LITCHFIELD ELEMENTARY SCHOOL DISTRICT #79
DISTANCE LEARNING PLAN
2020-2021

School District Information

*School districts are only required to submit one DLP. If individual schools within a district are providing unique instructional programs, we encourage school districts to incorporate that information into one DLP, as opposed to completing additional templates. Please contact EmergencyDL@azed.gov with any questions.

School District Name	Litchfield Elementary School District	School District Entity ID	
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Gina DeCoste Executive Director of Programs and Instruction		
Representative Telephone Number	623-535-6015		
Representative E-Mail Address	decoste@lesd.k12.az.us		

School Information

*In the chart, list the schools this plan applies to. Add rows as needed to account for all schools.

School Name	Entity ID	CTDS
Barbara B. Robey Elementary School	070479111	87522
Belen Soto Elementary School	070479116	1000251
Corte Sierra Elementary School	070479108	80054
Dreaming Summit Elementary School	070479109	85843
Litchfield Elementary School	070479101	5393
L. Thomas Heck Middle School	070479112	90385

Mabel Padgett Elementary School	070479114	90550
Palm Valley Elementary School	070479104	5396
Rancho Santa Fe Elementary School	070479105	78925
Scott Libby Elementary School	070479102	5394
Verrado Elementary School	070479113	89586
Verrado Heritage Elementary School	070479115	92878
Verrado Middle School	070479110	85844
Western Sky Middle School	070479103	5395
Wigwam Creek Middle School	070479107	79221
White Tank Learning Center	070479106	79220

Distance Learning Background Information

a. *Number of Instructional Days (3.b)*

Each school district shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b). An exception to this requirement may be granted by the ADE, if the school intended to switch to a different schedule for the 2020-2021 school year. If ADE previously approved the school to operate on a calendar that was not 180 days, but met the number of hours equal to 180 days of instruction, this provision is still met, and no action is required.

Please note, pursuant to Executive Order 2020-44 the Arizona Department of Education (ADE) shall conduct an analysis of the need to waive the number of school days that schools are required to provide schooling and the impact of such a waiver by August 31, 2020.

How many instructional days will the school district operate for School Year 2020-2021?	*180*
How many instructional days did the school district operate for School Year 2019-2020?	*180*

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	**10,452** (as of 7/19/20)	Start Date for Distance Learning	8/5/20
Estimated Number of Students Participating in Distance Learning for the Full Year		Estimated Number of Students Participating in Distance Learning for a Portion of the year	10,452
Please choose the option that indicates your proposed duration/plan for distance learning:	☐1. We intend to operate distance learning for the full year for all students. ☐2. We intend to operate distance learning until _____ for all students. ☐3. We intend to operate distance learning only until the Governor allows schools to fully reopen. ☒4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). ☐5. Other (Please explain below)		

If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:
In the Litchfield Elementary School District, we are launching the school year in a Distance Learning format. Once it is deemed safe for our students to physically return to school, we will transition from Distance Learning to three Learning Models: In-Person Learning, Hybrid Learning, and the continuance of Distance Learning. The In-Person Learning model is most similar to past operations of schools with additional safety and operational accommodations. Our Hybrid model is a blended model that includes in-person and remote learning (2 days in person and 3 days online per week). Distance Learning will be accessible to all LESD students prior to In-Person Learning and in the event of COVID emergency school closures. Teachers will manage learning in core content areas through learning management systems (Google Classroom and Nearpod) and alternative materials as needed. Students will be able to interact with classmates and staff through interactive videoconferencing. Participation and attendance of students is

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<tr><td>expected and student progress will be supported with feedback and grades. Social emotional supports and accommodations and services will be provided (e.g., special education, gifted, English Language Learners). Special education services will be determined by the IEP team. (see specific documents attached at the end of this plan)</td></tr>
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Is the school district requiring students to do distance learning?	Yes
If students are required to do distance learning, is the school district providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	Yes

In the case of a statewide closure or delay of in-person instruction, the requirement to provide a physical location available for students is waived under the Executive Order 2020-41 until the State permits in-person instruction. If due to a COVID-19 outbreak and pursuant to A.R.S. § 36-787, the Arizona Department of Health Services directs a school to close temporarily in order to appropriately sanitize the facility, the requirement to provide a physical location available for students is waived.

Attendance Tracking (1.a.i, 1.i)

- *Describe how the school district will track attendance for students attending remotely, whether full time or intermittently.* The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:
    - Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
    - Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
    - Daily assignments completed and submitted by the student.
    - A parent attestation or documentation of time spent on educational activities.

The school district is advised that the ADE will continue to issue guidance on the topic of attendance, and should closely monitor updated information related to these expectations. Current guidance can be found here: https://www.azed.gov/finance/school-finance-guidance-for-covid-19/

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Student will log onto Google Class meeting	1. Teacher/Instructional Aide	1.Daily	1. List of students via google app that documents student attendance.

2. Email or phone call with parent/guardian. 3. Student will complete assignments (paper, online) 4. Student will participate in virtual meeting with teacher	2. Teacher, Instructional Aide, School Administration, Attendance Clerk 3. Teacher, Instructional Aide 4. Teacher	2. If student did not participate in morning meeting. 3.-4. Daily or multiple times throughout the week.	2. Phone log or email 3. Gradebook, work samples, online login documentation 4. Teacher documentation, google login

a. *Describe the efforts the school district will make to ensure all enrolled students are contacted and in communication on a regular basis.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Before school starts all families will receive a welcome letter from their teacher. 2. All students will be invited to attend a virtual open house with their teacher. 3. Call student's family if they do not attend class virtually or physically. 4. Email student's family if they do not attend class virtually or physically. 5. Visit the home of the child	1. Teacher 2. Teacher 3. Teacher, Attendance clerk 4. Teacher, Attendance clerk 5. Teacher and school administrator together	1. July 31, 2020 2. August 3-4, 2020 3. If student does not attend school or log onto distance learning. 4. If student does not attend school or log onto distance learning 5. If student does not attend school or log onto distance learning	1. Copy of letter 2. Google hangout 3. Parent contact log 4. Email 5. Parent contact log

Teacher and Staff Expectations and Support (1.a.ii)

a. *Describe expectations of teachers and other staff working virtually. (see attached Teacher Expectations Document)*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

1. Teach from their classroom or remotely. 2. All teachers will follow the LESD schedule for Distance Learning. 3. Lesson plans will be designed weekly. 4. Google Classroom will be utilized. 5. Nearpod will be utilized 6. Special area teachers will also create lessons that can be used by all students 7. Team Meetings/Content counterparts will collaborate and design lesson plans together. 8. PLC's will address student needs, assessments, interventions, etc. 9. Provide feedback and grades on student progress towards standards. 10. Office hours for students' parents that have questions. 11. Participate in staff meetings, trainings and PD	1-8. Teachers, principals, Instructional Coaches, Behavior Coaches 9. Teacher 10. Teacher 11. Teachers, principals, Instructional Coaches, Behavior Coaches	1. Daily from their classroom unless approved by their supervisor to work remotely. Elementary 7:30-3:30, Middle School 8-4. 2. Daily 3. Weekly 4. Daily-multiple times 5. Daily- multiple times 6. Daily 7. Weekly 8. Weekly 9. 1-3 times per week, per subject 10. Daily 11. As needed or directed by administration	1. Teacher attendance at school or virtually. 2. Parent feedback, principal observations 3-8. Principal observation 6. Principal observation, video of lesson/activity 7. Team meeting agendas 8. Team meeting agendas 9. PLC data, meeting notes, principal observation 10. Principal observation, teacher's daily schedule. 11. PD sign in sheet, Staff meeting agenda, principal observation

b. *Describe commitments on delivery of employee support services including but not limited to:*
   o *Human resource policies and support for employees; and*
   o *Regular communication from the administration.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Identify the staffing needs of each site based on learning models chosen by families. 2. COVID training- 6 modules	1. Superintendent, Executive Directors, HR, Principals 2. All Staff, HR 3. HR, supervisors 4. HR, supervisors	1. July 17-July 24, 2020 2. Complete SafeSchools training in the first 2 weeks of school 3. Ongoing 4. Ongoing	1. Student schedule, class lists, school enrollment data 2. SafeSchools data.

