



# Remote Learning Plan for Secondary

Grades 6 - 12

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The primary objective of this document is to provide guidance for Sequim educators in meeting the needs of supporting students during times of uncertainty. This is a guide to support teachers in implementing remote learning while helping to inform families of district expectations for remote learning. We have amazing teachers and staff in our district, and we know our teacher and staff will find creative and effective ways to engage **ALL** with our students. This document is intended to bring clarity and information to both staff and families through an extended school closure and provide remote learning to best meet the educational needs of students.

## Key Elements of Remote Learning:

- Always maintain and foster positive relationships.
- Focus on the “most” essential learning standards and keep it simple.
- Use compassion, communication, and common sense while extending grace.
- Instructional models may be a blending of non-technology and/or recorded instruction.
- Lessons must be accessible with technology with the understanding that a non-technology component may be required in specific instances.
- Monitor and respond to student learning progress-academic progress will look different for each student.
- Provide feedback to students in a variety of ways (ex: Canvas, email, Microsoft Teams).



## Sequim's Guiding Principles

*As educators provide instruction and student support, OSPI suggests using the following guiding principles.*

### **Keep Students at the Center**

*Extend intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:*

1. **Plan for Student Learning:** Build on each student's strengths, interests and needs and use this knowledge to positively impact learning.
2. **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and to balance think time, work time and play time for health and well-being.
3. **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

### **Design Learning for Equity and Access**

*Plan and deliver content in multiple ways, so all students can access learning.*

1. **Teach Content:** Set goals using knowledge of each student and Washington State Student Learning Standards  
<https://www.k12.wa.us/student-success/learning-standards-instructional-material>.
2. **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Delivery of instruction may include printed learning materials and phone contact, email, technology-based instruction, or a combination to meet diverse student needs.
3. **Engage Families:** Families are critical partners. Communicate with families about engagement strategies to support students as they access learning. Provide translations as necessary.

### **Assess Student Learning**

*Manage and monitor student learning and plan what's next for learning.*

1. **Check Student Learning:** Use a variety of strategies to monitor, assess, and provide feedback to students about their learning. Feedback should be specific and allow the learner to advance learning. Example,

“Great job!” “Not quite there yet,” does not enhance learning. Be specific and detailed.

2. Make Instructional Adjustments: Use formative assessment results to guide reflection on effectiveness of instruction and to determine next steps for student learning.
3. Engage families: Communicate with and seek input from families about assessment results in order to inform next steps. Provide translations as necessary.



## Essential Questions for Teachers

### 1. What are my expectations for standards?

Departments will collaborate to identify the most essential standards to cover during a remote learning/hybrid schedule.

### 2. What technology/apps/student learning platforms should we use?

Teachers will use Canvas as their primary learning management system (LMS) while using Canvas Studio and Microsoft Teams/Stream to communicate and video with students.

### 3. What if my students don't have devices or the internet?

- Please email [TandL@sequimschools.org](mailto:TandL@sequimschools.org) to inform the district of students who do not have internet access.
- Wave is offering internet service for \$9.99/month with no fees to families if they are located within their existing service areas.
- Many cell phone providers are removing data caps.
- Share the map of community free Wi-Fi with families (found on at [www.sequimschools.org](http://www.sequimschools.org)). [WI-FI MAP](#)
- Families can request a free desktop to keep through technology ([distancelearning@sequimschools.org](mailto:distancelearning@sequimschools.org) or 360-809-4192).
- Families can check-out laptops through technology for use during the school year and must sign a waiver to receive a device ([distancelearning@sequimschools.org](mailto:distancelearning@sequimschools.org) or 360-809-4192)
- All assignments must have non-technology options.

