

Return to Learn Plan



Spencer Schools Return to Learn Plan

Table of Contents

Pg. 3	Introduction
Pgs. 4-6	In-Person Model
Pgs. 7-9	Hybrid Model
Pgs. 7	Hybrid Schedule
Pgs. 7-8	School Roles and Responsibilities in Hybrid Model
Pgs. 8-9	Student Roles and Responsibilities in Hybrid Model
Pg. 9	Family Roles and Responsibilities in Hybrid Model
Pgs. 10-20	Online Model
Pgs. 11-12	School Roles and Responsibilities in Online Model
Pg. 13	General Teacher Guidelines for Online Learning
Pg. 14	Student Roles and Responsibilities in Online Model
Pg. 14	Family Roles and Responsibilities in Online Model
Pg. 15	Online Learning - Preschool
Pgs. 16-17	Online Learning - Elementary (K-2)
Pgs. 17-18	Online Learning - Elementary (3-5)
Pgs. 18-19	Online Learning - Middle School
Pgs. 19-20	Online Learning - High School
Pg. 21	Revisions based on Surveys and Feedback

Spencer Public Schools

Return to Learn Plan

Introduction

Spencer Schools is committed to supporting students, families and staff. The Return to Learn Plan (RTLTP) is intended to assist staff, students, and families in providing direction and clarification for the return to learning in the fall. This plan will outline the roles and responsibilities of different stakeholders based on the three possible scenarios or models of returning to learn in the fall and is divided up accordingly. Those three models are: In-person/face-to-face learning, a hybrid model of learning, completely remote or online learning.

For clarification purpose, In-person learning would constitute all staff and students being in buildings with appropriate safety measures in place. This is the first model outlined in this plan. The hybrid model is developed based on a 50% student capacity within buildings. The hybrid refers to the mixture of In-person and online learning that would take place in this model. This is the second model outlined in this plan. The remote or online learning would take place fully online and would be **required** of all students. There would be nothing In-person during this time. This is the third model outlined in this plan.

The plan that would be implemented would be determined based on the safety of the students and staff and guidance from the state. Families would be informed as soon as possible if we were to switch from one plan to another and the plan would be implemented immediately after.

This plan defines the following key elements in each of the models:

- Essential functions of staff, students, and families
- Implementation procedures in each model focused on the safety of all students and staff and student learning

Each plan was developed around 5 major categories of Infrastructure, Health and Safety, Academic Standards, Social and Emotional Health and Well-Being (SEBMH - Social, Emotional, Behavior, Mental Health), and Equity. This plan was developed by the District Leadership Team (DLT) and will be revised based on staff, family, student, and community feedback.

We understand staff, students, and families will be working through varying challenges regardless of which model of education we will be implementing. This plan should act as a guide but we recognize that flexibility may be necessary. Please proactively communicate to best meet the needs of students.

In-Person Model of Learning:

In the In-Person model, much of the infrastructure would remain the same as it was prior to COVID-19. Some of the areas that would be significantly different include: Health and Safety and SEBMH. **If the student, the student's caretaker, or another family member at the student's residence has a serious health condition and would be at risk from COVID-19, please remember that there is the [online option](#) for the education of the students.** For the in-person model, it is easier to reference the differences or what has changed than to outline the whole model of In-Person learning. Sanitation procedures would be the same as the in-person model for the hybrid model. Please note that any student can choose the online option that Spencer will offer during the reopening by completing [this form](#) by August 6th, 2020. The following is a table which highlights those differences:

In-Person Learning Differences		
Category	Pre COVID-19	In-Person Model
Facilities	<ul style="list-style-type: none"> Many school facilities were available for use by request to outside organizations Assemblies occurred in all-school formats 	<ul style="list-style-type: none"> Utilization of mitigation strategies recommended by the CDC Less use of facilities outside of school purposes to limit exposure Assemblies will be broken down into smaller groups Staggered group activities and/or practices that reduce mixing More hand sanitizing stations throughout buildings More sneeze guards in common locations (i.e. offices, lunchrooms, etc.)
Classrooms	<ul style="list-style-type: none"> Cleaning by custodial staff overnight 	<ul style="list-style-type: none"> Daily routines for disinfecting commonly touched surfaces Cleaning/sanitizing materials will be readily available in each classroom Encouraging water bottles for students and utilization of fillable portion of the water fountains Open windows when possible for air circulation Cleaning by custodial staff daily
Buses	<ul style="list-style-type: none"> Filled to capacity Disinfected periodically 	<ul style="list-style-type: none"> Student masks wearing will be required Disinfected after each use Providing PPE (Personal Protective Equipment)
Common Use Items (i.e. copiers)	<ul style="list-style-type: none"> Available for use 	<ul style="list-style-type: none"> Sharing objects or materials will be limited when possible Common use items will have hand sanitizer and/or washing stations nearby
Students	<ul style="list-style-type: none"> Students worked as normal and were taught good hygiene practices 	<ul style="list-style-type: none"> Temperature screening routines at the beginning of the day in the classroom More consistent hand washing routines at the lower level

