Montesano School District

Working Together for the Fall 2020 Plan

This plan is subject to change and if history is an indicator it will change regularly :-)

Last Updated   (8-14-2020)

Montesano is a community where people learn, grow and work together. With high-quality instruction, every student, regardless of race, class, language, or ability, can succeed.

Montesano S.D. Students and Families:

I want to thank you for your patience and understanding of the difficult situation we are all facing with the start of the school year. Over the course of the summer, things have been constantly changing and I want you to know that we are working very hard to provide the best instruction we can for our students while making sure we are also keeping in mind the health and safety of our students, staff, and families.

While I know this is far from the perfect scenario for our students, based on the recommendations from the county health department as well as guidance from the state, we have determined that it is necessary to start the year with remote learning for all of our students. This does not mean that we have committed to a remote model for the entire school year, and we hope that things improve enough to where we can start bringing students back for face-to-face instruction sooner rather than later. We will be monitoring the situation on a weekly basis and will continue to communicate as the school year progresses.

We acknowledge that the instructional process in the spring was not ideal and that many students and parents had frustrations with how things went, and we felt those frustrations as well. I want to make it clear that this was not how we would have preferred things to go, but we were restricted by mandates from the state. I can assure you that the remote instructional model this fall will be a far different and much improved model that will include the accountability and continued learning that we were not able to provide in the spring. Our staff is very committed to making this a positive and enriching educational experience for all of our students.

In this document, you will see all the planning that has gone into the start of this school year including all of the potential instructional models that may occur as we work through this together.

No one imagined or wanted the kind of disruption and risk that we have had. I know we can tackle these challenges and grow as a result, though, and I thank everyone for their role in doing so.

Dan Winter

Superintendent

Working Together Fall 2020

This guidance addresses instructional continuity during three instructional models of Working Together Fall 2020. The instructional model we are in will be based on guidance from local and state health officials, as well as the Office of Superintendent of Public Instruction (OSPI). Some bookmarks/links may send the reader to the same section of the plan or linked document due to that part of the plan being similar among all the instructional models. For example, the attendance language is the same for the Blended and Remote learning models.

Montesano will begin the 2020-21 school year on September 2nd, 2020 with the Remote Learning Model (approved by school board on 8-11-20)

COVID Response Instructional Models

In-Person Learning	**School is Open. Increased Absences.** Keep learning on track for absent students.
Blended Learning	**School is Open. Significant and Prolonged Absences.** Support student's well-being and instructional continuity when some are on site and some are remote.
Remote Learning	**Classes are Remote.** Support student's well-being and instructional continuity.

Virtual Instructional Model

M.O.D.E.L.	**The M.O.D.E.L. program is available during all three phases: In Person, Blended Learning, and Remote. This program is virtual and provides students and families the ability to have a flexible schedule.**

Table of Contents

GOALS

The goals of these guidelines are to provide direction, information, and resources to ensure that:

- All students have opportunities for continued learning that focuses on critical standards

- Staff work to minimize instructional loss

- Students and families are given routines and structures to ensure they stay connected to schools and learning

- There be consistency between each model so staff and students will be able to adjust quickly

- Both flexibility and structure can coexist and be used on an individual basis

- Provide for the health and safety of our students and families

PRINCIPLES

To accomplish these goals, the following principles are addressed:

- Vision: Montesano is a community where people learn, grow and work together. With high-quality instruction, every student, regardless of race, class, language, or ability, can succeed.

- Core beliefs:

  - Our students and community deserve a quality education. Our business is to engage students in meaningful schoolwork.

  - Students are our focus. Decisions must be based on what is best for students.

  - Students learn and succeed when they engage in relevant work with challenging content.

  - Each employee is important in helping students succeed; therefore, teamwork, communication, and trust must be part of all working relationships.

  - Adults in the school system model our beliefs by their daily attitude and commitment to learning. Each individual is a life-long learner through goal setting and professional development.

- Community and parent/guardian participation in school activities are encouraged and welcomed.

● These three pillars of learning become more important than ever.