4. What is the expected time for students to spend on their learning each day? *The guidelines below are meant for any delivery model; printed learning materials, online programs, or a combination of both.*
  - a. These are the **MAXIMUM** times to be spent by students:
    - **Grades 6-8: 35** minutes per course per day. Total remote learning of 3.5 hours daily.
    - **Grades 9-12: 40** minutes per day per course. Total 4 hours daily.
  - b. This is **not** direct teaching minutes-it is the **cumulative** time a student spends on remote daily learning.
  - c. **Daily Learning Time Recommendation:**
    - 35 minutes for each class - Middle school
    - 40 minutes for each class - High school
    - After 15 minutes, strongly recommend students get up to move.
5. How are students held accountable for learning?
  - a. ***In general, due dates are to be given that provide a minimum of 7 days to complete.***
  - b. ***Extend grace when assigning due dates and addressing late assignments.***
  - c. ***Be flexible with deadlines.***
  - d. Keep in mind that many families have limited data, internet, and/or one device which must be shared between multiple people.
  - e. Provide tasks or projects that provide opportunities for students to engage meaningfully in content through different ways.
  - f. Feedback to students can be shared in a variety of ways: Canvas comments, emails, phone calls, etc.
6. How do I collect student work?
  - a. Utilize the capabilities of the learning platforms that you are currently using with your students (Canvas).
  - b. You may have to get creative with email, regular mail, and/or phone calls.
7. How do I give feedback and support?
  - a. There is an expectation that we connect with students to provide feedback, support learning, and build relationships.

- b. This may take the form of phone calls, email, comments on Canvas, postcards home, and other means that we have employed in the past.
  - c. We also can provide support through live sessions with students on Canvas.
    - o Although we may not provide live whole class lessons, this can still be a very powerful way to connect with students.
    - o We know that some of you have already met with your students using this tool and we are hoping that more of you will be able to do this.
    - o There are some very important factors to consider if you start having live sessions with students.
    - o **The most important factor is that you must either record or have a second staff member in every live session with students.** This provides safety for you and the student.
8. How are we coordinating our “office hours” or live interaction time with students?
- a. In order to support our students and families with their needs, each school has called out specific office hours within their building schedule.
  - b. See your school's weekly schedule for office hours.
  - c. This is scheduled time so that students, parents, and teachers have a set time for meeting depending on the period designated.
  - d. This would be a time that live interactions could be set up.
    - o Live interactions should be focused on relationship building and connections.
    - o New learning should be done through recordings, online activities, printed materials etc, so all students can access.
    - o We will continue to assess our model to see how to best support families with interactive timelines.
  - e. Outreach to students and families can occur at additional times as well to provide flexibility.

## Teacher Expectations

1. Consider ways to focus on relationships and connections, not just content.
2. Post established “office hours” when you are available to students and/or families. This can be through phone, email, etc.
3. Identify most essential outcomes/needs/competencies in your subject or department.

4. Use the resources and curriculum already being utilized in the district and supplement with additional tools.
5. Create projects/choices that give students and families flexibility to complete the work and tap interest/motivation.
6. Continue to use platforms already in use to alleviate any confusion for parents/students whether students are completing work online or traditionally.
7. All buildings, grade levels, and content areas must include non-technology-based options.
8. Determine which students can complete work online and which need non-tech access.
9. Keep variables in mind when you plan your lessons considering students have or may have:
  - a. Multiple classes
  - b. Other responsibilities at home now
  - c. Personal or family illness
  - d. Limited access to devices and internet
10. Live activities should be focused on relationship building and connections, as well as feedback and clarification. New learning should be done through recordings, online activities, printed packets, etc.

## Guidelines for Attendance for Grades 6-12

OSPI is **requiring** that each school take attendance daily. The definition of an absence from remote learning is as follows:



**A student is absent from remote learning when the student is not participating in planned instructional activities on a scheduled remote learning day.**

Evidence of student participation in remote learning may include, but is not limited to:

1. Daily logins to Canvas/Microsoft Teams; or
2. Daily interactions with teacher(s) to acknowledge attendance (including messages, emails, phone calls or video chats); or
3. Task or assignment completion either virtually or delivered via hard copy.

## Guidelines for Grading for Grades 6-12

Grading for Grades 6-12 will be based on Sequim School District Policies and Procedures unless directed otherwise by OSPI. Please ensure all students are given an equitable opportunity to engage in learning.

