

Remote Learning Plan for Elementary Grades K-5



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" or "Not quite there yet," does not enhance learning. Be specific and detailed.
2. **Make Instructional Adjustments:** Use formative assessment results to guide their 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.

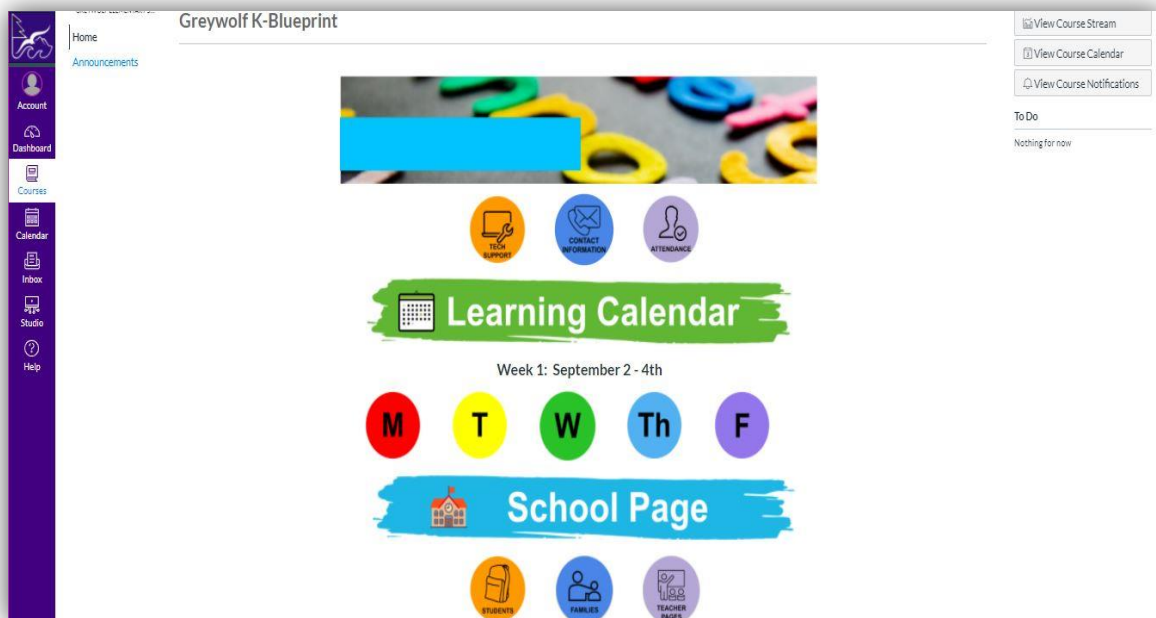


Essential Questions for Teachers

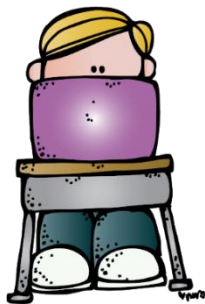
1. What are my expectations for standards?

Grade level teams will need to collaborate to identify the most essential standards to cover during the time of 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 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). [WI-FI MAP](#)
- Families can request a free desktop to keep through technology (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 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:

- Pre-K: 30 Minutes
- Grades K-1: 75 minutes (5-10-minute time spans)
- Grades 2-3: 90 minutes (10-15-minute time spans)
- Grades 4-5: 120 minutes (20-minute time spans)

b. This is not direct teaching minutes-it is the cumulative time a student spends on remote daily learning.

- After 15 minutes, strongly recommend students get up to move.

c. Daily learning time can include:

- Writing, Reading and Reflection
- Recorded lectures
- Handouts or packet work
- Discussion boards
- Online resources
- Content-based activities
- Project-based learning options
- Taking notes while watching an educational video or movie



d. Specialists (e.g.-Music, PE) will post Wednesdays lessons on Monday of each week.

- Specialists are enrichment and plan accordingly.
- Consideration should be given for the fraction of the school day/year this class might normally represent.
- Encouraging daily student physical activity will be critical, while also providing opportunities for meaningful activities in other electives/specials.