- Content: Provided through Google Classroom

- Instruction: Synchronous and Asynchronous instruction and learning

- Family Engagement: Family meetings, parent support, collaboration
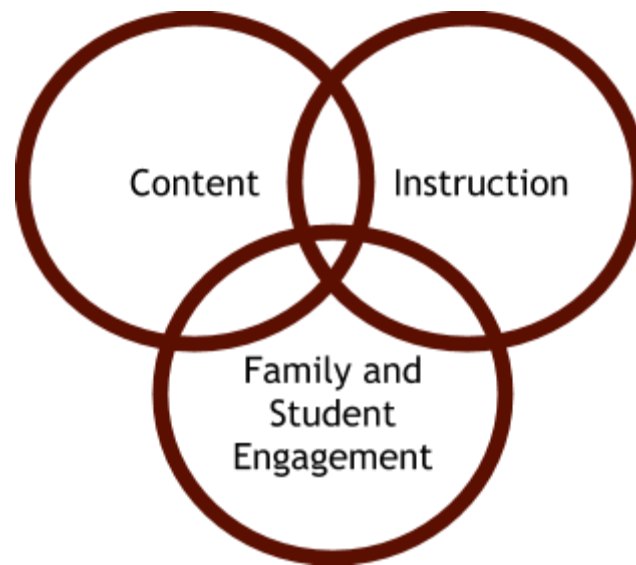
RESPONSIBILITIES

This is not an inclusive list of responsibilities, and they should be appropriate for the context.

District Responsibilities	- Develop thoughtful, accessible plans using stakeholder input, when possible - Support schools in planning and implementation - Help schools identify needed resources in the community - Ongoing communication from the superintendent to the community and staff
School Responsibilities	- Implement plans - Communicate regularly with all stakeholders - Support teachers in planning and implementing plans - Help families find needed resources in the community - Supporting students' social-emotional well-being is the priority as students transition from instructional models (i.e., remote, blended and in-person). Connections and relationships should be established prior to engaging in any form of rigorous testing or assessment schedule.
Teacher Responsibilities	- Create and engage in effective remote learning activities, including instruction and digital content for blended learning - During the first two weeks: - Review Student Responsibilities during remote sessions with students and families - Benchmark assessments - Track attendance as engagement - Be available at scheduled times to answer student/guardian questions, and respond to parent and/or student questions. - Provide timely and regular feedback to students on their learning progress - Communicate regularly with students and their families - Provide a range of meaningful learning opportunities that meet the needs of all learners - Collaborate effectively with colleagues
Student Responsibilities	*(To be reviewed with students by each teacher during each remote session during the first two weeks of school to ensure distributive teaching and student understanding)* - Review assigned work - Complete assigned work by the due date - Ask clarifying questions when you need help or don't

	understand
	● Be respectful to yourself, teachers, and peers
	● Follow additional guidelines in the Safe-Respectful-Responsible Remote Learning Expectations.
	● Engage in virtual discussions, activities, etc
	● Attendance
	   ○ In Person
	   ○ Blended
	   ○ Remote
	   ○ M.O.D.E.L.

Parent/Guardian/ Family Responsibilities	*(To be communicated by the principal to their families)* ● Reserve a space for students to complete remote learning work ● Try to increase privacy for students ● Reduce noise levels in the home when students are working ● Talk to students about their work every day and ask questions ● Help students establish and follow regular daily routines ● Help the student remove distractions ● Help the student identify motivators to support engagement ● Meet with your teachers as needed

CHANGING DELIVERY OF INSTRUCTIONAL MODELS

Learning may be fluid among in person, blended, and remote instructional models.

Determining factors for moving among these models include but not limited to:

- Review absenteeism daily at the building and district level for staff and students, by nurses, principals, and superintendent.

- Local and State health department guidelines that would guide classroom, building, and district closures in response to positive COVID-19 cases.

- A change in the instructional models will be communicated by the Superintendent to families and staff through Skyward, email, district website, and social media (Facebook/Twitter).

The M.O.D.E.L. Program is intended to be a continuous distance learning option that is more flexible than the other instructional models; however, it is not intended to be a fluid program for students to move in and out of. While the in-person, blended and remote models are designed for fluid transition, the M.O.D.E.L. program is not. Should you wish to transfer to or from the M.O.D.E.L. program you will need to meet with your building

administrator and go through a process to ensure appropriate placement. Transferring will likely not be an immediate event.