## Guidelines for Safe Remote Learning Opportunities

These guidelines are for faculty of the Sequim School District to use when communicating with students using our online meeting tool: **Canvas Studio and/or Microsoft Teams.**

1. Do not require or allow students to give personal information to access technology resources.
2. These tools are to be used in support of education and all actions will be to support students and their learning.
  - a. Maintaining connections between students/families and school community.
  - b. Actions will be in pursuit of powerful teaching and learning.
  - c. Provide meaningful feedback on work submitted.
3. General meeting guidelines:



**TEAMS EXPECTATIONS**

-  **RISE & SHINE:**
  - EAT A HEALTHY BREAKFAST
  - HAVE A GLASS OF WATER
  - LOGIN TO COMPUTER
-  **BE PREPARED:**
  - COMPUTER CHARGED
  - HEADPHONES ON
  - CAMERA ON
  - NOTEBOOK & PENCIL
-  **PRESENTABLE:**
  - QUIET ROOM
  - NO DISTRACTING BACKGROUND
  - PHONE OFF
  - MUTE YOURSELF
  - WEAR APPROPRIATE CLOTHING
-  **COMMUNICATE:**
  - STAY FOCUSED
  - ASK QUESTIONS
  - RAISE YOUR HAND

Microsoft Teams

- a. Set a clear purpose for the meeting.
- b. Review expectations for meeting. (academic/behavior)
- c. Start the meeting with a quick check-in that allows everyone to contribute either verbally or virtually.
- d. Explain the role of the observer if present and/or recording.
- e. Allow time for students to share questions, challenges, or concerns.
- f. Microsoft Teams meetings between staff and students must ensure no disadvantage to students and families who cannot engage. Options must be available for those that cannot participate in live academic sessions.

4. Microsoft Teams between staff and students requires an equitable and open invitation for the class meeting which will be held at a predetermined time (synchronous opportunities).
  - a. Recordings of such sessions should be made available for future viewing whenever possible (asynchronous opportunities). These recordings will only be shared via Canvas or Microsoft Stream.
  - b. Microsoft Teams between a single staff member and an individual student must be recorded and/or have a second adult present to ensure safety.
  - c. Screen sharing is allowed for reviewing documents and for presentations only.
5. Our priority with remote learning is to protect student privacy and internet safety. When interacting with students in a virtual forum, you **must** choose one or both of the following.
  - a. Have another adult in the session - The primary role of this second person is to be an observer. It could be a teacher, para-educator, or other staff member. Consider having the second adult moderate the meeting by monitoring the students' video and chat behavior. They can check to make sure microphones are muted. In general, they can focus on some of the technical aspects of the session, so you can focus on the student learning.
  - b. Always authenticate people who join the meeting. When students sign in from their Microsoft Teams account, they are automatically identified, so you don't need to worry about them. If someone joins from outside, perhaps a parent, you will be asked to allow them to join. If you do, just take a moment to ask them to identify themselves and document when that person entered the meeting.
  - c. Record the session (this will provide an educational record for future use) Please let everyone know that you will be recording the session prior to starting and then once the recording starts reminding all participants that the session is being recorded.
    - Recorded session is saved in chat or Microsoft Stream. The session does become an educational record.
    - During the session do not share any individually identifying information except the child's name.

## Staff Video Conferencing Requirements

1. Stage the space where you will be videoconferencing from using Microsoft Teams.
2. Visible Charts, posters, or images within the camera view of the faculty member's space must be in-line with your instructional goals. Do not inadvertently share personal information.
3. Faculty members should ensure their clothing is appropriate for school.
4. Faculty members will remind students of Netiquette (dressing school appropriate, acting responsibly and respectfully in the online environment) and appropriate attire when needed.
5. Students will be able to join meetings but not create them.
6. Students may present using screen sharing.
7. Students have cameras turned off by default. They will be able to turn them on.



### STUDENTS

- 1 Be Kind and Appropriate
- 2 No Swearing or Signaling
- 3 Be Respectful - Don't Yell
- 4 No Recording/Screen Shots
- 5 Be Present Not Distracting
- 6 No Creating Memes
- 7 Be Polite & Wait Your Turn
- 8 No Typing in CAPITALS
- 9 Be a Leader Not Sarcastic
- 10 No Music/Distracting Sounds

### PARENTS

- 1 Monitor Online Behavior
- 2 Be There For Your Child
- 3 Support the Teacher
- 4 Expect Good Behavior
- 5 Set Boundaries & Rules
- 6 Talk/Email With the Teacher
- 7 Encourage Good Choices
- 8 Give Your Child Feedback
- 9 Report Alarming Behavior
- 10 Check In With Your Child