	<ul style="list-style-type: none"> No screening 	<ul style="list-style-type: none"> Spacing desks when possible Rearranging seats and student locations to reduce exposure when possible Utilizing larger spaces, when possible, in buildings more commonly for instruction to allow for social distancing In quarantine, students will “digitally attend” Families that choose to for different in-person concerns, will enroll in Spencer Schools Online option. Students will be required to wear face coverings when not able to meet certain safety guidelines (i.e. social distancing, etc.) <ul style="list-style-type: none"> At the discretion of staff “Face covering breaks” will be built into all student days
Staff	<ul style="list-style-type: none"> Staff practiced good hygiene No screening 	<ul style="list-style-type: none"> Temperature self screening routines Staff practice good hygiene and keep spacing when possible Training for all staff relating to SEBMH of all students All staff will be required to wear face coverings when certain safety guidelines are not met (i.e. social distancing, etc.)
Building Access	<ul style="list-style-type: none"> Visitors sign in and receive a visitor’s badge 	<ul style="list-style-type: none"> Only authorized visitors allowed <ul style="list-style-type: none"> Will need approval Visitors will be screened Contracted services will provide their own screening or follow district screening Visitors still sign in and receive badge May have less volunteers in buildings depending on the situation
Initial Gap Assessment on Return to School	<ul style="list-style-type: none"> Varied by teacher and grade 	<ul style="list-style-type: none"> MAP Testing for 2nd - 12th Grade Initial Assessment of KK-1st graders at Intake Conferences with an addition day on Aug 19th
Scaffolding (process to add supports for students based on current level of understanding)	<ul style="list-style-type: none"> Determined at individual grade levels 	<ul style="list-style-type: none"> Create an action plan based on gaps of students and revise based on assessments <ul style="list-style-type: none"> More specific and intentional to address the larger gaps that would have developed over optional online learning Use PLCs (Professional Learning Communities) to develop scaffolding
Online Platforms (including learning management system - LMS)	<ul style="list-style-type: none"> Online platforms varied by grade level 	<ul style="list-style-type: none"> All grade levels will utilize the Canvas LMS <ul style="list-style-type: none"> Our LMS will be utilized to some degree at each level to familiarize parents and students with it in case of a school closure Utilization will vary at grade levels Former communication tools will still be in place and integrated with Canvas (i.e. Seesaw)

SEBMH Student/Staff Support	<ul style="list-style-type: none"> • Climate/Culture Strategist 	<ul style="list-style-type: none"> • Each building will have a SEBMH team, led by the Climate and Culture strategist that will look to address student and staff well-being
SEBMH Family Support	<ul style="list-style-type: none"> • Determined at individual buildings 	<ul style="list-style-type: none"> • Create a social media group that parents/families can “opt-in” to which would provide tips, learning, and other tools that the parents/families can use with children

Notes and guidelines relating to the online option as mentioned in the Superintendent's Reopening Announcement:

- Families will complete [this form](#) if a student is to be enrolled prior to the start of the school year.
- The district and buildings will not know every detail of what the online option will look like until we know enrollment into the online option
 - For example, if the enrollment is high enough, there may be dedicated teachers to perform just online instruction. If it is not, they would likely have to do the online instruction in addition to the in-person instruction.
- Enrollment into the online option can be done at any time during the school year through communication with the building principal.
- Returning to the in-person model or hybrid model from the online option can only be done at the end of the grading period and the building principal must be informed at least a week prior to the end of the grading period.
 - The grading period for PK-8th grade is trimesters and for 9th-12th is quarters.
- Students and families that choose the online option will still be expected to adhere to the roles and responsibilities of the students and the roles and responsibilities of the families as listed in the online model portion of this Return to Learn Plan.
- Please see other FAQ [here](#).

