

# Distance Learning Plan (DLP)

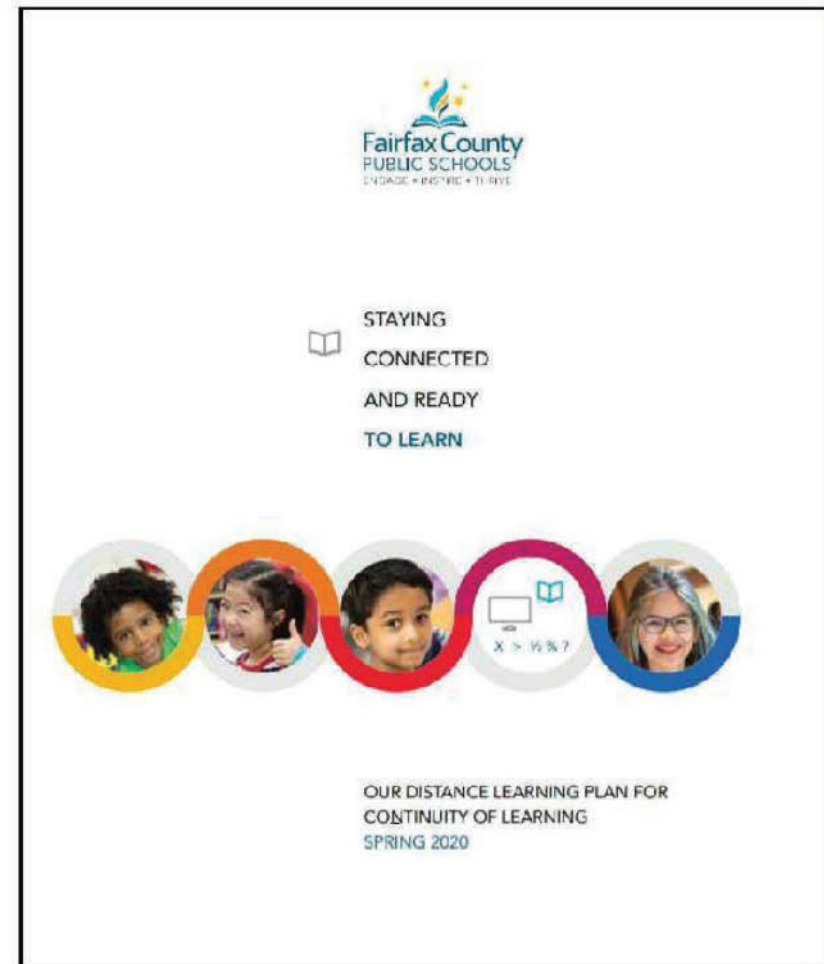
## School Board Briefing - March 27, 2020



# Presentation Outline



1. Distance Learning Plan
2. Instructional Model
3. VDOE Guidance



## Challenges

- VDOE directive that divisions cannot require any new instruction during the past two weeks
- Limited technology availability for students (FCPS is not 1:1 like many VA divisions)
- Complexity of beginning distance learning with 16,000 teachers and 189,000 students
- Considerations on how to best support special student populations
- Developing and delivering just-in-time teacher training in a virtual format
- Transferring curriculum into an online format and working with print vendors and mail distribution facilities to send printed packets to homes across Fairfax County
- Gaining copyright permissions for materials to be broadcast and distributed in print
- Staff members are facing the same challenges of working from home, trying to take care of loved ones both young and old, while ensuring their own health and safety

# Digital Learning Plan: Current State



## Successes

- Resources to support continuity of learning are available on FCPS 24-7 (<http://fcps.blackboard.com>) and on the FCPS website
  - Resources are organized by grade level and require minimal preparation/supplies
  - Resource view totals = **1,555,363** (as of 3/25)
- Instructions for families on how to use the resources are **translated into top eight languages** spoken in FCPS
- Providing educational content, including specially created literacy and math programming for our elementary age students on FCPS Channels 21, 25, 99
- Distribution of 15,000 laptop and MiFi devices began on 3/23 in accordance with strict Health Department guidelines
- Weekly mailing of Learning Packets (PK-8) to 125,000 homes across Fairfax County beginning on 3/30