## Building Schedules (subject to change)

### Sequim Middle School

Grades 6-8: 20 minutes per class, 2.5 hours max per day

SMS Remote Learning Weekly Schedule						
Assignments posted by 8am Daily	Monday English/Language Arts	Tuesday Mathematics Fine Arts	Wednesday		Thursday Science Other Electives	Friday History
8:00-10:45	Office Hours		Office Hours  OR	Staff Professional Development	Office Hours	
10:15-10:45 <i>twice a month TBA</i>	"Live" Wolf Pack					
11:15-11:55 LIVE 35 mins	"Live" Course Conference Sessions – period 1	"Live" Course Conference Sessions – period 2	Staff Professional Development	Office Hours	"Live" Course Conference Sessions – period 1	"Live" Course Conference Sessions – period 2
11:55-12:35 LIVE 35 mins	"Live" Course Conference Sessions – period 3	"Live" Course Conference Sessions – period 4			"Live" Course Conference Sessions – period 3	"Live" Course Conference Sessions – period 4
12:35-1:15 LIVE 35 mins	"Live" Course Conference Sessions – period 5	"Live" Course Conference Sessions – period 6			"Live" Course Conference Sessions – period 5	"Live" Course Conference Sessions – period 6
1:00 – 3:00	Office Hours		OR		Office Hours	

**Student minutes in Synchronous video, Asynchronous video and independent supported student work = 405 minutes per day x 5 = 2025 minutes per week**

### OFFICE HOURS

Independent Student Work and Submission Time

Teacher Attended Meetings

Instruction Content Planning and Recordings

Two-Way Connection with students/families outside of planned instruction

Student Product Feedback or Evaluation

Many staff will try to flex their schedule to e-meet outside the traditional school day

Check teacher [Canvas Homepage](#) or [Announcements](#) for specifics

**Weekly Assignment Turn-In by 7 days after assigned**  
**Sequim High School**

(Grades 9-12), 40 minutes per class, 4 hours max per day

<b>SHS Virtual Learning Schedule 2020-2021</b>					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 am - 11:30 am	<b>Asynchronous Learning</b> <b>Office Hours</b>				
11:30 am – 12:00 pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-1:15 pm	<b>Asynchronous Learning</b> <b>Office Hours</b>				
1:15 – 1:50 pm	<b>Synchronous Learning Period 1</b> Class Meeting through Canvas	<b>Synchronous Learning Period 2</b> Class Meeting through Canvas	<b>Synchronous Learning Period 0</b> Class Meeting through Canvas	<b>Synchronous Learning Period 1</b> Class Meeting through Canvas	<b>Synchronous Learning Period 2</b> Class Meeting through Canvas
1:55 – 2:30 pm	<b>Synchronous Learning Period 3</b> Class Meeting through Canvas	<b>Synchronous Learning Period 4</b> Class Meeting through Canvas	<b>Asynchronous Learning</b> <b>Office Hours</b>	<b>Synchronous Learning Period 3</b> Class Meeting through Canvas	<b>Synchronous Learning Period 4</b> Class Meeting through Canvas
2:40 – 3:15 pm	<b>Synchronous Learning Period 5</b> Class Meeting through Canvas	<b>Synchronous Learning Period 6</b> Class Meeting through Canvas		<b>Synchronous Learning Period 5</b> Class Meeting through Canvas	<b>Synchronous Learning Period 6</b> Class Meeting through Canvas
<b>Assignment Due Dates</b>	ELA/PE/Electives	Math/Fine Arts		Science/CTE	Social Studies/World Language
<p><b>Synchronous Learning: Students will have the option to interact in real time (live) at specific times with their teacher through Teams &amp; Canvas</b></p> <p><b>Asynchronous Learning for Students: Students can independently access the materials &amp; assignments at any time through Canvas (e.g. pre-recorded video, notes, discussion forums)</b></p> <p><b>Asynchronous Learning for Teachers: Teachers will use this time for planning, assessment, feedback &amp; professional development</b></p> <p><b>Office Hours: Parents &amp; students may contact their teacher during this time (ex: email, phone, Teams). It is also an opportunity for one on one or small group conferences</b></p>					

\* Class times are for feedback, assignment reviews, online classes, and individual meetings, etc.

