

**Mill Creek School
Distance Learning P.L.A.N.
2020-2021**

We will Survive



Table of Contents

Introduction to the Distance Learning Plan.....	3
Phases of Distance Learning Plan.....	4
Mill Creek Schools Distance Learning Model.....	5
Special Considerations for Students with Distance Learning.....	6
Guidance for Kindergarten-Grade 6 Distance Learning.....	8
Guidance for Grades 7-12 Distance Learning.....	10
District Approved Digital Tools Available in a Distance Learning Setting.....	12
Roles and Responsibilities During Distance Learning.....	13
Guidelines for Adults Supporting Students' Distance Learning.....	14
Where to Go With Questions.....	18

BULLFROGS WILL SURVIVE

Introduction to the Distance Learning P.L.A.N.

Mill Creek Schools is committed to provide learning access nonstop (P.L.A.N.) for all students, whether on campus or learning from a distance. This P.L.A.N. is intended to communicate the district's approach to provide on-going, high-quality academic, social-emotional and other support for students and families through the 2020-2021 school year and beyond. Through our P.L.A.N., Mill Creek Schools will provide students with diverse learning experiences that prepare them for academic success as teachers creatibly challenge and inspire their students with engaging, meaningful learning activities. At the same time, we acknowledge learning remotely, or from a distance, cannot substitute for daily in person instructional programs. Distance learning requires adjustments to the curriculum while ensuring our Oklahoma Academic standards are not compromised.

Mill Creek Schools is committed to creating digital learning environments that foster creative thinking, meaningful collaboration, a culture of caring, and personal connections. Within distance learning, students will continue to develop as communicators, collaborators, change makers, responsible citizens, creative and critical thinkers, and resilient individuals. We are particularly mindful of health and wellness issues, including the amount of screen time that is developmentally appropriate for a student dependent, on age and grade level, within a digital distance learning environment.

The P.L.A.N. reflects our "One Team, One Family" approach that supports the unique needs of students, teachers and families. Teachers have had the opportunity to receive specialized training in techniques and strategies to teach from anywhere, remotely promote rigor, relevance, and relationships with students, and address any student needs during distance learning, just as they would in a face-to-face classroom environment. Educators who are not in the classroom will work to support both teachers and students with the transition to distance learning.

Distance learning requires different skills and approaches for students and teachers alike, whether it is a high school student engaging with their whole class through online learning or an elementary student connecting with their teacher to talk about their experience completing digital assignments. Additionally, schedules for planning and instruction must be flexible enough to provide choice within structured and independent learning time for students, families, and staff.

Phases of Distance Learning

Mill Creek School's Distance Learning P.L.A.N. consists of 3 phases, which are at varying levels of development.

Phase and Timing	Components
Phase 1---Preparation March 30-August 8	Teacher check-ins with student during the school year, research and decision making, ongoing faculty training and planning
Phase 2---Return to Schooling Starting August 10	Considerations for on-site return to school include the need to: <ul style="list-style-type: none"> ● Ensure safe learning and working environments ● Provide academic pathway options ● Provide student access to technology devices and/or internet connectivity at home ● Provide supports for faculty in preparation for a seamless transition to distance learning ● Make decisions as soon as possible for scheduling and communication with families
Phase 3---Distance Learning As needed	<ul style="list-style-type: none"> ● Distance learning for grades K-12 will be a seamless transition when implemented as needed. ● Students will practice and know how to utilize district provide distance learning platforms ● The school district will provide technical support for families as needed during distance learning.

Mill Creek Schools Distance Learning Model

We acknowledge distance learning cannot fully substitute for daily in-person instructional programs; we are not trying to replicate the regular school day experience. Still, we are committed to partner with our families and community to ensure the best possible learning experiences when distance learning is in effect.

Mill Creek Schools intentionally uses the term “distance learning” to describe our P.L.A.N., rather than “virtual learning” or “online learning.” This choice is based on two core ideas. First, we recognize that across grade levels and our town’s geography, students have differing levels of access to reliable technology and the internet as a learning tool. This equity gap is one the district is increasingly trying to bridge, especially with what we learned during the spring 2020 closures of schools. The district cannot fully fund this initiative solely with its own funds, but is committed to exploring every possible funding source in order to provide technology and connectivity to every school aged child’s household.