5. How are students held accountable for learning?



- a. In general, current week's assignments are due the following Monday.
- 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, emails, phone calls, etc.
- g. How are we coordinating our "office hours" or live interaction time with students?
 - Classroom Teachers, Specialists, Counselor: Tuesday and Thursday from 9-11 am and other times as needed.

6. How do I collect student work?

- a. Utilize the capabilities of Canvas that you are currently using with your students.
- 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 Microsoft Teams.



- There are some very important factors to consider if you start having live sessions with students.
- **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. This is scheduled time so that students, parents, and teachers have a set time for meeting.
- c. This would be a time that live interactions could be set up.
 - Live interactions should be focused on relationship building and connections.
 - New learning should be done through recordings, online activities, printed materials etc., so all students can access.
 - We will continue to assess our model to see how to best support families with interactive timelines.
- d. 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 for instruction at your grade level.
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 Grades K-5

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;
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 K-5



1. Students are encouraged to complete the activities assigned by their teachers(s)
2. Teachers will provide students with weekly performance-based feedback on submitted work samples that addresses students' successes and areas needing growth.
3. School staff will attempt weekly contact with each student to provide connection and/or feedback.
4. Proceed with grading as normal unless directed differently by OSPI or the district.

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:
 - 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.
4. Microsoft Team 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.



**Be part
of the
Team!**



5. 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.



6. 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.



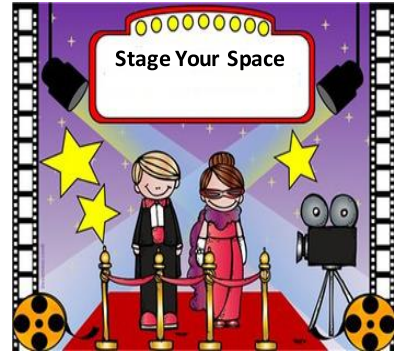
- a. Have another adult in the session - The primary role of this second person is to be an observer. It could be a teacher, para-educator, or other staff member. Consider having the second adult moderate the meeting by monitoring the students' video and chat behavior. They can check to make sure microphones 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.






**COVID-19
TOOLKIT**
VISIT [KHSd.org/covid19/](https://www.khsd.org/covid19/)

NETIQUETTE RULES

Online Manners Matter!
Rules for interacting with others
on the internet in a considerate way.



STUDENTS	PARENTS
1	1
Be Kind and Appropriate	Monitor Online Behavior
2	2
No Swearing or Signaling	Be There For Your Child
3	3
Be Respectful - Don't Yell	Support the Teacher
4	4
No Recording/Screen Shots	Expect Good Behavior
5	5
Be Present Not Distracting	Set Boundaries & Rules
6	6
No Creating Memes	Talk/Email With the Teacher
7	7
Be Polite & Wait Your Turn	Encourage Good Choices
8	8
No Typing in CAPITALS	Give Your Child Feedback
9	9
Be a Leader Not Sarcastic	Report Alarming Behavior
10	10
No Music/Distracting Sounds	Check In With Your Child

Guidance for Elementary Remote Learning Schedule (subject to change)