# Timeline for Resuming Instruction



- **March 23 - 27**
  - Technology Distribution (on-going)
  - SBTS (3/25) & Principal Training (3/26)
- **March 30 - April 3**
  - Staff Meeting - Kick-off (3/30)
  - Teacher training and preparation for distance learning
  - Teachers reconnect with students and provide review material
  - Learning Packets Delivered (PK-8)
- **April 14**
  - Instruction Resumes

## Guiding Principles for Learning and Wellness During Distance Learning

- **Teachers** require time to develop lesson plans and collaborate with colleagues, time to provide guided instruction for students, time to check-in with students, and must balance their work and family responsibilities during school closure
- **School counselors, school psychologists, and school social workers** require time to collaborate with colleagues, time to check in with students and families, and must balance their work and family responsibilities during school closure
- **Students** have differing developmental considerations regarding screen time, attention spans, and independent learning, which should be addressed in teachers' instructional design; student access and support structures vary widely
- **Families and caregivers** must provide learning supports, and establish scheduling learning times for their children that help avoid conflict with use of home resources; caregivers must also balance their work and family responsibilities during school closure

# Distance Learning Plan: Overview



High School	<ul style="list-style-type: none"><li>• Virtual, teacher-led instruction in <b>all courses</b></li><li>• Print materials in specialized instances</li><li>• Resume Online Campus (3/30) &amp; Online EPF (3/30)</li></ul>
Middle School	<ul style="list-style-type: none"><li>• Centrally created learning packets distributed by mail to <b>all students</b> in Lang Arts, Math, Science, and Social Studies (Week of 3/30)</li><li>• Virtual, teacher-led instruction in 4 core and WL (HS credit)</li><li>• Elective teachers post learning activities to Blackboard</li></ul>
Elementary	<ul style="list-style-type: none"><li>• Centrally created learning packets distributed by mail to <b>all students</b> in grades PK-6 (Week of 3/30)</li><li>• Virtual, teacher-led instruction (computer/phone)</li><li>• Literacy and math content - Channel 21 (Week of 3/30)</li><li>• Specials teachers post learning activities to Blackboard</li></ul>

Grade Level	Monday	Tuesday	Wednesday	Thursday	Friday
Elementary	<p><i>2 Hours a day: virtual teacher-directed instruction and individualized student support</i>  <i>2-3 Hours a day: student independent study and choice activities</i></p> <p><b>Sample Schedule:</b>  8:30- 9:30 a.m. Virtual Teacher-Directed Instruction</p> <p>9:45-11:30 a.m. Independent study using Learning Packets, choice activities  Health/activity breaks scheduled by family/student</p> <p>Teacher work time including planning, posting, providing feedback, responding to parents</p> <p>LUNCH &amp; Health/Activity Break</p> <p>12:30-1:30 p.m. Virtual Office Hours for Individualized Instruction &amp; Support</p> <p>1:45-3:00 p.m. Independent study using Learning Packets, choice activities  Health/activity breaks scheduled by family/student</p> <p>Teacher work time including planning, posting, providing feedback, responding to parents</p> <p>Ongoing - Engagement with Channel 21 videos</p>				<p><b>Students:</b> Independent or collaborative work completed by students</p> <p><b>Instructional Staff:</b>  <b>Dedicated Planning Time</b></p> <ul style="list-style-type: none"> <li>• Check-in time for administrators and faculty</li> <li>• Individual, grade level and content team planning within school or across division. Time to record, create and post assignments and presentations, respond to emails, etc.</li> </ul>

