

Lewis County Schools



Instructional Framework for Blended/ Lewis County Distance and Remote Learning

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Blended/ Distance and Remote Learning Sub-Committee Team Membership

Title	Name
Superintendent	Dr. Robin Lewis
Federal Programs Director	Rhonda Judy
Director of Special Education and Preschool	Kyre-Anna Minney
Director of Attendance and ALC Principal	Aaron Radcliff
Director of Childhood Nutrition	Cynthia Nesselroade
Principal of Peterson Central	Steve Hall
Assistant Principal of Peterson Central	Jeovanna Comer
TIS	Julie McCarty
LCHS Teacher	Jill Balser
PCES Teacher	Julie Barker
RES Teacher	Sonja James
LCES Teacher	Jared Fitzwater
JLES Title I Teacher	Lisa Wanstreet

Introduction

The Lewis County Distance Learning and Remote Learning Framework will serve as a guidance document for administrators, teachers, students, and parents of Lewis County Schools on how blended, distance and remote learning will be integrated across all grade levels due to the COVID-19 pandemic. This document is laid out with a table of contents that will provide guidance on individual topics related to blended/ distance and remote instruction. It is important for all stakeholders to become familiar with this framework to effectively reach all students with blended/ distance and remote learning in case of a COVID-19 school closure. The purpose of this framework is to provide protocols for instruction during the COVID-19 pandemic that can be flexible and adjust to any need including blended learning instruction students in school environment 5 days per week, limited student social contact by running alternating schedules and providing local distant learning and total remote learning school closure.

In-Person/Blended Learning Defined and Explained

Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student.

For the purpose of utilizing blended learning During COVID-19, Teachers would develop curriculum based on prioritized standards of instruction that has a mixed method approach of teacher led, online/blended instruction. Instruction in the upcoming year would promote the use of blended learning to train teachers and students to adapt to distance/ remote learning in case of a COVID-19 related school closure. This can also provide us with the flexibility to run alternating schedules to further social distance students and create a safer learning environment.

Lewis County Distance Learning Defined and Explained

Distance learning is a form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication. Distance learning will be provided by regular classroom teacher at LCS. Teachers will facilitate blended instruction weekly and students that would like to participate with their class, have the ability through distance learning. This learning can be utilized when we have sick students or students that are quarantined.

Distance Learning would be a viable option for students and parents after our initial 1-week staggered reentry. During blended instruction, teachers have the option of recording live instruction and posting weekly the same as with the blended learning protocol and allow students to participate in distance learning and remain in the teacher's classroom for instruction. Teachers also have the responsibility to post materials and activities for easy access for their students to complete. This would also allow students to safely transition back into the class as soon as possible if they need to self-quarantine. Distance learning allows sick or quarantined students to continue to receive education from their own classroom instructor.

Remote Learning Defined – Can Only Be Called By Order of Governor by Utilizing Metrics

Remote learning is defined as instruction that will be provided through district approved Learning Management Systems (LMS) by local school level teacher. This instruction will be provided online utilizing an LMS as a communication tool for teachers to deliver content, conduct intervention, assess student progress, communicate with parents, and provide an online face to face instruction. Students will have their own local teacher that they can reach out to for help via Microsoft Teams, Schoology, or SeeSaw platforms.

Remote learning provides an opportunity for students and teachers to remain connected and engaged with the content while working from their homes. Remote Learning can only be declared through the following WVDE guidance. <https://wvde.us/school-reentry-metrics-protocols/>

District Communication Protocols For Remote Learning

- School Messenger will be used for direct correspondence to parents when remote learning will be implemented
- Correspondence will also be posted on district website and posted on multiple social media applications
- School Level correspondence will be sent out via School Messenger, on social media platforms and other applications that have been used as communication tool at local schools

Blended/ Distance/Remote Learning Instructional Protocols

Elementary Expectations:

- Microsoft Office 365, Teams, Schoology and SeeSaw will be the LMS platforms used as directed by the district
- Teachers will need to name LMS classrooms appropriately and be specific (ex: Mrs. Smith's ELA Class) -Not needed for Schoology
- Focus will be on ELA, Math, and SEL (Social Emotional Learning) while incorporating Social Studies, Science, and Health utilizing Curriculum Mapping
- Blended/distance/remote live classroom, provides live, recorded, or media instruction in each subject (These need to be saved for those who can't attend) – Please Note – Live or recorded instruction must be presented or recorded without students in the classroom.
- Teachers will maintain regular office hours to answer student questions and hold conferences with students and parents to further instruction and relationships with families and students, this can take place via Teams and/or phone conferencing
 - Remote – At least 2 scheduled hours per day to be set by the school
 - Blended/Distance – At least 1 scheduled hour per week to be set by the school
- Teachers will check in with each student weekly via live meetings or phone calls
- CIS employees will reach out to parents and administrators for students with whom contact cannot be made
- Teachers will develop weekly units of instruction based on prioritized standards using flexible grading & assessment allowing students to work through the unit at their own pace while meeting deadlines set by classroom teacher.

Expectation of Elementary Remote Learning Times – Based upon recommendation of WVDE

- Grades Pre-K-2
 - Reading – 20 Minutes
 - Writing – 15 Minutes
 - Word Study – 25 Minutes
 - Math – 30 Minutes
- Grades 3-5

- Reading – 30 Minutes
- Writing – 20 Minutes
- Word Study – 30 Minutes
- Math – 40 Minutes

Resources

- Lewis County Grade Level Curriculum Maps (Spring-Summer 2020)
- School Approved LMS and Office 365
- Textbooks accessed via Clever (Grades 3-5)
- Online resources based on teacher needs (individual teachers will locate)
- TIS, TSS, or Academic Technologist
- Consumable workbooks in classes where available
- Cards with usernames and passwords for all online programs

Distance Learning Protocols:

- Teachers are to post live, recorded, or media instruction in each class to satisfy the daily minutes previously stated.
- Teacher will reach out weekly to students that are attending distantly via the methods listed above. These interactions must be documented and turned in to their principal. If you have a student whom you've reached out to and there is no response at least two times, report to principal

Secondary Expectations:

- Office 365 and Schoology will be the LMS platforms utilized to drive secondary instruction
- Teachers will maintain regular office hours to answer student questions and hold conferences with students and parents to further instruction and relationships with families and students, this can take place via Teams and/or phone conferencing
 - Remote – At least 2 scheduled hours per day to be set by the school
 - Blended/Distance – At least 1 scheduled hour per week to be set by the school
- Teachers will develop weekly units of instruction based on prioritized standards using flexible grading & assessment allowing students to work through the unit at their own pace while meeting deadlines set by classroom teacher.

The secondary Remote Learning Schedule.

- 8:00-10:00 Instructional time (recording lessons, building units, grading, etc.)
- 10:00-12:00 Office hours (teacher will be available via Teams for live one on one assistance)
- 12:00-12:30 Lunch
- 12:30-1:20 Planning
- 1:30-3:00 Office hours (teacher will be available via Teams for live one on one assistance)
- 3:00-3:45 Meetings (PLC, IEP, SAT, etc.)

Resources

- Office 365 and Schoology platform tools

- Textbooks accessible via device (when applicable)
- Online resources based on teacher needs (individual teachers will locate)
- TIS, TSS, or Academic Technologist
- Consumable workbooks in classes where available
- Cards with usernames and passwords for all online programs

Expectations for development of blended/ distance/ remote learning modules

Secondary teacher's weekly lesson plans will reflect the following

- 90 minutes of instruction per week. The individual teacher will determine if this instruction is face to face via a Teams meeting or pre-recorded videos uploaded to Schoology.
- Daily checking for understanding achieved through writing prompts, Forms, quizzes, etc. Think of this like a daily Question of The Day or Bell Ringer done remotely
- Students will be assigned weekly assignments/activities that will promote the student's ability to master content specific standards
- Teachers will monitor students and contact them via phone conversation or Teams meeting. These contacts will be documented and shared with their principal.