3. Work with staff who are requesting a reassignment or telework to care for a family member with high-risk conditions to discuss options that support a healthy and safe work environment while determining ways to complete position responsibilities 4. Inform all staff of procedures for COVID 19 symptoms, close contact exposure or a positive.			3. Modified schedule or documentation of accommodation. 4. Written information, included in LESD Reopening Plan, email to staff.

c. Describe how professional development will be provided to employees. (See attached PD plan for staff preservice)

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Virtual or in person with physical distancing and masks. 2. Online SafeSchools modules	1. Ed Tech Coordinator, Curriculum Director, District PD Coach, Principals and Supervisors 2. All staff, HR	1. July 27- August 3, 2020, ongoing as needed throughout the duration of Distance Learning 2. Ongoing	1. Meeting sign in, agendas, online attendance, staff use of tools they have been trained to use. Class registration on Inform 2. SafeSchools certificates

List Specific Professional Development Topics That Will Be Covered

For Teachers/staff:
    o Google Classroom/Apps - Learning Management System
    o Nearpod - content delivery platform
    o Best-practices for distance learning
    o Google Meet - Live meeting platform (Google App)
    o Screencastify - Live lesson presentation platform
    o Jamboard - Virtual whiteboard (Google App)
    o Hyperdocs/Choice Boards - gifted/EL
    o Flipgrid
    o Seesaw
    o Edpuzzle - integrates questions into video lessons
    o Wakelet
    o Kami

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- o Quizlet
- o Kahoot
- o NoRedInk - 6-8
- o Newsela - 6-8
- o Mystery Science K-5
- o MobyMax
- o Best-practices in grading: grading critical standards for mastery.
- o Use of curriculum assessments (Wonders, Eureka)
- o Integrated ELD Strategies in digital lessons.
- o McGraw Hill Wonders

For Students/Parents:
- o Digital citizenship
- o Basic troubleshooting
- o Login and use of Google Classroom
- o Use and functions of curriculum and content delivery tools

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Connectivity (1.a.iii)

Check the boxes below to indicate which was/will be used to ensure each student, teacher, and staff member has access to a device and internet connectivity if the plan relies on online learning. (See attached Survey Summary)

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	x	x	x
Personal Contact and Discussion	x	x	x
Needs Assessment-Available data	x	x	x
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	x	x	x
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other:			
When will stakeholders have access to IT Support Availability?			

Traditional School Hours	x	x	x
Extended Weekday Hours			
24/7 Support			
Other:			

Instructional Methods and Monitoring Learning (1.a.iii)

a. In the tables below, <u>list</u> the methods that will be used to deliver instruction (i.e. Direct Instruction via Zoom, Independent Study, Project Based Learning via a menu of options), the content provider or program to be used (i.e. Edgenuity, Journeys, Saxon Math), and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)			
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	Direct Instruction via Google, Independent practice	Nearpod, Moby Max, Eureka Math In Sync, Singapore math	Student work, mid-module unit assessment, common formative assessments- ongoing on a daily & weekly basis.	End of module assessments, Singapore unit assessments-bi-weekly, monthly, quarterly
1-3	Direct Instruction via Google, Independent practice	Nearpod, Moby Max, Eureka Math In Sync, Singapore math	Student work, mid-module unit assessment, common formative assessments- ongoing on a daily & weekly basis.	End of module assessments, Singapore unit assessments-bi-weekly, monthly, quarterly
4-6	Direct Instruction via Google, Independent practice	Nearpod, Moby Max, Eureka Math In Sync	Student work, mid-module unit assessment, common formative assessments- ongoing on a daily & weekly basis.	End of module assessments, bi-weekly, monthly, quarterly
7-8	Direct Instruction via Google, Independent practice	Nearpod, Moby Max, Eureka Math In Sync	Student work, mid-module unit assessment, common formative assessments- ongoing on a daily & weekly basis.	End of module assessments, bi-weekly, monthly, quarterly
9-12	*N/A*	*N/A*	*N/A*	*N/A*

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)			
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*

Kindergarten	Direct Instruction via Google, Independent practice	Nearpod, Wonders, Fundations, Moby Max, Core Knowledge/Amplify	Curriculum Assessments: Wonders, Fundations, daily common formative assessments	Curriculum Assessments: Wonders, Fundations, weekly
1-3	Direct Instruction via Google, Independent practice	Nearpod, Wonders, Fundations, Moby Max, Core Knowledge/Amplify	Curriculum Assessments: Wonders, Fundations, daily, common formative assessments	Curriculum Assessments: Wonders, Fundations, weekly
4-6	Direct Instruction via Google, Independent practice	Nearpod, Wonders, Engage NY, Newsela-ELA, Core Knowledge/Amplify	Curriculum Assessments: Wonders, daily; Engage mid-module assessments, common formative assessments	Curriculum Assessments: Wonders, Engage, Core Knowledge/Amplify-end of unit
7-8	Direct Instruction via Google, Independent practice	Nearpod, Engage NY, Newsela-ELA,	Curriculum Assessments: Engage mid-module assessments, common formative assessments	Curriculum Assessments: Engage, Core Knowledge/Amplify- end of unit
9-12	*N/A*	*N/A*	*N/A*	*N/A*

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	Direct Instruction via Google, Independent practice	Mystery Science, district created science units, Core Knowledge/CK-Sci	Common formative assessments-ongoing	*Mystery Science unit assessments*
1-3	Direct Instruction via Google, Independent practice	Mystery Science, Newsela Science (3rd), district created science units, Core Knowledge/CK-Sci	Common formative assessments-ongoing	*Mystery Science unit assessments*
4-6	Direct Instruction via Google, Independent practice	Mystery Science, Newsela Science, district created science units, Core Knowledge/CK-Sci	Common formative assessments-on going, performance tasks-ongoing	*Newsela-Science-Project based assessments*
7-8	Direct Instruction via Google, Independent practice	Newsela Science, district created science units	Common formative assessments, performance tasks-ongoing	*Newsela-Science-Project based assessments*
9-12	*N/A*	*N/A*	*N/A*	*N/A*

Instructional Methods, Content Delivery, and Monitoring Student Learning (Social Studies)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	Direct Instruction via Google, Independent practice	Core Knowledge, Wonders	Common formative assessments-on going, performance tasks	Teacher anecdotal notes/rubric
1-3	Direct Instruction via Google, Independent practice	*Newsela-Social Studies,* Core Knowledge, Wonders	Common formative assessments-on going, performance tasks	Teacher anecdotal notes/rubric

4-6	Direct Instruction via Google, Independent practice	*Newsela-Social Studies, Big History Project*	Common formative assessments-on going, performance tasks	AzAC benchmark assessments
7-8	Direct Instruction via Google, Independent practice	*Newsela-Social Studies, Big History Project*	Common formative assessments-on going, performance tasks	AzAC benchmark assessments
9-12	*N/A*	*N/A*	*N/A*	*N/A*

Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d))			
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
9-12	*N/A*	*N/A*	*N/A*	*N/A*

Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)

Teachers will manage learning in core content areas through learning management systems (Google Classroom and Nearpod) or alternative materials as needed. Students will be able to interact with classmates and staff through interactive videoconferencing. Teachers will effectively utilize synchronous and asynchronous learning. Students will transition from Distance Learning to In-Person, Hybrid Learning, or LESD Digital Learning Academy when schools reopen for In-Person Learning. Participation and attendance of students is expected and student progress will be supported with feedback and grades. Social emotional supports and accommodations and services will be provided (e.g., special education, gifted, English Language Learners). Special education services will be determined by the IEP team.

