

Wanette Public Schools Distant Learning Plan

Development of Distance Learning Plan (March 23-April 6):

- Wanette Public Schools administration met via phone conferences and texts with staff and their External Provider to prepare the Distance Learning Plan.
 - A schedule has been established in both buildings to allow teachers the opportunity to prepare/gather resources and lessons (learning packets/virtual material/lessons) for their students.
 - Administrators and external provider were/are available to teachers as needed.
 - Meet digitally (group text, email) with leadership, teachers and other key personnel to discuss and determine the following.
 - Distance learning expectations
 - Continued learning so that all students will received equitable instruction to meet their needs.
1. Pre-K & Kindergarten 45mins a day: 15 minutes read-aloud and literacy skills, 15 minutes' math, 15 minutes of reading skills practices (i.e. rhyming, sounds in a word, and letter names and letter sounds); Extended learning: 30-60 minutes of outdoor play, 10-20 minutes of reading with family (books of their choice), 30 minutes of imaginative play
 2. 1st & 2nd 1 hour and 10 minutes a day: 30 minutes for read-aloud or independent reading, including reading tasks or writing prompts; 20 minutes for a combination of math lessons, activities, application practice or games focused on concepts, skills or content (i.e., number sense, computation, problem solving, etc.) three times a week; 20 minutes of science/social studies activities or lessons connected to an overarching project or topic of study one time a week each; Flexible time for physical education, music, art, world languages, etc.
 3. 3rd – 5th 1 hour 20 minutes a day: 20 minutes of read-aloud or independent reading; 20 minutes of reading or writing lessons, tasks or prompts; may include 15 minutes of independent writing; 20 minutes for a combination of math lessons, activities, application practice or games focused on concepts, skills or content of the unit (i.e., number sense, computation, problem solving, etc.); 20 minutes of science/social studies activities or lessons connected to an overarching project or topic of study; Flexible time for physical education, music, art, world languages, etc.
 4. 6th – 12th grade 3 hours a day: 40-60 minutes, 4 times a week for English; 40-60 minutes, 4 times a week for math; 40-60 minutes, 4 times a week for science; 40-60 minutes, 2 times a week for social studies; Flexible time for physical education, music, art, world languages, etc.; Additional time may be required for Advanced Placement or IB courses

- Students will engage in exploratory class activities through virtual program or through a learning packet. Activities will be assigned in 2 week intervals.
- Communication channels and processes
 - Internal district communication will include phone conferences, text messaging, and emails.
 - Non- essential Support staff will be contacted weekly and essential, daily.
 - Administration will continually communicate with teachers biweekly, at a minimum or as needed.
 - Phone conferences, text messaging, or emails will be used to connect with members on a weekly basis.
- Professional development
 - Brainstorm a plan for virtual professional development for teachers.
- Problem solving
 - Continue to tackle any local issues or hurdles such as helping families that need access to devices or the internet.
 - Brainstorm plans for food service, IEP services, etc.
 - During the first virtual staff meeting, you should:
 - Invite staff to ask questions and answer to the best of your ability. Keep a log of any questions you're unable to answer so you can circle back with staff during future meetings.
 - Share relevant information including distance learning expectations, district-approved learning tools and platforms, content delivery methods, etc.
 - Discuss a communication strategy for families and caregivers and ask for educator input.
 - Let staff know what they can expect next by giving them an overview of this Distance Learning plan.
 - Create a communication plan for sharing information and instructional materials.
 - Encourage staff to share what they need to be successful and brainstorm ways to remove any barriers.
 - Communicate the need for teachers to begin planning instruction as soon as possible.
- During this second online (emails, texts, or phone) meeting, you should:
 - Share plans for food service, IEP services, technology, etc.
 - Reiterate distance learning expectations and establish norms for student instruction time and realistic workload expectations for teachers.

