



Gilpin County School District RE-1

# Remote Distance Learning Plan



*2020/2021 School Year*

*Revised January 25, 2021*

*March 13, 2020; Revised June 16, 2020; August 10, 2020*

## ***Mission***

*It is the mission of the Gilpin County RE-1 School District to provide a positive caring culture in a safe environment that is focused on academic excellence.*

## ***Vision***

*It is the vision of the Gilpin County School District to be schools of excellence and become a District of Distinction and Destination.*



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# GILPIN COUNTY SCHOOL DISTRICT RE-1

\*10595 CO 119\*Black Hawk, CO 80422\*(303)582-3444\*

*Home of the Eagles!*

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January 25, 2021

Dear Gilpin School Community,

The pandemic continues to evolve daily and the ***In-person Teaching and Learning Program*** operates on a one school day at a time schedule. The in-person learning model concedes that it is likely that the school will be on a rolling schedule through the spring semester due to COVID-19, moving fluidly from in-person to remote learning and back to in-person learning due to a 10 or 14 calendar day quarantine issued for a class(es) or grade(s) or school(s).

Since quarantined students and staff will likely be notified after school has dismissed or early in the morning of a school day that remote distance learning will be in effect due to a quarantine for a grade/cohort/or close contact group/school(s), students should bring Chromebooks home at the end of each school day and bring Chromebooks back to school for the next in-person learning day.

When a Preschool through grade 5 or a grade 6 through grade 12 school has to be closed due to quarantine, all students and staff in that school will return to ***100% Remote Distance Learning***. The school building area occupied will be closed for 2 to 5 days for deep cleaning and sanitizing.

This is the fourth iteration of the ***Remote Distance Learning Plan***. This plan is a living document and will be updated periodically throughout the school year. The revised ***Remote Distance Learning Plan*** follows this letter.

With the heavy snow months approaching, inclement weather may cause a building closure. With students experiencing learning loss since the pandemic began, the District may notify students and parents that an inclement weather day may be designated as a Remote Distance Learning day.

The COVID-19 situation continues to evolve, resulting in additional adjustments for curricular and extracurricular programs for students, staff, and parents. Our objective is to keep students engaged in learning and teachers assisting students during a school building closure.

We also request that parents help support teaching and learning at home when quarantines occur or when students are participating in the ***100% Remote Distance Learning*** plan.

Sincerely,

David S. MacKenzie, Ph.D.  
Superintendent



## 1. Remote Distance Teaching and Learning 2020/2021

### Teaching and Learning

The District will continue with the three teaching and learning plans for the spring semester beginning on January 5, 2021.

- ***In-person Learning Program*** in the school building 4 days a week, Monday through Thursday, from 8 a.m to 4 p.m.
- ***Remote Distance Learning Program*** will be provided by Gilpin teachers synchronously in real time with remote learners and in-person peers 4 days a week Monday through Thursday, from 8 a.m to 4 p.m.
- ***Gilpin Online Learning Program*** is offered for K-12 students beginning January 6 through May 19, 2021.

### Quarantine Response

The pandemic continues to evolve daily and the ***In-person Teaching and Learning Program*** operates on a one school day at a time schedule. The in-person learning model concedes that it is likely that the school will be on a rolling schedule through the spring semester due to COVID-19, moving fluidly from in-person to remote learning and back to in-person learning due to a 10 or 14 calendar day quarantine issued for a class(es) or grade(s) or school(s). Since students and staff will likely be notified after school has dismissed or early in the morning of a school day that remote distance learning will be in effect due to a 10 calendar day quarantine for a grade/cohort/or close contact group/school(s), students should bring Chromebooks home at the end of each school day and bring Chromebooks back to school for the next in-person learning day.

### What is Synchronous Learning?

Synchronous learning occurs during in-person learning and during remote distance learning through video conferencing when the student(s) and teacher are “live” in real time for teaching and learning. This “live” learning can be the whole class, small groups, or one-on-one teaching and learning.

### What is Asynchronous Learning?

Asynchronous learning occurs when the student works independently on course requirements with some teacher support. Although assignment pacing guides are provided, Asynchronous Learning is student-paced and the student may engage in the coursework at any time and place.

### 1.1 Elementary School Remote Distance Learning Plan

For more information, contact your child’s teacher or Elementary Principal Heather Huntoon [hhuntoon@gilpin.k12.co.us](mailto:hhuntoon@gilpin.k12.co.us) or call 720-562-3102. Learning will continue when the school building is closed due to the COVID-19. Students and teachers will implement the ***Remote Distance Learning*** plan.