Hybrid Model

In the hybrid model, we would be doing a mixture of In-Person instruction and Online. All of this model is predicated on the idea of 50% student capacity. There will be some unique difference in the hybrid model since teachers would be teaching everyday but only have half of the students each of those days. Here is the schedule for our Hybrid model:

Group A - 50% of students

Group B - 50% of students

**Families with multiple students would automatically be placed in the same group so the family has the same schedule for each student.*

Hybrid Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Group A	Group B	Intervention Time	Group B	Group A
		Teacher Planning Time		

In this model, teachers would teach alternate groups of students each day and provide online learning for the students on the opposite day with Wednesday being an intervention and teacher planning day. For example, Group A would be at schools in-person on Monday and Thursday. They would then have online learning on Tuesday and Friday. Group B would be the opposite. There would be no live online learning sessions on those opposing days since the teachers would be in classes with the other half of students. Instead, the online learning would be building upon and/or complementing the learning that took place in-person.

The student intervention day with teacher work time is based on need. Teachers would pull in students in set intervals (based on best practices, transportation, and age level) and work on their educational needs. For example, a teacher might pull in students based on MAP data. They would then do interventions with the students on Wednesdays mornings for a 4 week period.

Here are the roles and responsibilities in the hybrid model:

School Roles and Responsibilities - Hybrid	
School Improvement Department	<ul style="list-style-type: none"> • Create and distribute the Return to Learn Plan (RTLTP) to staff and families • Support faculty and students/families shifting to a hybrid learning environment • Help teachers implement RTLTP • Provide written/video support to assist faculty with using district identified resources • Provide learning for faculty on hybrid learning and best practices • Collaborate with Technology Department in use and assistance of all technologies
Technology Department	<ul style="list-style-type: none"> • Provide at least one device per household as requested and possible • Provide internet access devices to households without internet access • Support faculty and students/families shifting to a hybrid learning environment • Provide written/video support to assist faculty with using district identified resources

	<ul style="list-style-type: none"> Collaborate with School Improvement Department in use and assistance of all technologies
Principals	<ul style="list-style-type: none"> Monitor communication between teachers and their students Complete “virtual walk-throughs” of the Canvas courses Support teachers in reviewing the online work completion opposite of the online learning days Work with teachers to keep students engaged and actively participated in the online days Support faculty and students/families shifting to an hybrid learning environment Support teachers in the interventions, enrichments and planning on Wednesdays Help teachers implement RTLP
Teachers (PK-12)	<ul style="list-style-type: none"> Develop materials, tasks, and instruction for in-person learning days based on prioritized learnings and standards as determined by your PLC Collaborate with other members of your team or department to design learning experiences for your students that support the in-class instruction and learning and are based on best practices Use the online learning to supplement in-person learning Use district curriculum and resources (ex. Google Meets, Canvas, online textbooks, Study Island, Reading Eggs, etc.) to communicate and deliver content on the online days Communicate with parents which online resources your students will access upon implementation of the plan and when changes are made. Include the name of the resource in your communication. Communicate with and provide timely feedback times a week with your students for both the online portion of work and the in-person work Communicate with parents, as necessary All teachers (general education, special education, TAG, Reading, etc.) should be coordinating/collaborating on shared students to ensure that the student’s learning needs are met and work is building upon other work for that student instead of being separate work
Teacher Associates	<ul style="list-style-type: none"> Supporting students in at home learning through virtual check-ins Supporting teachers and students during the interventions and enrichments

Student* Roles and Responsibilities - Hybrid

- Establish daily routines for engaging in the learning experiences - schedule the day with a planner
- Identify a space in your home where you can work effectively and successfully
- Monitor online platforms daily (email, Canvas, Seesaw etc.)
- Engage in all learning with academic honesty
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Comply with [Electronic Device Use](#) and [Internet Appropriate Use](#) Policies
- Complete all work assigned and watch any recorded instruction prior to the next day of in-person school
- *Note - younger age students (i.e. Johnson students) would be heavily reliant on the parents for all of the above. These student guidelines are tailored towards students that can do some or all of their learning independently.

For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a technology related problem or issue	the relevant teacher or tech department

a personal, academic or social-emotional concern	the relevant teacher or counselor
other issues related to distance learning	your school principal or assistant principal

Family Roles and Responsibilities - Hybrid

Provide support for your children by:

- Establishing routines and expectations
- Defining the physical space for your child to study
- Monitoring communications from your child's teachers
- Beginning and ending each day with a check-in
- Taking an active role in helping your child process his/her learning
- Establishing times for quiet and reflection
- Encouraging physical activity and/or exercise
- Reaching out when you need support or are struggling with online learning or the social strain
- Recommended: join the school created social media group intended to support families that will be created this fall

For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a technology-related problem or issue	the relevant teacher or the tech department
a personal, academic or social-emotional concern	the relevant teacher or counselor
other issues related to distance learning	your school principal or assistant principal

Online Model

In the Online Model, there are a large number of changes from the In-Person model of learning. For this reason, there will be descriptions and summaries in this section in addition to tables to help clarify some of the description.