- Communicate desired outcomes for the remainder of the year while emphasizing realistic goals. Remember: **Less is more.**
- Introduce teachers and staff to district-approved learning platforms and/ or tools by walking them through the process of getting up and running. Provide any necessary training. Practice, practice, practice.
- Emphasize that teachers should check in on kids regularly once distance learning begins. This connection is as important as delivery of content and will create a sense of safety and stability for students.
- Establish expectations for communication with families and caregivers.
- Communicate with the community weekly if not more.
 - Share your district's distance learning plan and expectations for the remainder of the school year with families and caregivers using the Wanette Public Schools website and Remind.
 - Superintendent McNeely will make regular posts to keep community members informed.
 - Rebeka Boone will keep the website & Crystal Caldwell will keep the app up-to-date and create a page for distance learning lesson plans.
 - Breakfast and lunch items will be picked up at the entrance of the school's cafeteria, on Mondays and Wednesday between 10:30-12pm. Monday's students will be given 2 lunches and 2 breakfast meals and Wednesday students will be given 3 lunches and 3 breakfast meals.
 - Teachers will communicate with families and caregivers on a weekly basis to communicate any concerns and needs.
 - Bus delivery will be made on Tuesdays and Thursdays for learning packets. IPad will be picked up by the parents/ caregivers for those homes who have internet access but no devices. Parents/ caregivers will complete a technology usage forms and contracts/agreements for utilizing school electronic devices. These devices will be turned in upon the last date of bus pick-up or parents may return the device personally in to the administrative office.
 - At this time, the district is seeking resources to provide internet access for families who do not have it.
- Follow up communication with students and families:
 - Reiterate expectations for the remainder of the school year and communicate daily expectations for student instruction time.
 - Stagger pickup of any supplies, materials or devices students will need from school buildings if 1:1 devices are not available. This can be done in conjunction with food pickups or deliveries.
 - Provide families with a list of any materials students will need.

- Provide families with guidance regarding learning at home. Emphasize that at-home learning spaces should have good lighting with few distractions. Learning spaces should not be on a bed or near a television.

Key Elements:

1. Focus on essential learning for students -- “Less is More”
2. Be flexible and ready to adapt when needs arise
3. Emphasize relationships in this new learning environment
4. Support local decision making to honor local needs
5. Decisions must support all populations of students
6. Encourage use of materials, resources and platforms that are already in use
7. Instructional models may be a blending of non-technology and virtual platforms
8. Establish a consistent and agreed upon framework of expectations, communication models and practices that all stakeholders share
9. Support and training for all staff will occur throughout the duration of the remaining school year as needed
10. Extend grace to all in these unique and trying times

General Recommendations for Consistency:

1. Identify essential outcomes/needs/competencies in content areas at a district level.
2. Cross-curricular planning to assist in the students’ ability to manage work and new responsibilities at home.
3. Create projects/choice boards that give students and families flexibility to complete the work and tap interest/motivation.
4. Common platforms (Odysseyware & IXL) across a district to alleviate any confusion for parents/ students whether students are completing work online or traditionally.
5. All districts, buildings, and grade levels need to include non-technology-based options.
6. Single-delivery method consistency in expectations, timelines, and communication from the district to teachers, parents, and students.
7. Consider ways to focus on relationships and connections, not just content.
8. Educator Safety • 1:1 Live Video Conferencing with a student is NOT recommended. Please include two adults or two students for accountability and liability. Utilizing classified staff to be video partners on live calls would be an excellent idea.

Recommended Time Guidelines for Student Learning Based on Age:

These guidelines are meant for any delivery model – packets, online, etc.

- Pre-K: 30 minutes.
- K-1: 45 minutes
- Grades 2-3: 60 minutes.
- Grades 4-5: 90 minutes.
- Grades 6-12: 30 minutes per teacher for a maximum of three hours per day.