***"We need to bring learning to people instead of people to learning." - Elliot Masie***



## **Families**

The prepared “home” environment for students: At school our prepared environment is the classroom. It is important for students to have an equally prepared environment at home for distance learning.

Suggestions for parents for preparing a learning environment for your child include:

- Have a specific learning place in the home that is tidy and organized for your child.
- Set up the learning space where internet access is best and include technology tools.
- Ensure your child has their school supplies organized within their learning place.
- An orderly environment will limit distractions and help your student engage in their learning.
- Please ensure students are dressed appropriately for video lessons. Following the school dress code will help prepare your child for their school work.
- Please ensure students attend video lessons at the assigned times and/or watch video sessions posted at a later time. If your child is unable to attend *Live Synchronous Learning* please contact the classroom teacher for assistance.
- Check in with the classroom teacher on a consistent basis to ensure your child is completing and turning in the assignments by the due date. This will ensure that your child has mastered content standards.

## **Teachers**

Educator Expectations/Agreements:

- We will provide a cross curricular education that is rich in content and rigorous in learning.
- We will work with families to support learning and student growth.
- We will prepare lessons that are standards aligned and easy to access.
- We will review/grade and provide feedback on assignments collected.
- We will assess students based on work completion and student demonstrated proficiency on the Colorado Academic Standards (CAS).
- We will be available 8:00-4:00 Monday-Thursday. Most teachers will be available throughout the day to support students and make or be contacted by parents. Teacher office hours to support students/families are from 3 pm to 4 pm Monday-Thursday.

## **Attendance**

Students are considered present during in-person instruction and outside the classroom during remote distance learning when logging into the online learning platform (Google Classroom); Signing an online form attesting to work completed at home; Presence in live video-conference classes; Signing into a course or opening an assignment in an online learning platform; Student demonstration of learning; Responding to teacher emails or communications; or, Attesting to participation in a student or parent portal.

## **Technology/Internet Access**

In the event that students do not have internet access, they may work off-line. They should use the following link to be prepared: [working on Chromebooks while offline](#). In addition, it is important that if students are working off-line, they make sure their Chromebooks are powered down. Chromebooks that run out of battery will probably lose all work. Keep your Chromebook connected to power or shutdown properly to save work when off-line. Chromebooks have online programs accessible for students to utilize



remotely. Students will need internet access periodically to upload school work. Students who do not have access to the internet will receive “hard copy/paper pencil” packets with learning materials to complete school work.

**Remote Distance Learning in Preschool**

Learning activities, video conferencing, and packets will be provided to support families during remote learning. Art, PE, Music, and Technology lessons will be incorporated into the lessons provided by the preschool teacher.

**K-5 Lessons**

Students will receive daily Language, Reading, Writing, and Math lessons by their classroom teachers. Science and Social Studies will be a project or activity based on the grade level content standards over several days. Teachers may schedule additional synchronous learning meetings to support student understanding and content mastery of subject matter.

- **K-5th grade:**
  - Weekly or daily emails to families sent by the teacher.
  - Emails will include suggestions and activities for students and families to complete.
  - Completed assignments can be uploaded and returned via email or Google Classroom.
  - Teachers may upload lesson videos and other learning videos for students to watch.
  - Teachers schedule daily small group video conferencing with students on core academics.
  - Some teachers will send home packets, textbooks/workbooks with a weekly “to do” list for students to complete.
  - Teachers will make phone calls/video conference/or email communication with students/families 2-4 times a week for support.

**1.1.1 Elementary Remote Distance Learning Classroom Content**

**Expectations:**

Grade Level	Webex Time with Teacher	Independent Work Asynchronous Student Learning Time	Approximate Daily Learning Time for students	Accountability & Attendance	Google Classroom Assignments	Parent Communication
<b>Preschool</b>	30 minutes teacher/video lessons 30 minutes small group work-flexible as needed	Average of 30 minutes daily Guided Practice Cooperative groups Classwork Re-Teaching support Targeted Interventions Teacher Feedback Student Work time	90 minutes	Communication with teacher	Teachers will communicate through google classroom to access activities and lessons for families.	Arranged with individual families



