

Distance Learning Plan

Leland School District “Envisioning
Excellence Through Education ”

Rev. Jesse King, Superintendent
Leland School District; 408 East 4th Street, Leland, MS 38756

EXECUTIVE SUMMARY

Thank you for the opportunity to submit our distance education plan during this unprecedented time due to Covid-19 pandemic. Our district developed this plan with guidance from the local school nurses, district and school leaders. We started by surveying our families to determine what level of technology access they would have at home, and then developed a learning plan that could meet the needs of all our students. Our administrators and district leadership strategized on how to effectively leverage the existing technology platforms already in use throughout our district and determined whether any gaps existed. Our District Team has reviewed the CDC guidelines and collaborated with our local school nurses to ensure that the proposed full continuation of education services can be conducted with the safety and well-being of our staff, students and community partners.

Our district's commitment to providing learning opportunities for our students has provided a strong basis for our teaching staff to prepare our students for the next level during these uncertain times. Prior to the Covid-19 pandemic we were able to implement a 1:1 technology program for Edna School Elementary. It is our goal to fully implement a 1:1 technology program in all grades K-12. Because we recognize that students learn in different ways and will have different levels of access to technology and structure throughout their day, we will utilize a blended approach to learning that includes synchronous and asynchronous online learning, online or telephone contact between teaching staff and students, and hard copy learning packets to ensure a full continuation of grade level services.

Leland School District Notice of Non-Discrimination

The Leland School District does not discriminate on the basis of race, color, national origin, sex, disability, religion or age in the admission and provision of educational programs, activities and services or employment opportunities and benefits.

(FERPA) Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act affords parents and students over 18 years of age certain rights with respect to the student's educational records. We will follow the guidelines and rights of FERPA.

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PANDEMIC – EPIDEMIC JOB ROLES

Administrators:

- Support staff, students, and families in shifting to an online learning environment
- Facilitate regular communication with school-based educators and families
- Help educators in implementation of learning and support plan, monitor accountability
- Receive guidance from Supervisor on alternative duties and follow expectations
- Monitor communication among teachers and their students
- Identify essential personnel to still be working in buildings

Secretaries & Office Personnel:

- Retrieve and respond to phone calls and email inquiries
- Provide support to school/departmental/administrator
- Receive guidance from Supervisor on alternative duties and follow expectations
- Maintain student/departmental/school records

Maintenance & Custodial Staff:

- Conduct building walk-throughs, as scheduled by Maintenance Director & Building Adm.
- Fulfill deep-cleaning responsibilities; follow CDC guidelines
- Communicate regularly with supervisors about cleaning/maintenance needs
- Receive guidance from Supervisor on alternative duties and follow expectations

District Nurse:

- Recommend guidelines to the District Office
- Inform the community and staff of any important health updates.
- Schedule proactive checks with families of students with chronic health concerns and those of identified high-need students (call home and check on these students at least weekly)
- Provide family support by responding to district emails/phone calls
- Assist building Principals with implementation of telehealth services for students
- Assist Secretaries in giving medications left at school back to families
- Receive guidance from Supervisor on alternative duties and follow expectations

K-12 Core Classroom Teachers:

- Expected to still work the contracted hours per day
- Use Google Classroom or Grade Results (etc.) to share learning, activities, and assignments, collect and grade appropriate assignments (documentation of learning), and provide feedback to students
- Be available to students and families during work hours, in addition to checking emails throughout the day
- Use district curricula and resources (iReady, Grade Results, Stem Scope Science, etc) to design and deliver instruction to students
- Collaborate with colleagues to share ideas, reflect on practices, and actively support others
- Receive guidance from Supervisor on alternative duties and follow expectations

K-12 Electives:

- Expected to still work the contracted hours per day
- Use Google Classroom or Grade Results (etc.) to share learning, activities, and assignments, collect and grade appropriate assignments (documentation of learning), and provide feedback to students
- Be available to students and families during work hours, in addition to checking emails throughout the day
- Use district curricula and resources (BrainPOP, etc.) to design and deliver instruction to students
- Collaborate with colleagues to share ideas, reflect on practices, and actively support others
- Receive guidance from Supervisor on alternative duties and follow expectations

Counselors

- Expected to still work the contracted hours per day.
- Serve as a resource for families and liaison to support students/families in crisis
- Use Google Classroom or Zoom to record and provide guidance lessons, as appropriate
- Coordinate with Parent Liaison, and call home to check on students and families as needed.
- Collect data based on the academic, social/emotional, and career goals as set by the team each school year
- Receive guidance from supervisor on alternative duties and follow expectations.