Meeting the Needs of Students with Disabilities and English Learners

a. *Describe how the school district will ensure access and meet the needs of students with disabilities.*

In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Work with families to meet as many IEP minutes as possible through virtual platforms.	1. Special Education teacher, parents, Support services (i.e. speech, OT, PT), paraprofessionals, general education teachers	1. As needed to meet IEP requirements	1. Documentation of services provided, students schedule, IEP progress reports.

Process for Implementing Action Step
Resources to Build Confidence
• Create short videos and tutorials in the native language to help them teach their children how to access and use technology and online platforms. Allows parents to feel empowered to help their children learn at home.
Consistency and Alignment

- Use the Remind app and/or email (with Google Translate) across the district to communicate with parents. Parents and teachers are able to communicate back and forth with information translated into native languages.
- Messages sent home to parents should be succinct, easy to understand, and in their native language.

Social Emotional Support

- Reach out to EL families via phone, email, Remind app to build relationships and connect to check in on how families are doing and home and what is needed.
- Maintain regular and routine contact with parents and teachers to provide support and outreach in a language they understand.

b. *Describe how the school district will ensure access and meet the needs of English learners.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1.Work with families to meet English Language Learner needs as possible through virtual platforms.	1.ELL coordinator, general education teacher, ELL paraprofessional	1.Daily	1.EL Coordinator notes, student attendance data.
2.Recorded video lessons that students can access and have instructional equity no matter the home environment or ability to access a device. 3. Provide office hours to meet with students individually or with a small group to personalize learning.	2-3. EL Coordinator	2-3 Daily or Weekly depending on student need	2-3 EL Coordinator notes, student attendance data.

Process for Implementing Action Step

- EL Services held on digital platforms will:
    - allow for students to build a community in a small group setting.
    - to build trust and take academic risks to ensure the success of our EL students.
    - remain consistent for students and staff no matter what learning model students are in or if there are emergency school closures.
    - allow EL students to be able to accurately hear sounds in English as well as visually see the facial movement necessary to make the sounds.
    - minimize risks to students and staff by reducing the need to move throughout the multiple campuses and across all grade levels on a campus daily.
- Students who are participating in hybrid or online learning and are unable to attend at the assigned time due to lack of devices or due to extenuating circumstances in their home environment, EL Coordinators will provide alternative lessons for students to access at a later time or provide services via telephone if needed.
- EL coordinators should collaborate with classroom teachers to ensure that the appropriate supports and accommodations are provided to the ELs in that class through remote learning.
- Teachers should continue to provide appropriate supports and accommodations to EL students. These may include extensions of time for assignments, videos with captioning or embedded interpreting, accessible or translated reading materials, visual supports, other language services provided through video conferencing, an online translation dictionary.
- Recorded video lessons that students can access and have instructional equity no matter the home environment or ability to access a device. Provide office hours to meet with students individually or with a small group to personalize learning.

- Consider using the creation of products as summative assessments. This allows EL students to demonstrate their understanding of concepts through choice while using multiple learning styles.

Periodic check-ins with families to answer questions about their child's education and to ensure they have their basic needs met. Provide community resources if necessary (food banks, free reduced/lunch, access to technology, internet assistance, etc.)

Social and Emotional Learning Support for Students (1.a.v)

Check the boxes below to indicate which will be provided to students to support social emotional learning and how counseling services will be provided for each grade band. (See attached Parent and Teacher Conscious Discipline Documents)

		Kinder	1-3	4-5	6-8	9-12
Social Emotional Learning	Teacher Check-in	x	x	x	x	N/A
	Packet of Social and Emotional Topics					
	Online Social Emotional videos	x	x	x	x	N/A
	Parent Training	x	x	x	x	N/A
	Other: Conscious Discipline resources	x	x	x	x	N/A

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	*In-Person via virtual in conjunction with Touchstone Health Services (ongoing partnership)*	x	x	x	x	N/A
	Phone					
	Webcast					
	Email/IM					
	Other:					

Provide a description of how the school district will provide social and emotional learning support to students using the methods identified in the above charts.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1.Refer student to Touchstone Health Services 2. Daily SEL through Conscious Discipline structures. 3. Tier 2 & Tier 3 check-ins with identified students 4. Parent resources/videos for Conscious Discipline	1. Teacher, Administrator, Paraprofessional 2. Teacher 3. Behavior Coach, Student Advisors 4. Parent	1.As needed 2. Daily 3. Weekly or more frequently as needed 4. On demand via website link	1.Referral documentation 2. Teacher schedule 3. Conference notes, FIPES, Behavior plan 4. Parent feedback

Demonstrating Mastery of Academic Content (1.a.vi)

Describe how the school district will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Ongoing common formative assessments aligned to critical standards	Teachers	Weekly, bi-weekly, quarterly	1 Student progress reports/report cards

Benchmark Assessments (1.a.vii)

In the tables below, <u>list</u> the assessments that will be used for benchmarking in grades K-12 in English language arts and mathematics (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given. Career and Technical Education Districts should submit N/A.

	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Benchmark Assessments (Math)			
Kindergarten	None	In person	When in person Learning begins
1-3	None	In person	When in person Learning begins
4-6	District created benchmarks	In person	When in person Learning begins
7-8	District created benchmarks	In person	When in person Learning begins
9-12	*N/A*	*N/A*	*N/A*

Benchmark Assessments (ELA)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	*Plan for Assessment (online, in person, at testing center, etc.)*	*Proposed date(s) of assessments*
Kindergarten	Acadience	In person, online	August 17, 2020
1-3	Acadience	In person, online	August 17, 2020
4-6	District created benchmarks	In person	When in person Learning begins
7-8	District created benchmarks	In person	When in person Learning begins
9-12	*N/A*	*N/A*	*N/A*

Optional: Describe how the school district will administer benchmark assessments (use if the school district wishes to provide information in addition to the table above).

LESD will begin district created benchmark testing as soon as all students return to in-person learning. We do not currently have a platform or secure way to administer online benchmark assessments during Distance Learning.

Additional Information (Optional)

The school district may use this space to add any additional information it believes is key to the plan it has laid out in this document, or to highlight its efforts to provide a quality Distance Learning Plan to its students.

In order to address the digital divide LESD sold 200 refurbished laptops to students who in need for the cost of one dollar during April and May. We are currently getting ready to loan approximately 2,000 laptops to further meet the need of students. We are not a 1:1 device district.
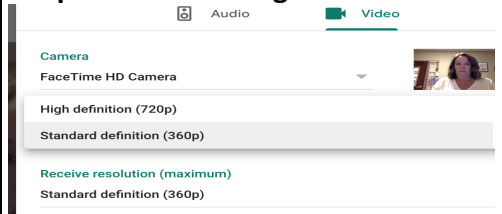We have purchased Nearpod and Eureka In Sync Math to provide online resources and access to students. That came at a cost of about ninety thousand dollars to the district. We are providing 2 additional days for teachers to receive the professional development they need to learn all of the programs needed for synchronous and asynchronous learning totaling 5 days of PD prior to starting the school year.

See attachments: Preservice PD schedule, Distance Learning student schedules, curricular resources, return to school parents survey- who needs laptops, etc., IEP's and interventions schedule, special education considerations, teacher model selection survey summary, Conscious Discipline Family Education Hub, Conscious Discipline-Creating a Foundation of Safety Plan for Teachers.

