

# Owasso Public Schools

-

## Distance Learning Framework



# Distance Learning Plan

## Essential Questions

These are the questions that helped guide us in developing the framework:

- Technology available to students; internet/data and devices
- Student/family technology accessibility
- Opportunities for family suggestions/feedback
- Staff Needs Assessment (Survey)
- What professional development will teachers and parents need?
- Lesson Creation
  - Who will do the work?
  - How will they get posted/delivered?
  - What will be taught?
  - How will students be held accountable?
- Grades - How will that work?
- How much time should we expect students to work on assignments each day?
- How will teachers get help when something doesn't work right?

## FRAMEWORK: Communication

### School/Teacher Communication with students and parents

- Communication Tools
  - Google Classroom (8-12)
    - [#teachowasso](#)
  - Google Hangouts Meet (ALL)
    - [Training Video for Google Hangout Meet #1](#)
    - [Training Video for Google Hangout Meet #2](#)
    - [Embedding a Google Meet Link in a Calendar Invite](#)
  - Email (should be returned within 24 hours) (ALL)
  - Phone calls (should be returned within 24 hours)(ALL)
    - Google Voice will allow you to not share your cell phone number when calling parents.  
[Google Voice Training Video](#)
  - Any CURRENTLY existing tool a teacher or school has established and been using with students and parents, DO NOT ADD ANYTHING NEW

### District Communication

Noted below are the various ways the district is communicating with teachers, parents, and patrons.

- Letters to Parents
- Letters to Teachers
- Survey to Teachers
- OPS Social Media
- OPS Website - Distance Learning Space
- SchoolMessenger
- Email to OPS

# FRAMEWORK: Educators

## Student accountability for learning and expected time for students to spend learning each day

Having weekly assignments, projects, video check-ins, projects are all ways to assess learning. Once again, focus is on the review and enrichment of Essential Standards needed for your content area. Keep in mind that many families have limited data internet and one device which must be shared between multiple people.

OSDE Guidelines for **MAXIMUM** student commitment each day are as follows:

- PK-K 45 minutes
- 1-2 70 minutes
- 3-5 80 minutes
- 6-12 30 minutes per subject/day (3 hours)

Teachers may find that they have to scale back and adjust after their first week with going online. Give yourself and students plenty of grace during this time. Everyone is adjusting and many have multiple roles at home.

## Student Grades

*“The extenuating circumstances caused by the COVID-19 pandemic may inhibit access to appropriate remediation resources and to new distance learning instructional methods; therefore, **student grades prior to the beginning of required distance instruction must not be negatively impacted.** Due to the long-term negative implications on grade point averages (GPAs), Oklahoma’s Promise, NCAA eligibility and other scholarship opportunities, districts are strongly encouraged to continue to issue traditional letter grades in lieu of Pass/Fail (P/F) grading.” OSDE*

- (9-12) Some grades may be collected via Google Classroom, but any grade received can only be used to “raise” a student's grade per guidance from the State Department of Education
- (PK-8) No grades will be collected, however through observation and communication with students, grades can be improved upon
- Students grades, prior to spring break, must not be negatively impacted for the remainder of the school year. A student's grade can only go up
- Missing assignments and outstanding grades prior to spring break may be accepted but can not negatively impact a students grade. A student’s grade can only go up
- No Semester Tests will be given
- Teachers will post each student’s final grade for the semester in PowerSchool

This provides consistency and structure. However, be aware that some households will be sharing a device, so it is important that teacher availability is spaced out over the day so all students can have an opportunity to contact their teacher. Teachers should establish lines of communication early and communicate often with students to remain connected and allow students the opportunity to demonstrate evidence of learning.