Elementary - Further breakdown

Pre-K Daily Learning Time: 30 minutes of direct instruction

- Daily Learning time can include:
 - 5-minute increments
 - hands-on activities between instruction
 - imaginative play
 - creative arts o music and movement
 - outdoor exploration
 - Exercise
 - fine/gross motor activities

Sample Schedule for Pre-K

- 5 minutes: Daily Routines/Traditions (review daily schedule, engage in connection activities, review the calendar/date, etc. - teachers can provide ideas that overlap with familiar school routines)
- 5 minutes: Story Time (video from odysseyware or read to by caregiver)
- 5 minutes: Brain Break (music and movement - ideas provided by teacher)
- 5 minutes: Introduce new content (video from odysseyware or instructed by caregiver)
- 10 minutes: Hands-on activity related to content or story (activities provided by teacher) Extra Suggestions for Extending Learning
- 30-60 minutes of outdoor play
- 10-20 minutes of reading with family (books of their choice)
- 90+ minutes of imaginative play

K - 1 Daily Learning Time: 45 minutes of direct instruction, 5-10 min time spans

- Daily Learning time can include:
 - Reading
 - Online work
 - Handouts or other learning activities

2 - 4 Daily Learning Time: 60 minutes of direct instruction, 10 - 15 min time spans

- Daily Learning time can include:
 - Reading
 - Online work
 - Handouts or other learning activities

5 - 6 Daily Learning Time: 90 minutes of direct instruction, 20 min time spans

- Daily Learning time can include:
 - Reading
 - Online work
 - Handouts or other learning activities

Secondary Daily Learning Time: 3 total hours a day for all classes

- Recommend time:
 - 30 minutes for each class - middle school
 - 30 minutes for each class - high school
 - After 15 minutes, we strongly recommend students get up to move.

- Daily learning time can include:
 - Reading and reflection
 - Writing
 - Handouts or packet work
 - Online resources
 - Content-based activities

Continuous Learning FAQs:

- ***What is Continuous Learning?***

Just as the name implies, this will allow Wanette students to continue learning despite school buildings being closed for the rest of the year. Instructional models may include blending of non-technology; small group learning sessions if needed; and virtual platforms. Plans will vary from school to school. Our Board will have to make local decisions that are unique to our student population, staff and resources. We will develop and implement Continuous Learning plans in partnership with families, staff members and our local board of education, and follow the guidance of local health departments and the Oklahoma Department of Health and Environment. The task force is recommending that districts focus on essential learning for students and use materials, resources and platforms that already are in place.

- ***How will students be held accountable for learning, and what is the expected time for students to spend learning each day?***

Students will have weekly assignments, projects and, possibly, phone and/or email check-ins. The recommended guidelines for maximum student commitment each day are as follows:

- Pre-K: 30 minutes.
- K-1: 45 minutes

- o Grades 2-3: 60 minutes.
 - o Grades 4-5: 90 minutes.
 - o Grades 6-12: 30 minutes per teacher for a maximum of three hours per day.
- These guidelines are meant for any delivery model – packets, online, etc.

- ***How will schools assist students who don't have online access or technology?***

Internet access will be an issue for many families in Wanette, and educators and students may lack the resources to connect remotely. Some students will be able to put pencil to paper and do school through at-home projects, etc. Other students may have computers and use online learning.

- ***How will schools provide for at-risk students, those who have special needs and those who have Individual Education Plans (IEPs).***

Wanette's special education staff members and special education professionals will work with students and families to meet needs/requirements. OSDE's Special Education and Title Services team has put out guidance to special education directors. Districts' special education directors should be consulted when making decisions regarding students with IEPs. IEPs may not be universally modified.

Graduation and other school activities/sports

- **What about graduation requirements?**

There are some waivers, such as PLF (Personal Finance Learning), and CPR have been waived.

- ***What about seniors? What about their graduations and proms?***

We understand this is a very difficult time for students – especially seniors. However, based on current OSDE guidance, events with more than 10 participants congregating in one area will need to be postponed.

3-5 Days after Distance Learning Begins

- Survey teachers, students and families to determine what is working well and what may need adjustment.
- Modify your district's distance learning plan or individual instruction as necessary.
- Continue to check in with your teachers, students and families throughout the remainder of the school year and fine-tune your district's plan. Remain flexible and keep communication lines open.
- Celebrate successes and praise your teachers and staff. Thank them regularly for their efforts. Regular encouragement and support will help ease any fears or anxieties. Remind all staff that you're in this together and will emerge stronger as a team once things return to normal.