Pre-Service 2021 Staff Professional Development
Updated 7-21-2020

District Provided Professional Development:

Training -	Grade-levels	Facilitator	Virtual Link or Site-based location - When joining make sure video settings are set to 360p for both settings.
Best Practices for Distance Learning	K-8	Laura Combs	https://meet.google.com/xgk-utow-ckv Live stream (back-up): https://stream.meet.google.com/stream/b10d13f9-83b1-49eb-b23f-cfe0a1d47829
Intro to Nearpod	K-8	Laura Combs	https://meet.google.com/nqb-pqpx-fof Live stream (back up):

			https://stream.meet.google.com/stream/aa155973-2f13-4a3f-a32a-a3de29de3d7c
Google Classroom and Apps	K-8	Laura Combs	https://meet.google.com/dbi-wxgo-gak Live stream (back up): https://stream.meet.google.com/stream/235ad2e4-30df-46f5-a0c9-5329dea3b2a0
Screencastify and Google Meet	K-8	Laura Combs	https://meet.google.com/hra-kjyc-jws Live stream (back up): https://stream.meet.google.com/stream/0c9fa676-9251-4d29-a51d-dd0c33935ef5
Wonders - At-A-Glance	K-5	Phyllis Lussier	https://meet.google.com/bwh-ncsf-vyc
Mystery Science	K-5	Mary Mahoney	https://meet.google.com/hgz-mpnf-icb
MobyMax DL Tools/Refresher	K-8	Sarah Pearson	https://meet.google.com/ies-hxsr-kxu
Newsela	3-8	Sarah Pearson	https://meet.google.com/oca-pxkp-isg
NoRedInk	6-8	NoRedInk Rep	
Special Education updates	Special education staff	Melissa McComb, Kay Trammel	
ELL updates	ELL staff	Jennifer Larson	https://meet.google.com/ciy-tbdu-asi
TA Collaboration	K-5 TA	TA Leads	
Reading Specialists	Rdg. spec.	Paterno/Lussier	https://meet.google.com/tqj-szmm-juv
Preschool	Preschool staff	Aasen/Sterr	https://meet.google.com/wpn-evtq-mvh
Certified/Classified Special Areas	Special Areas	TBA	
Best Practices for Distance Learning and Google Classroom Basics-Classified staff	Classified Special Areas and others who support	Laura Combs	https://meet.google.com/fcz-qmym-jyx Live stream (back up):

| | | | student learning (Paras, Aides, Community Ed) | | https://stream.meet.google.com/stream/b10d13f9-83b1-49eb-b23f-cfe0a1d47829 |

Pre-Service Schedule
8:00-12:00 and 1:00-4:00
Virtual but at the sites - Grade-levels will meet together at their campus in one room. One person will access Google Meet link and project for all. All team members will have access to materials to follow-along on their individual computer

Wed. July 29

Times	Training	Grade levels/ Staff	Site-based (SB), or Virtual at sites (V)
8:00-9:00	Welcome back	All	SB
9:30-12:30	Distance Learning Best Practices	K-8	V
12:30-1:30	Lunch		
1:30-3:00	Intro to Nearpod	K-8	V
3:00-4:00	Explore new learning from the day	K-8	SB

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Thurs. July, 30

Times	Training	Grade levels/Staff	Site-based (SB), or Virtual at sites (V)
8:00-9:00	Mission Believe	All	SB
9:30-12:00	Google Classroom and Google Apps	K-8	V
12:00-1:00	Lunch	All	
1:00-4:00	Site-based - ● Staff and student safety procedures-Principal ● Health monitoring protocols-School Nurse	All	SB

Fri. July 31

Times	Training	Grade levels/Staff	Site-based (SB), or Virtual at sites (V)
8:00-8:50	Screencastify and Google Meets	K-8	V
9:00-9:50	Newsela	3-8	V
10:00-12:00	ELL/SPED/TA/Rdg. Spec./Preschool/MS Content (District-wide)/Special Areas (Classified and Certified)	ELL/SPED/MS/RD/PS/TA /Special Areas	TBA
12:00-1:00	Lunch	All	
1:00-4:00	Best Practices for Distance Learning and Google Classroom Basics-Classified Staff	Classified Special Areas and others who support	V

		student learning (Paras, Aides, Community Ed, ESI Subs)	
1:00-1:50	MobyMax refresher	K-8	V
2:00-2:50	Wonders/NoRedInk (MS ELA Teachers & MS Resource)	K-5/6-8	V
3:00-3:50	Mystery Science/MS Content (Site-based)	K-5/6-8	V/SB

Monday, August 3 & Tuesday, August 4- Site Based

District-wide Professional Development provided by Site Staff:
- Critical standards / Flashback/Flashforward - Elem/MS - Instructional Coaches
- Staff and student safety procedures-Principal
- Health monitoring protocols-School Nurse
- Conscious Discipline school plan - Behavior Coach
- Grading and Assessment-Principal
- Employee and HR - Principal

Kindergarten Distance Learning Student Schedule

During distance learning and for students enrolled in the LESD Digital Learning Academy, students will follow a daily class schedule 5 days a week. Shaded portions of the schedule are times that students will spend interacting with the teacher in a live session. During the other times, students will be working independently on tasks alone or with a parent/guardian for primary grades.

*Small group instruction and independent practice will happen concurrently.

Time	Activity
8:00-8:30	**Conscious Discipline rituals and class meeting**
8:30-9:10	**ELA Block to include reading and writing (Wonders)**
20 min.	Whole group instruction with the teacher
20 min.	Independent practice
	*Small group instruction with the teacher
9:10-9:20	Brain break
9:20-10:00	**Fundations and writing foundations to include:** ● Print concepts ● Phonics and phonological awareness ● Fluency ● Writing foundations
20 min.	Whole group instruction with the teacher

20 min	Independent practice
	*Small group instruction with the teacher
10:00-11:00	Lunch/Recess Break - Grab and Go Meals at your school site
11:00-12:00	**Math Block**
30 min.	Whole group instruction with the teacher
30 min.	Independent practice or small group instruction with the teacher
	*Small group instruction with the teacher
12:00-12:15	Brain break
12:15-1:00	**Science/Social Studies/STEM/Project-based learning opportunities**
1:00-1:45	**Specials (for example, art, PE, music)**
1:45-2:30	**Enrichment and/or intervention small group instruction with the teacher**
2:30-3:00	Teacher virtual office hours

1st Grade Distance Learning Student Schedule

During distance learning and for students enrolled in the LESD Digital Learning Academy, students will follow a daily class schedule 5 days a week. Shaded portions of the schedule are times that students will spend interacting with the teacher in a live session. During the other times, students will be working independently on tasks alone or with a parent/guardian for primary grades.

*Small group instruction and independent practice will happen concurrently.

Time	Activity
8:00-8:30	**Conscious Discipline rituals and class meeting**
8:30-9:10	**ELA Block to include reading and writing (Wonders)**
20 min.	Whole group instruction with the teacher
20 min.	Independent practice
	*Small group instruction with the teacher
9:10-9:20	Brain break
9:20-10:00	**Fundations and writing foundations to include:** ● Print concepts ● Phonics and phonological awareness ● Fluency ● Writing foundations
20 min.	Whole group instruction with the teacher

23

20 min.	Independent practice
	*Small group instruction with the teacher
10:00-11:00	Lunch/Recess Break - Grab and Go Meals at your school site
11:00-11:45	**Specials (for example, art, PE, music)**
11:45-12:45	**Math Block**
30 min.	Whole group instruction with the teacher
30 min.	Independent practice
	*Small group instruction with the teacher
12:45-1:00	Brain break
1:00-1:45	**Science/Social Studies/STEM/Project-based learning opportunities**
1:45-2:30	**Intervention small group instruction with the teacher**
2:30-3:00	Teacher virtual office hours

2nd Grade Distance Learning Student Schedule

During distance learning and for students enrolled in the LESD Digital Learning Academy, students will follow a daily class schedule 5 days a week. Shaded portions of the schedule are times that students will spend interacting with the teacher in a live session. During the other times, students will be working independently on tasks alone or with a parent/guardian for primary grades.