Instructional Facilitators:

- Be available to students and families during work hours, in addition to checking emails throughout the day
- Support educators in implementation of the learning and support plan
- Provide written/video training and support to assist staff and students/families with use of school identified resources
- Review, coordinate, and share learning resources for students, teachers, and families
- Collaborate with colleagues to share ideas, reflect on practices, and actively support others

Interventionists (non-certified); **ELA Acceleration Right Track Coach (certified)**

- Be available to students and families during work hours, in addition to checking emails throughout the day
- Use Google Classroom or Zoom (etc.) to record lessons/provide intervention instruction, as appropriate
- Schedule real-time conferences with students to assess progress and to offer assistance on work assigned by other teachers
- Serve as a resource for teachers, students, and families
- **Co-Teach (ELA)**
- **New Teacher Mentor**
- **Progress Monitoring for Right Track Participants**

Early Childhood:

- Provide families with designed learning ideas/supports on a daily basis
- Be available to families during work hours to respond to parent questions

Special Education:

- Evaluate goals for each individual student to determine if it is best to provide activities for families to practice/generalize skills OR provide a plan for alternative services

- Communicate to families the team's recommendation in each area and allow parents the final decision as to which option they prefer
- Attend staff meetings and appropriate IEP meetings, to be held by phone or via Zoom

Paraprofessionals/Teacher Assistants:

- Communicate with building principal about greatest needs for support
- Assisting teachers with preparing instructional materials
- Take time for Professional Development
- Receive guidance from Supervisor on alternative duties and follow expectations
- Provide support for at risk students as needed.

Food Services:

- Prepare and distribute Grab and Go meals
- Follow CDC guidelines for disinfecting and sanitary practices
- Receive guidance from Supervisor on alternative duties and follow expectations

Technology Department:

- Monitor and support student/family/staff needs for devices and internet access
- Support staff, students, and families in shifting to an online learning environment
- Facilitate technology support (Help Desk) to students, families, and staff
- Provide written/video support to assist faculty with use of district identified resources
- Receive guidance from Supervisor on alternative duties and follow expectations

Tech Support School Teams

- Principal designated teams of 3-4 teachers within the school that can provide technology support to teachers
- Facilitate technology support to students, staff, and families
- Provide written/video support to assist faculty with use of district identified resources

Athletic Coaches

- Provide at-home workout options to student-athletes
- Assist student-athletes with college applications and recruitment, in accordance with NCAA guidelines
- Communicate regularly with student-athletes (check-in) calls, emails, zoom etc.
- Receive guidance from Supervisor on alternative duties and follow expectations

District Office:

- Create, distribute, and coordinate the plan for the school district
- Accounts Payable & Receivables will continue as normal to communicate with vendors, employees, and the public
- Communication with parents, employees, and the public will continue with normal operations in compliance with government directives
- Assist educators in implementation of the learning and support plan
- Review, coordinate, and share resources in support of students and teacher wellness
- Provide planning and design assistance to teachers and/or school leaders, collaborating online via Zoom
- Employees will receive guidance from direct Supervisor on alternative duties and follow expectations

Communications:

- Send timely, consistent messages to school families and staff

- Prepare and send press releases to media and community entities
- Continue to attend Administrator and District Planning meetings
- Receive guidance from Supervisor on alternative duties and follow expectations

COMMUNICATION PLAN

Stakeholders and the community should refer to communications sent by the District Office to ensure consistency. The Public Information Officer will give advice and recommendations on how to construct messages. We will continue to share the innovative and kind things that our schools are doing, even though we are not in the buildings.

We will continue to send messages to staff, families, and community entities with updates. We also have a page on our <http://lelandschooldistrict.schoolinsites.com/> called “COVID-19.” We will post updates, resources, and FAQs on the web page.

LEVEL OF CONTINUATION

We will follow full-continuation: Students will be able to access grade-level and subject-matter content. Instructional support is provided, including assessment and evaluation of work. Measurable student progress is expected. Materials and instructional methods used might include all those listed above.

ENSURING STUDENT SUCCESS THROUGH ROBUST RELATIONSHIPS

Vision

Empowering student to succeed in a virtual world.

Mission

The mission of Leland School District is to empower students with the necessary intellectual ,social and civic development to succeed in higher education, obtain rewarding careers, and contribute meaningfully to the world in which they will live.

In this unique situation, teachers and administrators are using online communication tools, personal phone calls, and positive notes of encouragement for students and families as frequently as necessary based on the needs of each student.