<b>Kindergarten</b>	60 minutes teacher/video lessons 30 small group work-flexible as needed	Average of 60 minutes daily Guided Practice Cooperative groups Classwork Re-Teaching support Targeted Interventions Teacher Feedback Student Work time	150 minutes	Attend scheduled meetings complete work, and turn in completed work	Completed packets and email confirmation	Electronic/email and scheduled Webex or Google Meets meetings
<b>1st-3rd</b>	90 minutes teacher/video lessons 60 minutes small group work-flexible as needed	Average of 120 minutes daily Guided Practice Cooperative groups Classwork Re-Teaching support Targeted Interventions Teacher Feedback Student Work time	270 minutes	Attend scheduled meetings, complete independent work and turn in completed work by due date.	Teachers will use google classroom to house all assignments and collect.	Electronic/email and scheduled Webex or Google Meets meetings
<b>4th-5th</b>	90 minutes teacher/video lessons 60 minutes small group work-flexible as needed	Average of 150 minutes daily Guided Practice Cooperative groups Classwork Re-Teaching support Targeted Interventions Teacher Feedback Student Work time	300 minutes	Attend scheduled meetings, complete independent work and turn in completed work by due date.	Teachers will use google classroom to house all assignments and collect.	Electronic/email and scheduled Webex or Google Meets meetings
<b>Art, Music, P.E. Technology</b>	45 minutes teacher/video lessons on Monday or Tuesday Art may require Thursday, too.	Average of 15-25 minutes daily Guided Practice Cooperative groups Re-Teaching support Teacher Feedback Student Work time	30 minutes	Attend Webex meetings and complete independent work.	Teachers will assess work/projects during webex meetings	Electronic/email and scheduled Webex or Google Meets meetings

### 1.1.2 Elementary Remote Distance Learning Schedule (Monday-Thursday)

*If we are in a remote learning environment as a K-5 school, we will follow the synchronous and asynchronous learning schedule below:*

<b>Preschool</b>	Flexible schedule based on family availability and classroom teacher.
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8:00-10:30		<p><b>Reading/Writing/Mathematics</b>  <b>Live Synchronous Learning with Teacher Direction</b>            Class meetings            Whole group instruction via <b>Webex/Google Meets</b></p> <p>8:00-9:30      3rd Grade Kellie Bayne                                     2nd Grade Lucy Porpora</p> <p>9:00-10:30    4th Grade Susan Sepanik                                     Kindergarten Kathy Haley                                     5th Grade Vanessa Grenader                                     1st Grade Kristen Williams</p> <p><b>Independent Asynchronous Student Learning Time</b>            Teacher Guided Practice/Small group instruction/Cooperative Groups/Classwork/Teacher Re-Teaching/Teacher Differentiated Lessons and Targeted Interventions/Teacher Feedback/Student Work Time</p>
9:30-12:00		<p><b>Recess/Movement/Break (30 minutes)</b>  <b>Independent Asynchronous Student Learning Time</b>            Teacher Guided Practice/Small group instruction/Cooperative Groups/Classwork/Teacher Re-Teaching/Teacher Differentiated Lessons and Targeted Interventions/Teacher Feedback/Student Work Time</p>
	10:30-11:15	<p><b>Specials-Grades K, 2, 3, and 4. See table below for detail</b>            Art, Music, PE, Technology</p>
	11:15-12:00	<p><b>Specials-Grades 1 and 5. See table below for detail.</b>            Art, Music, PE, Technology</p>
12:00-1:00		<p><b>Lunch</b>-Includes student <b>Recess/Movement/Break</b> time as needed</p>
1:00-2:30		<p><b>Science or Social Studies project based learning</b>  <b>Independent Asynchronous Learning Time</b>            Guided Practice, Student/Teacher reflection conferences            Assigned on-line curriculum resources            Kindergarten-Intentional play choice time integrating Science, Social Studies, and health</p>
2:30-3:00		<p><b>Students-Recess/Movement/Break</b> time as needed            Teachers-collaboration/technology integration time</p>
3:00-4:00		<p><b>Teacher Office Hour for Student and Parent Contact</b></p>

### 1.1.3 Art, Music, PE, and Technology for Kindergarten-5th Grades

Each class will participate in one subject per quarter. Students will be working on curriculum according to CDE standards at their grade level. These standards determine the concepts and skills all Colorado students should know and be able to do throughout their Kindergarten through twelfth-grade experience.

#### Remote Learning WEBEX/Google Meets Specials Schedule:

First Quarter 2020-2021	Music	Art	Technology	PE
Monday 10:30 - 11:15	Nelson		Bayne	Haley/Yocom
Tuesday 10:30 - 11:15	Hamilton	Sepanik / Mont 4th Grade	Porpora	Ramsey



<b>Tuesday 11:15 - 12:00</b>		Grenader / Mont 5th Grade		
<b>Thursday 10:30-11:15</b>		All 4th graders		
<b>Thursday 11:15-12:00</b>		All 5th graders		