Second, we assert quality learning can and does happen with and without computers. That said, we have seen technology be a powerful learning tool and virtual collaboration platform helping maintain a degree of connection felt among students without a traditional classroom. Training and preparation time for teachers prior to and throughout distance learning will emphasize effective ways to utilize both digital and non-digital learning resources and techniques.

Role of Technology Tools

Seeking to leverage technology to further learning opportunities and options, and important component of our distance learning plan is to mitigate inequities in technology and internet access. Our students will be receiving devices for individual 1 to 1 initiative, but over 63% of our households still struggle with internet access. The distribution and local spending of CARES act funds allowed us to begin the process of ensuring each student has a device, however, this money did not allow enough to get all students up and running, so with the generosity of a few local vendors, we have donations that will complete the device needs our students have. Due to the district intent to deliver curriculum via multiple learning management systems, renaissance, study island, edgenuity, odysseyware and zoom, it will be imperative that every student have access to connect with their teacher in a digital manner. Our district calendar also includes distance learning days in which students will be expected to participate digitally with content, as part of the learning process. Finally, students that are forced to isolate or quarantine due to COVID-19 will be expected to learn in a digital capacity, meaning

their continued learning is reliant on access to internet connectivity. It is the goal of the district to have 100% of students with a device and the ability to access digital curriculum. Only in special circumstances will paper/pencil packets be made available. For students with access to devices and internet access, teachers provide direct institutional experiences for students in a virtual learning environment. This includes a component of digital learning combined with hands-on activities as developed and assigned. Through distance learning, students will continue to receive instruction and make progress in all enrolled courses using teacher-led synchronous (live) and asynchronous (recorded and/or assigned) digital learning experiences.

Special Considerations for Students with Distance Learning

The distance learning plan is designed with students' needs in mind. Special considerations are embedded to support students with special needs.

Learning Supports for Students with Disabilities

The reality of distance learning has resulted in an unprecedented situation with special impacts for students receiving special education services. When developing distance learning activities and/or assignments, teachers are encouraged to implement lessons including the following principles of universal design for learning that will allow great access by all students.

Adaptable---Activities accommodate a wide range of individual preferences and Abilities

Simple and intuitive---Activities are easy to understand

Flexible---Activities provide multiple ways for students to demonstrate knowledge

All Special Education teachers will be included in the development of grade level/content specific lessons and accommodations/modifications as specified in the student's Individualized Education Plan will be followed. This may require additional communication and/or coordination with the families of students with disabilities, individualized by student need.

Learning Supports for English Learners (ELs)

English learners receive access to the same high-quality, rigorous grade-level instruction as all Mill Creek students. ELs will participate in grade-level instruction and activities as well as engage in English Language Development (ELD) activities to simultaneously develop English language proficiency and content understandings. It is important for students to read, write, speak, and listen to English every day. In addition, instructional resources in a student's native language will be made available, as much as possible.

Learning Supports for Gifted and Talented (G/T) Students

Gifted and Talented students will receive access to high-quality, engaging instruction geared towards challenging high achievers. In addition, students will meet virtually with the district Gifted and Talented Coordinator either individually or in a group setting. This process will be the same as used in the regular school year.

Socio-Emotional Supports for Student Learning

School counselors and the school-based social worker are available to support students, families, and staff during distance learning in many of the same ways as they would during in-school learning, but will use different strategies to make connections and provide resources and support.

Teachers will also continue to address socio-emotional learning and mental wellness during distance learning through the following ways:

- School counselors will consult with teachers to provide support for student's social, emotional, and mental health needs in a distance learning instructional setting.
- Learning activities addressing these components will be embedded in instructional activities made available to students.
- Individualized student and family support is available at all school sites and levels to address social-emotional learning, mental wellness, and access to basic needs.
- Additional community resources to support mental health will be made available on the district website.

Guidance for Pre-Kindergarten - Grade 6 Distance Learning

Distance learning at the elementary level is designed to provide age-appropriate access to rich and engaging learning activities to build community while supporting students' continued academic growth. The guidance below applies to distance learning experiences:

Tools

- Primary tools for communication between teachers and families are e-mail, Google classroom, Facebook and Zoom
- Teachers are required to only use standard, approved digital tools for instruction (see digital tools for distance learning).