HEALTH AND SAFETY CONSIDERATIONS

Our District Leadership Team has reviewed the CDC guidelines and collaborated with our local health professionals to provide our principals and custodians with the necessary guidance to ensure the safety of our buildings and staff. We have been deep cleaning and disinfecting all buildings. We gave all custodians a list of cleaning duties to date and sign when the cleaning was completed.

ATTENDANCE PROCEDURES

School closure has caused us to think creatively as how to ensure that our students are ready for the next grade level. Attendance and accountability for learning are important during the school closure. Our teachers will contact students and parents through personal phone calls, emails, or virtual sessions to determine the family needs and how instruction will be facilitated from home. Attendance will be determined in various ways, including: completed work, online contacts through Google Classroom or Grade results, Stem Scope, IReady, IXL and learning packets (etc.). If students are not completing work or participating in learning, teachers will be contacting parents, principals, and counselors to work with families to develop plans for student engagement based on the needs of each student.

ENSURING EQUITABLE SERVICES FOR STUDENTS AND FAMILIES DURING CLOSURE

Preparing for Distance Learning

To provide education in the presence of a pandemic event or other event where students can't come to school is essential. LSD staff will continue to follow our professional development plan which will include: on-going training for Google Classroom, Grade Results, Algebra Nation, iReady ELA and Math, and Stem Scope Science, School Status, IXL, OWL etc.. Administrators will continue to meet with teachers via Zoom in PLCs. District leaders will mobilize administrators and staff through Zoom to evaluate additional needs. The method of delivery will change from face-to-face to virtual classrooms with the district approved online platform. Because our district has been incorporating innovative learning opportunities for students through online learning modalities, we will utilize administrators, teacher leaders, instructional facilitators, interventionists, title I services, tech teams, and various vendor services to facilitate training for all staff.

Educational Services

To be successful in preparing our students for the next level, LSD believes continuation of education is a critical service we can provide to support our families.

LSD recognizes that students learn in different ways. We will utilize a blended approach to learning that includes online learning, online or telephone contact between teachers and students, and learning packets (reading materials, worksheets, etc.).

LSD is fortunate to have support from our school board and community. This support has enabled us to begin implementation of a 1:1 program for grades K-12 utilizing our learning management system, district approved supplemental learning applications, and the use of Google Chromebooks.

Chromebooks

Google provides powerful management capabilities to support our 1:1 implementation of Google Chromebook. The Chromebook has quickly become the most popular student device based on their excellent performance, tools, and manageability.

LSD stresses the importance of augmenting and continuous professional development for our staff. Our teachers have been attending online training opportunities since May of 2020. We have used these opportunities to prepare our teachers to utilize online resources. We will continue this training throughout the school year.

Recognizing a pandemic level event requires a new level of dependence on technology, our Technology Department are assessing, assisting, and supporting our instructional staff in providing the best learning environment for each student. Training and support options for staff will continue to include materials already developed, virtual team training, and one-on-one support for our teachers.

Student Access to Devices

LSD will provide a Chromebook to any student in grades K-12 that has a need. Measures will be taken to ensure all students have a device during a closure.

- Technology staff in partnership with building staff will oversee deployment of devices to any students who left their device at school and/or do not have a device at home through curbside pickup in accordance with CDC Guidelines.
- Teachers are communicating directly with their student families to determine which students need a device, Internet access, or additional support.

Internet Access

High speed internet service within the geographical boundaries of Leland School District will be available using MiFi hotspots installed on school buses wherever possible. The buses will be located at areas throughout the county where possible. Each school will also open their WiFi up so that students can park by the school and use the school's WiFi.

Ensuring Access

Teachers are in communication with families to identify who needs access. Technology Services will work with those families to identify the appropriate internet option for each situation.

No Access Options

- Contact families directly to discuss commercial connection options.
- Work with community partners to provide service.
- Remove barriers to allow families to connect wirelessly on school property.
- Provide a list of community locations that provide free wifi access.
- Offer alternative delivery methods to include telephone contacts and learning packets.

ACCESS TO ALL CLASSES

Through our district and school level teams, we have developed this structure for Models of Instruction. The Academic and Instructional Distance Learning Plan has two components:

- Plan to Transition to Distance Learning
 - Plan to Transition to Distance Learning explains the steps the district is taking to ensure that any student who needs a mobile device to access the instructional resources will be provided with one, upon request, for the duration of the schools' closure, as well as the process plan for checking in.
- Curriculum Delivery
 - Curriculum Delivery explains which resources students will use for core instruction and which materials may be used as supplemental resources to enhance core instruction, as well as the procedures teachers will follow to support their curriculum.