The graphic is a purple rectangular box with a white 'T' icon in the top left corner. The title 'SHS Class Meetings Expectations' is written in large, bold, yellow font. Below the title are six white rounded rectangular boxes, each containing an icon and a list of expectations. The icons are: a clock, a pencil, a microphone with a slash, a video camera, a keyboard, and a school building.

## SHS Class Meetings Expectations

- Be on time.**
  - Try to join the Class Meeting a couple of minutes early so we can start on time.
  - If dropped from the Meeting, “quietly” rejoin as soon as you can.
- Come prepared.**
  - Pencil/pen & paper
  - Class-related items
  - Distraction (phone) free
- Mute your microphone.**
  - Raise your hand to speak.
  - One person at a time.
  - Eliminates background noises.
- Video on (if you can).**
  - We’d love to see you!
  - You can change the background
- Use chat appropriately.**
  - Classroom discussions only.
  - Do social chatting during your own time.
- Be school appropriate.**
  - On-line and In-school “rules” are the same.
  - The meeting AND the chat are recorded.
  - No selfies or screenshots.

## Content Specific Examples for Teaching and Learning

### Secondary ELA

1. Select high interest and engaging materials.
2. Utilize suggested materials on resources document.
3. Adjust resources according to different grade levels as needed.
4. Provide weekly packets or printouts (of same stories/materials) for students without access to technology that mirrors online work.
5. Coordinate distribution of packets or online work.
6. Collaborate with cross curricular content areas to maximize efficiency.
7. Read a science or history article, use ELA based questions for comprehension, discussion, and/or writing.
8. Reflect through writing/journals:
  - a. How are students processing this situation?
  - b. How are students doing (mental health)?
  - c. How are students' roles changing at home or work?
  - d. What are students learning about this pandemic - what questions do they have?
9. Create or share screen video tutorials about how to use resources for students.
10. Provide independent reading resources: Links to free online books on district websites or district ELA website or classroom communication platforms.

11. Encourage reading and writing through project-based learning when applicable.
12. Provide guidelines/expectations/ parameters for students.
13. Facilitate written and visual discussion boards (e.g. Canvas, Microsoft Teams, Stream, Microsoft Whiteboard, You Tube, FlipGrid).

### **Secondary Math and Science**

1. Focus on no more than 1 or 2 essential learning targets a week.
2. Provide lessons that include daily instruction/practice, screen tutorials (daily/weekly), YouTube or Microsoft FlipGrid videos, Khan Academy videos, and/or podcasts.
3. Post personalized videos for the *hook*, connection and content of current learning (Max 5-7 mins).
4. Utilize suggested materials on resources document.
5. Adjust resources according to different grade levels as needed.
6. Provide weekly packets or printouts (of same materials) for students without access to technology that mirrors online work.
7. Coordinate distribution of packets or online work.
8. Facilitate written and visual discussion boards (e.g. Canvas, Microsoft Teams, Stream, Microsoft FlipGrid).

### **Secondary Social Studies**

1. Recommend journaling of the student experience during this time.
2. Recast the idea of sacrificing personal freedoms for the common good.
  - a. This will connect students to past national challenges.
  - b. Tie in the current situation with historical moments.
3. Provide a forum for students to communicate as a class/in groups.
4. Focus on no more than 1 or 2 essential learning targets a week.
5. Provide lessons that include daily instruction/practice, screen tutorials (daily/weekly), YouTube or Flipgrid videos, Khan Academy videos, and/or podcasts.
6. Post personalized videos for the *hook*, connection and content of current learning (Max 5-7 mins).
7. Utilize suggested materials on resources document.
8. Adjust resources according to different grade levels as needed.
9. Provide weekly packets or printouts (of same materials) for students without access to technology that mirrors online work.
10. Coordinate distribution of packets.
11. Facilitate written and visual discussion boards (e.g. Canvas, Microsoft Teams, Stream, Microsoft FlipGrid).

