



What is Distance Learning at Southmoreland High School?

Distance Learning Classroom Model: Distance learning involves students being educated without in-person interaction among their instructor(s) or peers. The learning process is often exclusively individual and asynchronous by providing students with access to appropriate educational materials and ensuring students receive daily opportunities to interact with their teacher(s). Instructors may use tech tools and online learning to facilitate instruction. Along with emphasizing the value of learning, distance learning encourages character growth in the areas of self-sufficiency, adaptability, and perseverance. Distance learning is a great opportunity to try personalized, project based learning, too. Students without internet access, limited internet access, or no technology device must inform the High School Principal, Mr. Krofcheck, so that an alternative form of instruction can be provided. Mr. Krofcheck's email address is krofcheckd@southmoreland.net.

What are the goals of SHS Distance Learning?

- ❖ To minimize the disruption to academic progress caused by planned and extended school closures by making those out-of-school days as educationally productive and engaging as possible.
- ❖ To allow SHS students an opportunity to practice the kind of distance learning that is increasingly part of both college study and workplace training.
- ❖ Students and staff will continue to be connected to school and community throughout distance learning.
- ❖ Teachers will identify essential learning targets to focus and condense learning opportunities.
- ❖ Staff will try new and innovative instructional approaches to grow students' love of learning and meet the needs of students during distance learning.

Flexibility is Essential

- ❖ We understand that students, parents, and guardians will often have numerous commitments within the home during this time. Teachers will be flexible on due dates and work with students to complete the work.
- ❖ Students meeting a specific timeframe may not be possible. Offer opportunities to interact, but be mindful of student challenges and availability.

Distance Learning Instructional Overview

Student Role

- ❖ Students are responsible for the work assigned during distance learning.
- ❖ Students will connect with teachers via school email and Google Classroom.
- ❖ Students can benefit from consistency and routine with a daily schedule, along with working in an area free of distractions, in order for them to focus on doing their best learning.

Students will complete assignments posted on Google Classroom, the district's distance learning platform. All assignments will be posted by 9:00 am on Monday with teachers available to answer questions via Google Classroom during posted **Targeted Communication** time from 9:55 AM-12:00 PM, daily. A schedule of available subject-area teachers is provided at the end of this document. It is understood that students might have a wide variety of responsibilities at home during distance learning days and that some may not have access to the internet. Staff members understand this and will be flexible with those situations. Furthermore, **Flexible Communication** time will be provided every afternoon from 1:00 PM- 3:00 PM. During this time, students may reach out to any subject-area teacher. However, the expectation is that students will complete the work in a timely manner as developed between student and teacher(s).

Students with disabilities will have assignments designed to meet the needs of IEP and 504 plans. Throughout distance learning, the classroom teacher will be the main resource for help on assignments and lessons. If a child ordinarily leaves the classroom and goes to another teacher for math, reading, or some other subject, then that teacher should design the distance learning assignment for that particular area. While a distance learning plan cannot completely replicate an in-session school day, efforts will be made to provide the support needed by particular students. For instance, if reading is a challenge for a student and the student has online access, the teacher may assign tasks on sites that will read text aloud.

Parent(s) Role

- ❖ Parent(s) should contact their child's teacher(s) regarding the expectation of distance learning. If required, special arrangements for students must be worked out prior to the first day, Monday, March 30, of distance learning. Families are asked to inform the teacher if they do not have internet access at home since access to Google Classroom and completion of assignments will be required.
- ❖ Parent(s), along with teachers and students, are asked to remember that distance learning days are designed to be flexible. If a child struggles with a concept or assignment and is unable to complete the work that day, parent(s) should remind their student to communicate with the teacher about how to meet the requirements.
- ❖ Parent(s) should contact teachers directly with any questions, concerns, or frustrations they may have regarding distance learning assignments.