Grade Level	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Middle School</b>  <i>MS Students meet with 4 core and HS credit World Language teachers for synchronous instruction</i>	<b>Independent or collaborative work completed by students</b>  <b>Dedicated Planning Time for Instructional Staff:</b> <ul style="list-style-type: none"> <li>Check-in time for administrators and faculty</li> </ul>	Independent or collaborative work completed by students.  Office Hours for Individualized Instruction and Support	<b>Bell Schedule by Period</b>  1: 9:15-10:00  3: 10:30-11:15  Lunch Break  5: 12:15-1:00  7: 1:30-2:15	Independent or collaborative work completed by students.  Office Hours for Individualized Instruction and Support	<b>Bell Schedule by Period</b>  2: 9:15-10:00  4: 10:30-11:15  Lunch Break  6: 12:15-1:00  8: 1:30-2:15
<b>High School</b>  <i>HS Students meet with all teachers for synchronous instruction</i>	<ul style="list-style-type: none"> <li>Individual, grade level and content team planning within school or across division. Time to record, create and post assignments and presentations, respond to emails, etc.</li> </ul>	<b>Bell Schedule by Period</b>  1: 9:15-10:00  3: 10:30-11:15  Lunch Break  5: 12:15-1:00  7: 1:30-2:15	Independent or collaborative work completed by students.  Office Hours for Individualized Instruction and Support	<b>Bell Schedule by Period</b>  2: 9:15-10:00  4: 10:30-11:15  Lunch Break  6: 12:15-1:00  8: 1:30-2:15	Independent or collaborative work completed by students.  Office Hours for Individualized Instruction and Support

# Staff Expectations



- Collaboratively plan synchronous & asynchronous learning activities
- Lead virtual instructional activities as defined in school/division schedule
- Set “office hours” for individualized student support
- Reach out (or work with other staff to reach out) to students/families who are not engaging in distance learning activities
- Respond to parent or student communication promptly as defined by school administrator
- Participate in staff meetings, Collaborative Team meetings, and professional development as scheduled by school administrator

# Staff Roles



Role	Actions
School Based Technology Specialist (SBTS)	<ul style="list-style-type: none"> <li>• Provide support for teachers in the planning and posting of online learning in Blackboard.</li> <li>• Provide troubleshooting support for teachers in using Blackboard and G Suite for Education for instruction.</li> <li>• Establish and communicate a process for coaching and consulting with teachers virtually. Individual and CT support should both be considered.</li> </ul>
Technology Support Specialists (TSSpecs)	<ul style="list-style-type: none"> <li>• Distribution of laptops/mifi</li> <li>• Provide remote troubleshooting support for school staff</li> </ul>
Related Service Providers	<ul style="list-style-type: none"> <li>• Connect with individual students and families on caseload to support learning.</li> </ul>
Other Resource Teachers/Coaches	<ul style="list-style-type: none"> <li>• Support teachers in selecting most salient content for distance learning.</li> <li>• Support teachers in designing learning activities that meet the needs of all learners in a distance learning environment.</li> <li>• When necessary, design and deliver distance learning lessons and consultation for students.</li> </ul>
Librarians	<ul style="list-style-type: none"> <li>• Collaborate with colleagues to find and develop resources for high-quality distance learning experiences, reading, and research</li> <li>• Be available to support teachers and students as needed</li> </ul>
Career Center Specialists	<ul style="list-style-type: none"> <li>• Provide services and support as appropriate to students and parents</li> <li>• CCS should monitor their calendar for upcoming events and deadlines and proactively inform program sponsors of the school closing and work to develop a plan (for example, NVCC testing, scholarships, job fairs, guest speakers, etc.)</li> </ul>
School Counselors, School Psychologists, School Social Workers	<ul style="list-style-type: none"> <li>• Provide services and support as appropriate to students and parents</li> <li>• Make connections to resources</li> <li>• Aid teachers in contacting students/parents when needed</li> </ul>
Other Staff	<ul style="list-style-type: none"> <li>• Parent Liaisons continue to ensure parents are aware of resources and can access 24/7 and support questions, using their current models of communication at the school such as distribution lists, phone calls, and apps.</li> </ul>

## **Instructional packets will be distributed by mail and posted electronically for all students PreK-8 and for high school students accessing an adapted curriculum**