## **Career and Technical Education**

1. Prioritize what essential items to be done vs what is usually taught in class.
2. Identify and record what standards will need to be covered in future if students move to the advanced level of the course.
3. Provide links to projects online (video demonstrations, project resources shared through a content management platform, etc.). Be sure to consider copyright restrictions.
4. Record personal messages/demonstrations from home.
5. **Do not require or allow students to give personal information to access technology resources.** (contact CTE Director if not already approved application).
6. Identify how students with no access to technology will participate in learning.
7. Projects, prompt lists or activity options can be distributed to give a broad "menu" of options using little to no home equipment.
  - a. Create a list of projects/skills/online certifications that can be completed to meet required competencies or certifications. (Must be approved by CTE Director).
  - b. Utilize work-based learning opportunities that can count as credit (follow school and health department guidelines).
8. Do not have student's complete projects or tasks that require supervision or safety testing.
9. Focus on providing opportunities to encourage behaviors/workplace skills as outcomes, rather than specific content (observe, envision, express, develop skill, engage and persist, reflect).
10. Develop and work on career pathway activities, hone their workplace skills by developing online skills, virtual field trips, remote conversations with a mentor or job shadow.
11. Provide CTE work-based and/or project-based learning projects that will cover competencies needed to complete class requirements.
12. Provide options for completing work online and paper resources.

## **Special Courses or Electives**

1. Prioritize what needs to be done (essential items/learning standards).
2. Consider focusing on providing opportunities to encourage art behaviors/"studio habits of mind" as outcomes, rather than specific content (observe, envision, express, develop skill, engage and persist, reflect).
3. Distribute fitness calendar/art prompts to give a broad "menu" of options using little to no home equipment.
4. Create a document with familiar songs for students to sing at home.

5. Create a list of projects/skills that can be completed to meet required competencies.

Provide links to projects online (practice tracks for music, video demonstrations, project resources shared through a content management platform).

6. Use technology such as Microsoft Flipgrid or Microsoft Teams to record short practices and provide feedback.

## **Social-Emotional Learning Support**

1. Adults need to acknowledge that the students in their lives will watch their reactions. This is an opportunity to teach them SEL competencies such as grit, teamwork, and problem solving.
2. Counselors should provide parents with lists of outside mental health resources as needed.
3. Consistently communicate with school counselor(s) regarding your "most vulnerable" students.
4. Direct families to a list of resources being provided by the district that is kept up to date on the district website.
5. Be sure you know what your school process/plan is for referring students in need or in crisis.
6. As you conduct regular check-ins with students, if you feel like a student needs counseling services, the school counselor should be contacted, according to the plan.
7. Encourage students to identify/name how they are feeling. What do they need?
8. "Office hours" should be established where individuals can meet with counselors, social workers and/or school psychologists on an as-needed basis.
9. Counselors maintain records of referrals, contacts and services as per their professional standards to ensure continuity and coordination of services provided to students.
10. Encourage students to make time each day to practice their own self-care & wellness. Types of self-care & wellness include:
  - a. Emotional: Coping effectively with life and creating satisfying relationships
  - b. Environmental: Enjoying good health by occupying pleasant, stimulating environments that support well-being
  - c. Financial: Satisfaction with current and future financial situations
  - d. Intellectual: Recognizing creative abilities and finding ways to expand knowledge and skills

- e. Occupational: Personal satisfaction and enrichment from one's work
- f. Physical: Recognizing the need for physical activity, healthy foods, and sleep
- g. Social: Developing a sense of connection and belonging; and having a [good] support system
- h. Spiritual: Expanding one's sense of purpose and meaning in life

***School counselors will receive guidance from their building principals help support the teachers and students.***

## **Special Education**

In our relentless pursuit of making meaningful connections with our students and families, we are using the following statements to guide us as we work together during this period of remote and/or hybrid learning.

1. Compassion drives our decisions and interactions.
2. Health and safety first for our students, families and our team.
3. Specially Designed Instruction (SDI): Deliver services, assess, repeat.
4. Thoughtful documentation is critical so “we all know what we all know”.
5. Maintain Individuals with Disabilities Education Act (IDEA) compliance. Everything handled as usual, during these unusual times.

Special Education services will be delivered through both live and video instruction primarily through Canvas (All Students), Styer-Fitzgerald (Life Skills Programs), Teaching Strategies Gold (Preschool) and Presence Learning (Speech Therapy) with consideration to the student's Individualized Education Plan (IEP). A weekly schedule will be created in conjunction with the general education schedule.

With continued guidance from the Office of Superintendent of Public Instruction (OSPI), services and corresponding minutes will be determined by IEP teams. Decisions will depend on the students' age and ability to learn in a virtual setting.