TECHNOLOGY SUPPORT- INFRASTRUCTURE
Click here to go to our Technology Support and Infrastructure plan

COVID-19 EXPOSURE RESPONSE
Click here to go to COVID-19 Exposure Response

TRANSPORTATION
Click here to go to the Transportation Plan

FOOD SERVICE
Click here to go to the Food Service Plan

SUPPORTS TO ENSURE EQUITY
Click here to go to the Supports to Ensure Equity Plan

WELLNESS (SOCIAL EMOTIONAL AND BEHAVIORAL HEALTH)
Click here to go to the Wellness Plan

IN-PERSON INSTRUCTIONAL MODEL

School is Open – Increased Absences Keep learning on track for absent students.
Absences (teachers) and Attendance (Students)
Communication and Teaching
Health and Safety
Responsibilities
Supports to Ensure Equity ● Special Education ● English Language Learners ● Highly Capable ● Section 504
Wellness (Social Emotional and Behavioral Health)

ABSENCES AND ATTENDANCE (IN PERSON)

School is open and there are increased absences. Students and staff are absent more frequently and in greater numbers.

Staff Unwell or Unable to Teach	● Complete absence in Skyward and Frontline ● Principal will take steps for coverage. ● Substitutes will be provided guidance to ensure they understand

	the protocols to follow, as well as provide a health attestation.
Staff or Students Test Positive for COVID-19	If a staff member or student tests positive for COVID-19, the local and state health department will work with the district on communication messaging that protects the confidentiality of the staff member or student. See COVID-19 Exposure Response for more information.
Student Absences	● Parents/guardians of students learning on site will notify the building attendance office, per normal procedures, to notify the attendance secretary of a student absence. ● If there is a medical reason a student will not attend school on site for the remainder of the year, due to COVID-19, AND the district is not in a remote model of learning, a meeting will need to occur to determine program plan, a 504 Plan and/or Special Education Plan (IEP) implications.

COMMUNICATION AND TEACHING (In Person)

The practices listed below will help absent students access their curriculum while they are home without needing to ask, "What did we do in class today?" or "Did you do anything while I was gone?"

Google Classroom	● All teachers will post assignments, materials and recorded lessons to their Google Classroom. Teachers will utilize the Google Classroom common MSD templates for the elementary or secondary levels to support consistency for the students, as well as use common assignment package organization.
Set Expectations	● Set expectations with students so they know what to do when they are absent. Expectations for absences will be included in the syllabus posted to Google Classroom. Remind them to check Google Classroom each day, and to connect with their peers. Refer to the student responsibility section.
Screencasting	Recorded lectures (when allowable)/lessons will be posted to Google Classroom as part of your daily update when possible.

Assessment	● Ungraded, formative assessments are to be used frequently to inform instruction, determine student grouping, and relay communication with parents as to their student's learning. ● Teachers are encouraged to learn and use the Pear Deck product for developing new, short, formative assessments that are aligned to standards. ● Summative assessments will be used to report students' progress towards standards through Skyward.
Grading	Students will be awarded grades for mastering competencies, or outcomes, that support the student with structures to ensure success and well-being. Opportunities should include open-ended problem solving and incorporate inquiry and compelling questions. Additionally, opportunities should work across content areas with resources that are culturally responsive and equitable. Students will be able to show mastery through digital content where accessibility tools are provided and students have flexibility in work completion. ● Students in grades K-6 will use standard proficiency marks associated with standards based grading. To accommodate distance learning needs students will be given an opportunity to accommodate for pace, pathway, and product whenever a grade is given. ● Students in grades 7-8 will follow a traditional grading system with grade marks including: A-F, incomplete, pass/fail. Grades in all classes are reported online. The grades issued at the end of the semester are used to determine success in the course and grade point average. Two quarter grades are used to determine the semester grade. Individual teachers will review their grading policies and course requirements at the beginning of the term. To accommodate distance learning needs students will be given an opportunity to accommodate for pace, pathway, and product whenever a grade is given. ● Students in grades 9-12 will follow a traditional grading system with grade marks including: A-F, incomplete, pass/fail. Grades in all classes are reported online. The grades issued at the end of the semester are used to determine credit in the course and grade point average. Two quarter grades are used to determine

	the semester grade. Individual teachers will review their grading policies and course requirements at the beginning of the term. To accommodate distance learning needs students will be given an opportunity to accommodate for pace, pathway, and product whenever a grade is given.

