

JONES COUNTY SCHOOL DISTRICT #37-3
REMOTE LEARNING PLAN, updated 9/30/2020

PURPOSE:

Ensure every student in the Jones County School District will receive an equitable education and has equal access to appropriate educational materials and receive interaction with their teachers.

OUR DISTRICT ENSURES:

- Educational continuity
- Equity
- Equal access for all learners

PLANNING REQUIREMENTS:

- Ensure all students in the District will have access to the instruction and required materials, including technology.
- If using an online learning platform, ensure it will effectively support the District's unique learning and instructional needs, including the ability to provide differentiated instruction as well as one-on-one support for students who need it. Regardless of where the instruction is happening educational supports identified on a student's Individualized Education Plan (IEP) or 504 plan will be followed.
- Provide training to staff, students, and parents/guardians on implementation of the distance learning model and expectations.
- Track the attendance of both students and staff.
- Ensure the distance learning platform in use is secure and will not allow for the release of protected student or staff information.
- Ensure packets are delivered in a safe environment.

DEVICES FOR STUDENTS AND STAFF:

Students (or staff) who need a laptop to complete assignments will be loaned one from the District. If a family needs Internet access the District will work with them to attain access.

PLANNING FOR DISTANCE LEARNING:

Following are considerations teachers will follow in planning for flexible learning day activities:

1. **Interaction**—(face to face, phone, email, etc.) with students and provide equitable access to learning.
2. **Support staff** (Sped, Title, Speech)
 - Accommodations and modifications
 - Social and mental health support
3. **Self-directed learning**—design learning experiences that are manageable by students working independently and connected to the learning progression. One of the main, positive outcomes of a flexible learning day is teaching students to be more self-directed as appropriate to the level of the student. Learning should not require sustained attention by parents.
4. **Primary grades**
 - Paper/pencil packets will have weekly pickup and drop off points.
 - Use programs/activities that are familiar
 - Include ideas for brain breaks
 - Include choice activities that are relevant to the learning progression for parent and student flexibility.
5. **Time requirements**—recognize students learn at different paces, especially in an independent context, it is important to consider students who have been identified as struggling through the assignment and design activities that can be completed in the time they would have spent in the classroom.

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6. **Workload recommendations**
 - Kindergarten – 1 hour
 - 1st and 2nd Grades – 1½ to 2 hours
 - 3rd and 4th Grades – 2½ to 3 hours
 - 5th thru 8th Grades – 3 to 4 ½
 - 9th thru 12th Grades – 4½ to 6 hours
7. **Lesson plans**—assignments and corresponding due dates will be posted in a timely manner.
8. **Communication**—Interaction between student and staff is a vital component to distance learning. Teachers will be available for communication during their scheduled workday (7:55-4:05) unless other arrangements have been made.
9. **Attendance**—Students will be marked as present by monitoring participation in lesson activities and work completion. Students not actively participating in lesson activities and work completion will be marked as absent. Students not participating or completing work will be contacted to determine if there are any concerns that need to be addressed and supported. If contacting families are repeatedly unsuccessful administrators will be contacted. **5-12 students should follow class schedule/log on at their regular class time.**
10. **Special Education and 504's**—students with disabilities will have equitable access to specialized instruction and related services as well as access to general education standards and continue to demonstrate progress toward the general education standards and IEP goals.
 - Staff will communicate with parents and guardians regarding their child's services, which includes discussion regarding IEP services and how to meet the student's needs in a distance learning environment. This includes direct specialized instruction, related services, and accommodations. The IEP's may be amended to reflect these changes.
 - Special education staff will work with classroom teaches to support students that need accommodations/modifications to support learning in addition to providing instructional activities aligned with current IEP goals, services, and related services. Staff will work with families on assistive technology needs.
 - Staff will plan for the needs of students eligible for special education, child find activities, evaluations/reevaluations, and IEP implementation.
11. **Academic interventions and English Language**—as much as possible, service delivery in distance learning will reflect and align with the service students receive in the classroom. For example, co-taught classrooms will continue to be co-taught and students will receive feedback from the classroom teacher and intervention teacher.
12. **Staff collaboration**—staff will develop common expectations and common communications by grade levels.
13. **Staff attendance**—staff that are unable to complete their expected daily duties remotely will inform administrator, students, and families.

VIRTUAL MEETING PROTOCOL

- Stay in view of the camera at all time;
- Assume you are on camera at all times and can be recorded; therefore act appropriately;
- Leave microphone on mute when not speaking;
- No food or drink allowed during camera time;
- Students are responsible to be prepared with necessary materials;
- Student need to state their name when addressing the host teacher.

Virtual learning is for those students who must quarantine due to being a close contact and or having to isolate for testing positive for COVID-19. The JC School will follow the guidance and recommendations related to temporary exclusion from a school setting from CDC and South Dakota DOH.

<https://doh.sd.gov/diseases/assets/SchoolExclusion.pdf>