Staff Roles

General Education Teacher Role

- ❖ Teachers are available to students, parents, and guardians for virtual check-in during scheduled **Targeted Communication**.
- ❖ Teachers will post assignments by 9:00 a.m. on Monday.
- ❖ Teachers will plan and deliver standards based learning activities.
- ❖ Teachers will be mindful of the amount of work given to students as they will often have many responsibilities in the home and also numerous classes to cover.
- ❖ Teachers will touch base with students -- especially those who are falling behind, not checking in, or not submitting work.
- ❖ Meet virtually with students on 504 plans to ensure access and progress toward meeting academic standards.
- ❖ Meet virtually with Special Education students in collaboration with case managers to ensure access and progress toward meeting academic standards.
- ❖ Continue adhering to all student IEP and 504 requirements and supporting ALL students.

Special Education Teacher Role

- ❖ Special education teachers will conduct daily check-ins with general education teachers to determine what assignments and learning activities are being assigned to students and determine what accommodations and supports need to be provided.
- ❖ Special education teachers will provide services (reading, writing, math, social skills, etc.) based on IEP goals and objectives.
- ❖ Familiarize students with Google Classroom, so students will be able to access and complete any online assignments.
- ❖ Develop a plan or daily schedule to ensure students have access to IEP services once distance learning begins.
- ❖ Continue due process procedures with Individualized Education Plans, Evaluation, and Reevaluation Reports.
- ❖ Gather Progress Monitoring Data for Progress Reports.
- ❖ Ensure paraprofessional support for students engaged in distance learning in the regular and special education setting.
- ❖ Follow guidance from Mr. Novickoff to ensure distance learning is providing services of the student's Individualized Education Plan.

SHS Week 1 Plans: Close Out the 3rd Nine-Weeks Social Emotional Support and Set Routines

- ❖ The primary objective is to close out the third nine-weeks
- ❖ Review content as needed
- ❖ Allow students to make up assignments and resubmit assignments (provide flexibility when appropriate)
- ❖ Provide enrichment and optional assignments

Also during this time:

- ❖ Introduce the learning tools (online learning resources) that you will use in the distance learning model.
- ❖ Develop behavior and distance learning expectations for all classes (for example, etiquette posting in Google Classroom).
- ❖ Explain “Targeted Communication” concept and advisory check-in time for students with questions.
- ❖ Review Google Classroom expectations for completing distance learning work and for checking in as a student.
- ❖ Familiarize students with Google Classroom so they will be able to access and complete any online assignments.
- ❖ Plan for self-directed, independent learning with specific consideration for age and individual learning needs.
- ❖ Anticipate time requirements recognizing students learn at different paces, especially in an independent setting.
- ❖ Customize learning opportunities with a focus on supporting troubleshooting for students with digital challenges.
- ❖ Communicate with colleagues to ensure common expectations, communications, and protocols.

WEEK TWO: April 6 -April 10, 2020

- ❖ Teachers and Pull Out Special Education Teachers will create a weekly unit that includes the standards and the activities for the 4th nine-weeks
- ❖ Monday, post a “to-do-list” for your students on the Google Classroom for the week
- ❖ All lessons and assignments should be differentiated to accommodate diverse learning needs of students
 - Collaborate with Special Education teachers for appropriate accommodations.
- ❖ A lesson does necessitate an assessment

SHS Daily Instruction / Lesson Planning During Distance Learning

Daily Teacher Schedule during Distance Learning	
7:30 - 9:55 am	Clerical Work: Plan Lessons, Respond to Email, Check Assignments
9:55 - 12:00 pm	Targeted Communication/Instructional Opportunities
12:00 pm - 1:00 pm	Lunch and Teacher Preparation
1:00 - 3:00 pm	Flexible Communication/Instructional Opportunities

Targeted Communication/Instructional Opportunities

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:55-10:55	ELA	SCIENCE	MATH	SOCIAL STUDIES	World Languages
11:00-12:00	Art	Info Science	Music	PE	STEM