- Students receiving IEP services in the general education classroom will join their general education classroom's sessions for core content with their teacher. Services outside of the general education setting will be scheduled around those sessions.
- Students receiving IEP services in our Life Skills programs will have access to the online Styer-Fitzgerald Curriculum as the primary curriculum.
- Students receiving IEP services in our Developmental Preschool will have access to Teaching Strategies Gold as the primary curriculum.

- Students receiving IEP services from our therapists will be contacted directly to create a plan for delivering Speech, OT and/or PT services.

More program-specific information will be communicated through Learning Support Services (LSS). Please contact our main number at 360-582-3402 to be connected with our LSS office staff: Shelley Langston ([shelleylangston@sequimschools.org](mailto:shelleylangston@sequimschools.org)), Matt Duchow ([mduchow@sequimschools.org](mailto:mduchow@sequimschools.org)), Joanne Kidd ([jkidd@sequimschools.org](mailto:jkidd@sequimschools.org)), Laura Wright ([lwright@sequimschools.org](mailto:lwright@sequimschools.org)), or Leah Bauman ([lbauman@sequimschools.org](mailto:lbauman@sequimschools.org)).

## English Language Learners

### State Goals for ELL Services

1. Support students in their general education classroom learning.
  - a. Parent & Family student outreach (Please let ELL support staff know if you need any help reaching families and supporting them in any of the following areas):
    - Crucial items translated especially in the area of important facts and school & classroom structures for the school year.
    - Adapting any assignments or resources for our ELL students
    - Collaborating on appropriate supports for our ELL students
2. ELL instruction
  - a. The District ELL Teacher/Coordinator will work in conjunction with classroom teachers to help support students with general education learning and facilitate communication.
  - b. Authentic dialogue connected to content instruction will begin once families are connected to ELL staff through Microsoft Teams.
3. Parent Microsoft access and support in multiple languages
  - a. Contact ELL staff if you have any messages you would like posted here.
4. If an ELL student is struggling let ELL staff know and ELL staff can be added to your Microsoft Class Notebook to assist the student with assignments.

For more info: ELL Coordinator/Teacher Sonja Younger- [syounger@sequimschools.org](mailto:syounger@sequimschools.org) (360) 808-5478 or Paraeducator/Native Spanish Speaker Victor Lancheros - [vlancheros@sequimschools.org](mailto:vlancheros@sequimschools.org) (360) 808-4366

## Highly Capable Learners

During our remote learning period, the Highly Capable Program Coordinator will continue to support our Highly Capable students, their families, and their teachers through providing on-going instruction with students, specialized training for teachers on how to differentiate their instruction in a remote setting for our highly capable learners, and provide resources to assist families and further extend learning opportunities for students.

1. Identification:
  - a. The identification process will continue to operate on our regular timeline with referrals accepted December 1-January 31.
  - b. The identification of highly capable students is a multi-step process that occurs at all grade levels, involves all stakeholders and includes compiling a body of evidence on each student referred.
2. Delivery of Services to Students & their Families
  - a. Classroom support and enrichment services will be provided for students.
  - b. Work with students, their families, teachers and building counselors to ensure appropriate placement in courses.
  - c. Resources, develops and implements Family Engagement activities for all grade levels.
3. Professional Development and Resource Support to Educators
  - a. Resource building staff with information on current evidence-based practices and materials befitting Highly Capable students, including students also identified as Twice Exceptional(2e), and English Language Learners (ELL).
  - b. Facilitate Professional Development that best serves the unique needs of our district.
  - c. Collaborates with staff from other districts and OSPI to expand district resources.
  - d. Partner with community members and organizations to provide additional opportunities for student learning.

For more information, please contact:

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Highly Capable Program Coordinator/Teacher  
Sequim School District  
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## **Staff Guidelines for Home Visits and Material Drop-offs**

*If a child or family is not able to connect with staff via email, phone call, or by using other available technologies, then staff may contact the family to arrange for a home visit and/or a material drop off.*

The following procedure is to be followed by **ALL** staff:

1. Staff will email building administrator to get approval prior to calling parent and follow up with day/time of appointment.
2. Staff will set up meeting at a student's home or other agreed upon site.
3. Encourage students to be present at meeting.