<b>Second Quarter 2020-2021</b>	<b>Music</b>	<b>Art</b>	<b>Technology</b>	<b>PE</b>
<b>Monday 10:30 - 11:15</b>	Haley/Yocom	Porpora	Nelson	All 4th graders
<b>Tuesday 10:30 - 11:15</b>	Ramsey	Bayne	Hamilton	All 5th graders

<b>3rd Quarter 2020-2021</b>	<b>Music Synchronous</b>	<b>Art</b>	<b>Technology</b>	<b>PE</b>
<b>Monday 10:30 - 11:15</b>		Nelson	Haley/Yocom	Porpora
<b>Tuesday 10:30 - 11:15</b>		Hamilton	Ramsey	Bayne
<b>Monday-Thursday 2:05-2:55</b>	4th grade Sepanik/Diekman			
<b>Monday-Thursday 3:00-3:50</b>	5th grade Grenader/Diekman			

<b>4th Quarter 2020-2021</b>	<b>Music Synchronous</b>	<b>Art</b>	<b>Technology</b>	<b>PE</b>
<b>Monday 10:30 - 11:15</b>		Haley/Yocom	4th grade Sepanik/Diekman	Nelson
<b>Tuesday 10:30 - 11:15</b>		Ramsey	5th grade Grenader/Diekman	Hamilton
<b>Monday-Thursday 2:05-2:55</b>	Porpora			
<b>Monday-Thursday 3:00-3:50</b>	Bayne			

**Specials Schedule for the 2020-2021 School Year**

<b>Quarter</b>	<b>Music</b>	<b>Art</b>	<b>Technology</b>	<b>PE</b>
1st	Nelson	Diekman	Bayne	Haley
	Hamilton	Sepanik	Porpora	Yocom
		Grenader		Ramsey
2nd	Haley	Bayne	Nelson	Diekman
	Yocom	Porpora	Hamilton	Sepanik
	Ramsey			Grenader
3rd	Diekman	Nelson	Haley	Bayne
	Sepanik	Hamilton	Yocom	Porpora
	Grenader		Ramsey	
4th	Bayne	Haley	Diekman	Nelson
	Porpora	Yocom	Sepanik	Hamilton
		Ramsey	Grenader	





## ***1.2 Middle School/High School Remote Distance Learning Plan***

For more information, contact your child's teacher or MS/HS Principal Alexis Donaldson [adonaldson@gilpin.k12.co.us](mailto:adonaldson@gilpin.k12.co.us) or phone 720-562-3104. Learning will continue when the school building is closed due to the COVID-19. Students and teachers will implement the remote distance learning plan.

***“Let's Make This the Best Year Ever!”***

- **Preparation for remote learning:** Students should bring home their Chromebooks and chargers each evening. In the event that students do not have internet access, they may work off-line, they should use the following link to be prepared: [working on Chromebooks while offline](#). In addition, it is important that if students are working off-line, they make sure their chromebooks are powered down. Chromebooks that run out of battery will probably lose all work. Keep your Chromebook connected to power or shutdown properly to save work when off-line.
- **Academic Coursework:** The teachers will communicate with students via google classroom and student emails. It will be the students responsibility to check in on Google Classroom. Teachers will use a variety of methods to continue instruction.
  - One document will be emailed to parents and students each week that includes the weekly agenda for all courses.
  - Teachers will provide students with a clear definition of mastery for each standard: how to demonstrate proficiency and earn an A, B, C, or D. Students not engaged in the course will not pass the course.
  - There will be one scheduled WebEx for each course every week. The schedule will remain the same as long as remote learning is in place.
  - Teachers will be available for office hours, individual/small group video conferencing, phone calls, emails, and other forms of student contact on Monday, Tuesday, and Wednesday afternoons from 3pm to 4 pm and all day Thursday.
- **Attendance:** Students are considered present during in-person instruction and outside the classroom during remote distance learning when logging into the online learning platform (Google Classroom); Signing an online form attesting to work completed at home; Presence in live video-conference classes; Signing into a course or opening an assignment in an online learning platform; Student demonstration of learning; Responding to teacher emails or communications; or, Attesting to participation in a student or parent portal.
- **Student responsibility:** To keep current with Google Classroom and complete coursework necessary while school is operating in a remote learning capacity. If a student does not complete coursework, they may be denied credit in that course and will be considered absent from school.
- **Teacher responsibility:** It is the teachers responsibility to keep current work on Google Classroom and respond to parent/students emails in a timely manner. Teachers are also responsible for keeping grades current during remote distance learning.
- **Special Education and Gifted and Talented Services:**



- Our Special Education teacher will provide daily contact and video conference meetings with students and parents as well as working directly with General Education teachers to provide accommodations.
- In addition, our Gifted Coordinator is offering weekly video conference groups with the students and working with teachers directly to ensure student needs are met.