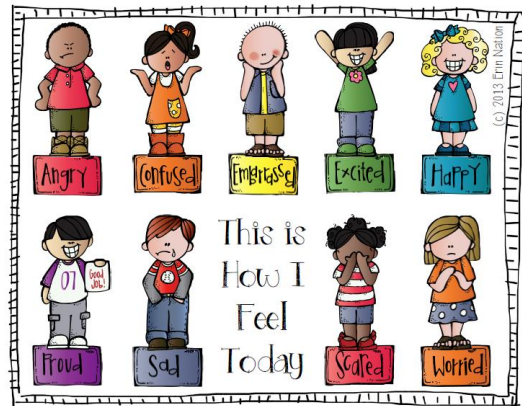
Guidance for Elementary Learning	
Pre-K	<p>Daily Learning Time: 30 minutes of direct instruction</p> <p>Daily Learning time can include:</p> <ul style="list-style-type: none"> • 5-minute increments • Hands-on activities between instruction imaginative play <p><i>Extra Suggestions for Extending Learning:</i></p> <ul style="list-style-type: none"> • Outdoor play/games • Reading with family/siblings (books of their choice) • Imaginative play
Grades K-1	<p>Daily Learning Time: 5-10-minute time spans, a total of 75 minutes</p> <p>Daily learning time can include:</p> <ul style="list-style-type: none"> • Reading • Online work • Handouts, and/or other learning activities • Social-Emotional Learning <p><i>Extra Suggestions for Extending Learning;</i></p> <ul style="list-style-type: none"> • Outdoor play/games • Reading with family/siblings (books of their choice) • Art, Music, Physical Education, etc.
Grades 2-3	<p>Daily Learning Time: 10-15-minute time spans, a total of 90 minutes</p> <p>Daily learning time can include:</p> <ul style="list-style-type: none"> • Reading • Online work • Handouts and/or other learning activities • Social-Emotional Learning <p><i>Extra Suggestions for Extending Learning;</i></p> <ul style="list-style-type: none"> • Outdoor play/games • Reading with family/siblings
Grades 4-5	<p>Daily Learning Time: 20-minute time spans, a total of 120 minutes</p> <p>Daily learning time can include:</p> <ul style="list-style-type: none"> • Reading • Online work • Handouts and/or other learning activities • Social-Emotional Learning <p><i>Extra Suggestions for Extending Learning;</i></p> <ul style="list-style-type: none"> • Outdoor play/games • reading with family/siblings
Specials: Music, PE, etc.	<ul style="list-style-type: none"> • Encouraging daily student physical activity will be critical, while also providing opportunities for meaningful activities in other electives/specials. Students are accustomed to daily, structured movement (such as Physical Education) as well as unstructured movement (such as recess). • Additionally, it has been scientifically proven that the Arts have advantages and health benefits for children including helping to improve brain power and memory functions. It also inspires creativity, teaches patience and is a great form of expression.

Elementary Tips

1. Standards based instruction is about where students are in relationship to the standards. Focus on student progress and learning, not assignment completion and due dates.
2. Communicate with students first with the tool's teachers are already utilizing and familiar with. If this is not already being done, there will be resources available for teachers to choose from. Please see the Remote Learning Resources section at the end of this document.
3. When appropriate, create learning opportunities that resemble classroom content.
4. Alternatives to technology: Grab and Go Packets - print materials, games, school supplies, books, manipulatives that mirror online work.
5. Provide opportunities for voice and choice: e.g. choice boards, book studies, journaling, creating digital and non-digital projects, address various learning styles (movement, art, music).

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 will provide parents with lists of outside mental health resources via Canvas and Sequim School District's websites.
3. Consistently communicate with school counselor(s) and principals regarding your "most vulnerable" students.
4. Be sure you know what your school process/plan is for referring students in need or in crisis.
5. 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.
6. Encourage students to identify/name how they are feeling. What do they need?
7. "Office hours" should be established, within the school work day, where individuals can meet with counselors, social workers and/or school psychologists on an as-needed basis.
8. Counselors maintain records of referrals, contacts and services as per their professional standards to ensure continuity and coordination of services provided to students.



9. 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 have a support system.
- h. Spiritual: Expanding one's sense of purpose and meaning in life.



School counselors will receive guidance from their building principals to 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), Matt Duchow (mduchow@sequimschools.org), Joanne Kidd (jkidd@sequimschools.org), Laura Wright (lwright@sequimschools.org), or Leah Bauman (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 Canvas class to assist the student with assignments.

For more info: ELL Coordinator/Teacher Sonja Younger- syounger@sequimschools.org (360) 808-5478 or Paraeducator/Native Spanish Speaker Victor Lancheros - 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. The program's services will continue to evolve to respond to the changing needs of students and their families.