First and foremost, in our model it will be 100% online and **required**. Thanks to generous donations from the community, we are able to provide internet access points for all students that don't have it and we have enough devices in the district that each student will be allotted a device for online/at-home learning. We believe this is extremely important because it allows our teachers to still make connections with the students through tools such as online video conferencing (Google Meets). This will drastically improve the experience for both students and families. The only exception to this will be if requiring a student's education in an online format would not be equitable for a student. An example of this might be a requirement in a special education student's IEP which requires paper and pencil.

During registration, each family will mark the availability of internet at the household in addition to the availability of devices. This will guide us in who will need devices should this model of learning be necessitated for health and/or safety reasons. Families should reach out to the schools as soon as possible if they marked those sections incorrectly or if there has been a change in device availability and internet access at the household.

In the following sections, we will define the roles and responsibilities of the different staff and stakeholders in online learning. These will be necessary in order to ensure the success of the student in this model of education. These roles and responsibilities were determined by the District Leadership Team and revised based on the Staff, Family, and Student surveys. While these roles and responsibilities are sometimes general and can be applied to each group, we do understand that there may be some stark differences based on the age of the students.

For those students who are at an age where family members are required for online learning (i.e. preschool, kindergarten, etc.) we will make every effort to work with the family schedule in order to provide times that work with families. Teachers normally have an 8 am to 4 pm contract day. Teachers will be allowed to be flexible with their contract time in order to meet the needs of the families. An example of needing to do this would be at Kindergarten. A family member is necessary for a student to participate in a Google Meet. If that family member works, a teacher may set up reasonable two meet times. One in the morning and one in the evening after work times. Then, the teacher would work less hours the next day to compensate for the later Google Meet.

School Roles and Responsibilities - Online

School Improvement Department	<ul style="list-style-type: none"> ● Create and distribute the Return to Learn Plan (RTLTP) to staff and families ● Support faculty and students/families shifting to a distance learning environment ● Help teachers implement RTLTP ● Provide written/video support to assist faculty with using district identified resources ● Provide learning for faculty on online learning and best practices ● Collaborate with Technology Department in use and assistance of all technologies
Technology Department	<ul style="list-style-type: none"> ● Provide at least one device per household as requested and possible ● Provide internet access devices to households without internet access ● Support faculty and students/families shifting to an online learning environment ● Provide written/video support to assist faculty with using district identified resources ● Collaborate with School Improvement Department in use and assistance of all technologies
Principals	<ul style="list-style-type: none"> ● Monitor communication between teachers and their students ● Complete “virtual walk-throughs” of the Canvas courses ● Review records of student attendance at the Live Online learning sessions and via work completion submitted to you by teachers at the end of each week ● Work with teachers to reach out to students who have not actively participated ● Support faculty and students/families shifting to an online learning environment ● Help teachers implement RTLTP
Core Teachers (PK-12)	<ul style="list-style-type: none"> ● Collaborate with other members of your team or department to design distance learning experiences for your students (Google Meet, flipped instruction, engaging learning activities) ● Use district curriculum and resources (ex. Google Meets, Canvas, online textbooks, Study Island, Reading Eggs, etc.) to communicate and deliver content ● Keep records of students attendance at the Live Online learning sessions (Google Meets) and work completion - submit information to building principals at the end of each week ● Follow the district guidance on things such as instructional hours per student ● Communicate with parents which online resources your students will access upon implementation of the plan and when changes are made. Include the name of the resource in your communication. ● Communicate with and provide timely feedback 2-3 times a week with your students; Reach out to students who have not actively participated ● Communicate with parents, as necessary ● Collaborate with special education teachers to ensure that the needs of IEP students are being met
Special Education Teachers	<ul style="list-style-type: none"> ● Communicate regularly with the subject or classroom teachers who teach the students on your caseload <ul style="list-style-type: none"> ○ Collaborate to ensure that IEP students are not just getting extra work but the CORE work is being adapted/modified ● Provide activities that support IEP goals ● Communicate regularly with students on your caseload and/or their parents ● Provide supplementary learning activities for students on your caseload as needed based on their IEP and goals ● Follow the protocols for communication provided by the Student Services Department ● Collaborate with the Student Services Department to ensure appropriate service for students and learning accessibility and equity
Special Education Alternate Curriculum (only if it is required by the	<ul style="list-style-type: none"> ● Establish an ongoing communication channel with families (Email, Phone, Canvas) <ul style="list-style-type: none"> ○ Work is focused on IEP goals ● Provide online learning supports (ex. Google, Google Meets, phone calls) by collaborating with related service providers

