online learning
- Many students struggle to self-manage their time and schedule independently
- Not all students will have strong internet connections
- Some households will have multiple children impacted at different grade levels
- Voice and video feedback is extremely valuable to students
- Monitor morale and workload of students, adjust as needed

General Expectations (See *Grade Level Expectations* for more detail)

- Don't try to mimic an actual school day (see daily guidelines by grade level)
- Try to promote both on and off line learning
- Email parents a general update at least once a week
- Create a checklist of exactly what students should do each day
- Grading and attendance will not be required
- Provide some form of feedback for all work completed
- Track student progress to ensure participation and check-in with students if students are struggling or non-participatory
- Video is encouraged as much as possible
- Video lectures should not exceed the length of a mini-lesson
- Set-office hours (1 hour per day) and let parents know that they can also make an appointment to talk with you, in any capacity, at this time
- Plan for at least one whole group instruction in addition to office hours for for checking in 1:1 with students
- Send your schedule home in a weekly email
- Maintain a healthy work/life balance
- Keep lines of communication open between all departments and consult with your administrator regarding any concerns

Packets Available for those without access (computer/internet)

- Drop off or pick up available on 4/21, 5/5, 5/19 (coincides with food deliveries)
- Packets are two weeks of lessons/activities at a time.

Learning Management Platforms (LMS)

- K-2 will use Facebook.
- 3-12 will use Google Classroom unless a different LMS has already been established (Dojo, Facebook). Art, Band, and PE will use Marshall Academy's Facebook homepage.

ELEMENTARY

ELEMENTARY (K-3)

Students are expected to engage in the subject for the amount of time listed (this includes instruction and independent work time).

Independent reading expectations and enrichment options are allowed beyond the 30 minutes of recommended time.

Monday	Tuesday	Wednesday	Thursday	Friday
15 min. Math 15 min. ELA 15 min. ART	15 min. Math 15 min. ELA 15 min. MUSIC	15 min. Math 15 min. ELA 15 min. PE	15 min. Math 15 min. ELA 15 min. History	15 min. Math 15 min. ELA 15 min. Science

ELEMENTARY (4-5)

Students are expected to engage in the subject for the amount of time listed (this includes instruction and independent work time).

Independent reading expectations and enrichment options are allowed beyond the 30 minutes of recommended time.

Monday	Tuesday	Wednesday	Thursday	Friday
30 min. Math 15 mins. ART	30 min. ELA 15 mins. MUSIC	30 min. Math 15 mins. PE	30 min. ELA	30 mins. Science or History

K-5 Instruction

During the extended school closure, staff will be expected to deliver a quality education to each and every student. Using the Facebook (K-2) and Google Classroom (3-5) platform, below are the established non-negotiables and guidelines for delivering online instruction. Staff will be expected to maintain regular communication with parents and students throughout the closure.

Teacher Expectations

- The Chosen platform (Facebook (K-2) and Google Classroom (3-5)) will be updated with student's daily expectations every Monday before noon.
- Up to two weeks of lessons can be uploaded at one time. All subsequent postings and communication must be posted by midnight for the following day of instruction.
- Call parents on Thursday whose child does not check in during the week to see if they need hard copies of the work for the following week. If they are able to access a printer, email pdf documents directly to the parent. If not, send it to your principal by noon on Friday for distribution the next week.
- Each student must have at least one personalized response per week (phone call/email/response through Google classroom, or attending a Zoom meeting) regardless of whether or not they have posted work.
- Essentials teachers will plan activities and share plans with teachers weekly. Essentials teacher links will appear on the classroom teachers page.
- Host at least one Zoom/Google Meet for the class per week.
- General education teachers will be expected to communicate and plan with Special education teachers to modify lessons to meet the accommodations provided in IEP's

and 504's.

- Teachers will set a minimum of one hour per day for students and parents to make an appointment. These "office hours" will be posted on our home page as well as in each teacher's Google classroom. This is a time to answer questions, give additional feedback, and assist as needed individually or in small groups.
- Teachers will document communication (successful communication or not). Share with the building administrator on Friday if no communication can be made.

Possible Resources (not required)

- Imagine Math, NewsELA, Scholastic
- Eureka Math/Wit and Wisdom ELA <https://gm.greatminds.org/en-us/knowledgeonthego>

MIDDLE SCHOOL

MIDDLE SCHOOL				
Maximum online Instructional Minutes				
Additional time may be assigned for independent work, not to exceed 30 minutes per class per day. Independent reading expectations and enrichment options are allowed beyond the 30 minutes of recommended time.				
Monday	Tuesday	Wednesday	Thursday	Friday
30 min. ELA 30 min. Math	30 min. Math 30 min. Science	30 min. ELA 30 min. Math	30 min. Math 30 min. History	30 min. ELA 30 min. Science or History

6-8 Instruction

During the extended school closure, staff will be expected to deliver a quality education to each and every student. Using the Google Classroom platform, below are the established non-negotiables and guidelines for delivering online instruction. Staff will be expected to maintain regular communication with parents and students throughout the closure.

Teacher Expectations

- The Google Classroom will be updated with student's daily expectations every Monday before noon.
- Up to two weeks of lessons can be uploaded at one time. All subsequent postings and communication must be posted the following day of instruction.
- Upload a video greeting including instruction on the days of your content or host a live meet (M/W/F ELA, T/TH Math, T/TH Sci/SS).
- Call parents on Thursday whose child does not check in during the week to see if they need hard copies of the work for the following week. If they are able to access a printer, email pdf documents directly to the parent. If not, send to your principal by noon on Friday for distribution the following week.
- Each student must have at least one personalized response per week (phone call/email/response through Google classroom, Zoom or Meet) regardless of whether or not they have posted work.