Reasonable Grading/Deadlines

- Reasonable Grading is defined as grading based on our approved grading scale that has soft deadlines and flexibility due to students not having access to the internet.
- As with the traditional classroom, teachers will utilize Schoology to communicate grades to students and parents
- Secondary teachers will update Schoology weekly with at least one rigorous meaningful grade
- Deadlines for student work will not be rigid in nature due to certain unknowns such as connectivity and in-home circumstances. Teachers will work with students, on a case-by-case basis, to counter those unknowns.

Distance/ Remote Learning Reasonable Grading Protocols

- Reasonable Grading is defined as grading based on our approved grading scale that has soft deadlines and flexibility due to students not having access to the internet.
- Teachers will develop instruction based upon prioritized standards and curriculum mapping using reasonable grading and assessment that allows students to work through the unit at their own pace while meeting set deadlines.
- Grades entered weekly utilizing the "missing" code to allow for flexibility
- Assessments should be performance based
- If you have a student whom you've reached out to and there is no response at least two times, report to principal
- Pick up and drop off protocols will be established by each school as needed.

Principal Expectations to Guide Blended/ Distance/ Remote Instruction

- Monitor and provide feedback through lesson plan checks, walkthroughs, and observations
- Review media posted and LMS pages of educators.
- Collaborate with substitutes to provide support for classroom instruction
- All teachers are required to submit plans to building level principal weekly, per the method the principal prefers.
- Principals will review Schoology and SeeSaw to maintain effective grading and assessments are being entered weekly

Blended/ Distance/Remote learning support Protocols

Student Supports

- Each teacher will provide office hours for student technology needs and individual instructional support, the teacher will then contact the technology team for support.
- The LC Technology Support Team contact can reach out to students for technical support for hardware problems after issue has been entered into the work order system.

Teacher Supports

- Grade level PLC formation for each school that meets weekly
- Work order system utilized for hardware and infrastructure issues
- School Technology Contacts hired at each school that can work with individual teachers to provide support

2020-21 School/District Technology Contacts

- PCES- Alex Moran
- LCES- Debbie Moss
- RES -
- JLES – Carrie Davis
- RLBMS - Rebecca Flesher and Thomas Akers
- LCHS - Yvonne Tannous
- TIS – Julie McCarty and Sarah Darnall
- TSS – Brian Tannous and Regina Stewart

Blended /Remote Learning Guided Instruction

Appendix A- Elementary Blended/ distance and remote Learning Instructional Plan

- Work in Progress

Appendix C- Roles/ Responsibilities and Expectations for Remote Learning Duties

Alphabetized List of Roles and Expectations for Blended/ distance and remote Learning Support

This list serves as guidance regarding overarching expectations in supporting students and teachers within our blended/ distance and remote learning framework. This is not meant to be a comprehensive list, as we know there are many other duties and responsibilities each of us carry out on a daily basis as we serve students.

Communities In Schools Coordinator

- Home Visits: The CIS Coordinator will visit with parents of students identified as Tier II. Acting as a liaison between the school and home, parents will be encouraged to ask questions about their child's education.
- Forging Positive School Relationships: The CIS Coordinator will meet weekly with Tier II students to discuss issues, concerns, struggles, etc. the student might be having at school or at home in an effort to help the child realize their value as well as the importance of coming to school.

Counselors

- IEP/504 Meetings
- Social Emotional Support and Resources to at risk students
- Wellness Checks for students and teachers (calls) as needed online via Microsoft teams vurtial checks weekly.
- High School: contact every senior annually and complete graduation checklist
- Enrollment support & Master Schedule
- Duties as assigned by building principal

Instructional Coaches/Interventionist/ TIS/ Librarian/ Support/ TSS

- Research and provide additional resources to support students as needed and/or requested by teachers
- Work with individual students to support learning needs/ ex. Solve technology related problems

- Collaborate to build a universal list of teacher resource, by grade level
- Attend PLC grade level and PLC subject area meetings to be available to research and provide resource options ideas, as needed to support teachers
- **Configure, maintain, and repair devices**
- Duties as assigned by building principal

Nurses

- Wellness Checks - with medically fragile, high need students, and at-risk students daily
- Attend IEP and 504 meetings
- Other duties as assigned by building principal
- Facilitate the quarantine room within each school

Occupational Therapist

- Provide Digital Packets via PDF for teachers to share with individuals' students
- Provide support to parents and students-
- Make weekly/ contact with student/parent
- Teletherapy/ virtual therapy is an option with appropriate state licensure

Paraprofessionals

- Support instruction as deemed necessary by the teacher
- Be available online to assist struggling students as a student support aide
- Attend Online Professional Development
- Collaborate and be aware of instruction activities planned by teacher and collaborate what students may need support.