IEP)	<ul style="list-style-type: none"> • Collaboration with team members • Follow the protocols for communication provided by the Student Services Department • Collaborate with the Student Services Department to ensure appropriate service for students and learning accessibility and equity
Learning Support Teachers (ex. Reading Teachers)	<ul style="list-style-type: none"> • Communicate regularly with the subject or classroom teachers who teach the students on your caseload • Communicate regularly with students on your caseload and/or their parents • Provide supplementary learning activities for students on your caseload
K-5 Specials (PE, Music, Art, STEM)	<ul style="list-style-type: none"> • Develop a bank of activities being mindful of the resources families may or may not have in their home • Communicate with students/families who reach out for assistance • Collaborate to determine how to share this information with students and families and post in Canvas
6-8 Exploratories	<ul style="list-style-type: none"> • Collaborate with other members of your team or department to design distance learning experiences for your students • Use district curriculum and resources (ex. Google, online textbooks) to communicate and deliver content • Keep records of students attendance at the Live Online learning sessions and work completion - submit information to building principals at the end of each week • Follow the RTLP pacing guide or other district guidance • Communicate with parents which online resources your students will access upon implementation of the plan and when changes are made. Include the name of the resource in your communication. • Communicate with and provide timely feedback 2-3 times a week with your students; Reach out to students who have not actively participated • Communicate with parents, as necessary
HS Elective Teachers	<ul style="list-style-type: none"> • Collaborate with other members of your team or department to determine priority content and design distance learning experiences • Use district curriculum and resources (ex. Google Meets, Canvas, online textbooks, IXL, Study Island, etc.) to communicate and deliver content • Keep records of students attendance at the Live Online learning sessions (Google Meets) and work completion - submit information to building principals at the end of each week • Communicate with parents which online resources your students will access. Include the name of the resource in your communication • Communicate with and provide timely feedback 2-3 times a week with your students; Reach out to students who have not actively participated • Communicate with parents, as necessary
Counselors	<ul style="list-style-type: none"> • Serve as a liaison for communication with students/families in crisis • Provide resources for students and families to support them while they are away from school • Communicate regularly with the subject or classroom teachers who teach students on 504 plans • Provide support for 504 accommodations • Provide SEBMH resources for students through Canvas
TAG	<ul style="list-style-type: none"> • Communicate regularly with the subject or classroom teachers who teach your identified students <ul style="list-style-type: none"> ◦ Collaborate to ensure that students are not just getting extra work but the CORE work is being adapted/modified as needed • Provide activities that support the TAG students' needs • Communicate regularly with students and their parents • Provide supplementary learning activities for students as needed to ensure appropriate considerations are being given to those students' needs

General Guidelines for Online Learning for Teachers

Grading & Feedback	<ul style="list-style-type: none"> ● Provide timely feedback, as it is essential to student learning; this is especially so in online learning environments ● Provide clear communication regarding where/how students should ask questions and seek clarification ● Monitor your email/Canvas Classroom/Seesaw daily and respond to questions and communications from students/families ● All late work policies should be re-evaluated during a school closure ● Follow up with students if work is not completed and remain sensitive to the fact that some families are facing challenges and may require time and support in order to complete work.
Offline Work	<ul style="list-style-type: none"> ● Avoid requiring printing. All tasks must be completed on a device or uploaded as a picture, other file type, video (reference different Canvas options). ● Include offline activities in your lessons that connect to district objectives such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video
Instruction	<ul style="list-style-type: none"> ● Strictly follow the guidelines for time and schedule provided by the district and based on your grade level and subject area ● Consider how to use gradual release of responsibility to enhance learning for students ● Collaborate with your colleagues as appropriate
Deadlines	<ul style="list-style-type: none"> ● Provide students ample time to complete assignments - more time than you would usually provide in class may be necessary for students ● Make sure that all directions for tasks are clear and detailed - video directions in addition to written are often helpful
Online Learning Environment	<ul style="list-style-type: none"> ● Use district supported platforms that students are familiar with and that the tech department can support. Do not use other online learning sources ● Due to privacy concerns, Dyknow will not be available for teachers ● Provide both Live Online and other online learning opportunities as detailed by the district based on your grade level and subject area ● All teachers will be required to provide regularly scheduled office hours
Live Online Learning	<ul style="list-style-type: none"> ● Students have the opportunity to interact with one another and the teacher ● Could take place via Google Meet or online written interactions such as discussions in Canvas ● All video Live Online learning opportunities should be recorded and posted for students who are unable to participate in the live session. <ul style="list-style-type: none"> ○ All recordings must stay private for student privacy purposes. Allowing the download of the video, sharing of the video, etc. must all be disabled and no posting of the video to any public platform ○ Attendance is taken so follow-up will be done about reasons for missing and if the absence is excused or unexcused.
Video Conferencing Guidelines	<ul style="list-style-type: none"> ● Students should be seated at a table (not on beds) ● School appropriate dress ● Maintain class etiquette
Student Check-In & Assessment	<ul style="list-style-type: none"> ● Assess students to ensure learning is taking place ● Use tools such as Google Forms, Canvas tools, online textbook assessments, EdPuzzle, Newsela, other reasonable methods of formative assessment, etc.

