Manson School District Continuous Learning Plans – April 2020

Manson School District’s mission statement has been “Continuous Student Learning” for two decades. This simple guiding phrase has never been as important as it is now. Our students need to continue to learn and grow even during this unprecedented time we are all living through.

Manson’s staff and administration are tasked with creating a distance learning program for all students. We know this program will have a new look for students at different grade levels and ages. The following outline is meant to focus and provide guidance for this work.

All Students:

- **Focus new instruction on “essential” learning standards**
  - What are the critical skills and content students need to learn in order to progress the next year in their learning?
  - Teachers are given the authority to prioritize and reduce the amount of learning normally offered
    - We acknowledge that re-teaching of some content will need to occur with all students in the coming school year
  - Develop the habit of checking the newly created Home Learning Page often – [www.manson.org](http://www.manson.org)
    - This is a fantastic resource and communication tool for students and families

- **Place a strong emphasis on social emotional learning and needs of students**
  - Staff are expected to check-in frequently (at least weekly) with students
    - Assess needs (food, health, accessibility to learning)
    - The method of check-ins will vary based on the age of students
  - Assignments which strengthen students’ overall health and growth are encouraged
    - The arts and health/fitness assignments are more critical than ever

- **Understand that some students will require extra supports (additional guidance below)**
  - Interventions designed to address learning gaps
    - specially designed instruction
    - English language support

- **Utilize technology (phones, computers, iPads) as a vehicle to deliver instruction**
  - The amount and devices used will differ based on the age of students
    - Prioritization of school devices starting with high school students
    - A recognition exists that not all students have technology devices and internet access
      - For students without internet access, the District has ordered “hot spots”
      - For students without devices we are distributing all available school district devices
• **Check for student understanding**
  o Assess student learning and give feedback to individual students
    ■ Assignments should be assessed
    ■ Use a variety of ways to measure student understanding
      • Verbal, written, video submission by students, projects, etc.
  o Grading guidance
    ■ Middle School level
      • A, B, Pass or No Credit
    ■ High School Courses
      • A, B, Pass or No Credit
      • Students choose letter grade or pass/no credit option after seeing final course grade
    ■ College Courses
      • As guided by each college/university

**6th Grade - 12th Grade Student Expectations**

**Middle School Grades 6-8**

• 2 - 3 hours of at home learning daily (including art, fitness, individual reading)
  o Use of technology to introduce new learning
  o Independent writing (interactive journals)
  o Math, ELA, Science and Band content (packets, TEAMS, YouTube, Zoom)

• **Students check emails and respond to emails by 10:00AM daily**

• Submit/pick up/drop off materials as directed by teacher
  o Possible methods:
    ■ Pictures/videos of assignments sent digitally
    ■ Post assignments to TEAMS or email
    ■ Pick up/drop off box in MS/HS Main Entrance
    ■ Limited deliveries to homes (for students unable to pick up/drop off work)
      • Tuesdays and Fridays 9:00 - 12:00

**High School Grades 9-12**

• 3 hours of at home learning daily (including art, fitness, individual reading)
  o Working on courses in which enrolled
    ■ Course syllabi indicates content
  o Digital platforms as indicated by teacher (Zoom, One-note, Canvas, YouTube, etc.)

• **Students check emails and respond to emails by 10:00AM daily**

• Submit/pick up/drop off materials as directed by teacher
  o Possible methods:
    ■ Pictures/videos of assignments sent digitally
- Post assignments to digital platform
- Pick up/drop off box in MS/HS Main Entrance
- Limited deliveries to homes (for students unable to pick up/drop off work)
  - Tuesdays and Fridays 9:00 -12:00

College Courses in the High School

- 1 hour of at home learning per college course
  - Digital platforms as indicated by teacher/university (Zoom, One-note, Canvas, YouTube, etc.)
  - Course syllabi indicates content

SPECIAL EDUCATION

- Most students will require a combination of direct instruction in both general and special education settings with time for hands-on activities between instruction/direct instruction.
- Provide resources that offer consistency and structure in the new learning environment.
- Examine each child’s needs/abilities, give support both remotely and at home.
- Provide specific materials for children as appropriate for making progress on Individualized Education Plan (IEP) goals, ensuring that students with disabilities have access to learning opportunities.
- Collaboration between General and Special Education teachers regarding lesson planning and delivery.
- Special Education Teachers and Related Service Providers (OT / PT) will continue to work on IEP and evaluation paperwork within required timelines, when possible.
- Document communication with parent/student.
- Adjust students’ plans to meet needs in home or blended learning environments.
- Investigate and determine whether newly introduced apps/platforms are accessible to a child based on the child’s unique needs.
- Modify information for persons with disabilities (such as persons who are deaf, deaf-blind, or blind). Thus, the information and materials must be provided, as appropriate, in alternate formats (i.e. a phone call reading to the student) to facilitate effective communication for individuals with disabilities.

Any decisions regarding Special Education and Related Services for an individual child should be made by the child’s IEP Team.

ENGLISH LEARNERS (EL)

- Provide essential communications in languages representative of student and family populations
• Reach out to each head of family to discuss important facts and school structures for the remainder of the year including the continuous learning plan, how to get breakfast/lunch, and what community groups, contacts and supports are available for the families.
• Designate a point person for each EL family to access over the phone interpreting and/or specific personnel within the district who can provide interpretation services.
• Adjust resources according to different grade levels and language levels as needed.
• Provide options and multiple ways for students to demonstrate knowledge/skills. Include technology and non-technology options.
• Coordinate distribution of hard copies and/or online work.
• Offer frequent opportunities phone and/or computer for scheduled check-ins with students.
• Give suggested timelines that allow for students to work at their own pace.
• Create or share screen video tutorials about how to use resources for students.
• Share resources on how to use translation features in commonly used applications.