PLAN TO TRANSITION FOR DISTANCE LEARNING

K-12 Instructional Transition

Distance Learning will take place via Chromebooks or home device*

- Teachers will facilitate distance learning via Google Classroom (PreK-12) using online materials

**Note: Hardcopy curriculum materials will be provided for students unable to access online resources at home or those students with disabilities requiring this accommodation*

Weekly Check-in Plan

- At the beginning of each week, check in with your teacher(s) using Google Classroom (K-12).
- If you do not have access to technology, please call your school to check-in.
- If you do not check-in, you will receive a message from your child's teacher.

**Note: This plan is subject to change upon updated guidance.*

Curriculum Delivery

Digital Resources for Core Subject Areas

		Core Materials				Supplemental Materials				
		i-Ready	Grade Results	Stem S Science	TE21 (2 ND -12 TH Grade Assessments)	BrainPOP	Accelerated Reader	Common Lit	Algebra Nation	Lexia
K-5	ELA/Reading	X	X		X	X	X			X
	Math	X	X		X	X				
	Science	X	X	X	X	X				
	Social Studies		X		X	X				
6-8	ELA/Reading	X	X		X	X	X	X		
	Math	X	X		X	X			X	
	Science		X	X	X	X				
	Social Studies		X		X	X				
9-12	ELA/Reading		X		X	X	X	X		
	Math		X		X	X			X	
	Science		X		X	X				
	Social Studies		X		X	X				

Digital Resources for Electives and Other Programs (Art, Music, Physical Education, and CTE 9-12) will wait for further instructions from the school regarding instructional materials. BrainPOP will be available for K-8 elective teachers.

Digital resources designated as “Core Materials” have been selected because of their ability to track student progress and time-on-task.

Content Delivery

Content Delivery: Students will have access to digital materials and instructional activities to remain engaged in learning during the time schools remain closed. Students with additional needs to modify the curriculum will be done so on an individual basis to meet the accommodations for the student.

Elementary School *	Middle School and High School*
<p style="text-align: center;">Core Subject Areas</p> <ul style="list-style-type: none"> • Log into Google Classroom from ongoing instruction. • Check in with your teachers via Google Classroom. • Complete online instructional requirements for ELA, math, science, and social studies. • Up to four hours of instructional activities, which includes Zoom, activities, assignments and homework. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Complete daily instruction through standards-based work package. 	<p style="text-align: center;">Core Subject Areas/Electives</p> <ul style="list-style-type: none"> • Log into Google Classroom (LSP/LHS) for attendance and ongoing instruction. • Check in with your teachers via Google Classroom. • Complete online instructional requirements for ELA/English, math, science, social studies, and other elective courses following your scheduled day. <p style="text-align: center;">Credit Recovery</p> <ul style="list-style-type: none"> • Students (9-12) using Grade Results for credit recovery and course recovery, respectively, will continue working on those courses following your scheduled day.

EL Accommodations English Learners

Elementary, Middle, & High School
<p>Online dictionaries (visual and with definitions)</p> <ul style="list-style-type: none"> • Merriam-Webster Learner’s Dictionary • Collins Bilingual Dictionary • Google Translate • Bilingual Content Glossaries • Duolingo (to practice English Skills) <ul style="list-style-type: none"> • Supplementary Programs for EL students: BrainPOP ELL • Additional Support: Please contact your child’s school

PLAN FOR SCHOOL COUNSELORS/PARENT LIASON

The Leland School District (LSD) Counseling Program is dedicated to the education of the whole individual-intellectually, socially, emotionally, culturally, and physically. Together, we share the responsibility of helping each individual reach his or her potential as a lifelong learner and a contributing citizen for tomorrow's world. LSD counselors will continue to provide a comprehensive school counseling program and adhere to the ASCA virtual learning guidance and ethics during the school closures due to COVID-19. ASCA's guidelines have been reviewed and addressed by our team. The following links take you to the ASCA Position Statement on Virtual Counseling and Planning for Virtual Counseling during an Emergency Shutdown. We understand that working with students in a virtual setting poses challenges and limitations, but we will adhere to the same ethical guidelines, recognize and mitigate the limitations of virtual school counselor confidentiality, which may include unintended viewers or recipients. We will provide phone numbers and links for emergency and nonemergency situations when the school counselors are not available.

We will provide helpful links and resources for families.