If students have no internet access, they may still work off-line on their Chromebook or they will be given other resources to complete school work.

Students and parents may click this link for [Secondary By the Week Classroom Assignments](#).

### 1.2.1 Secondary Daily/Weekly Webex or Google Meets Schedule

*If we are in a remote learning environment as a 6-12 school, we will follow the synchronous learning schedule below:*

	Monday	Tuesday	Wednesday	Thursday
8-8:55	G1	G1	B1	B1
9:00-9:55	G2	G2	B2	B2
10:00-10:55	G3	G3	B3	B3
11:00-11:55	G4	G4	B4	B4

12:00-12:30 **Lunch**

12:30-3:00 **Independent Asynchronous Student Learning Time**

Teacher Guided Practice/Cooperative Groups/Classwork/Teacher Re-Teaching/Teacher Targeted Interventions/Teacher Feedback/Student Work Time

3:00-4:00 **Teacher Office Hour** for Student and Parent Contact

### 1.2.2 Remote Students During In-person Learning

Please note that if *students are working remotely due to an individual reason*, they would follow their regular in-person class schedule. This includes *full time remote learning students*. They would need to log into Google classroom for their *synchronous* scheduled class time.

	Monday	Tuesday	Wednesday	Thursday
8:00 -9:45	G1	G1	B1	B1
9:50-11:35	G2	G2	B2	B2



12:15-2:00	G3	G3	B3	B3
2:05-4:00	G4	G4	B4	B4

### ***Independent Asynchronous Student Learning Time***

Scheduled with the student by the teacher between 8 a.m. and 4 p.m. and may include: Teacher Guided Practice/Cooperative Groups/Classwork/Teacher Re-Teaching/Teacher Targeted Interventions/Teacher Feedback/Student Work Time

### ***1.3 Learning at Home Considerations***

Staff who are caring for their own children at home while delivering remote distance teaching and learning to their students simultaneously may be stretched beyond their capacity. Students and staff may not have internet access or have insufficient internet bandwidth access at home. The number of siblings and adults accessing the internet from home also affect student learning and staff teaching from home, causing a multitude of home internet access scenarios that teachers must account and adjust for remote distance teaching and learning.

There are other learning at home teacher considerations for students who:

- are home alone while parents are working outside the home.
- are doing school work from home while parents are working from home.
- are caretakers for their siblings or ill family members.
- are working to help support their family.
- are in need of assistance, but parents cannot assist with schoolwork.
- are in need of the assistance provided by an academic, social, or emotional support plan (IEP, 504, ALP, MTSS, and READ).
- are coping with the illness or loss of a family member.
- are challenged with depression or anxiety.

### ***1.4 Best Practices for Remote Distance Learning***

- Identify, focus, and prioritize what students need to know and be able to do in each content from the [Colorado Academic Standards](#) (CAS)(see the CAS for grade-level learning expectations in each content).
- Teachers should determine the essential learning skills in the CAS that student acquisition is needed for success in the current course, the next course in the sequence, and/or to meet postsecondary goals.
- Assign one learning target per week founded in the CAS for in-person and remote student acquisition.
- Monday-Thursday week assignments provided on Monday.



- Assignments due throughout the week, but apply flexible and realistic learning expectations with assignments and due date timelines for families that have to coordinate student course requirements and parent work responsibilities in or outside of the home.
- Develop assignments that are authentic, relevant, and engaging learning experiences (see CAS evidence outcomes).
- Meet student learning needs by differentiating assignments (see CAS for 21st Century Skills and rigor).
- Teacher instructional strategies should address student visual, auditory, and kinesthetic learning modalities.
- Utilize Rubric/Proficiency Scales for grading formative and summative assignments.
- On average, remote distance learning is 25% direct instruction and 75% independent and collaborative work time.
- Provide teacher feedback to the student on all schoolwork submitted.
- Utilize multiple methods for students to provide evidence of their learning.
- Schedule consistent office hours for student contact.
- Collaborate and provide cross-curricular assignments to reduce the number of assignments (pair Math/Sci, pair ELA/Writing/SS, and pair between the Core Contents and the Fine Arts (electives)).
- For the delivery of new content material, many students may be challenged to teach themselves during remote distance learning.
  - The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote distance learning is on learning, not on compliance.
  - All students should have the opportunity to redo, make-up, or try again to complete, show progress, or attempt to complete/master schoolwork.
  - Students should not be held to mastery of new content or be “failed” for not achieving mastery of new content during remote distance learning.
  - The mastery of content from remote distance learning should be made up after the transition back to regular in-person school learning and/or summer school, Friday school, or other extended learning opportunity is available again.
- [Best Practice Guidelines from CDE](#)

