

Stafford Public Schools



Interim Learning Plan

Spring 2020

Office of Curriculum & Instruction

Preface

The Stafford Public Schools Interim Learning Plan is established to provide guidance to faculty, staff, and administration for learning in times of extended school closures. The plan examines logistics and processes for learning while students are away from traditional classroom instruction. Faculty across all grade levels and academic departments structure pedagogy through online and print resources through the use of Learning Management Software (Google Classroom, etc.) to organize student learning experiences. The goal for utilizing a plan such as this is to ensure an equitable and accessible continuity of academic instruction, critical thinking, and inquiry during prolonged school closings.

The distance learning framework will comprise a blended learning model in which students will engage in academic instruction through both asynchronous and synchronous formats. Asynchronous learning does not require students to be present at the same time to fulfill the objectives of the learning tasks. Synchronous learning allows for interactions to occur between faculty and students. Stafford Public Schools believes that providing this balance will provide the greatest flexibility to family access and the planning of instructional routines during this shift.

Logistical Framework

Prior to establishing the framework for distance learning, the following elements must be considered and fulfilled:

1. Develop training materials for staff to understand the functionality and tools available through Google Meet. The District has compiled a [one-page support guide](#) and virtual training for staff.
 - a. [Setting up Google Meet](#)
 - b. [Google Meet Lessons](#)
 - c. [Ending a Google Meet Recording](#)
 - d. [Ending a Google Meet Session](#)
2. A survey will need to be developed and distributed to staff to determine the need for devices and to ensure that their home devices permit microphone and camera capability for producing videos. Any faculty in need of a device for use in the home environment has been provided with a loaner that will be returned to the district upon return to campus instruction.
3. Development of a common website to house all links and documentation for interim learning for community access. ([Stafford Google Site](#)).
4. A [survey](#) will be distributed to all families in the district to determine the need for device access and home connectivity. This survey will be communicated to all buildings via building administrative teams. Any family not responding to the survey will be contacted directly by that child's school building.

Implementation Considerations

Prior to shifting from on-campus instruction to a distance learning focus the following steps will be taken to ensure readiness:

Stage 1: Execute Logistical Plans & Preparation for Digital Learning

- Identify families and staff in need of devices and internet accessibility through survey tools.
- Establish a device deployment system to provide pickup for families and staff.
- Distribute supplemental learning materials to all students PK-12 while in the transition to digital learning.

Stage 2: Enhance staff, administrator, and teacher capacity for delivering instruction in a digital environment.

- ❑ Design and deliver training on learning management software tools such as Google Classroom and Google Meet.
- ❑ Design and deliver training on student assessment platforms including Lexia, iXL, Accelerated Reader, Freckle, and Raz-Kids.
- ❑ Provide opportunities for staff to plan, organize, and execute professional learning plans for their instructional content in collaboration with departmental or grade level colleagues.
- ❑ Determine integration of pupil services support staff including paraprofessionals to support student success and access to instructional content.

Stage 3: Provide systems for ongoing support, reflection, and professional learning.

- ❑ Develop a system of professional learning support for staff and faculty access to provide ongoing learning opportunities for virtual teaching.
- ❑ Instructional Coaches and Specialists will facilitate the development of instructional resources aligned to the Connecticut Core Standards and scope and sequence.
- ❑ Provide staff feedback tools to share areas of need or suggestions for improvement to the district administrative team.
- ❑ Schedule regular debrief and planning meetings with the district leadership team to reflect on and refine the distance learning process.

Instructional Technology Plan

Students:

- Should students require devices, the curriculum office will work in conjunction with the IT office to loan devices and chargers to students.
- Families will complete a damage waiver form upon receipt of the device indicating agreement and compliance with stated regulations and policies as articulated by the Stafford Board of Education.
- Pick-up dates will be communicated to **prior approved families** to retrieve devices in the bus loop at Stafford High School.
- Students will operate under the parameters of the Acceptable Use Policy from the home learning environment. Google accounts and all academic tools and hardware will be utilized for the sole purpose of educational business.