*Small group instruction and independent practice will happen concurrently.

Time	Activity
8:00-8:30	**Conscious Discipline rituals and class meeting**
8:30-9:10	**ELA Block to include reading and writing (Wonders)**
20 min.	Whole group instruction with the teacher
20 min.	Independent practice
	*Small group instruction with the teacher
9:10-9:20	Brain break
9:20-10:00	**Fundations and writing foundations to include:** ● Print concepts ● Phonics and phonological awareness ● Fluency ● Writing foundations
20 min.	Whole group instruction with the teacher

20 min.	Independent practice
	*Small group instruction with the teacher
10:00-11:00	Lunch/Recess Break - Grab and Go Meals at your school site
11:00-11:45	**Science/Social Studies/STEM/Project-based learning opportunities**
11:45-12:30	**Specials (for example, art, PE, music)**
12:30-1:30	**Math Block**
30 min.	Whole group instruction with the teacher
30 min.	Independent practice
	*Small group instruction with the teacher
1:30-1:45	Brain break
1:45-2:30	**Intervention small group instruction with the teacher**
2:30-3:00	Teacher virtual office hours

3rd Grade Distance Learning Student Schedule

During distance learning and for students enrolled in the LESD Digital Learning Academy, students will follow a daily class schedule 5 days a week. Shaded portions of the schedule are times that students will spend interacting with the teacher in a live session. During the other times, students will be working independently on tasks alone or with a parent/guardian for primary grades.

*Small group instruction and independent practice will happen concurrently.

Time	Activity
8:00-8:30	**Conscious Discipline rituals and class meeting**
8:30-9:10	**ELA Block to include reading and writing (Wonders)**
20 min.	Whole group instruction with the teacher
20 min.	Independent practice
	*Small group instruction with the teacher
9:10-9:15	Brain break
9:15-10:00	**Specials (for example, art, PE, music)**
10:00-11:00	Lunch/Recess Break - Grab and Go Meals at your school site
11:00-11:40	**Fundations and writing foundations to include:** ● Print concepts ● Phonics and phonological awareness ● Fluency ● Writing foundations

20 min.	Whole group instruction with the teacher
20 min.	Independent practice
	*Small group instruction with the teacher
11:40-11:45	Brain break
11:45-12:30	**Science/Social Studies/STEM/Project-based learning opportunities**
12:30-12:45	Brain break
12:45-1:45	**Math Block**
30 min.	Whole group instruction with the teacher
30 min.	Independent practice
	*Small group instruction with the teacher
1:45-2:30	**Intervention small group instruction with the teacher**
2:30-3:00	Teacher virtual office hours

4th Grade Distance Learning Student Schedule

During distance learning and for students enrolled in the LESD Digital Learning Academy, students will follow a daily class schedule 5 days a week. Shaded portions of the schedule are times that students will spend interacting with the teacher in a live session. During the other times, students will be working independently on tasks alone.

*Small group instruction and independent practice will happen concurrently.

Time	Activity
8:00-8:30	**Conscious Discipline rituals and class meeting**
8:30-9:10	**ELA Block Part I to include reading and writing (Wonders)**
20 min.	Whole group instruction with the teacher
20 min.	Independent practice
	*Small group instruction with the teacher
9:10-9:20	Brain break
9:20-10:00	**ELA Block Part II to include reading and writing**
20 min.	Whole group instruction with the teacher
20 min.	Independent practice

	*Small group instruction with the teacher
10:00-11:00	Lunch/Recess Break - Grab and Go Meals at your school site
11:00-11:30	**Intervention small group instruction with the teacher**
11:30-12:45	**Math Block**
45 min.	Whole group instruction with the teacher
30 min.	Independent practice
	*Small group instruction with the teacher
12:45-1:00	Brain break
1:00-1:45	**Science/Social Studies/STEM/Project-based learning opportunities**
1:45-2:30	**Specials (for example, art, PE, music)**
2:30-3:00	Teacher virtual office hours

5th Grade Distance Learning Student Schedule

During distance learning and for students enrolled in the LESD Digital Learning Academy, students will follow a daily class schedule 5 days a week. Shaded portions of the schedule are times that students will spend interacting with the teacher in a live session. During the other times, students will be working independently on tasks alone.

*Small group instruction and independent practice will happen concurrently.

Time	Activity
8:00-8:30	**Conscious Discipline rituals and class meeting**
8:30-9:15	**Specials (for example, art, PE, music)**
9:15-10:00	**Science/Social Studies/STEM/Project-based learning opportunities**
10:00-11:00	Lunch/Recess Break - Grab and Go Meals at your school site
11:00-11:40	**ELA Block Part I to include reading and writing (Wonders)**
20 min.	Whole group instruction with the teacher
20 min.	Independent practice
	*Small group instruction with the teacher

11:40-11:50	Brain break
11:50-12:30	**ELA Block Part II to include reading and writing**
20 min.	Whole group instruction with the teacher
20 min.	Independent practice
	*Small group instruction with the teacher
12:30-12:45	Brain break
12:45-2:00	**Math Block**
45 min.	Whole group instruction with the teacher
30 min.	Independent practice
	*Small group instruction with the teacher
2:00-2:30	**Intervention small group instruction with the teacher**
2:30-3:00	Teacher virtual office hours

SAMPLE - 6th-8th Grade Distance Learning Student Schedule

During distance learning and for students enrolled in the LESD Digital Learning Academy, students will follow a daily class schedule 5 days a week. Shaded portions of the schedule are times that students will spend interacting with the teacher in a live session. During the other times, students will be working independently on tasks alone.

*Small group instruction and independent practice will happen concurrently.

Actual student schedules may not follow this exact order as core and electives will be mixed through-out the day.

Core classes include ELA (Reading and Writing), Math, Social Studies, and Science

Time	Activity
8:30-9:00	**Homeroom - Conscious Discipline rituals and class meeting**
9:00-10:00	**Core 1**
40 min.	Whole group instruction with the teacher
20 min.	Independent practice
	*Small group instruction with the teacher
10:00-11:00	Lunch/Recess Break - Grab and Go Meals at your school site
11:00-11:55	**Core 2**

40 min.	Whole group instruction with the teacher
15 min.	Independent practice
	*Small group instruction with the teacher
12:00-12:55	**Core 3**
40 min.	Whole group instruction with the teacher
15 min.	Independent practice
	*Small group instruction with the teacher
12:55-1:00	Brain break
1:00-1:55	**Core 4**
40 min.	Whole group instruction with the teacher
15 min.	Independent practice
	*Small group instruction with the teacher

1:55-2:00	Brain break
2:00-3:00	**Elective**
40 min.	Whole group instruction with the teacher
20 min.	Independent practice
	*Small group instruction with the teacher
3:00-3:30	**Intervention small group instruction with the teacher/Office Hours**

Last updated 7/20/20

All LESD students will have live interactions with LESD teachers during the day, beginning on the first day of school, August 5th. This includes students enrolled in the Digital Learning Academy (DLA) and students utilizing distance learning until school reopens. Lessons and content are aligned with the LESD adopted curriculum and resources, and are consistent with the lessons occurring on our campuses. Classwork will be a mixture of online and offline work. Attendance will be taken daily and grades will be given on complete assignments.