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.
 - c. New this year, the Hi-Cap Coordinator will utilize "Talent Scouting", attending virtual lessons to observe students and have teachers refer students to join Hi-Cap group as a guest. The ELPA for ELL students and CLED scales for all students will also be used to help identify students.
2. Delivery of Services to Students & their Families
 - a. Classroom support and enrichment services will be provided for students by the Highly Capable Program Coordinator/Teacher through collaboration with their classroom teacher as well as through a virtual pull-out program.
 - 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.
 - d. Communicates with Hi-Cap families on a regular basis to identify needs and provide resources and support. Surveys, emails and phone calls will be used to collect feedback and adapt program services as needed.
 - e. Provide, monitor, and support Renzulli Learning, an interactive online system that provides a personalized learning environment for students and supports the development of 21st Century Learning Skills for all students, including: • Critical Thinking • Creative Problem Solving • Creativity Assessment and Development • Global Competency • Communication • Teamwork The system quickly identifies student strengths, interests, learning and expression styles, and then matches each student with thousands of personalized engaging Enrichment Activities. Renzulli Learning features robust student grouping and promotes strength-based Project Based Learning (PBL).

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 [Dr. Richard Cash for 4 PD sessions (also recorded), set up of Canvas course for teachers that includes PD in PJs for Hi-Cap Learning Modules, and other webinars (I.e. Dr. Katherine McKnight and Prufrock Press) and resources].
 - 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.

The Sequim School District Highly Capable Program will:

- Identify students who have high intellectual and academic ability;
- Support the classroom teachers in providing differentiated instruction appropriate to the needs of highly capable students;
- Develop abilities for quality production and critical/creative thinking in students;
- Place students among their intellectual peer group; and
- Engage in ongoing program evaluation and revision (WAC 392-170-030).



Additional Intellectual/Academic and Social/Emotional goals for highly capable students include:

- Expansion of academic attainments and intellectual skills by pressing for high-level mastery of Washington State Learning Standards and depth of knowledge;
- Development of the ability to understand and work through complex tasks;
- Analysis, synthesis and communication of information at a deeper level;
- Engagement in goal setting specific to a student's own intellectual, social and emotional learning;
- Development of collaboration and lifelong learning skills; and
- Development of leadership skills and a growth mindset.

For more information, please contact:

Jodi Olson, Highly Capable Program Coordinator/Teacher

(360) 775-7083 or jolson@sequimschools.org



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).



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.

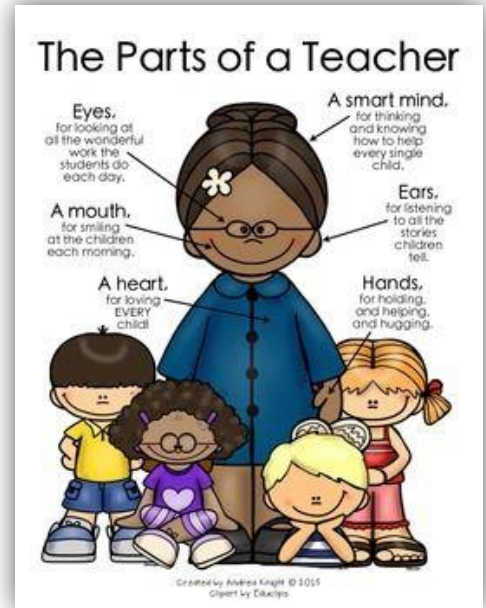
For a deep dive into Microsoft's perspective of the concept, experience, and learned best practices of transitioning from in-person to hybrid or fully remote and online learning and how it can look moving forward, click [here](#).

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

4. The technology department understands that students and/or families may find it difficult to access instruction online.
5. The technology department will work with the families through their contacts at their school.
6. Their first support request should be to the classroom teacher.
7. The technology department will work directly with the teacher to resolve the issue.
8. 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.
9. The family member that calls will need to be an adult.
10. 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, submit a Spiceworks request [here](#), or call 360-809-4192.