Learning Activities

- Students have access to learning activities and assignments through the district provided digital learning platform. If technology is unavailable, learning packets may be distributed.
- Students will engage with the teacher via interactive video lessons using Zoom as detailed in the schedule provided by the teacher.
- Teacher created assignments and announcements are posted on Edgenuity and through email
- Edgenuity, odysseyware, google classroom may all be used to complete assignments and/or activities. Edgenuity, odysseyware and the study island program are all aligned with OAS.
- Students should have both on and off screen learning activities

Teaching Tips

- Actively focus on maintaining attitudes of inclusivity. Now, more than ever, students should feel valued and welcomed.
- Seek ways to build relationships with students and foster a positive online classroom
- Consider the age of the student when determining type and length of synchronous and asynchronous activities
- Encourage student to be proactive in reaching out to teachers when they have questions or when assignments are unclear
- Assist students in connecting with school counselors and other staff, as needed, for support with academic, social, or emotional needs.

Teacher Expectations

- Collaborate with your grade level or content team to plan both synchronous and asynchronous activities
- Set office hour(s) for students to communicate through email, phone call, or Zoom
- Clearly define for students and caregivers when you will be able to interact with students electronically
- Work with other staff, as needed, to reach out to students and families who are not engaging in distance learning
- Respond to student and parent communication promptly, as defined by administrator
- Participate in staff meetings, collaborative team meetings, and professional development, as scheduled by your administrator
- Take into consideration the needs of your students, while also keeping a health work-life balance

Guidance for Grades 7 - 12 Distance Learning

Distance learning at the secondary level is designed to provide a teacher created and instructed specific learning experiences in each enrolled course, including each of the four core content areas; English Language Arts (ELA), mathematics, science, and social student and student's enrolled in elective courses. The guidance below applies to distance learning experiences.

Tools

- Primary tools for communication between teacher and families are e-mail, phone calls and facebook
- All learning opportunities, assignments, and/or activities are posted though Google Classroom, Edgenuity or email
- Teachers are required to only use standard, approved digital tools for instruction (see digital tools for distance learning).

Learning Activities

- Students will engage with the teacher via interactive video lessons via Zoom as detailed in the schedule provided by the teacher.

- Teacher created assignments and announcements are posted in email, edgenuity, and odysseyware
- Edgenuity, odysseyware and email may be used for students to complete assignments and/or activities
- Students should have both on and off screen learning activities
- Teachers should assign formative assessments toward grade level essential content standards

Teaching Tips

- Actively focus on maintaining attitudes of inclusivity. Now, more than ever, students should feel valued and welcomed
- Seek ways to build relationships with students and foster a positive online classroom
- Clearly communicate to students both when assignments are due and when they should expect feedback from you on those assignments. Be flexible when considering due dates, recognizing the different challenges and priorities students and families may face during distance learning
- Create learning opportunities that are as self-directed as possible. This allows more flexibility for students and frees you up to focus on students who might need extra attention and on giving student feedback.
- Consider assigning projects or other virtual collaborative work, so that students may connect with each other outside of synchronous learning time.
- Remember all teachers of a student are providing learning opportunities for them. Additionally, the fact students are learning from home may impact their ability to participate and/or complete assignments. Seek feedback from students to ensure they are not getting overwhelmed with too much work.
- Encourage students to be proactive in reaching out to teachers when they have questions or when assignments are unclear.
- Assist students in connecting with school counselors and other staff, as needed, for support with academic, social, or emotional needs.

Teacher Expectations

- Collaborate with your grade level or content team to plan both synchronous and asynchronous activities.
- Set office hour(s) for student to communicate through email, phone call or zoom
- Clearly define for students and caregivers when you will be able to interact with students electronically.
- Provide meaningful and prompt feedback
- Work with other staff, as needed, to reach out to students and families who are not engaging in distance learning
- Respond to student and parent communication promptly, as defined by your administrator
- Participate in staff meeting, collaborative team meeting, and professional development, as scheduled by your administrator
- Take into consideration the needs of your students, while also keeping a healthy work-life balance

Credits will be awarded based upon the completion of the coursework each semester. The teachers will use the grades and track each lesson and record the grades as they would if we are in person in the wengage system. High school units will be worth .5 for each section as they are during the in person learning.

District Approved Digital Tools Available in a Distance Learning Instructional Setting

Distance Learning will be supported by the digital instructional tools and systems that coexist and interact to allow for the differentiation of time, pace, path, and/or place of student learning. Below are some tools that are available to all faculty, students, and/or families. There are many other tools available that will be district approved for individual or group use by grade level, course and/or site.