- General education teachers will be expected to communicate and plan with Special education teachers to modify lessons to meet the accommodations provided in IEP's and 504's.
- Teachers will set a minimum of one hour per day for students and parents to make an appointment. These "office hours" will be posted on our home page as well as in each teacher's Google classroom. This is a time to answer questions, give additional feedback, and assist as needed individually or in small groups.
- Host at least one Zoom/Google Meet for the class per week.
- Teachers will document communication (successful communication or not). Share with the building administrator on Friday if no communication can be made.

HIGH SCHOOL

HIGH SCHOOL				
Maximum online Instructional Minutes				
Additional time may be assigned for "off line" work, not to exceed 30 min. per class per day.				
Independent reading expectations and enrichment options are allowed beyond the 30 minutes of instruction.				
Monday	Tuesday	Wednesday	Thursday	Friday
30 min. Math 30 min. ELA	30 min. Science 30 min. Social Studies 30 min. Latin if applicable	30 min. Math 30 min. ELA	30 min. Science 30 min. Social Studies 30 min. Latin if applicable	Practice in elective (PE, Art, Band)

9-12 Instruction

During the extended school closure, staff will be expected to deliver a quality education to each and every student. Using the Google Classroom platform, below are the established non-negotiables and guidelines for delivering online instruction. Staff will be expected to maintain regular communication with parents and students throughout the closure.

Teacher Expectations

- The Google Classroom will be updated with student's daily expectations every Monday before noon.
- Up to two weeks of lessons can be uploaded at one time. All subsequent postings and communication must be posted by midnight for the following day of instruction.
- Upload a video on the days of your content or host a live meet (M/W: ELA/math, T/R: Sci/SS/Latin, F: Electives).
- Host at least one Zoom/Google Meet for the class per week.
- Call parents on Thursday whose student does not check in during the week to see if they need hard copies of the work for the following week. If they are able to access a printer, email pdf documents directly to the parent. If not, send to your principal by noon on Friday for distribution the following week.
- Each student must have at least one personalized response per week (phone

call/email/response through Google classroom) regardless of whether or not they have posted work.

- General education teachers will be expected to communicate and plan with Special education teachers to modify lessons to meet the accommodations provided in IEP's and 504's.
- Teachers will set a minimum of one hour per day for students and parents to make an appointment. These "office hours" will be posted on our home page as well as on each teacher's Google classroom. This is a time to answer questions, give additional feedback, and assist as needed individually or in small groups.
- Teachers will document communication (successful communication or not). Documentation will be shared with the building administrator if no communication can be made.

SPECIAL EDUCATION

SPECIAL EDUCATION				
Monday	Tuesday	Wednesday	Thursday	Friday
Provide individualized instruction and/or accommodation via check-ins with parents /students/staff	Provide individualized instruction and/or accommodation via check-ins with parents /students/staff	Provide individualized instruction and/or accommodation via check-ins with parents /students/staff Communicate changes with teachers and assist with needs for accommodation and modifications	Provide individualized instruction and/or accommodation via check-ins with parents /students/staff	Provide individualized instruction and/or accommodation via check-ins with parents /students/staff

Specialized Instruction

During the extended school closure, special education staff will be expected to aid in the delivery of quality education to students on their caseloads. Using the LMS platform may look different than your teaching colleagues. Due to the nature of individualized services in special education, decisions in conjunction with parents and district representatives will need to be made for each student to reasonably and appropriately access instruction. Below are the established non-negotiables and guidelines for delivering remote instruction. Staff will be expected to maintain regular communication with parents and students throughout the closure.

Service Provider Expectations

- Service providers will be in contact with each collaborating special and general

education teacher to determine what LMS is being used and how to navigate to assist with student learning.

- Inform general education teachers of accommodations and modifications and assist with development for individual students on your caseload.
 - [Suggested accommodations](#)
 - [Sample accommodations and modifications resources](#)
 - [Google accommodations](#)
- Communicate with all parents of students with IEPs by April 13th
- During the week of April 14-17, check in with families to identify needs for students based on initial access to remote learning.
- Throughout the week of April 20-24, develop, with input from parents, an appropriate and reasonable Contingency Learning Plan.
- Be sure to check in with parents/students weekly to gain information on needs for access and instruction for the remainder of the closure.
- Communicate any changes in needs to general education teachers by Wednesday.
- Document all successful and unsuccessful contacts and instructional time. Include notes regarding specific communication and instruction. If communication is void please share that record with the supervisor.
- Set-office hours (1 hour daily) and let parents know that they can also make an appointment to talk with you.
- High School Resource Teacher will provide a learning resource class using a face to face platform (ie Zoom) for 1 hour each day.
- Elementary Resource Teacher will coordinate with classroom teachers to co-teach during their instruction and extend individual support during office hours.

IEP Expectations

- Beginning April 20th, IEPs will be scheduled via Illuminate and held remotely according to their annual due dates.
- For IEPs that are overdue due to school closure, we will ensure these are held by April 24th.
- Please use the following considerations:
 - Focus on what's reasonable and appropriate given the current, unique circumstances for each child/situation.
 - Discuss and document reasonable/appropriate accommodations that help students with IEPs access learning.
 - If necessary, discuss various input/output modalities to the extent possible.
 - If necessary, discuss virtual behavioral consultation to parents to support work completion.
 - Document decision-making and communication with parents/staff when requirements cannot/should not be implemented exactly as written.