### Instructional Support hours:

- Elementary: 9:00 a.m. - 4:00 p.m.
  - [Office Hours - Elementary](#)
- Secondary: 8:00 a.m. - 3:00 p.m.
  - [Office Hours - 6 & 7](#)
  - [Office Hours - 8](#)
  - [Office Hours - OHS](#)

## Expectations of team members during Instructional Support working hours

- [Alphabetical List of Individual Roles and Expectations](#)
- Maintain great relationships with students and families, being sensitive to their needs during this time  
Provide consistent connection and maintain a posture of flexibility in meeting the needs of students
- All lessons/activities/expectations should be planned with your subject area PLC in order to create unified lessons. For example, all Algebra 1 students should receive the same lessons / activities / expectations. This is a very important piece.
- Administrators and teachers should be available during their regular working hours to support student needs
- Designated “office” hours (*schedule above*) will be kept by all teachers. This assures that teachers are available for **immediate support** and feedback for students and parents
  - Time may be spent delivering a lesson or simply being available for students and/or parents to contact you for questions/discussion
  - The purpose of having a set time is so teachers can plan for this time with their own personal child care situations
  - Setting aside designated office hours allows time for small group teacher collaboration, site touch point meetings, and site faculty meetings to be planned or take place outside of these designated times
- IEP meetings should be attended by all team members
- Communication with parents will be maintained through school email, phone calls, or communication tool already established prior to spring break
- Weekly touchpoint meeting between district/building admin & staff to troubleshoot/promote positive culture/answer questions/help each other is recommended
- Weekly touchpoint meeting with district grade or content team is recommended
- School looks different but expectations must remain that individuals are professional and continue to provide high-quality instructional support

## Expectations for standards

- Focus only on review and enrichment of Essential Standards/Skills
- No New Material

## AP Coursework

- AP exams have been adjusted to 45 minutes online
- Adjust lessons to prepare students for new online format

## Edgenuity Courses

- Students currently enrolled in an Edgenuity course will continue that course online
- Teachers' of record and Mr. Little will continue to supervise, monitor, and support current students
- New enrollments will not be accepted at this time

## Tutoring

- Teachers should not accept payment for instructional support of their own students
- Teachers should not tutor other students during the virtual school day, as all focus should be on supporting current roster of students
- Tutoring is acceptable to do “after hours” and on the weekends for students other than those on your current class roster

## Tips for Teaching Online – For Teachers

- Consider setting boundaries and guidelines by including the following:
  - A set schedule and routine
  - Set up an appropriate and adequate working environment
  - Professional dress attire during videos and video conferencing
  - Model digital etiquette including:
    - Muting the mic before entering a session
    - Keeping the background clutter free
    - Pay attention to lighting
    - Minimize background noise
- Remember that in online activities, lessons may take longer than expected due to technical issues, language barriers, etc.
- Make sure students have all required logins needed to access websites and online materials, if using.
- Don't try to mimic an actual school day – it's not a normal situation.
  - Kids are stressed.
  - They are not used to different learning situations.
  - Many kids cannot self-manage their schedule.
- Not all students will have strong internet connections. Remember that some students may only be able to complete non-digital assignments and plan accordingly.
- Remember that some households will have multiple kids impacted at different grade levels and will not have full access to assistance.
- Focus on essential learning for students. Less is more. Simplify content by determining key pieces and what works with the tools that are available.
- Be flexible and ready to adapt when needs arise. Understand that you will need to make changes from how you normally “do school.” Be prepared for things not to work how you expect them to and go with the flow.
- Extend grace to all. These are unprecedented times.
- Send a weekly email to parents to maintain communication and share what students are learning.
- Monitor student morale and workload, and adjust as needed.
- Establish set times for drop-ins using Google Hangouts Meet
- Establish the boundaries of the school day and do not assign work after normal school hours.
- Set procedures for students if you are using video conferencing. Ask students to mute the microphone before entering a session and keep the background view free of distractions.
- Monitor the amount of work you are asking students to do; it is easy to over-assign in digital learning.
- Establish consistent work expectations among teachers.
- Find ways to connect with students (share articles, emails and virtual office hours).
- Try to keep your stress levels reasonable. If you are stressed, students will be stressed as well.
- Use Google Calendar appointments/Google Meet to set office hours or make appointments with other teachers.
- Take time to converse with students, checking in to see how they are doing and how their day is going.
- Be compassionate and caring. Maintain the connection you have built with your students.
- Have a daily or near-daily check-in with your specialists to make sure they're spending time with students who need extra attention.
- Be flexible with young students since these younger children are dependent on parents and have monitored access to digital devices.