Tool/Resource	Audience	Description and Access
Email	Faculty Families	Teachers and other instructional personnel will use e-mail (along with other platforms) for interaction with their students and communicating with families and students
Wengage	Faculty Students Families	Teachers will use our student management system to post grades and provide caregivers and students a place to see completed and missing assignments.
Google G Suite	Faculty Students	G Suite for Education is used as the tool for students to create and collaborate on work in a safe, monitored environment
Google Classroom	Faculty Students	Google classroom is a digital learning management platform utilized in K-12th distance learning
Google Meet/Zoom	Faculty Students Parents	Teachers may host collaborative learning sessions with peers, students or caregivers using this interactive video tool

Digital Citizenship Reminders

In a distance learning instructional setting, it is more important than ever to apply practices of good digital citizenship. Adults and students alike both share a responsibility to model respect and polite, appropriate communication online. We can help each other maintain a safe and productive digital community by helping each other recognize when our words or tone are perceived as harmful to others.

Roles and Responsibilities During Distance Learning

Distance learning requires the active contributions of many partners. Key roles and responsibilities for school personnel, caregivers, and students are detailed below.

Roles	Responsibilities
Leadership Team	Reach decisions on key aspects of distance learning implementation. Provide ongoing updates to stakeholder groups.
Central Office Personnel	Support teachers in the implementation of distance learning. Provide models of distance learning units/lessons. Curate resources to support teacher planning. Support collaborative team meetings.
Site administrators	Continue to ensure clear communication is flowing to staff and families Provide ongoing information about needs of teachers.
Technology Specialists	Provide support for teachers in the planning and assignment of digital learning. Provide troubleshooting support for teachers, students and families in digital tools. Collect information about possible areas of need and provide virtual professional development to teachers to support their learning.
Teachers (General and Special Education)	Create and/or maintain a digital learning instructional environment to ensure a seamless transition to distance learning. Utilize the digital learning platform in class, so students are trained to use the platform. Strive to build a sense of community and connectedness among students. Create and communicate office hours to students, caregivers and administrators. Provide students with prompt feedback and support as needed.
Librarians	Collaborate with colleagues to find and develop resources for high-quality distance learning experiences, reading and research.
School Counselors	Provide services and supports as appropriate to students and caregivers via phone, e-mail and/or video conferencing. Provide information directing students and families to appropriate emergency mental health services. Aid teachers in contacting students/caregivers when needed. Assist with the school's established attendance procedure and help with reaching out to students who are not engaged in distance learning.
Students	Establish daily routines for learning. Identify a space in your home where you can learn and study comfortably. Be present in your classes! Regularly check your designated learning platform (Edgenuity 5th-12th; Odysseyware K-4th) for announcements, assignments and feedback from your teachers. Complete assignments with integrity and academic honesty. Do your best to meet due dates. Communicate about lack of resources and any needs to your teacher. Be a good digital citizen

Guidelines for Adults Supporting Student's Distance Learning

Adults play an important role in supporting students as they transition to and engage in distance learning. Teachers and caregivers are the key players in this support role. Guidelines in this section are intended to offer reminders and suggestions for these partners in supporting student's academic success.

Teacher Guidelines

In the transition to distance learning, teachers are asked to think and work differently than they have in the past. Their underlying compassion, creativity, and perseverance are the traits that will lay the foundation for student success in our district's Distance Learning P.L.A.N. The following guidelines represent reminders to help our teacher thrive in the distance learning instructional environment.

1. **Keep it Simple--**Work and learning and different ways, especially from a distance, can be overwhelming. Teachers are reminded to prioritize the most essential learning concepts for direct instruction while pacing to allow for a balance of review, practice and new content, where appropriate. These measures can help prevent frustration and stress on the parts of students and teachers.
2. **Identify what distance learning tools are available for your students--**with a prioritized district effort to distribute technological devices and ensure students have connectivity, many students at home will have access (some for the first time) to participate in the digital distance learning initiative. While at school, find out each of your student's household technology availability. Prepare to leverage a combination of synchronous and asynchronous learning activities that take advantage of resources available while trying to provide a balance of digital and hands-on activities.
3. **Communicate, Communicate, Communicate--**In the distance learning instructional setting, communication is definitely key. Keep in touch with your team of teachers, administrators, students, and parents. Establish communication protocols and routines. Be accessible through a variety of communication channels, and be timely with two way communication.
4. **Focus on feedback--**in any learning environment, growth producing feedback is essential to helping a learner move to the next level. In a distance learning environment with the loss of many nonverbal clues, articulated feedback can become even more critical to make a learner aware of what strengths and opportunities for improvements can be seen in a student's individual work. Utilize digital tools at your disposal to offer oral or written feedback as timely and frequently as possible. Feedback may take the form of a comment on a submitted assignment, journaling, phone calls, or district approved video chats. Remember the purpose of the assessment is to help the learner understand what they have mastered and where they need to keep working. This purpose can be attained through informal assessment in a distance learning environment by applying a focus on feedback much as formal assessment administered in a school setting would attempt to do.