Student* Roles and Responsibilities - Online

- Establish daily routines for engaging in the learning experiences - schedule the day with a planner
- Identify a space in your home where you can work effectively and successfully
- Identify a space in your home where you can participate in live online learning. During live online learning sit at a table and wear school appropriate dress.
- Monitor online platforms daily (email, Canvas, Seesaw etc.)
- Engage in all learning with academic honesty
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Comply with [Electronic Device Use](#) and [Internet Appropriate Use](#) Policies, including expectations for online etiquette
- Complete all work assigned, watch any recorded instruction and attend all scheduled Google Meets
- *Note - younger age students (i.e. Johnson students) would be heavily reliant on the parents for all of the above. These student guidelines are tailored towards students that can do some or all of their learning independently.

For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a technology related problem or issue	the relevant teacher or tech department
a personal, academic or social-emotional concern	the relevant teacher or counselor
other issues related to distance learning	your school principal or assistant principal

Family Roles and Responsibilities - Online

Provide support for your children by:

- Establishing routines and expectations
- Defining the physical space for your child to study
- Monitoring communications from your child's teachers
- Beginning and ending each day with a check-in
- Taking an active role in helping your child process his/her learning
- Establishing times for quiet and reflection
- Encouraging physical activity and/or exercise
- Reaching out when you need support or are struggling with online learning or the social strain
- Recommended: join the school created social media group intended to support families that will be created this fall

For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a technology-related problem or issue	the relevant teacher or the tech department
a personal, academic or social-emotional concern	the relevant teacher or counselor
other issues related to distance learning	your school principal or assistant principal

Preschool

Priorities

- Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content as determined by the PLC.
- The primary tools for communication between teachers and families will be Seesaw.
- Total instruction per student should be 8 hours per week, at minimum
 - 1-2 hours per week should be live Google Meet video conferencing at minimum
 - 1-2 hours per week should be recorded at minimum
 - This can also be recorded instruction for parents to help guide the learning at home
 - District approved programs that include instruction can count towards this total
 - Ex: Reading Eggs
 - The method used for the remaining required instructional time will be determined by the teachers and building administrator
 - Note* - "Instruction" is broad. Age spans should define what instruction looks like at that level and reasonably determine what constitutes instruction, including tasks.
 - Instruction can include SEL type instruction as well

Approximate Time Frames includes both Live Online Learning and Independent Practice and Tasks

Preschool	
20+ minutes per day	Emergent Literacy Activities, Games and Challenges focused on language development, vocabulary, comprehension, and phonological awareness
20+ minutes per day	Emergent Numeracy Activities, Games, and Challenges focused on counting, sorting, and patterning
20+ minutes per day	Holistically-Focused Activities, Games, and Challenges to support cognitive, physical, and social development
Flex Learning 20+ minutes per day	<p>Learning takes place in many ways for our youngest learners. The Flex Learning activities are intended to provide ideas for families on how to keep your child's mind engaged while they are away from school.</p> <ul style="list-style-type: none"> Reading aloud Board games and challenges Pretend play Learning a new skill Puzzles Designing and building structures with blocks or other available materials

Total Online Learning Time: a minimum of 1 hour and 20 minutes per day while meeting the 8 hour minimum of required instruction per week

Elementary

Priorities

- Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content as determined by PLCs
- Students will have both online and off-line learning activities. These opportunities are provided Monday through Friday.
- The primary tools for communication between teachers and families will be Seesaw
- Core teachers will provide live online learning that will also be recorded and made available to students to watch at any time.
- Total instruction per student should be 8 hours per week, at minimum
 - 1-2 hours per week should be live Google Meet video conferencing at minimum
 - 1-2 hours per week should be recorded at minimum
 - This can also be recorded instruction for parents to help guide the learning at home
 - District approved programs that include instruction can count towards this total
 - Ex: Reading Eggs, Study Island
 - The method used for the remaining required instructional time will be determined by the teachers and building administrator
 - Note* - "Instruction" is broad. Age spans should define what instruction looks like at that level and reasonably determine what constitutes instruction, including tasks.
 - Instruction can include SEL type instruction as well