Staff:

- Devices will need to be inventoried and tracked prior to dispersal to staff. The Instructional Technology Director will facilitate and organize this process in consultation with the Superintendent of Schools and Director of Curriculum.
- Staff will still comply with the requirements of the Acceptable Use Policy (AUP) for the delivery of videos and other digital resources with students online.
- Faculty will continue to maintain all requirements set forth through student data privacy requirements articulated by CSDE. Staff can view the list of currently [approved virtual learning programs](#). Should a staff member require additional digital tools to supplement academic instruction during prolonged absences, please consult the [district procedure for technology requests](#).

- For troubleshooting and technology, school-level technology leaders in collaboration with the Technology Integration Specialist will provide email support to families needing assistance with the use of Chromebooks or accessing curriculum management software.

Online Learning Platforms

Staff will deliver instructional materials and virtual lessons through various online platforms. Tutorials are available created by the District Technology Integration Specialist to help families navigate the tools during the transition. Google Meet is the official platform for “face-to-face” meetings between instructors and students/families.

	Grades PK-1	Grades 2-5	Grades 6-12
Learning Platform	Seesaw Google Meet for virtual learning	Google Classroom for organization of instruction Google Meet for virtual learning	Google Classroom for organization of instruction Google Meet for virtual learning

Staff Expectations to Support Learning

Secondary Schools (Stafford High School and Middle School) Staff Instructional Plan

- ❑ The staff work day for the interim learning plan will be from 8:00 am to 3:00 pm, Monday-Friday.
- ❑ Students at the secondary level will access and interact with content through the Google Classroom system.
- ❑ Core content area teachers (ELA/Reading, Mathematics, Science, Social Studies) will provide common educational experiences by course/grade level. Unified Arts, Career and Technical Education, World Language, and PE/Health teachers will house learning materials via their own Google Classroom pages.
- ❑ Staff will utilize **Google Productivity Suite** as the platform for generating instructional content for students. This would include Google Classroom, Docs, Slides, Meet, Sheets, etc.
 - ❑ Through **Google Meet**, staff now have the ability to record sessions that can be posted for students to review at a later time. Staff can either meet with students in session (ECE, AP, Special Education, Pupil Services) or post videos for students to view at a later time. In combination with Google Classroom to release digital instructional materials and links, students would also submit quizzes and other assessments through this learning management software.
- ❑ Staff should be providing regular communication and assessment of student learning to students.
- ❑ Staff will provide responses to communications from families and students in a timely manner.
- ❑ The District Technology Integration Specialist will be working on the communication of an Interactive Whiteboard tool (awwapp.com) to permit staff to model problem solving or other aspects of sequential instruction.

Elementary Schools (W. Stafford, SVS, & Stafford Elementary) Staff Instructional Plan

- ❑ A daily learning schedule will be developed for students in the primary grades to promote opportunities for physical activity and academics. Learning plans will include opportunities for reading, writing, numeracy, and word work instruction. Lesson documents will be developed collaboratively between teachers of the same grade level. The document will be populated prior to the week of instruction by district staff and communicated to families via electronic means.

- ❑ The expectation is that students will engage in approximately 4.5 hours of instruction daily for a total of 22.5 hours per week.
- ❑ Faculty will create recordings of literacy and numeracy lessons utilizing the Google Meet platform. The teacher will embed the link to their video in the [daily schedule document](#). For example, this may be a read aloud in which the teacher walks students through a mini-lesson with a teaching strategy. The students would then have the ability to pause the video and try this new learning strategy with their own text at home. A math lesson may be the modeling of a new computation strategy with opportunities for students to engage in written practice.
- ❑ District Curriculum Leaders have established Padlets of instructional resources for staff by grade level. These Padlets will be communicated to teachers and posted on the new resource website linked in item number three above.
- ❑ Elementary principals will schedule grade level virtual meetings facilitated in collaboration with District Curriculum Leaders to provide an overview of remote learning responsibilities and processes.
- ❑ Grade level teams will delegate instructional lesson responsibilities-- i.e. two teachers to prepare Foundations materials, two teachers to prepare Bridges lessons, etc. All grade level teachers will have access to and utilize these materials for student learning.
 - ❑ Elementary grade teams will be divided into groups of two--plan lessons to share for:
 - ❑ Bridges Mathematics
 - ❑ Reading/ELA
 - ❑ Social Studies/Word Work
 - ❑ Reading Specialists will synthesize Foundations lessons.
- ❑ The District Technology Integration Specialist will develop and maintain a single Google Folder with templates by grade level for staff to update each week prior to Thursday at 9:00 pm. Lynn will update student learning plans (K-5) on the resource webpage for family access.
- ❑ Virtual ancillary materials and digital resources will be compiled into a master document that is age and developmentally appropriate for all learners.