<u>LESD adopted curriculum kindergarten -5th grades:</u>
Reading/ELA - Wonders
Fundations K-3
Writing - Step Up to Writing
Math - EngageNY/Eureka In Sync (coming soon)
Science - Mystery Science
Social Studies - Wonders

<u>LESD adopted curriculum 6th-8th grades:</u>
Reading - EngageNY
Social Studies - Lessons built from critical standards
Science - Lessons built from critical standards
Writing - EngageNY and NoRedInk
Math - EngageNY/Eureka Math In Sync (coming soon)

<u>Resources and digital tools that teachers may use to deliver content:</u>
Google Classroom - Learning Management System
G Suite for Education Apps (Docs, Sheets, Slides, etc)
Nearpod - content delivery platform
Google Meet - Live meeting platform (Google App)
Screencastify - Live lesson recording and presentation platform
Jamboard - Virtual whiteboard (Google App)
Hyperdocs/Choice Boards
NoRedInk - 6-8
Newsela - 3-8
MobyMax - K-8 all subjects
<u>Some other tools a teacher may use might include:</u>
Flipgrid, Seesaw, Edpuzzle - integrates questions into video lessons,
Wakelet, Kami, Quizlet or Quizzes, Kahoot

Expectations for Litchfield Elementary School District Teachers
During Distance Learning and the LESD Digital Learning Academy

We recognize that, during this closure, students will have different abilities to engage in distance learning. Factors such as home internet access, technology device availability, or the need to care for younger siblings will impact a student's ability to engage in the learning. No student shall be penalized for these forces beyond their control. We have intentionally designed this distance learning program to be flexible and to allow students multiple ways and opportunities to engage in learning.

Distance learning means instruction in which the student and instructor are in different locations. This may include interacting through the use of computer and communications technology, as well as delivering instruction and check-in time with their teacher. Distance learning will include live and recorded video or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, video, or other instruction that relies on a computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.

Teacher Responsibilities During Distance Learning

1. Online-learning days count towards 180 required days of attendance.
2. If you teach a class of students or provide one-on-one or small group services, you will conduct online learning.
3. All normal-operating instructional requirements remain (lesson planning and submission, delivery, grading, recording grades, and attendance).
4. Communication with students/families via LESD email or via Google Meet is required. Teachers must be available for students and parents during student regular school hours.
During Distance Learning all elementary teacher hours including K-8 will be 7:30 AM - 3:30 PM. Middle school teacher hours will be 8:00 AM - 4:00 PM.
5. Begin posts & emails with a warm and friendly introduction. Our students need face to face contact in order to feel safe and connected to their teacher.
6. The use of Google Classroom is mandatory for all LESD teachers in order to maintain consistency and create a more user-friendly system for students and parents.

a. Student expectations for online learning should be posted in your Google Classroom b. Your principal and instructional coach must be added as teachers to your classroom.
c. Lessons and activities must be posted by 8:00 AM every day. If using live/synchronous learning, post by 8:00 AM the time that students must log in.
Remember to record and post those lessons to the Classroom for students that are unavailable during the live session.

d. Open Google Meet link 5 minutes before the start of Synchronous lesson (video may be off) so you may start promptly.

7. Be flexible, responsive, and positive. Students will be affected by the closure in different ways. Expect to receive late submissions or responses at times outside of school hours.

Paraprofessionals /Instructional Assistants Responsibilities During Distance Learning

1. Instructional support staff may be assigned to a group of teachers (i.e. team, grade level, content, etc.) They will be expected to collaborate with classroom teachers to support online learning instruction and facilitate resources.
2. Instructional support staff may also be assigned to a temporary campus position that is needed due to COVID 19 closures.

Special Area Teachers During Distance Learning

1. All normal-operating instructional requirements remain (lesson planning and submission, delivery, grading, recording grades, and attendance).
2. Communication with students/families via LESD email and set up virtual meetings as needed. Teachers must be available for students and parents during regular school hours.

During Distance Learning all elementary teacher hours including K-8 will be 7:30 AM -3:30 PM. Middle school teacher hours will be 8:00 AM- 4:00 PM.
3. The use of Google Classroom is *optional but encouraged* f or all LESD Special Area teachers but Google Classroom training is required in order to maintain consistency and create a more user-friendly system for students and parents in the case that a special area teacher needs to substitute in a general classroom.

4. A minimum of 2-3 recorded or live lessons per grade band per week for certified special areas. The use of live and recorded lessons may vary between campuses at the principal's discretion. Grade band examples: K-2, 3-5, 6-8 or K/1, 2/3, 4/5
5. Optional for classified special area teachers- 1 recorded lesson per grade band per week.

6. Option to teach live lessons to staff students that are on campus.
7. Collaborate with other district special area teachers one time a week via Google Hangout.

Student Responsibilities during Distance Learning

1. It is expected that students will complete assignments for ALL classes during this distance learning experience.
2. Students will be held accountable for work during this time.
3. Students should log in each day to attend live or recorded lessons, view assignments, and complete them in a timely fashion.

4. Students (and/or caregiver) should contact the teacher via email or Google Meet with questions or concerns regarding assignments. Teachers will remain available via email throughout the school day.

a. Elementary students should log in at 8:00 AM
b. Middle school students should log in at 8:50 AM
c. Contact teacher through Classroom, Email, or Meet for questions

Parent Responsibilities during Distance Learning

Students and parents use Google Classroom and/or email to contact their teachers with questions. Teachers will be available to students through Google Meets during specified office hours and through email throughout the day. Teachers have a full schedule therefore it is possible that emails sent to teachers during the day may not be returned until the end of the school day.

To provide flexibility for families that need it, learning can occur online or offline (e.g. reading, exercise, drawing, constructing, writing, and etc. are perfectly acceptable virtual school day tasks that can be photographed, videoed, or turned in upon return to school).

Teacher Model Selection Survey 2019-2020

A district-wide survey intended to receive feedback from classroom teachers concerning the learning model(s) they would be willing to teach during the 2020-2021 school year was administered to all certified staff. Responses were submitted beginning July 1st, and as of the afternoon of July 2nd, the district had received 503 total responses.

Overall, of the 503 responses:
- 66% of respondents selected they are willing to teach in-person
- 69% selected they are willing to teach a hybrid model
- 48% selected they are willing to teach a digital model
- 40% selected they would be willing to teach one of the three learning models
- 37% selected a combination of two of the learning models
- 23% responded they are willing to teach all three

Of the 40% that selected they would be willing to teach one of the three models:
- 49% selected in-person learning
- 26% selected a hybrid model
- 25% selected a digital learning model

Of the 37% that selected two of the models:
- 59% selected a combination of in-person and hybrid learning
- 4% selected a combination of in-person and digital learning
- 37% selected a combination of hybrid and digital learning

Parent Return to School Survey 19-20

Litchfield Elementary School District

A district-wide survey intended to receive feedback from district households was administered to the Litchfield community. Responses were submitted beginning June 10th and as of the morning of June 18th, the district had received 4,791 total responses. If each household responded once, that would represent 62% of the approximately 7,760 households in the district. The following is a count of responses by school:

School	#Responses
BBR	227
BS	480
CS	285
DS	256
LTH	323
LES	520
MP	334
PV	358
RSF	223
SLL	212
VES	428
VH	469
VMS	330
WC	487
WS	602
WT	12

Overall, of the 4,791 responses:
- 56% report a feelings of neutral to very comfortable sending their students back to school
- 67% report they prefer a "hybrid model" over complete online or distance learning
- 75% report they prefer students to attend school twice per week, and a slightly higher percent (41%) prefer attendance on consecutive days.
- 61% prefer a school closure on Friday over Wednesday
- 18% report their child depends on school transportation
- 96% report they have reliable internet in the home and 76% report they have access to reliable technology devices
- 91% report they do not depend on the school to provide breakfast and 81% report they do not depend on the school for lunch