We continue to believe:

- All students can achieve and meet high standards that will result in success.
- All students can achieve and deserve equitable access to resources, curriculum, and career exploration.
- School counselors must be leaders, advocates, and collaborators who create self-directed personal growth for all students.
- All students have access to a comprehensive school counseling program that is supported by stakeholders and is planned, managed, delivered, and evaluated by licensed professional school counselors.

Direct Student Services

- Delivering our Core Curriculum by providing virtual lessons K-6 using the districts chosen platform.
- Delivering information regarding academics, career/post-secondary planning, scheduling, and four-year rolling plans over electronic platforms for student's grades 7-12 through Major Clarity.
- Advising with individuals virtually, electronically, or via phone call and collaborating with parents to meet the child's needs.
- Continuing to be responsive in the needs of our students by collaborating with parents/families and providing resources.
- Encouraging students and their families to use appropriate online resources to enhance their academic, career, and social/emotional development (see district website).
- Be accessible to all students through email, phone, or online platforms for advising students

Indirect Student Services

- Consulting, collaborating, and making referrals with teachers, parents, and administrators virtually, electronically, or via phone call.
- Provide a list of outside resources for parents and post on our district website
- Provide 24/7 emergency hotline numbers and links.

Program Management

- Counselors will continue to collect data based on the academic, social/emotional, and career goals as set by the team each school year.
- Elementary counselors will continue to plan for lessons, individuals, and provide resources for teachers and parents.
- 7-12 counselors will continue to communicate regarding student academics, career/post-secondary planning, and scheduling resources for teachers and parents.
- Counselors will manage their comprehensive program by aligning their counseling program to the ASCA National Model, and ASCA’s virtual counseling model during an emergency shut down.

Non School Counseling Duties

- 504 Coordinator
 - Continue to coordinate the 504 plans for the district
 - Provide the list of accommodations to teachers for ‘remote learning’
 - Communicate with parents
 - Provide information on 504 Parental Rights

The LSD Parent Liaison will continue to provide:

- Parent Liaison will use various school/district approved communication tools (phone/email/online platforms) to facilitate contact with identified families of students (and students themselves as appropriate) in order to assess any potential needs of the students/families.
- Parent Liaison will assist families in accessing community health and social services by identifying public, private, and faith-based organizations that provide services during a public health emergency.
- As part of this process, Parent Liaison will review and update the list of available outside mental health services, social/emotional and physical well-being support and share with parents and families as appropriate.
- Parent Liaison will encourage families to continue accessing services throughout and after the school closure period and assist with this process when able/appropriate.
- Parent Liaison will further provide inquiring families with community support or steps to take if they or their children are experiencing a mental health crisis during the closure period.
- Parent Liaison may provide direct support through communication with students with proper permission and in consideration of school/district regulations/communication platforms.
- Parent Liaison will be mindful of the impact the school closures will have on the mental health and well-being of school staff, and assist in providing support, information, resources, and referrals to staff as the need presents itself.

Homeless: The Parent Liaison will connect with all identified families:

- Making sure all students have access to food, internet and devices.
- Provide community resources and supports as needed.
- Follow up with all community resources to be up-to-date with the current services available during this time.
- Coordinate needs of students for delivery of food, device and other needs when transportation is an issue.
- Provide/conduct all necessary documentation that’s needed for homeless students.

Foster Care: The Parent Liaison will connect with all identified families:

- Connect/communicate with foster care families and Child Protective Service (CPS) on all services/needs.
- Follow-up with all community resources to be up to date with the current services available during this time.
- Follow-up and provide necessary documentation required by federal guidelines.

SPECIAL EDUCATION

Private School (Special Education and Title 1)

During a partial or full closure, case managers and related service providers will communicate with families through e-mail, phone, and virtual platforms (i.e. Zoom) with our students and parents to provide services and support. Learning opportunities will be created by case managers and related service providers, in collaboration with local private schools, utilizing learning packets and virtual platforms.

Early Childhood Special Education

During a partial or full closure; case managers, related services providers, and teachers will communicate with families through e-mail, phone, and virtual platforms (i.e. Zoom) with our students to provide services and support. We shall organize learning opportunities through learning kits/packets and when possible, offer virtual support services. Related services providers and teachers will update parents with weekly contact utilizing the various instructional packets made available to parents. Students enrolled in the Leland School District's Pre-Kindergarten classes and at local daycare centers, will be subject to the rules surrounding those agencies as well. Synchronous (this will be used for the majority of instruction) and Asynchronous (one to one is often the case for related services) will be utilized with individual students based on the consideration of student's needs by the IEP committee.