- Early Childhood Curriculum: Instructional activities for children ages 2-5 that increase in skill levels and move children toward greater understanding and independence in the learning process
- Adapted Curriculum: Instructional activities for students K-12 will include math, reading, movement, and science/social studies activities, along with other important work and home skills
- General Curriculum: Strategies to support learning for all students, including quick tips for reinforcement, routines, and social skills as well as instructional strategies to support reading, writing, and math activities

## **Additional Continuity of Learning Activities, Supports, and Information Available Online**

- Accommodations Toolbox
- Behavior and Executive Functioning
- Related and Additional Services (communication, occupational & physical therapy, hearing & vision, adapted PE)

## Training for Supporting Students with Disabilities

- Training on federal and state guidance on special education procedures
- Training in use of the Accommodations Toolbox
- Training in online platforms - Blackboard, Google
  - Implementation of virtual special education meetings
  - Case management expectations (including communication with parents)
  - Instructional expectations
    - distance learning instruction for students accessing the general education curriculum
    - distance learning instruction for students accessing the adapted curriculum
    - distance learning instruction for students accessing the early childhood curriculum
    - supporting IEP accommodations
- *View published and upcoming CEC webinars* – teaching in online formats, scaffolding instruction, accommodations, modifications and addressing IEP goals

# Supports and Resources for English Learners



- Weekly instructional packets distributed by mail to all students (PreK-8) that include activities in English Language Development (reading, writing, listening and speaking)
- Weekly instructional packet will be distributed by mail to High School English learners in EL Newcomer courses (English Language Proficiency levels 1 and 2)
- ESOL teachers will play a critical instructional role in Distance Learning
  - Delivering ELD instruction to ELs in grades K-12
  - Supporting K-12 general education teachers with content instruction
  - Collaborating with SPED teachers to support dually-identified students
- Channel 21: multilingual read-alouds (grades K-8) and math content
- Multilingual staff will provide students and families with technology and logistical support
- Schools will be supported by Parent Liaisons, Language Services office and United Language Group interpretation service to communicate with EL families

## Grading

- Local school divisions have authority to determine grading policies
- Policies should reflect the equity and access challenges associated with distance learning
- Alternative measures of achievement and mastery are allowable, including use of Pass/Fail grades
- VDOE **does not recommend grading** work completed during school closures

## Secondary (MS & HS) Courses

- Close third quarter grades as of 3/13 (provide students opportunity for makeup work) and assign a third quarter grade
- Assign a “no mark” for fourth quarter, but allow students’ work in 4th quarter to positively influence their final grades for the year based on trends in mastery of learning (*in accordance with FCPS Grading Policy*)
- **Note:** Only final grades show on transcripts; a “no mark” **will not show** on a student’s final transcript

## Elementary

- Nothing graded after 3/13 (day of closure) for 3rd quarter
- No fourth quarter grades assigned due to equity issues of access to technology and limited student ability to submit work during distance learning

## Graduation

- VDOE flexibility will ensure that 12th graders who are on-track as of school closure will graduate on time

## Promotion

- VDOE flexibility will ensure that students who were on-track as of school closure date will be promoted
- VDOE will require divisions to identify the essential content standards which had not been taught as of Friday, March 13, 2020 and develop an equitable plan to incorporate the missing content into the curriculum for all students. VDOE proposes 4 options:
  1. Provide instruction during extended closure with careful consideration of providing equitable access and support for a variety of students, including students with disabilities and English learners
  2. Offer instruction during summer of 2020
  3. Provide instruction by adjusting the 2019-20 or 2020-21 calendars
  4. Incorporate learning modules into existing courses and grade level content that students will access during the 2020-21 school year

## Standards of Learning (SOLs)

- VDOE will offer the **maximum flexibility** allowed for testing requirements
  - VDOE is applying for a waiver from federal Every Student Succeeds Act (ESSA) testing requirements, as offered by the U.S. Education Department
  - VDOE guidance, issued March 23, noted that divisions may choose to offer SOL end-of-course tests to students who are not eligible for locally awarded verified credit under existing COVID-19 waivers during an extended spring testing window (through September 2020)