### ***1.5 Best Practices for Non-Digital Remote Distance and In-person Learning***

- Teacher instructional strategies should address student visual, auditory, and kinesthetic learning modalities.
- Utilize textbooks, workbooks, library books, text, and large print.
- Incorporate diagrams, graphic organizers, manipulatives, maps and illustrations.
- Provide color and black and white materials.
- Include teacher-written directions, with examples, on the process to complete the assignment.
- Integrate multiple ways for students to demonstrate understanding.
- Provide non-digital materials to students when in class for in-person learning and “grab and go” during 100% remote distance learning.

### ***1.6 Best Practices for Use of In-person Time to Prepare for Remote Distance Learning***



- Establish or re-establish relationships between students.
- Teach students your procedures and expectations for how you will operate your course via remote distance learning.
- Incorporate the aforementioned ***Best Practices for Remote Distance Learning***.
- Provide great, first instruction in-person for the students in your classroom.
- Record your live, in-person instruction and post for student viewing or reviewing so students may access your teacher instruction anytime.
- Meet student learning needs through differentiation.
- Utilizing homogeneous grouping for one-on-one and small group instruction.
- Provide targeted one-on-one and small group instruction for skill acquisition and development.
- Connect instruction directly to student needs for skill acquisition.
- Engage students with hands-on application of learning, for example conduct labs, rehearse music, create art, demonstrations of learning (teacher-led assessments).
- For the delivery of new content material, utilize in-person learning to seek understanding and skill-mastery founded in the CAS.
- Collaborate with students to set meaningful goals based on the students' current performance and needs.
- Incorporate formative assessment strategies throughout the learning process
  - ensures real-time student performance data to adjust and differentiate instruction with immediacy.
  - provides meaningful feedback to students that promotes academic growth.
  - informs planning for face to face learning.

### ***1.7 Best Practices for Teaching and Learning***

The ***District's Instructional Initiatives*** will guide the 2020/2021 ***Continuing School Plan*** and the ***Remote Learning Plan***.

- The first initiative requires teachers to deliver an aligned curriculum to students founded in the [Colorado Academic Standards](#) (CAS) that focuses on what students are to know and be able to do in each content at the end of each grade.
  - By providing instruction focused on the CAS formative assignments, both teacher and student will focus on quality not quantity. The "less is more" approach may garner more engagement, provide differentiation, increase individual student success (positive gets more positive/self esteem), and result in documentation of student learning at a foundational skill level.
- Initiative Two requires teachers to instruct using research-based instructional strategies to engage students in the learning and incorporate technology as an instructional tool.
  - Instruction that incorporates research-based teaching strategies and the emerging "best teaching and learning practices" for a combination of in-person and remote distance learning or when the educational delivery is 100% remote distance learning will address the equity of student learning needs.
- The third initiative puts a system of internal assessment into place to allow teachers to frequently progress-monitor student achievement formatively for the purpose of informing teacher data-driven instruction to individualize the instruction for student learning remediation or enrichment as needed.



- In the in-person and remote distance learning educational delivery models, the emphasis is on formative assessment and the focus is on the assessment of student progress toward mastery of the CAS.
- **Bloom's Taxonomy:** The learning outcome should be the measure of progression toward mastery of the CAS by having as many students to know and be able to do the standard(s). Teachers should reference Bloom's Taxonomy to develop learning targets at a foundational skill level. Teachers should consider chunking and differentiating by gathering student evidence of progression/accomplishment/mastery of the CAS at the first level of Bloom's Taxonomy.
  - The first level of Bloom's is **Remembering** (Describe, Relate, Tell, Find). When a student shows evidence of progression/accomplishment/mastery of the CAS at the first level, differentiation of student learning targets would incorporate the teacher moving the student onto the second level of Bloom's.
  - Bloom's Level II is **Understanding** (Discuss, Outline, Explain, Predict). Once a student shows evidence of progression/accomplishment/mastery at the second level, again, differentiation of student learning targets would incorporate the teacher moving the student onto level III.
  - Bloom's Level III is **Applying** (Use, Illustrate, Complete, Solve). A student may not progress beyond Level I where another student may be able to progress through all three levels simultaneously.

In addition to the *District's Instructional Initiatives, The Next Steps for Engagement, Differentiation, Rigor* will guide the 2020/2021 *Continuing School Plan* and the *Remote Distance Learning Plan*.