Physical Therapist

- Provide Digital Packets
- Provide support to parents and students
- Make weekly/ contact with student/parent
- Teletherapy/ virtual therapy is an option with appropriate state licensure

Principals / Assistant Principals

- Conduct Team meetings with faculty and staff
- Support curriculum and lesson development
- Communicate regularly with faculty and staff
- Communicate regularly with parents

School Psychologist

- Attend Virtual IEP Meetings and Phone Conferences
- Additional Support for teachers as needed
- Completing documentation and paperwork for compliance
- Provide Resources for teachers, students, and parents for virtual instruction

Secretaries

- Answer phone calls-
- Organize school remote learning/ event calendar
- Handle Enrollment virtually
- Other duties as assigned by building principals

Speech Pathologist

- Provide Digital Packets/ TEAMS instruction

- Provide support to parents and students
- Make weekly contact with student/parent

Teacher – General Education

- Provide Site Support as assigned by Principals
- Provide online support to student via office hours for 2 hours per day
- Provide remote learning instructional plans weekly based on prioritized standards
- Develop mastery-based assessments that can be completed with soft deadlines to measure mastery of prioritized standards and enter data into Schoology weekly
- Minimum Twice Weekly Instruction Teams with each subject reading and math (recommended 60 minutes of live instruction per subject per week)
- Provide student/family support as needed
- Attended Weekly School Level and District level PLC's
- Attend school level IEP and SAT meetings
- Collaborate with Title I Teacher to provide intensive online intervention instruction to struggling students
- Weekly scheduled student instructional support via phone or office 365.
- Duties as assigned by building principal

Teachers - Elective/Specials

- Collaborate with general education teacher and provide digital activities weekly
- Provide online support to student via office hours for 2 hours per day
- Attend school level IEP and SAT meetings
- Attended Weekly School Level and District level PLC's
- Provide remote learning instructional plans weekly based on prioritized standards
- Develop mastery-based assessments that can be completed with soft deadlines to measure mastery of prioritized standards and enter data into Schoology weekly
- Duties as assigned by building principal

Teachers - Special Education

- Comment on at least one piece of student work each day or call a student each day to check in
- Provide online support to student via office hours for 2 hours per day
- Lesson creation supporting IEP goals, providing accommodations/modifications sent to collaborative teacher
- Attending Virtual IEP Meetings and/or Conference Calls-Completion of IDEA paperwork to remain in compliance
- Provide individual virtual support to student via teams to meet IEP minutes
- Write and amend IEP paperwork to reflect remote learning environment
- Duties as assigned by building principal

Appendix D- Professional Learning/ Support Plan for Blended/ distance and remote Instruction

August	September	October	November	December	January
Reentry Medical Training Protocols	School wide protocols for reentry	Weekly School level PLC (Grade Bands)	Weekly School level PLC (Grade Bands)	Weekly School level PLC (Grade Bands)	Weekly School level PLC (Grade Bands)
Office 365/ teams	School level blended/ distance and remote learning framework review	Monthly district grade level PLC's	Monthly district grade level PLC's	Monthly district grade level PLC's	Monthly district grade level PLC's
Prioritization of the standards WVDE	Development of school wide schedule based on blended/ distance and remote learning				
School Level PLC formation	Blended/ distance and remote learning instructional planning PLC				
District Level PLC formation					

Appendix E: Supplemental Teachers Technology Tools for Blended Learning

Tools for each Grade Level such as EX.