Approximate Time Frames includes both Live Online Learning and Independent Practice and Tasks

Kindergarten to Second Grades	
20-25 minutes per day	Reading (Science/Social Studies connections as appropriate)
15-20 minutes per day	Writing
20-25 minutes per day	Mathematics
20-25 minutes per day	Art, Music, STEM and PE will provide a range of activities that continue to support the current program
Flex Learning (avg = 15 min a day)	<p>The Flex Learning activities are intended to provide ideas for families on how to keep your child's mind engaged while they are away from school.</p> <p>Reading aloud and independent reading; Board games and challenges with math/strategy/critical thinking; Puzzles; Designing and building structures with blocks or other available materials</p>

Total Distance Learning Time: approximately 1.5 hours per day while maintaining the minimum of 8 hours per student per week

K-2 Live Online Learning

Live Online Learning Guidelines
<ul style="list-style-type: none"> ● Google Meet should be used for all live online learning sessions ● The teacher should end the meeting for all participants at the conclusion of the Live Online learning

session

- Communicate the link to your Live Online learning classroom in advance
- Live Online learning should start and end on time
- Live Online learning should be recorded and a link to the video communicated with students who are unable to attend - all links must remain private and the ability to download or share turned off
- Teachers should establish a routine and take attendance for each Live Online learning session

Elementary

Priorities

- Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content as determined by PLCs
- Students will have both online and off-line learning activities. These opportunities are provided Monday through Friday.
- The primary tools for communication between teachers and families will be Seesaw or Canvas
- Core teachers will provide live online learning that will also be recorded and made available to students to watch at any time.
- Total instruction per student should be 8 hours per week, at minimum
 - 1-2 hours per week should be live Google Meet video conferencing at minimum
 - 1-2 hours per week should be recorded at minimum
 - This can also be recorded instruction for parents to help guide the learning at home
 - District approved programs that include instruction can count towards this total
 - Ex: Study Island
 - The method used for the remaining required instructional time will be determined by the teachers and building administrator
 - Note* - "Instruction" is broad. Age spans should define what instruction looks like at that level and reasonably determine what constitutes instruction, including tasks.
 - Instruction can include SEL type instruction as well

Approximate Time Frames includes both Live Online Learning and Independent Practice and Tasks

Third to Fifth Grades	
25-30 minutes per day	Reading (Science/Social Studies connections as appropriate)
25-30 minutes per day	Writing
25-30 minutes per day	Mathematics
20-30 minutes per day	Art, Music, and PE will provide a range of activities that continue to support the current program
Flex Learning (avg = 15 minutes per day)	<p>The Flex Learning activities listed below are intended to provide ideas for families on how to keep your child's mind engaged while they are away from school.</p> <p>Reading aloud and independent reading; Board games and challenges with math/strategy/critical thinking; Puzzles; Designing and building structures with blocks or other available materials</p>

Total Distance Learning Time: approximately 2 hours per day while meeting the minimum weekly requirement per student

3-5 Live Online Learning

Live Online Learning Guidelines

- Google Meet should be used for all live online learning sessions
- The teacher should **end the meeting for all participants** at the conclusion of the Live Online learning session
- Communicate the link to your Live Online learning classroom in advance
- Live Online learning should start and end on time
- Live Online learning should be recorded and a link to the video communicated with students who are unable to attend - all links must remain private and the ability to download or share turned off
- Teachers should establish a routine and take attendance for each Live Online learning session

The time reflected in the tables will include approximately 1 hour of Live Online learning twice a week. The remaining learning time will be fulfilled through teacher provided activities and scheduled by families.

Middle School

Priorities

- Learning will be mainly focused around prioritized content as determined by PLCs
- Students will have both online and off-line learning activities. These opportunities are provided Monday through Friday.
- The primary tools for communication between teachers and families will be Canvas and Grade Level Newsletters
- Core, Exploratory, Support, and World Language teachers will provide a mixture of Live Online learning and recorded, flipped instruction style learning.
 - Live online learning will also be recorded and made available to students to watch at any time.
- Total instruction per student should be 10 hours per week, at minimum
 - 1-2 hours per week should be live Google Meet video conferencing at minimum
 - 1-2 hours per week should be recorded at minimum
 - This can also be recorded instruction for parents to help guide the learning at home
 - District approved programs that include instruction can count towards this total
 - Ex: Study Island, IXL
 - The method used for the remaining required instructional time will be determined by the teachers and building administrator
 - Note* - "Instruction" is broad. Age spans should define what instruction looks like at that level and reasonably determine what constitutes instruction, including tasks.