Caregiver Guidelines

Adults play an important role in supporting students as they transition to and engage in distance learning. Teachers and caregivers are the key players in this support role. Guidelines in this section are intended to offer reminders and suggestions for these partners in supporting students' academic success.

1. Set aside time and space—we encourage families to establish physical space, if possible, where your student can participate in distance learning during the day. Across the grade levels, there will be scheduled times when students are expected to join their teacher and/or class in a distance learning activity of check in. Your child may need your help to be available for participating during these times. Consider how you can help maintain a sense of routine for your child, including expectations for wake up times and bedtimes that work for your family. Your child should also take periodic study or brain breaks during the day as he/she studies.
2. Stay connected with your child's teachers--teachers will communicate with families and caregivers through email, phone, or video chats on a periodic basis. These check-ins let caregivers know how students are progressing and give additional insights into their learning experiences. However, keep in mind teachers are responsible for outreach and engagement with MANY students and their families. If you have a question or concern about your child's learning, don't hesitate to initiate contact with your child's teachers. Parents may also check student progress through their district wengage portal to check grades and progress.
3. Stay active---set expectations your child will engage in some form of physical exercise every day. Not only will exercise help your child maintain their health and development, research shows physical movement activates brain pathways for learning. Movement is vitally important to your child's health, well-being, and academic learning. Teachers will likely recommend some physical activities and exercises as part of distance learning instruction, but it is also important for caregivers to model and encourage exercise. It may also be appropriate to think about how your child can help with additional chores or responsibilities at your home.
4. Monitor screen time--The Mill Creek School district does not want our students working at computer screens for 7-8 hours straight per day. We ask caregivers to remember most teachers are not yet experts in distance learning, and it will require some trial and error before we find the right balance between online and offline learning experiences. Feedback from caregivers is an important part of the learning process for teachers and students.

Extracurricular activities:

Mill Creek School believes that students should not be denied the privilege of participating in activities if they are a virtual student. However, the student will have to be present for the class in which the activity is located that they wish to participate in. For example: FFA speech or athletics requires practice times with groups of students that must be met during the school day.

Attendance policy:

The Mill Creek Board of Education believes that attendance in regularly scheduled classes is a key factor in student achievement. However, it is important for those students who are ill to stay home when sick. Students who have a fever or a measured temperature greater than or equal to 100 degrees Fahrenheit should not be at school or school activities. The board recognizes, however, that the co curricular program of the school also has educational benefits. Therefore, it shall be the policy of the Mill Creek board to minimize absenteeism from regular classes while providing students the opportunity to participate in cocurricular activities. A student will not be considered absent from school if: they are not physically present at school but are completing work in a distance learning program or virtual online program approved by the board and are meeting the following attendance requirements:

The student has completed instructional activities for no less than ninety (90%) of the time that services were provided in a virtual or distance learning format. Instructional activities may include online logins to curriculum or programs, offline activities, completed assignments, testing, face-to-face communications for meetings with school personnel via teleconference, video conference, email, text or phone. The student is on pace for on -time completion of the course required by the school district. The student has completed instructional activities within the time that services were provided in a virtual or distance learning format during the academic year; or they have a medical condition that incapacitates the student and precludes them from participating in instructions in a traditional school setting and the student is able to progress in instruction via alternative education delivery methods approved by the local board of education.

Where to go with Questions

As we engage in distance learning, students and caregivers will have questions and issues that arise that may not have been expected or experienced before.

Your child has been assigned to a specific teacher for their distance learning plan. Those teachers will be the ones who reach out to you regularly regarding any assignments and resources that your child will need. That teacher will be your point of contact for any needs that you may have.

If you have questions or need any additional help you can call the school at 580-384-5514. Our website is www.millcreek.k12.ok.us This will be the fastest way for you to get updated information.