Pre-Kindergarten Instructional Plan:

- ❑ Lessons will be created by teachers for Foundations, Number Corner, and Morning Meeting.
- ❑ Prepare a [daily schedule](#) where videos will be posted by teachers.

Pupil Services

- The Director of Pupil Services will work collaboratively with staff (school counselors, special education teachers, paraprofessionals, social workers, psychologists, as well as the Director of Curriculum to establish a plan that considers mandates and requirements for access, equity, and FAPE as communicated by the Connecticut State Department of Education.
- The Director of Pupil Services will schedule a Google Meet session with Pupil Services staff for planning and contingencies for Special Education student support.
- Students receiving special education services will receive developmentally appropriate learning activities and experiences overseen in collaboration between the special education case manager and regular education staff. Students who receive support from a paraprofessional will have opportunities for small group instruction in alignment with their Section 504 plan or IEP.
- Modifications and accommodations for learning will occur through a combination of digital resources and individualized electronic interactions (virtual meetings, emails, etc).
- Paraprofessionals will be included to the greatest extent possible in the online instructional process. Paraprofessionals will be added to Google Classroom or other digital curriculum communication methods by the classroom teacher.
- Families of students who are serviced through a behavior support plan on campus can receive support in the home environment from the district BCBA.

- All opportunities for access to service providers (OT, PT, counseling) will be made to the greatest extent possible through available delivery methods.

English Learners

- Students receiving English language supports will continue to receive appropriate access within the virtual learning environment. Applicable academic and accessibility tools will be made available for students to be able to fully participate. The RESCs have established a series of [support resources](#) for staff and families.
 - A series of “[Go To Strategies](#)” has been published by the Center For Applied Linguistics and can be accessed from free by classroom educators and instructional support staff.

Expectations for Learners

The distance learning process provides opportunities for all learners to engage in rigorous and engaging coursework to promote academic success. As such, students are expected to maintain high levels of engagement and reciprocity in the completion of common learning experiences. Students will:

- Select a quiet, distraction free area in your home to organize work materials and concentrate on your learning.
- Participate in virtual face-to-face sessions or office hours with instructional staff on a regular basis for the purpose of asking questions, receiving instructional support or other services, and engaging in mini-lessons on instructional content.
- Complete assignments and follow daily instructional plans according to stated timelines.
- Review feedback provided on assignments to continue to improve.
- Comply with the Stafford Public Schools Acceptable Use Policy during asynchronous and synchronous classroom time.
- Advocate for support and assistance from your teachers when needed.

Attendance & Engagement

Participation in the distance learning process is required for all students. Student attendance will be measured as engagement with online activities, virtual meetings, and submission of work products. If a classroom teacher deems that a student has not engaged with course content, they will reach out to the student’s family through email or phone call. Staff should also contact their administrator or school counseling department to make them aware.

All students are expected to log in to the Interactive Learning Plans or Google Classroom each day of the week. Classroom teachers will establish deadlines for the submission of all student work products. If your child is going to be absent from learning that day, please contact your school main office to report the absence. If a classroom teacher is unable to hold scheduled class meetings, an email correspondence will be sent and the missed meeting will be rescheduled.

Assessment

Clear and regular feedback throughout the learning process has been clearly linked to positive student outcomes. Engaging in learning in a synchronous or asynchronous environment should not limit this meaningful dialogue. The following parameters will be pursued to determine student mastery of key learning objectives aligned to the Connecticut Core Standards:

Elementary

- Regular delivery of assessments to measure word recognition, academic vocabulary, and reading comprehension through Lexia or Reading A-Z programs.

- Assessments targeting fluency, measurement, and computational skills through Symphony Math (K-1) or IXL (2-5) to target areas for academic support or intervention.
- Develop individualized, skill based reinforcement, enrichment, and scaffolding for mathematics skills aligned to district STAR benchmarks through Freckle Mathematics.