- In addition to differentiating student instruction, Bloom's Taxonomy provides increasing rigor as the student shows evidence of progression or mastery at each level. Developing targets for student learning that incorporate the next three levels of Bloom's Taxonomy, **Analyze, Evaluate, and Create**, may be doable for some students during the *Continuing School Plan* and the *Remote Distance Learning Plan*.
- "[CDE 21st Century Skills](#) have been revised, in draft, and address teaching and learning engagement, differentiation, and rigor. The 21st Century Skills are Critical Thinking and Reasoning, Information Literacy, Collaboration, Self-Direction, and Invention. Similar to the process of mastering reading, writing, and speaking skills, honing one's ability to perform 21st century skills is a lifelong endeavor. The 21st century skills differ from traditional content in that they are generally concept-driven and target how we learn and teach; therefore, they are not meant to be viewed as "additional" content. The following descriptions illuminate possible [behaviors](#) (including PWR indicators) by which students can demonstrate growth toward mastery of each of the following skills (CDE, 2020)."

### **1.8 Academic Monitoring/Academic Progress Goals**

Teachers will assess student growth toward mastery on each CAS Evidence Outcome for the content at the grade-level taught. Teachers will record growth toward mastery on a proficiency scale rubric for each grading period and report the data per student per content per teacher in October, December, March, and May.

### **1.9 Assessment and Grading**



The pandemic has resurfaced more than a half century of concern that equal treatment of students is inequitable within the educational program when the reality of the delivery of the educational program should provide equity for all students during teaching and learning. An equitable educational program provides a learning program that is tailored to meet the needs of each student by providing the support each student needs to be successful. The challenge for teachers to provide educational equity to each student exists during in-person learning and an equitable education is complicated further when the educational delivery of education is a combination of in-person and remote distance learning or when the educational delivery is 100% remote distance learning. Equity also applies to teacher assessment and grading of student work.

- **Method**

- **Elementary** will assess student assignments aligned to the Colorado Academic Standards (CAS) and award the proficiency level demonstrated by the student on the CAS.
- **Secondary** will assess student assignments aligned to the Colorado Academic Standards (CAS) and award percentage letter grades that correspond to the level of proficiency demonstrated by the student on the CAS.

### ***1.10 Best Practices for Teacher Assessment and Grading of Student Work During In-person and Remote Distance Learning***

- Assessment and grading is founded in what students need to know and be able to do in each content from the [Colorado Academic Standards](#) (CAS)(see the CAS for grade-level learning expectations in each content).
- The aim, emphasis, and focus for assessment and grading of schoolwork assigned, reviewed, and completed is on learning, not on compliance.
- To address equity, teacher assessment and grading and associated timelines should be flexible and adapt to the variables that affect student learning.
- All students should have the opportunity to redo, make-up, or try again to complete, show progress, or attempt to complete/master schoolwork.
- Grading should focus on the student's progression of learning, not on CAS mastery.
- The current learning model(s) make teacher checks for students' understanding a challenge to accurately assess and grade.
- Teachers provide feedback founded in the student's progress towards the CAS.
- Because student learning support varies at home, formative assessment founded in student learning progress should be considered more than summative assessments.
- Demonstrations of learning progress may be achieved via multiple methods of evidence, for example, electronic, digital portfolio, photographs, videos, and in hard copy formats.
- Clear, brief, and step-by-step directions/instructions will create academic expectations and routines for a climate and culture for ongoing progress toward mastery of the CAS and support assessment and grading.
- Teacher assessment and grading of student academic progress is founded in daily student participation (daily check-ins, assignment attempt/completion, student/parent contact with teacher, video conference participation).

### ***1.11 Best Practices to Account for Student Attendance During In-person and Remote Distance Learning***



Studies conclude that the effective teacher connects with and maintains a positive relationship with the student. In turn, the student trusts the teacher to support them in the learning. With that positive relationship, students are more engaged in academics and achieve at higher levels. Today, due to the effects of the pandemic on in-person and remote distance teaching and learning, the demand is to have a positive teacher/student relationship to keep learning moving forward.

In addition to a positive relationship, teachers must keep in mind that the student's sibling, parent, or other home adult are not their teachers. Student support for working in the In-person Teaching and Learning and Remote Distance Learning Plans will vary from home to home based on a variety of variables. And, not all students have high executive functioning skills or established procedures to be self-starters, self-organizers, or be able to prioritize tasks or locate resources to complete tasks.

Therefore, daily attendance is not punitive. Students aren't penalized for not participating daily. Home variables may affect participation. Students may become ill and/or may have to help care for a sibling or sick family member. If a student is absent during a scheduled in-person day, he/she may still be counted present when home participation occurs to count for or make-up that day.