Approximate Time Frames includes both Live Online Learning and Independent Practice and Tasks

Grades 6, 7 & 8

25-30 minutes per day	Reading, Language Arts, Mathematics, Science, Social Studies, Exploratories
25-30 minutes per week	Spanish (at current grade levels offered only)

Total Distance Learning Time: approximately 3 hours per day while meeting the minimum hourly requirement per student

Middle School Live Online Learning

Live Online Learning Guidelines

- Google Meet should be used for all live online learning sessions
- The teacher should **end the meeting for all participants** at the conclusion of the Live Online learning session
- Communicate the link to your Live Online learning classroom in advance
- Live Online learning should start and end on time
- Live Online learning should be recorded and a link to the video communicated with students who are unable to attend - all links must remain private and the ability to download or share turned off
- Teachers should establish a routine and take attendance for each Live Online learning session

High School

Priorities

- Learning will be mainly focused around prioritized content determined by PLCs
- Students will have both online and off-line learning activities. These opportunities are provided Monday through Friday.
- The primary tools for communication between teachers and families will be Canvas and parent provided email addresses.
- Teachers will provide a mixture of Live Online learning and recorded, flipped instruction style learning
 - Live online learning will also be recorded and made available to students to watch at any time.
- Total instruction per student should be 15 hours per week, at minimum
 - 1-2 hours per week should be live Google Meet video conferencing at minimum
 - 1-2 hours per week should be recorded at minimum
 - This can also be recorded instruction for parents to help guide the learning at home
 - District approved programs that include instruction can count towards this total
 - Ex: Study Island, IXL
 - The method used for the remaining required instructional time will be determined by the teachers and building administrator
 - Note* - "Instruction" is broad. Age spans should define what instruction looks like at that level and reasonably determine what constitutes instruction, including tasks.

Approximate Time Frames includes both Live Online Learning and Independent Practice and Tasks

Grades 9, 10, 11, 12

30-35 minutes per day	Each scheduled high school course
-----------------------	-----------------------------------

Total Distance Learning Time: approximately 3-3.5 hours per day

High School Live Online Learning Schedule

Live Online Learning Guidelines

- Google Meet should be used for all live online learning sessions
- The teacher should **end the meeting for all participants** at the conclusion of the Live Online

learning session

- Communicate the link to your Live Online learning classroom in advance
- Live Online learning should start and end on time
- Live Online learning should be recorded and a link to the video communicated with students who are unable to attend - all links must remain private and the ability to download or share turned off
- Teachers should establish a routine and take attendance for each Live Online learning session
- Additional Live Online learning could be scheduled per teacher discretion and to meet IEP and 504 goals (ex. AP or support courses)

Revisions based on Surveys/Feedback

Miscellaneous: The surveys were a family survey, staff survey, and student survey. Each survey had multiple questions and open response sections related to COVID health and safety and academics related to any possible model of instruction used when starting school in the fall.

Safety/Health/Facilities

1. Daily sanitation routines of highly touched surfaces
 - a. This was rated as one of the top 3 “action [Spencer Schools] can take to make you feel safest” in all three surveys (family, student, and staff) and was the number one rated action in the family and student surveys
2. Cleaning/sanitizing supplies available in each classroom and screening procedures for entrance into buildings
 - a. The largest concern for coming back to schools was exposure to COVID. These two features, particularly the screening, will be in place to help reduce the likelihood of exposure.
3. Much of our policy will revolve around guidance from the [American Academy of Pediatrics Guidance for Schools](#)

Academics:

1. Any learning from home would be required.
 - a. All surveys responded highly that student motivation was low since it was not required.
 - b. Attendance will be taken at live sessions and work completion would also be used to determine participation
2. Live instruction
 - a. Families and students (and many teachers) all wanted at least some live instruction if we had to be online. In the sections for online learning, each grade span has a minimum number of live instruction that would happen for a student per week.
 - b. This would also guarantee student/teacher interaction each week.
3. Live online classroom flexibility
 - a. If we had to use the online model, the live classroom would be a set date and time after communication with families to account for work schedules and ensure that the other time is reasonable for the teacher
4. Wednesday was changed from Intervention and Enrichment to Student Differentiation
 - a. In the prior model, some students may never have come in at all if they didn’t need enrichment or intervention. In this model, every student would be brought in at least once if the hybrid model was prolonged.
5. Adoption of Canvas
 - a. Families with children in different grade spans struggled with multiple platforms (i.e. Google Classroom, Canvas, Seesaw, etc.) so the district adopted Canvas as its PK-12 platform
 - i. A significant number of comments was made in the family survey about the inability of families to see what students were doing in Google Classroom or confirm completion of work.