IEPs & Interventions During Distance Learning

	Reading	Math	Open Times
Kinder	*ELA Block (8:30-9:15)* *Fundations (9:30-10:00)* Intervention options: 8:45-9:15 9:45-10:00 Other Interventions: 1:45-2:45	*Math Block (11:00-12:00)* Intervention Options: 11:30-12:00 Other Interventions: 1:45-2:45	SS/Science: 12:15-1:00
1st	*ELA Block (8:30-9:15)* *Fundations (9:30-10:00)* Intervention options: 8:45-9:15 9:45-10:00 Other Interventions: 1:45-2:45	*Math Block (11:45-12:45)* Intervention Options: 12:15-12:45 Other Interventions: 1:45-2:45	SS/Science: 1- 1:45
2nd	*ELA Block (8:30-9:15)* *Fundations (9:30-10:00)* Intervention options: 8:45-9:15 9:45-10:00 Other Interventions: 1:45-2:45	*Math Block (12:30-1:30)* Intervention options: 1:00-1:30 Other Interventions: 1:45-2:45	SS/Science: 11:00-11:45
3rd	*ELA Block (8:30-9:05)* *Fundations (11:00-11:40)*	*Math Block (12:45-1:45)*	SS/Science: 11:50-12:30
4th	*ELA Block I (9:25-10:00)*	*Math Block (8:30-9:15)*	SS/Science: 1:00-

	ELA Block II (11:30-12:45)		1:45
5th	ELA Block I (11:00-11:40) ELA Block II (11:50-12:30)	Math Block (12:45-2:00)	SS/Science: 9:15-10:00

SPECIAL EDUCATION

LESD Special Education Department has developed strategies and plans to best meet our students' needs.

Self-Contained/Developmental Preschool
Distance Learning
- If required due to a state or district-wide closure, teachers will work with families to meet as many IEP minutes as possible through virtual platforms.
- Parent/teacher conferences may be held to gain parent insight into student/family needs and to further individualize support.
- Teachers/therapists may consider delivering manipulatives/tasking type hands-on activities to support home learning.
- This scenario also applies if students require a virtual model due to health concerns (medical certification) and/or if the parent has chosen a virtual option, but the LESD Digital Learning Academy is not appropriate to provide FAPE per the IEP team. It additionally applies to all developmental/ preschool students opting in to a virtual model since the Digital Learning Academy services only students in grades K-8.
- Consider small groups or 1:1 in-person services as safety/scheduling permits.
- Paraprofessionals may shift to other classrooms/duties and may perform online instruction guided by the teacher depending upon needs. They may also prepare materials for students to use at home (e.g., file folders, hands on, tasking boxes).

Resource
Distance Learning
- If required due to a state or district-wide closure, teachers will work with families to meet as many IEP minutes as possible through virtual platforms.
- Parent/teacher conferences may be held to gain parent insight into student/family needs and to further individualize support.

- Teachers/therapists may consider delivering manipulatives/tasking type hands-on activities to support home learning.
- This scenario also applies if students require a virtual model due to health concerns (medical certification) and/or if the parent has chosen a virtual option, but the LESD Digital Learning Academy is not appropriate to provide FAPE per the IEP team.
- Consider small groups or 1:1 in-person services as safety/scheduling permits.
- Paraprofessionals may shift to other classrooms/duties and may perform online instruction guided by the teacher depending upon needs. They may also prepare materials for students to use at home.

Related Services

Distance Learning
- If required due to a full state or district closure, therapists will work with families to meet as many IEP minutes as possible through virtual platforms.
- Students will be scheduled in small groups at specific times in order to provide as many service minutes as possible to all students.
- This scenario also applies if students require a virtual model due to health concerns (medical certification) and/or if the parent has chosen a virtual option, but the LESD Digital Learning Academy is not appropriate to provide FAPE per the IEP team.
- Consider small groups or 1:1 in-person services as safety/scheduling permits.
- Classified staff (PTA, SLPA, COTA) will support certified therapists as per typical in providing therapies virtually as designated by the supervisor based on needs. They may also prepare materials for students to use at home.

Health and Safety (All Students-non-medical)

- Small groups of no more than 5 in an area of class or group at a time (across all settings).
- Related Services (push-in if possible to minimize students out on campus).
- No sharing of supplies or sanitize supplies between uses (e.g.: headphones for READ 180, file folders, Physical Therapist/Occupational Therapist equipment).
- Anything that can't be washed between uses (e.g.: cloth bean bags) will be off limits or available to one child until proper sanitation can take place.
- Clean and disinfect areas between groups (across all settings).
- Consider additional PPE for staff working with students that may have spitting, drooling or bodily fluids or unable to wear masks due to sensory needs, disability or during necessary physical interaction (face shields worn with face masks unless social distancing in place and/or gowns).
- Consider limiting the number of campuses in a day for related services, coaches, directors, etc. (Directors/Leads will work with coaches and related service providers with schedules for this).
- Consider additional PPE (masks and face shields) for those traveling to more than one campus and/or classroom in a day (psychologists, related service, coaches, coach paraprofessionals).

Health and Safety (Medically Fragile)

- Identify students previously identified as medically fragile and contact to determine return to school. plan, consider medical release or update to care plan, and consider placement and/or additional accommodations/modifications if needed.
- Consider increased or different PPE that may be needed (medical grade masks, gloves).
- Consider limiting exposure to other staff or students outside of the classroom environment.
- Consider providing therapies via teletherapy with a therapist in the front office so that staff can still access them to ask questions or provide an in-person model if needed. Para/nurse/teacher interacts with student(s) while student and staff are guided by a therapist through the computer.
- IEP goals including self-help skills will continue to be addressed wearing appropriate PPE as necessary.

Resources

- Face shields (worn with masks) for related service and school psychologists (classes with students that spit as a behavior).
- Additional masks, gloves, thermometer for Medically Fragile classroom.
- Requested materials from the physical therapist.
- Specific workspace(s) that can be used for related services and coaches on campuses and how they will continue to be sanitized.
- Consider additional PPE.

Litchfield Elementary School District
## Conscious Discipline Family Education HUB

Helpful Resources

2020-2021 CD Family Education Vision

Conscious Discipline Family Education Folder
- **CD Family Education Resources**
- **CD Music**
- **I Love You Rituals**
- **CD Resources Premium Resources**
- **E-Course Posters**
- **Connection/Brain Break ideas**
- **Family Education Google Hangout Planning Recordings**
- **School Examples: BSE 2019-2020   LES 2019-2020   PVE 2019-2020   SLE 2019-2020**

Conscious Discipline Parent Education Curriculum (Purchased by each School)
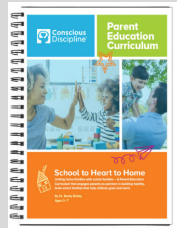
Power/Skill Page #'s Parent Curriculum	School Family	CD Parent Education Curriculum Resources	Additional Resources
Brain State Model Open House: Pages 7-15	Safe Place Friends & Family Board or Book	Open House Visual Routine (pg 163) Make-n-Take Learning Expectations (pg 14)	E-Course Poster 1: CD Principles E-Course Poster 2: Brain States Brain Game (1 of 3)