- Create and monitor students “actively engaged in the educational process” engagement, for example:
  - Daily teacher check-ins with student or parent
  - Daily question for students for learning target anticipatory set or as an enrichment activity
  - Show progress or complete their daily online assignments
  - Daily “office hours” in which students can audio or video chat with teacher
  - Monitor engagement when student is online with Google Classroom, Go Guardian, and Pear Deck
  - All-class audio or video meeting
  - Online form, question, survey
  - Chat participation (directly with teacher or as part of a teacher facilitated group chat)
  - Student email and/or voicemail
  - Parent email and/or voicemail

Encourage students to participate in learning and motivate the student by providing lessons and expectations that engage the student as an active learner. As applicable to student access, use technology to stay connected.

### ***1.12 Student Learning Plans***

Some students have Advanced Learning Plans (ALPs), Individualized Education Plans (IEPs), Multi-tiered System of Support Plans (MTSS), READ Plans, and/or Section 504 of the Rehabilitation Act of 1973 Plans (504s) in place. Whether in the in-person or remote distance learning, these plans will direct student learning for the 2020/2021 school year. The focus on the differentiation of instruction for students with a learning plan will be followed by the school personnel assigned to implement the plan goal(s) and provide appropriate programming, intervention, accommodations, and modifications to meet the purpose of the plan.





- The case manager will adhere to all federal and state requirements for student plan implementation and ensure teaching and learning comply with the plan by:
  - Communicating and coordinating among school personnel the delivery of educational services to the student.
  - Communicating and coordinating with the student and the parent about the delivery of educational services and support the student to successfully complete tasks.
  - Contacting the student and parent frequently to build the relationship, motivating the student to complete assigned tasks.
  - Providing resources as some students with learning plans may experience more stress and/or anxiety due to the change in the educational program delivery.
  - Convening the learning plan team, either in-person or remotely, to maintain timeline compliance or when revisions to the student learning plan are warranted.
  - Coordinating learning plan delivery of teaching so students experience structure, consistency, and success to achieve the plan goals.
  - Capitalizing on learning resources and instructional strategies so the individual learning, social, emotional, or physical need of the student is met.
  - Incorporating the “*Best Practices*” previously mentioned when applicable to the student plan and need.
  
- GCSD will adhere to all federal and state requirements and guidance during the 2020/2021 school year when identifying students who may have need for the development and implementation of a student ALP, IEP, MTSS, READ, and/or 504 plan.
  - However, a determination may not be made until the process associated with each plan is followed and a complete body of evidence to support the determination is gathered appropriately. Some elements of the body of evidence may be obtained only through face-to-face assessment and/or in-person observation of the student within the classroom setting.
  - All school personnel and parents should realize that the pandemic has created an unprecedented delivery of the educational program by teachers.
  - Admittedly, student learning has many challenges in a hybrid or 100% remote distance learning program delivery, too.
  - When the educational delivery is 100% remote distance learning for the 2020/2021 school year, many students may need to attend school in-person in order to optimally benefit from an individualized and differentiated learning plan.
  - All classroom teachers will have to differentiate instruction for all students to meet the student need and achieve student success during this unprecedented time in education.
  - The creation of a student learning plan requires a process to be followed and, for most plans, educators must gather a body of evidence about the student over time.
  
- The Advanced Learning Plan (ALP) provides identified gifted students with a learning plan designed to meet the learner’s unique educational needs. Universal Screening of all 2nd graders for gifted student identification may be delayed depending on Colorado Department of Education guidance.



- An Individualized Education Program (IEP) provides students with an identified educational disability that requires specialized instruction necessary to access the general education curriculum.
- A Multi-tiered System of Support (MTSS) plan is a framework used to provide targeted support to struggling general education students. MTSS supports academic growth and achievement, behavior, social and emotional needs, and absenteeism. These tiers of support increase in intensity from one level to the next so students receive interventions sooner. The data collected through the MTSS process is incorporated into the body of evidence used in determining eligibility for special education.
- The READ Act focuses on literacy development for kindergarteners through third-graders. Students are tested for reading skills, and those who are not reading at grade level are given individual intervention plan, called a READ plan. The READ Act requires teachers to assess the literacy development of K-3 students in the areas of phonemic awareness; phonics; vocabulary development; and reading fluency, which includes mastery of oral skills and reading comprehension (Colorado Department of Education).
- To qualify for a Section 504 Plan, the 504 team must determine that there is evidence of a physical or mental impairment that substantially limits one or more major life activities. The 504 plan consists of accommodations that enable the student to have equal access to educational instruction and activities.