4. Staff will wear mask and gloves and encourage that student/family wear gloves and mask during the visit.
  - a. If they do not have these items, then staff can give them gloves and masks.
5. Items being delivered to the student/family, will be placed in a paper bag and placed on the porch.
6. The staff will maintain a minimum distance of 6 feet from all people.
7. When visit has concluded, staff will dispose of gloves and mask in a plastic sack in their vehicle.
8. Staff will not work with a student/family or in a situation if it is dangerous, not meaningful, or unsafe. If a staff member meets with a student or family member who appears to be under the influence the staff member will:
  - a. Reschedule or just leave and say, "it looks like this isn't a good time to meet with you."
  - b. The staff member will call building administrator to share information related to the visit.
9. DO NOT attempt to intervene in current domestic violence if it occurs while at a home visit. Leave the home immediately and call 911. Call building administrator as well.
10. If, as a result of the home visit, a staff member has a concern about possible child abuse then they must contact the building administrator who will support staff member in reporting the incident following SSD procedures.
11. Staff will document in Skyward or email their building administrator (who will document under the discipline tab as a QRO) about the details of that meeting (duration, who was in attendance, what material was exchanged, and any additional pertinent information to be included).



## Remote Learning Digital Support Resources

### Top Tools for Online Instruction

*There are many tools available to support online instruction. If you can use some or most of the tools below, you will be well on your way to online\virtual instruction.*

## Grades K-12

1. [Clever](#) - This is a tool we use as a single-sign-on portal so students can access online applications and curriculum used in the classroom without needing login information.
2. [Microsoft Teams](#) – Teams is an application for synchronous live meetings with students or other staff members and an alternative for instant messaging and group discussion. If a staff member chooses to record a Microsoft Teams meeting, the video is automatically saved to Microsoft Stream.
3. [Microsoft OneDrive](#) – A place for teachers and students to back up, share, and store files. If you store files in your z: drive, you will need to save them to OneDrive, so they are accessible regardless of your location.
4. [Microsoft Stream](#) – Used to store videos created in Microsoft Teams.
5. [Microsoft Forms](#) – Online forms for free to education users. Forms can be used to survey for information or to create online assessments.
6. [Microsoft Remote Learning for K-12 Educators](#) - Microsoft has created great training tools to help teachers learn to use their resources within education.
7. [Wave Broadband](#) – Wave Broadband Internet for the first year, \$9.95 mo.

For a deep dive into Microsoft's perspective of the concept, experience, and learned best practices of transitioning from in-person to hybrid or fully remote and online learning and how it can look moving forward, click [here](#).

## Technology Support for Teachers and Families

*The Technology Department knows that we are in a new learning environment which utilizes a variety of technology options. It is our goal to support our staff, students, and families as they are managing their education in a different way.*

### **Teacher Priority**

1. Teachers want to communicate with students in the best ways available and need support to get up to speed with new ideas and applications that enable distance learning.
2. Our priority is to get teachers the help they need to become confident with the new instructional model.
3. Supporting home equipment for teachers will have the same limitations as those described below under “Phone Support” with the exception that they can also use a district owned PC Laptop.

### **Teacher/Technology Department Support Team**

1. The technology department understands that students and/or families may find it difficult to access instruction online.
2. The technology department will work with the families through their contacts at their school.
3. Their first support request should be to the classroom teacher.
4. The technology department will work directly with the teacher to resolve the issue.
5. If the technology department and teacher team cannot address the problem, the technology department will prompt the teacher to request that the family member call the technology department.
6. The family member that calls will need to be an adult.
7. After the invitation from the teacher, an adult family member will be able to call (360) 809-4192. If needed, please leave a message.

### **Phone Support**

1. Technology staff will try to troubleshoot the issue(s).
2. The district cannot manage personal equipment like home



routers, personal cell phone, or tablets. Please contact your local service provider for such issues.

3. If we determine the router (home internet connection) is likely the problem we will ask families to reach out to their internet service provider for support.
4. If the problem stems from a district-provided device, we will ask the family to contact their teacher and request a replacement from the district.
5. The teacher can request this through their site administrator.

If you have more questions or are in need of assistance, please email [distancelearning@sequimschools.org](mailto:distancelearning@sequimschools.org), submit a Spiceworks request [here](#), or call 360-809-4192.