## Tips for Learning Online – For Students

- Ask students to limit distractions, including pets, television, social media, apps, music, etc.
- Give students clear directions on the tools they should use to communicate with teachers.
- Encourage students to contact staff with questions, preferably via email.
- Make sure students know who to contact if technical issues arise.

# FRAMEWORK: Instructional Lessons

## Secondary OHS

- PLC Course created unified lessons (Essential Standards Only)
  - All Courses
  - No New Material (Review and enrichment of Essential Standards/Skills)
  - Lessons “dropped” into subject area [DISTANCE LEARNING LESSONS Folder - OPS](#)
  - Google Classroom
  - Communication: Google Classroom, Google Hangouts Meet, Email, Phone Calls,

## Secondary Ram Academy & Excel Program

- PLC Course created unified lessons (Essential Standards Only)
  - All Courses
  - Modified and condensed courses focusing on Essential Standards/Skills
  - Students are on “block” semesters (every 9-weeks),
  - New material may be introduced for these course since we are starting a new block
  - Lessons “dropped” into subject area [DISTANCE LEARNING LESSONS Folder - OPS](#)
  - Google Classroom
  - Communication: Google Classroom, Google Hangouts Meet, Email, Phone Calls,

## Secondary 6,7,8

- PLC Course/Grade Level created unified lessons (Essential Standards Only)

### 6th Grade & 7th Grade

- ON LEVEL: ELA, Science, Social Studies, Electives
- ALL LEVELS: Math
- No New Material (Review and enrichment of Essential Standards/Skills)
- Lessons:
  - “Dropped” into subject area [DISTANCE LEARNING LESSONS Folder - OPS](#)
  - Utilize [LESSON TEMPLATE](#) (6&7)
- Digital Packets - weekly lessons, posted on OPS website
- Communication: Email, Phone Calls, Google Hangouts Meet

## 8th Grade

- All Courses
- No New Material (Review and enrichment of Essential Standards/Skills)
- Lessons “dropped” into subject area [DISTANCE LEARNING LESSONS Folder - OPS](#)
- Google Classroom
- Communication: Google Classroom, Google Hangouts Meet, Email, Phone Calls

## **Elementary PK-5**

- District PLC Grade level created unified lessons
- (District Grade Level Chairs & Site Grade Level Leads)
- No New Material (Review and enrichment of Essential Standards/Skills)
  - Lessons:
    - ELA, Math, Specials
    - Enrichment: Social Studies, Science (optional for student)
    - Enrichment/Intervention: Istation Home (optional for student)
    - Lessons “dropped” into subject area [DISTANCE LEARNING LESSONS Folder - OPS](#)
    - Utilize [LESSON TEMPLATE](#) (ELEM)
- Digital Packets - weekly lessons, posted on OPS website
- Communication: Email, Phone Calls, Google Hangouts Meet

## **Students with Special Considerations - Resources available to students and teachers**

- [SPED District Learning Plan](#)
  - [Virtual IEP Meeting Procedures](#)
  - [Resources for Teachers and Parents](#)
  - View [OSDE's Special Education Services web page](#) for guidance, including FAQs on providing services to children with disabilities during school closures and FAQs for families and parents of students with disabilities.
- Gifted, Indian Ed., Ensemble/performance based courses- resources available on OPS Distance Learning web page
- English Language Learners (EL)
  - Students regular EL teacher will be the point of contact for parents
  - EL teachers will be available to create ELAP and send parent notification letter

## **Additional Resources**

- [WIDA's Distance Learning Guidance](#): View examples, guiding principles and links to multiple educational resources.
- [OSDE's EL Resources for E-Learning](#): Download this Excel spreadsheet for a list of digital resources appropriate for a variety of ages, languages and content areas.
- [English Learner Family Engagement During Coronavirus](#): Learn how to engage EL and immigrant parents to best support their children's education during this time.
- [School Responses to COVID-19: EL/Immigrant Considerations](#): View plans for E-learning, best practices for interacting with EL families and links to additional resources.