Special Education and 504

Students receiving special education services through an IEP are unique and require special education services in the event of a closure. USDOE guidance indicates that once schools provide learning opportunities to students during a closure the LEA must make every effort to provide a free and an appropriate public education (FAPE) to a child in accordance with their IEP.

Communications & Contingency Plan

The school district will work to ensure special education case managers, related service providers, and teachers will communicate with parents/guardians to develop/implement a contingency plan for their child. A Contingency Plan is a document that outlines special education and related services during school closure. Special education personnel along with parents will collaborate to determine how to meet the IEP goals. Continued communication between team members will be essential for student success. Case managers will be available through specified office hours to be accessible to support families and students. Communication will be completed through telephone, email, teleconference or any other online platform. A Prior Written Notice of Special Education will follow any special education action.

Delivery of Services during School Closure

Distance Learning- for special education students may include virtual learning, web-based sites, online services and telephone contacts. Contingency learning plans could also utilize textbooks, workbooks, paper packets, documents made available on technology devices, web-based resources and other internet content. The district will utilize HIPAA-ready virtual platforms for case management duties and service delivery.

School Based Services - are considered when local and state officials will permit students (i.e. Individual or small group) to participate in educational activities within the school building.

Homebound services - will be considered on a case by case basis determined by local/state health official guidance allowing special education personnel to safely provide person to person therapy.

Special Education Actions

IDEA Timelines - The Leland School District, Office of Special Education as a general principle, during this unprecedented national emergency, will work with parents to reach mutually agreeable extensions of time, as appropriate. (i.e. Special Education referrals, assessments, and timelines)

Hosting an Individual Education Plan (IEP) - IEP team meetings will be held in accordance with current community health standards either in person or virtual meetings.

FEDERAL PROGRAMS

School-wide Title I, Title II, Title IV, Title V, Targeted Support, School Improvement and CTE programs will continue and requirements followed. In this time of distance learning and social distancing we will continue to reach out to our non-public schools and support them through this time (if applicable). Our employees hired through our federal programs will continue to support our at-risk populations through collaboration with LSD stakeholders to provide supplemental services to raise the academic achievement for all students.

Title I and Interventionists

Title I Teachers and Interventionists will continue to collaborate with grade level teachers for at-risk students and provide services via online modalities, packets and phone calls.

EL Learners

English Learners will continue Language Service Plan (LSP) with specialized online classes/assignments provided by their teachers/interventionists guided by the distance learning plan set forth by LSD.

All teachers/interventionists will use Google Classroom and/or Grade Results to deliver assignments, communication, and feedback for students. How-to videos (or websites) will be produced and posted within that platform to show students how to navigate these platforms and any other online tools that are used for instruction.

All instructions for online education will be sent to parents in a language they understand, to the extent practicable, via US Postal Service and/or email. Each teacher will include their times and dates for virtual meetings, as well as his/her availability during office hours.

Teachers/Interventionists/Right Track Coach will utilize Google Hangouts or Zoom to virtually meet with students and give them a sense of continued unity in their grade-level groups for a minimum of 30 minutes per week. Each teacher/interventionist will be available in Google Hangout or Zoom providing availability to students and parents for three hours daily, 1.5 hours each in the morning and afternoon.

Elementary School Specifics, grades PreK – 5

All elementary teachers teaching EL students and EL Support Staff and the EL Coordinator, will meet with each grade level team one hour, once a week, to determine how to support English Learners during general classroom instruction with accommodations according to each student's Language Service Plan (LSP). At least once a week teachers/interventionists will meet as a team with the EL Coordinator to determine how to specifically support each student's Language Service Plan and achievement in general education classes.

The teacher assistants/paraprofessionals (if applicable) at Edna Scott Elementary will meet with each grade level team one hour, once a week, to determine how to support English Learners during general classroom instruction, with accommodations, according to each student's LSP. The teacher assistants/paraprofessionals will communicate efficiently and seek guidance from the supervising teacher, acting as a liaison between departments.

The paraprofessionals/teacher assistants (if applicable) will meet virtually for 45 minutes once per week, with the supervising teacher and/or administrator to determine best practices to meet the needs of EL students. The teacher assistants/paraprofessionals will meet virtually with students, during times according to school mastery schedule (unless prior arrangements are made with administrator/parent), to support EL students. The supervising teacher is the school's facilitator.

Paper packets will be mailed to all EL students via US Postal Service along with a letter explaining how to do the work. A letter to parents will be included, as well as contact information/office hours for the supervising teacher, in a language they can understand, to the extent practicable.