HEALTH AND SAFETY

Health Attestation	All individuals who enter the buildings will be required to attest that they are symptom free on a daily basis. See COVID-19 Exposure Response Document for list of symptoms.
COVID Response	Click here to go to COVID-19 Exposure Response
Daily Cleaning	Building protocols have been established to clean, sanitize and disinfect surfaces and areas. ● Cleaning removes germs, dirt, food, body fluids and other materials. Cleaning increases the benefit of sanitizing and disinfecting. ● Sanitizing reduces germs of surfaces to levels that are safe. ● Disinfecting kills germs on surfaces of clean objects. Current guidance for cleaning and disinfection for COVID-19 from the CDC states that disinfectants should be registered by the EPA for use against COVID-19. Click here for registered products.
Classroom Routines	When possible: ● Students will be distanced 6ft, face the same direction, sit in straight lines ● Students should be dismissed from class in a manner that supports physical distancing ● Introduce fresh air periodically

	● If classes are outside, be fully aware of students allergic to outside elements/factors and limit sun exposure. Focus on instruction and not independent work that can be done at home as a part of required continuous learning.
Building Specifics	Beacon Avenue Elementary
	Simpson Elementary
	Montesano Junior High
	Montesano Senior High
Library Material	Library Material Plan (under development)

BLENDED INSTRUCTIONAL MODEL

School is Open. Significant and Prolonged Absences. We need to ensure instructional continuity in a blended model where some students are physically present, some are remotely present, and others are absent. We are trying to find creative ways to support families with mitigating health circumstances who are more vulnerable and may need to stay home, those who may be quarantined but otherwise able to participate in school, and those who are recovering from illness and want to get back on track.
Absences (Teachers) and Attendance (Students)
Communication and Teaching
Health and Safety
Responsibilities
Supports to Ensure Equity

- [Special Education](#)

- [English Language Learners](#)

- [Highly Capable](#)

- [Section 504](#)

[Wellness (Social Emotional and Behavioral Health)](#)

ABSENCES AND ATTENDANCE (BLENDED)

School is open, but with significant and prolonged absences. This means keeping track of students who are learning from home and at school.

Staff Unwell or Unable to Teach	● Complete absence in Skyward and Frontline ● Principal will take steps for coverage. This involves each teacher having a grade level or department partner that can assist with keeping Google Classroom updated for the absent teacher and inviting remote students to applicable Zoom sessions. ● Substitutes will be provided guidance to ensure they understand the protocols to follow, as well as provide a health attestation.
Staff or Students Test Positive for COVID-19	● If a staff member or student tests positive for COVID-19, the local and state health department will work with the district on communication messaging that protects the confidentiality of the staff member or student. See [COVID-19 Exposure Response](#) for more information.
In Person Student Absences	● Parents/guardians of students learning in person will notify the building attendance office, per normal procedures, to notify the attendance secretary of a student absence. ● If there is a medical reason a student will not attend school on site for the remainder of the year, due to COVID-19, AND the district is not in a remote model of learning, a meeting will need to occur to determine program plan, a 504 Plan and/or Special Education Plan (IEP) implications.

Remote -Student Absences	To be considered present students will need to participate in their scheduled live sessions and participate in classwork. If a student is not able to participate in their live sessions then their attendance will be based on the plan developed by their teacher and family to include but not limited to their completion of work and involvement in assignment and maintenance of good standing in the class. ● Students confirmed to be learning remotely. When student attendance changes from remote to onsite a two week notification is recommended, but the district will work with parents.

COMMUNICATION AND TEACHING (BLENDED)

Teaching during a blended scenario is going to require both planning and flexibility. It is likely going to be the toughest of the different teaching scenarios. Teachers have to plan for students whom they may not see face-to-face and students who will be in class physically. What follows are expectations for making a blended model as successful as possible.

Ongoing Professional Learning	Professional learning for online instruction will be ongoing. Each Wednesday throughout the 2020-21 school year will be an early release for students. This time will be dedicated for staff to create, curate and manage their Google Classroom. Training, staff collaboration and meetings will also take place during this release time. These are examples of supports in addition to colleagues, personal learning networks and district training.
	