Secondary

- Teacher generated projects, quizzes, writing narratives, reading prompts, and other assessments targeted at measuring outcomes to a subset of academic standards (NGSS, CCSS, etc.).
- Develop individualized, skill based reinforcement, enrichment, and scaffolding for reading comprehension and literacy skills aligned to district STAR benchmarks through Accelerated Reader for Middle School.
- Rubrics developed and communicated to students through learning management software to guide student expectations when completing academic work.
- Faculty are expected to evaluate assessments in a timely manner and record results in PowerSchool.

Reporting of Academic Performance (*Approved by BOE on 5/18/20*)

In response to guidance provided by the Connecticut State Department of Education (CSDE), Stafford Public Schools will adopt a modified approach to the reporting of student evaluation indicators during periods of distance learning. Consideration of all factors including alignment with requirements of post-secondary institutions and consultation with the Stafford Board of Education will be conducted prior to modification of policies. It is our intent to provide equitable opportunities for every student throughout this process.

Elementary

Throughout the distance learning process, faculty will continue to assign measures of performance to evaluate student mastery of key skills and concepts. Faculty will utilize these performance measures to provide feedback and opportunities for student reflection and growth. To communicate student performance to families during the Interim Learning Plan, the following process will be followed:

End of year grades will be based on **meaningful** levels of participation during the distance learning process.

- *Commendable Participation*--Above 70% of activities completed in a timely manner adhering to the guidelines set forth by the classroom teacher.
- *Satisfactory Participation*--Between 50-70% of activities completed in a timely manner.
- *Limited Participation*--Between 25-50% of activities completed and submitted in a timely manner.
- *Insufficient Participation*-- Student engages in 25% or less of assigned activities.

Each student will receive a designation from the classroom teacher as part of the final reporting of performance for the school year. A standard grade level narrative will be provided to families describing the content that was addressed in literacy and mathematics throughout the distance learning program.

Secondary

The administrative teams in consultation with departmental leadership will devise a plan that best meets the needs of the students. The following general guidelines will serve as a basis for the evaluation of student performance:

- The student grades for Semester 1 at Stafford High School and Trimesters 1 and 2 at Stafford Middle School will be stored in PowerSchool and incorporated into the student's Grade Point Average (GPA) and thus reported that way on the student's transcript.
- Semester two grades (SHS) or Trimester 3 grades (SMS) will be awarded the designation of "P" for all student averages achieving a 60% and over, a "F" for all student averages receiving below a 60%, and an "I" for students in grade 9, 10, and 11 whose life circumstances have been impacted their ability to engage in the Interim Learning Plan. An "I" will also be issued for students with disabilities that have not had adequate access to curriculum due to the school closure. A "P" with "Distinction" will be awarded to students that meet appropriate high academic standards maintaining a grade of 90% or higher in a course. These grades will not be included in calculation of the GPA for students.
- The *Stafford High School Grading Review Committee* will be formed to evaluate students whose first and second semester grades are not congruent. After reviewing all relevant background information related to student engagement and appropriate access to instruction during the Interim Learning period, the committee will make a final determination on the student's final grade within the course discussed.
 - Members of the committee will be static, however the teacher of record and the student's school counselor will be present to lend context to the proceedings.
 - Final grade options include: "P", "PWD", "F", or "I".
- Advanced Placement (AP) / University of Connecticut (UConn) Early College Experience (ECE) courses:
 - UConn ECE courses will also maintain Pass/Fail reporting during the Interim Learning Plan.
 - AP exams will occur in May and Stafford High School teachers will continue to prepare students for the exams. However, it is our understanding that students can choose to take the course Pass/Fail and still sit for the examination. The potential for college credit is still a possibility provided the students obtain a passing score.

Professional Learning

- Stafford Public Schools is fortunate to employ a Technology Integration Specialist and several Curriculum Coaches throughout the district. Their expertise will be harnessed to provide professional learning opportunities to staff pertaining to topics not limited to the Google Suite, Google Classroom, Google Meet, Flipped Classroom, Virtual Learning Programs (Raz-Kids, iXL, Freckle, AR, etc.).
- Weekly professional learning calendars will be provided to staff during prolonged closures to gain additional experiences, training, and knowledge on areas pertaining to synchronous/asynchronous instruction.