The teacher assistants/paraprofessionals (if applicable) at Edna Scott Elementary will meet with the supervising teacher to determine best practices for LSD with paper packets at least once a week. The supervising teacher is the school's facilitator.

Leland Middle School, grades 6 – 8

The teachers/interventionist will meet virtually with EL students in each grade-level group each for one hour, four days a week. The teachers/interventionist will meet with her assigned team one hour, at least once per week, to determine how to support English Learners during general classroom instruction, with accommodations, according to each student's LSP. Additionally, the teacher/interventionist will meet with the EL team and EL Coordinator at least once a week to determine how to specifically support each student's Language Service Plan and achievement in general education classes.

Leland High School, grades 9 – 12

The teachers/interventionist (if applicable) will virtually meet with EL students in each class according to the scheduled time given by the teachers/interventionist before distance learning was in effect or four days a week (one hour in the morning and one hour in the afternoon). In addition, the teacher/interventionist will provide help and support to EL students with the assignments for general education classes.

The teachers/interventionist (if applicable) will meet with any general education instructors virtually or communicate via email during school hours to determine how to support English Learners during general classroom instruction, with accommodations, according to each student's LSP. The teachers/interventionist of EL students will meet once weekly (virtually) with a predetermined team of high school teachers. Additionally, the teachers/interventionist of EL students will meet with the EL team and EL Coordinator to determine how to specifically support each student's English Language Plan and achievement in general education classes.

Language Service Plans (LSPs)

LSPs will be placed in each student's cumulative file. A copy will be provided to all teachers by document sharing or scanning. The LSP is a working document and will be updated, as needed before being filed.

Parent Communication

All teachers are encouraged to communicate with parents frequently in a language they understand, to the extent practicable. Parent Notices (MDE approved) will be used to provide all EL parents with documents in their language if needed. Teachers do not need permission to use this already approved service.

Messaging and emails can be composed in English and received by parents in a language they understand, to the extent possible using the options provided by "Remind 101, AIM Calls, Facebook, and District Website. Formal messages should always be translated by Parent Notices and/or Google Translate.

HIGH QUALITY, EFFECTIVE, STANDARDS-BASED EDUCATION

Assessment

Grade-level assessments have been developed and Leland School District will continue to utilize these assessments; however, the delivery method will be adjusted and differentiated to meet the needs of all students. This includes all Leland School District students and their schools, respectively.

Grades

Core classes will continue to follow our policies, practices, and grading structure during a closure due to the Covid-19 pandemic. Specifically, Pre-K and K grade schools will be allowed to use standard-based reporting and or grades as applicable as 1st through 12th grades.

Acceleration

We will continue our current services for credit recovery, interventions, and summer school opportunities as needed.

Academic progress monitoring

LSD teachers will continue to meet as grade-level teams to discuss instructional best-practices, methods, and strategies. This planning time will continue to monitor students' academic progress in all academic areas; including, but not limited to: ELA, Math, Social Studies, Science, and SEL.

LSD teachers will continue to use grade-level assessments. Assessments will be virtual, formative, and summative through our online platforms and by student work. Student progress will continuously be monitored and addressed on a weekly basis. Any differentiation to instructional delivery or interventions will be discussed during grade-level PLCs. Similar to our current MTSS model, if teachers identify academic concerns or adjustments, differentiation of instruction will occur as identified through our MTSS intervention plan.

Curriculum guides for each academic area will continue to be followed. With distance learning, LSD will continue to monitor instructional delivery through our weekly PLCs and make adjustments to scaffold learning as needed.

ELI Prek – Edna M. Scott Elementary (PK-2)

Student progress monitoring will be done through district-approved modalities. This includes Google Classroom, school emails, and phone calls. Grade-level teams will meet frequently with students and parents to address instructional needs of their students.

K-2nd teachers will offer virtual and asynchronous delivery to their instruction. Lessons recorded by teachers will be posted to Google Classroom for students to watch on their own time. Progress monitoring will be done frequently utilizing these district communication tools. Teachers will be meeting with grade-level and district-level curriculum leaders to discuss instructional delivery, teacher and student progress, and instructional plans, moving forward. To maintain compliance and accountability of instructional planning and implementation, teachers will verify daily assignment understanding and completion using district-approved modalities.

Edna M. Scott Elementary (3-5)

Student progress monitoring will be done through district-approved modalities. This includes Google Classroom, school emails, and phone calls. Grade-level teams will meet frequently with students and parents to address instructional needs of their students.