- iReady
- Symbaloo – www.symbaloo.com Symbaloo is a bookmarking website that allows you to easily navigate the web and compile your favorite sites all into one visual interface – called a webmix. Symbaloo also has learning paths that allow teachers to create webquests for students.
- Textbooks – Textbooks web-based and can be accessed with direction from the classroom teacher.
- Microsoft Office 365- www.office.com
- Flipgrid – www.flipgrid.com **Flipgrid** is a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display. Owned by Microsoft – Free.
- EdPuzzle – www.edpuzzle.com **Edpuzzle** is an easy-to-use platform allowing you to engage every student, one video at a time.
- Quizizz - <https://quizizz.com/> Much like Kahoot!, Quizizz is a fun and engaging way to interact with students in an assessment game. Has a flashcard component for students to review. Interact with live and homework modes. Free.
- Desmos – www.desmos.com **Desmos** is a free graphing and teaching tool for math available on the web as well as on iOS and Android. In addition to plotting equations, classroom activities are available to help students learn about a variety of math concepts.
- Khan Academy <https://www.khanacademy.org/> Khan Academy bills themselves as a personalized learning resource for all ages. They offer practice exercises, instructional videos and a personalized learning dashboard that empowers learners to study at their own pace in and outside of the classroom. They cover subjects including math, science, computer programming, history, art history, grammar, economics and more!
- Padlet – www.padlet.com **Padlet** is a web app that lets users post notes on a digital wall. The **uses for** this site in the classroom are virtually endless! There's a good chance you've

done the “write on a sticky note and put it on the wall” activity — or have seen it happen before

- WV Info Depot - <http://www.wvinfodepot.org/> Provided by the WV Library Commission, the WVInfoDepot provides a variety of resources for information and research, including: EBSCOHost, Scholastic Go!, Explora Magazines and Newspapers, Job and Career Accelerator 5.0, e-WV West Virginia Encyclopedia, Consumer Health Complete, NoveList Plus, Points of View, Learning Express Library and more!
Username: west Password: virginia
- ~~Epic - <https://www.getepic.com/> Epic! is an American kids subscription-based reading and learning platform. It offers access to books and videos for children ages 12 and under. The service can be used on desktop and mobile devices.~~
- Nearpod - www.nearpod.com **Nearpod** is a student engagement platform that can be used to amazing effect in the classroom. The concept is simple. A teacher can create presentations that can contain Quiz's, Polls, Videos, Images, Drawing-Boards, Web Content and so on.
- Adobe Spark – spark.adobe.com Adobe Spark is an integrated suite of media creation applications for mobile and web developed by Adobe Systems. It comprises three separate design apps: Spark Page, Spark Post, and Spark Video.
- Prezi – www.prezi.com **Prezi** is a presentation tool that can be used as an alternative to traditional slide making programs such as PowerPoint. Instead of slides, **Prezi** makes use of one large canvas that allows you to pan and zoom to various parts of the canvas and emphasize the ideas presented there.
- Canva – www.canva.com Canva is a graphic design platform that allows users to create social media graphics, presentations, posters and other visual content. It is available on web and mobile, and integrates millions of images, fonts, templates and illustrations.
- Prodigy Math - <https://www.prodigygame.com> **Prodigy** is a free, adaptive **math** game that integrates common-core **math** (grades 1-8) into a fantasy style game that students love playing.
- PBS kids – www.pbskids.org PBS KIDS is committed to making a positive impact on the lives of children through curriculum-based entertainment. With a 360-degree approach towards learning and reaching children, PBS KIDS leverages the full spectrum of media and technology to build knowledge, critical thinking, imagination and curiosity.

We have more we can add!

Lewis County Schools is pleased to release the Standards Based / Curriculum Maps designed and created by our LCBOE educators. **Please note these materials are posted in “draft” form and are working / fluid documents.**

Please utilize these as a tool in your classrooms to **assist** in curriculum design and delivery. Additionally, hours were spent to modify the strategies and delivery based on our current COVID-19 situation (traditional, blended,

or remote learning (**PER GOVERNOR ONLY**). To access, please utilize **Google Chrome**, and visit [LC Schools Curriculum Map](#).

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