	● Google Teacher
	
	● Blended Learning:
	
	    ○ Quick Reference
	
	    ○ Blended Learning Universe
	
	● Google Junior Training Series - Quick Basic Training

Google Classroom	All teachers will post assignments, materials and recorded lessons to their Google Classroom. Teachers will utilize the Google Classroom common MSD templates for the elementary or secondary levels to support consistency for the students, as well as use common assignment package organization. Every classroom will have a

	classroom overview that includes details about how the class runs, important links (e.g., zoom) and expectations.
Active Student Engagement	Strategies for student engagement, both cognitively and behaviorally, are to be incorporated into synchronous and asynchronous lessons. Strategies are accessible on the Blended Learning Classroom (Google Classroom for Teachers). Student input should be sought to personalize learning. For example: ● Screencasting- Screencast instruction when possible and post to Google Classroom. This can be done in real-time, afterwards, or as a part of prepping for on site classes. Screencast feedback to student work or a model or sample (i.e. art project or lab). For labs, consider having the students in class run the lab and partner with a student at home to help do the analysis and write up via Google Doc. ● Teachers will need to plan lessons so that those students at home can move forward with the rest of the class without being physically in the class. Plan the lesson first for the students at home and then work to include the students you have in class. Even if the students Zoom in, it is not the same as being there. Zooming into a running classroom is often difficult to follow, the sound quality of discussions is poor, and students will miss things going on in the room. There are also concerns of people that are not a part of the class being able to view on site students. If a teacher does conduct a synchronous class, the class camera should only show the teacher or presentation materials. ● There will be an active focus on planning lessons through the lense of Universal Design for Learning (UDL)
Student Support Hours: during full Remote	Student support hours are scheduled during the school day with the possibility of evening hours. The hours do not have to be consecutive, but they need to stay as consistent as possible.
Grading	Students will be awarded grades for mastering competencies, or outcomes, that support the student with structures to ensure success

and well-being. Opportunities should include open-ended problem solving and incorporate inquiry and compelling questions. Additionally, opportunities should work across content areas with resources that are culturally responsive and equitable. Students will be able to show mastery through digital content where accessibility tools are provided and students have flexibility in work completion.

- Students in grades K-6 will use standard proficiency marks associated with standards based grading. To accommodate distance learning needs students will be given an opportunity to accommodate for pace, pathway, and product whenever a grade is given.

- Students in grades 7-8 will follow a traditional grading system with grade marks including: A-F, incomplete, pass/fail. Grades in all classes are reported online. The grades issued at the end of the semester are used to determine success in the course and grade point average. Two quarter grades are used to determine the semester grade. Individual teachers will review their grading policies and course requirements at the beginning of the term. To accommodate distance learning needs, students will be given an opportunity to accommodate for pace, pathway, and product whenever a grade is given.

- Students in grades 9-12 will follow a traditional grading system with grade marks including: A-F, incomplete, pass/fail. Grades in all classes are reported online. The grades issued at the end of the semester are used to determine credit in the course and grade point average. Two quarter grades are used to determine the semester grade. Individual teachers will review their grading policies and course requirements at the beginning of the term. To accommodate distance learning needs students will be given an opportunity to accommodate for pace, pathway, and product whenever a grade is given.

Assessments	● Ungraded, formative assessments are to be used frequently to inform instruction, student grouping, and communication with parents as to their student's learning. ● Teachers are encouraged to learn and use the Pear Deck product for developing new, short, formative assessments that are aligned to standards.

	● Summative assessments will be used to report students' progress towards standards through Skyward.
	
	Teachers may consider developmentally appropriate assessments that demonstrate continuation of learning which may include:
	
	    ● Photos of artifacts - Parent/Guardian submit a photo of student work and the teacher provides standards-based feedback.
	
	    ● Collected physical artifacts - These can be collected periodically or at conclusion of the remote learning period.
	
	    ● Parent/Guardian phone calls - Teacher interacts with the child to assess identified skills/tasks.
	
	    ● Video student skills - Parent/Guardian takes video of student completing tasks and shares with the teacher by uploading it as an assignment in Google Classroom.

Student Support	The purpose of "Student Support" time is to have designated times for teachers to support students through: family meetings, 1:1 instruction, and small groups. Students and parents/guardians can reach out and request support. Timeliness is important, so teachers will answer student and family questions within 24 hours. You may choose to provide student support via email, 1:1 Zoom meetings (parent/guardian permission required), small group Zoom meetings, phone or any combination of these methods. Teachers will post information in their Google Classroom explaining to students and parents how they can reach you and/or how they can schedule time.
Communication	● Teachers will utilize the parent/guardian email through Skyward Message Center, the messaging tool in Google Classroom or make phone calls when communicating to parents. ● Parents/guardians do not need to have lessons and assignments sent to them from individual teachers. That information should be listed on the Google Classroom for them to access. Parents/guardians can be connected to their child's Google account and receive summaries of assignments done and those that need to be done.
Checkpoints	Check in regularly with all students. The goal with these checkpoints is