3-5 grade teachers will offer virtual and asynchronous delivery to their instruction. Progress monitoring will be done frequently utilizing these district communication tools. Teachers will be meeting with grade-level and district-level curriculum leaders to discuss instructional delivery, teacher and student progress, and instructional plans, moving forward. To maintain compliance and accountability of instructional planning and implementation, teachers will verify daily assignment understanding and completion using district-approved modalities.

Leland School Park (6-8)

Student progress monitoring will be accomplished through the use of Google Classroom. Teachers will have time daily to plan and collaborate with their teams. Teachers will be available to their students through Google Classroom, phone communication, email, and time to monitor daily student progress with work that has been assigned. Interventionist will be available for students who are struggling to complete academic coursework.

6-8 grade teachers will offer virtual and asynchronous delivery to their instruction. Progress monitoring will be done frequently utilizing these district communication tools. Teachers will be meeting with grade-level and district-level curriculum leaders to discuss instructional delivery, teacher and student progress, and instructional plans, moving forward. To maintain compliance and accountability of instructional planning and implementation, teachers will verify daily assignment understanding and completion using district-approved modalities.

Leland High School (9-12)

Student progress monitoring will be accomplished through the use of Grade Results. Teachers will have time daily to plan and collaborate with their teams. Teachers will be available to their students through Google Classroom, phone communication, email, and time to monitor daily student progress with work that has been assigned.

9-12 grade teachers will offer virtual and asynchronous delivery to their instruction. Progress monitoring will be done frequently utilizing these district communication tools. Teachers will be meeting with grade-level and district-level curriculum leaders to discuss instructional delivery, teacher and student progress, and instructional plans, moving forward. To maintain compliance and accountability of instructional planning and implementation, teachers will verify daily assignment understanding and completion using district-approved modalities.

STUDENT MEALS AND FEEDING

We recognize the need that many students rely on school meals during the day, and we will offer meals Monday through Friday during school closure. FREE grab and go meals will be available for all students ages 1-18 from 11:00 a.m.-12:30 p.m. Monday-Friday at LSP and LHS. Buses will transport lunch as needed in designated areas to be identified and announced.

Directions given to parents:

- Please remain in the vehicle at all times.
- One car will be served at a time.
- Relay how many lunches are needed.
- Meals are for children ages 0-18.
- All meals are FREE!

DISTRICT OFFICE PROCESSES

Our District Office consists of several departments including accounts receivable, accounts payables, payroll, human resources, communications, and Curriculum and Instruction. These services are essential to daily business and will continue to function as directed by the Superintendent while remaining in compliance with governmental regulations.

LSD has approved flexible scheduling and availability for non-essential staff. Essential staff will be required to work their normal schedules with direction from the Superintendent or designee. Federal and state guidelines in reference to payroll and Human Resources issues will be followed.

Appendix B – Online Resources

Google Classroom - https://edu.google.com/products/classroom/?modal_active=none

Scholastic - <https://classroommagazines.scholastic.com/support/learnathome.html>

iReady - https://www.curriculumassociates.com/supporting-students-away-from-school?utm_source=VanityURL_CAI-562381a&utm_medium=WordofMouth_Multi-use&utm_content=iready_ATHOME&utm_campaign=vanity

Algebra Nation - <https://www.algebration.com/ms/>

Prodigy (LSP) - <https://www.prodigygame.com/>

Varsity Tutors – (LSP)

https://www.varsitytutors.com/common_core_8th_grade_english_language_arts-practice-tests

K-12 Reader - <https://www.k12reader.com/common-core-standard/ccss/ccss-8/>

Test Prep Review - <https://www.testprepreview.com/ela-grade-8.htm>

Khan Academy - <https://www.khanacademy.org/>

Coding - <https://code.org/>

Science:

<https://www.biologysimulations.com/simulations>

<http://www.clubscikidzmd.com/blog/?fbclid=IwAR3d20KT77E50SWKg8mWaVyiZ5Rf8u2ZujpD00fsnU0CHp-SGWgWifnhMhg>

<https://learn.concord.org/?fbclid=IwAR28us7K4TkDynPi1k7D3Z8sbpf4e9STD-t6MACHphrW4mjTM-qiVf38iFk>

Virtual Theater - <https://thevirtualtheatre.com/>

STEM Activities - <https://www.rasmussen.edu/degrees/education/blog/simple-stem-activities-for-kids/>

Spanish - <https://www.quitmanhighspanish.com/> <https://www.quitmanhighspanish.com/spanish-i-blog>