## FRAMEWORK: Professional Development (Virtual)

- [#teachowasso](#) (a repository of video resources for teachers)
- [OSDE - Resources by subject area / grade level](#)
- [International Society for Technology in Education](#) (ISTE)
- [Google for Education](#)
- [Apple for Education](#)
- [Educational Technology Resources](#)

## FRAMEWORK: Social-Emotional Learning Resources

### Teachers & Parents:

- [Social-Emotional Learning: 3 Signature Practices Playbook](#): Practical ways to introduce and broaden the use of SEL practices
- [Pure Edge](#): Free, open educational resources and curricula for K-12 social-emotional learning
- [Ready4K](#): Online social and emotional curriculum
- [SEL Resources for Parents, Educators and School Communities Related to COVID-19](#): Online social-emotional lists and strategies

### Additional Social-Emotional Resources

- [Parent Resource: Talking with Children About COVID-19](#)
- [Talking to Kids About the Coronavirus](#) (Includes a how-to video on talking with children)
- [Answering Your Young Child's Questions About Coronavirus](#) (Age-appropriate responses for toddlers)
- [Parent/Caregiver Guide for Helping Families Cope with COVID-19](#)
- [Supporting Children's Emotional Well-being During the COVID-19 Pandemic](#)

## FRAMEWORK: Technology (Resources & Support)

Technology	Teachers	Students
<b>Instructional Lessons Platform and Delivery Method</b>	<ul style="list-style-type: none"> <li>•PK-7: Digital Lesson Packet creation: Using Google Docs, Google Sheets, Google Slide, scanning .pdfs, Open Ed Resources to build lessons</li> <li>•8-12 Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>•PK-7: Weekly Digital Learning Packets</li> <li>•8-12: Google Classroom</li> </ul>
<b>Instructional platforms support</b>	<p>STEPS:</p> <ol style="list-style-type: none"> <li>1) Contact site ITSL and make Principal aware</li> <li>2) Site ITSL contact Teaching and Learning <a href="#">Instructional Technology Coordinator</a></li> </ol>	<p>STEPS:</p> <ol style="list-style-type: none"> <li>1) Contact Teacher</li> <li>2) Teacher contact site ITSL and make Principal aware</li> <li>3) Site ITSL contact Teaching and Learning <a href="#">Instructional Technology Coordinator</a></li> </ol>



<b>Devices: Available Resources</b>	<ul style="list-style-type: none"> <li>●9-12: School Issued chromebook</li> <li>●Home Device</li> <li>●Cell Phone</li> </ul>	<ul style="list-style-type: none"> <li>●Cell phones (most families)</li> <li>●Chromebook (9-12)</li> <li>●Home Computer/Laptop/iPad</li> </ul>
<b>No Device or Connectivity</b>	<p>Contact Site Principal to collaborate on a solution</p>	<p>Contact Site Principal to collaborate on a solution</p> <ul style="list-style-type: none"> <li>●Principals - complete the request for <a href="#">packet pick up form</a></li> <li>●Central Office Process is in place to provide “paper” packets if needed</li> </ul>
<b>Chromebook Device Support</b>	<p><b>STEPS: (9-12 Teachers)</b></p> <ol style="list-style-type: none"> <li>1) Contact site ITSL’s and make Principal aware</li> <li>2) Contact OPS Helpdesk</li> </ol>	<p><b>STEPS: (9-12 Students)</b></p> <ol style="list-style-type: none"> <li>1) Inform Teachers of issue</li> <li>2) Teachers help students contact OHS Chromedesk</li> <li>3) OHS Chromedesk will contact OPS Helpdesk as needed for additional support</li> </ol>