	Job Board Kindness Tree We Care Center Visual Routines Time Machine Celebration Center	Brain State Model Mini-Poster (pg 171) Open House Handout (pg 194) Twinkle, Twinkle Little Star (pg 174) Four Elements of Connection (pg 200)	Brain Game (2 of 3) Brain Game (3 of 3) CD Bingo Game Shubert Heart-Shape Glasses Traditional Discipline vs. Conscious Discipline Traveling Shubert
1.Power of Perception Skill of Composure Pages 17-31	Friends & Family Board/Book Safe Place Brain Smart Start Safekeeper Ritual Greeting & Goodbye Ritual	Visual Routine Composure(pg 164) Active Calming Mini-Poster(pg 175) Breathing S.T.A.R. Make-n-Take. (pgs. 179-181) Make-n-Take Breathing Book Pg 1 Make-n-Take Breathing Book Pg 2 (pgs. 182-3) Composure Handout (pg 195)	E-Course Poster 3: School Family (STAR/Wish Well) E-Course Poster 4: Composure Shubert is a S.T.A.R. Book Sophia is a S.T.A.R. Book At Home Brain Breaks and Calming At Home Morning Meetings Caring Connection Calendar Commitment Calendar Commitment Check-Up Family Cell Phone Agreement

			Feeling Faces Happy, Sad, Angry, Scared
			Five Steps to Self Regulation Icons
			Guide to Brain Smart Start for Our Day
			Brain Break Ideas
			I Can Handle Scared Book
			I Can Help Keep it Safe at Home
			Memory Game Breathing Choices
			My Family Safekeeper Ritual Plan
			Rage Book
			Safe Place Breathing Icons
			Safekeeper Ritual Plan
			Story Hand
			When I Feel Bug Crazy Mad
			Make-n-Take Feeling Face Spinner

			Make-n-Take Feeling Faces Wheel
			Make-n-Take Choice Board Greetings
			Make-n-Take Greeter Board and Safe Keeper
			Make-n-Take Choice Board I Love You Rituals
			Make-n-Take I Love You Ritual Choice Spinner
			Make-n-Take Safe Place Cream Labels
			Make-n-Take Breathing Choice Spinner
			Make-n-Take Choice Board Breathing Icons
			Make-n-Take Pause Wheel
			Button Pushing Game
			Pivot Play Game
2. Power of Attention	Visual Routines	Visual Routine Assertiveness (pg 165)	E-Course Poster 5: Assertiveness

| SKill of Assertiveness

Pages 32-41 | Class-Made Books

Time Machine

After Conflict Reconnecting Ritual | Parent Night Chant (pg 36)

Visual Routine Make-n-Take Pg 1
Visual Routine Make-n-Take Pg 2 (Pgs 40-41)

Assertiveness Mini-Poster (pg 171)

Assertiveness Parent Handout (pg 196) | Shubert's Big Voice Book
Sophia's Big Voice Book

Hand Washing Songs

Hand Washing Visual Procedures

Hitting Book

Learning Routines for Children

Social Skills for Siblings Asking for a Turn

Social Skills for Siblings Asking to Play

Social Skills to Teach (Cards)

Stop and Go Signs for Adults

Stop and Go Signs for Siblings

Visual Daily Schedule

Visual Shopping Plan

Your Words Matter

Make-n-Take Visual Routines |

3. Power of Unity Skill of Encouragement Pages 42-49	ConnectingRituals School Family Jobs Ways to be Helpful Book	Visual Routine Encouragement (pg 166) Make-n-Take Encouragement at Home Pg 1 (pg 48) Make-n-Take Encouragement at Home Pg 2 (pg 185) Make-n-Take Encouraging Notes (pg 184) Noticing Mini-Poster (pg 172) Parent Night Jobs (pg 202) Age Appropriate Jobs (pg 203)	E-Course Poster 6: Encouragement Shubert's Helpful Day Book Sophia's Helpful Day Book Age Appropriate Chores Every Child Has a Job Make-n-Take Family Jobs Noticing that Encourages Game
4. Power Free WIll Skill of Choices Pages 50-59	Visual Rules Behavior Chart	Visual Routine Choices (pg 167) Two Positive Choices (pg 204) Teaching a New Skill Mini-Poster (pg 176) Make-n-Take Picture Rule Cards (pg 186) Make-n-Take I Love You Ritual Chooser Pg 1 Make-n-Take I Love You Ritual Chooser Pg 2 (pgs 190-191)	E-Course Poster 7: Choices Shubert's Choice Book Sophie Makes a Choice Book Classroom Behavior Chart
5. Power of Acceptance We Care Center Kindness Tree		Visual Routine Empathy (pg 168) How Do You Feel Chart (pg 172)	E-Course Poster 8: Empathy (DNA) Shubert's New Friend Book

Skill of Empathy Pages 60-67		D.N.A. Mini-Poster (pg 177) D.N.A. Mini-Poster Key (pg178) Empathy Parent Handout (pg 197) Make-n-Take D.N.A. Pg 1 Make-n-Take D.N.A. Pg 2 Make-n-Take D.N.A. Pg 3 Make-n-Take D.N.A. Pg 4 Make-n-Take D.N.A. Pg 5 Make-n-Take D.N.A. Pg 6 (Pg s 156-158, 187-189) Developmental Levels of Empathy (pg 205)	Sophie's New Sibling Book Kindness Tree Graphing Activity Kindness Tree Structure Plan Make-n-Take Kindness Pizza Make-n-Take Kindness Tree
6. Power of Love Skill of Positive Intent Pages 68-75	Celebration Center School Family Assemblies Wishing Well	Visual Routine Positive Intent (pg 169) Mini-Poster A.C.T. (pg 173) Make-n-Take Celebration Pg 1 Make-n-Take Celebration Pg 2 (pg 192-193) Parent Handout Positive Intent (pg 198)	E-Course Poster 9: Positive Intent (ACT) Shubert Sees the Best Book Sophie Wants a Turn Book I Love You Rituals Teddy Bear Activity Book Wish Well Board Wish Well Ritual Plan

			Make-n-Take Wish Well Board Make-n-Take Home Wish You Well Board Make-n-Take School Wish You Well A.C.T. Scenario Game (4 & Up) A.C.T. Scenario Game (Infant/Toddler)
7. Power of Intention Skill of Consequences Pages 76-85	Time Machine Class Meetings Class Meeting Ritual	Visual Routine Consequences (pg 170) Mini-Poster Time Machine (pg 173) Mini-Poster Most Valuable Memory (pg 174) Parent Handout All About Consequences (pg 199)	E-Course Poster 10: Consequences (Time Machine) Shubert Rants and Raves Book Sophie Tants and Raves Book Executive Skills Lending Library Games List for Executive Skills
CD Review			Consequences Game CD Trivia Game CD Charades Game 7 Powers of Self Control Game

Creating a Foundation of Safety
A Plan for Returning from School Closure for Staff & Students
COVID-19 has impacted all of us. Our children who do not have family privilege, with regulated adults caring for them, will come back needing an intensified plan for safety and connection. Our children who have regulated adults caring for them have experienced unprecedented chaos and isolation and will come back needing an intensified plan for safety and connection as well. As adults, we have experienced all of these things too! Therefore, we are coming back with an increased need for safety and connection that we have to intentionally work on and acknowledge.

All of our CDATs have developed or are developing Year 5 CD implementation plans for their sites. The plan below is a COVID-19 specific plan to layer on top of the Year 5 site plan. CDAT members should read through the plan and determine what lessons to embed into their professional development schedule. The Composure Lesson Plan is one that should be implemented on every site.

Safety- COVID Specific Plans
Composure Lesson Plan
What Does Safety Look Like and Feel Like Lesson
Visual Routine Lesson Plan
Self Regulations Lesson Plan
Connection- COVID Specific Plans
Social Story Lesson Plan
Greetings & Goodbyes Lesson Plan
Brain Smart Start
We Care Center
Absent Family Member Ritual
School Family Jobs Lesson Plan
Friends & Family Board