	both to ensure students are following along *and* to share the responsibility of building and caring for the learning community with the rest of the class. Some options include: ● Email ● Discussion board ● Zoom sessions ● Participation in Student Support Time ● In-person conversation ● Family meetings If students are slipping behind or not checking in, please notify the counselor, who will follow up with the family and loop in the appropriate administrator if necessary.
Printed Material	The process for distribution and collection of printed materials will be coordinated at the building level by the principals. All printed material will be included on a teacher's Google Classroom.
Remote Learning	**The amount of student engagement to aim for is inclusive of digital interaction and assigned work.** This is not inclusive of non-graded enrichment opportunities, which Montesano encourages teachers and families to provide. The thresholds in the table below could be inclusive of projected time that spans multiple days, independent work, and direct teacher engagement. When planning, teachers should consider: ● Creating an "assignment package" (10 things to include in your digital assignment) ● Students may or may not have a consistent caregiver who can work with them every day. Ensure that instructions are written so that the student can understand them independently. ● Using headings, bullet points, appropriate text size, boldness, and color to create a clear workflow for students to follow. ● Consider these questions when designing remote learning experiences: ○ How will a student know where to start?

	○ How will a student know what to do next?
	○ How will a student know when the work is successfully completed?
	○ How will the parent know a student completed an activity?

REMOTE LEARNING INSTRUCTIONAL MODEL

Classes are Online. Minimal Face-to-Face Interactions. Support student's well-being and instructional continuity. Students are required to engage in remote learning.
Absences (Teacher) and Attendance (Students)
Communication and Teaching in Remote
Health and Safety
Responsibilities
Supports to Ensure Equity ● Special Education ● English Language Learners ● Highly Capable ● Section 504
Wellness (Social Emotional and Behavioral Health)
Building Schedules

- Beacon ([Preschool](in development), [Kindergarten](), [1st Grade](), [2nd Grade]())
- Simpson ([3rd Grade](), [4th Grade](), [5th Grade](), [6th Grade]())
- [Montesano Jr. Sr. High School]()

ABSENCES AND ATTENDANCE (REMOTE)

Classes are Remote. Attendance is based on remote engagement and classwork participation. Focus on supporting student's well-being and instructional continuity.

Staff Unwell or Unable to Teach	- Complete absence in Skyward and Frontline - Principal will take steps for coverage. This involves each teacher having a grade level or department partner that can assist with keeping Google Classroom updated for the absent teacher and inviting remote students to applicable Zoom sessions. - A substitute will start the scheduled meeting and take attendance and provide direction for students.
Staff or Students Test Positive for COVID-19	If a staff member or student tests positive for COVID-19, the local and state health department will work with the district on communication messaging that protects the confidentiality of the staff member or student. See [COVID-19 Exposure Response]() for more information.
In Person Student Absences - some small groups of students may continue to be in-person	- On occasion in-person events may occur. Parents of students learning in person will notify the building attendance office, per normal procedures, to notify the attendance secretary of a student absence. - If there is a medical reason a student will not attend school on site for the remainder of the year, due to COVID-19, AND the district is not in a remote model of learning, a meeting will need to occur to determine program plan, a 504 Plan and/or Special Education Plan (IEP) implications.
Remote Student Absences	To be considered present students will need to participate in their scheduled live sessions and participate in classwork. If a student is not able to participate in their live sessions then their attendance will be

	based on the students' engagement in their coursework.

COMMUNICATION AND TEACHING (REMOTE)

Additional guidance and specific changes to what is explained in the Blended section of the plan.

Ongoing Professional Learning	Professional learning for online instruction will continue. Each Wednesday throughout the 2020-21 school year will be an early release for students. This time will be dedicated for staff to create, curate and manage their Google Classroom. Training, staff collaboration and meetings will also take place during this release time. These are examples of supports in addition to colleagues, personal learning networks and district training. ● Google Teacher ● Blended Learning: ○ Quick Reference ○ Blended Learning Universe ● Google Junior Training Series - Quick Basic Training
Google Classroom	All teachers will post assignments, materials and recorded lessons to their Google Classroom. Teachers will utilize the Google Classroom common MSD templates for the elementary or secondary levels to support consistency for the students, as well as use common assignment package organization. Every classroom will have a classroom overview that includes details about how the class runs, important links (e.g., zoom) and expectations.
Active Student Engagement	Strategies for student engagement, both cognitively and behaviorally, are to be incorporated into synchronous and asynchronous lessons. Strategies are accessible on the Blended Learning Classroom (Google Classroom for Teachers). Student input should be sought to personalize learning. For example:

	● Screencasting- Screencast instruction when possible and post to Google Classroom. This can be done in real-time, afterwards, or as a part of prepping for on site classes. Screencast feedback to student work or a model or sample (i.e. art project or lab). For labs, consider having the students in class run the lab and partner with a student at home to help do the analysis and write up via Google Doc. ● Teachers will need to plan lessons so that those students at home can move forward with the rest of the class without being physically in the class. Plan the lesson first for the students at home and then work to include the students you have in class. Even if the students Zoom in, it is not the same as being there. Zooming into a running classroom is often difficult to follow, the sound quality of discussions is poor, and students will miss things going on in the room. There are also concerns of people that are not a part of the class being able to view on site students. If a teacher does conduct a synchronous class, the class camera should only show the teacher or presentation materials. ● There will be an active focus on planning lessons through the lens of [Universal Design for Learning (UDL)](#)
Teachers On Site	If local and state health departments guidance allows, staff may report to work in their classrooms and buildings.
Students On Site	If local and state health departments guidance allows, a determination will be made as to whether students with significant educational needs that are unable to benefit from instruction through a remote program, as determined by an IEP team or additional data, may attend for a portion of the day on site. See [Supports to Ensure Equity](#) document for a greater description.
Student Support Hours- during full Remote	Student support hours are scheduled during the school day with the possibility of evening hours. The hours do not have to be consecutive, but they need to stay as consistent as possible.
Grading	Students will be awarded grades for mastering competencies, or outcomes, that support the student with structures to ensure success

	and well-being. Opportunities should include open-ended problem solving and incorporate inquiry and compelling questions. Additionally, opportunities should work across content areas with resources that are culturally responsive and equitable. Students will be able to show mastery through digital content where accessibility tools are provided and students have flexibility in work completion. ● Students in grades K-6 will use standard proficiency marks associated with standards based grading. To accommodate distance learning needs students will be given an opportunity to accommodate for pace, pathway, and product whenever a grade is given. ● Students in grades 7-8 will follow a traditional grading system with grade marks including: A-F, incomplete, pass/fail. Grades in all classes are reported online. The grades issued at the end of the semester are used to determine success in the course and grade point average. Two quarter grades are used to determine the semester grade. Individual teachers will review their grading policies and course requirements at the beginning of the term. To accommodate distance learning needs students will be given an opportunity to accommodate for pace, pathway, and product whenever a grade is given. ● Students in grades 9-12 will follow a traditional grading system with grade marks including: A-F, incomplete, pass/fail. Grades in all classes are reported online. The grades issued at the end of the semester are used to determine credit in the course and grade point average. Two quarter grades are used to determine the semester grade. Individual teachers will review their grading policies and course requirements at the beginning of the term. To accommodate distance learning needs students will be given an opportunity to accommodate for pace, pathway, and product whenever a grade is given.

MONTESANO ONLINE DISTANCE EDUCATIONAL LEARNING (M.O.D.E.L.)

The M.O.D.E.L program is available during all three phases: In Person, Blended Learning, and Remote
Absences (Teachers) and Attendance (Students)
Communication and Teaching
Health and Safety
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Supports to Ensure Equity ● Special Education ● English Language Learners ● Highly Capable ● Section 504
Wellness (Social Emotional and Behavioral Health)

ABSENCES AND ATTENDANCE (M.O.D.E.L.)

Classes are Remote. Attendance is based on remote engagement and classwork participation. Focus on supporting student's well-being and instructional continuity.

Staff Unwell or Unable to Teach	● Complete absence in Skyward and Frontline ● Principal will take steps for coverage if a connection meeting is scheduled and cannot be rescheduled. ● A substitute will start the scheduled meetings and take attendance and provide direction for students.
Staff or Students Test Positive for	If a staff member or student tests positive for COVID-19, the local and state health department will work with the district on communication messaging that protects the confidentiality of the staff member or

COVID-19	student. A plan will be made to address work during the illness for students.
Remote Student Absences	The M.O.D.E.L. program provides for student and family flexibility. Student attendance will be based on participation in classwork and learning progress. Students will have individual plans that will guide their attendance. Students will need to make at a minimum one synchronous contact per week per subject.

COMMUNICATION AND TEACHING (M.O.D.E.L.)

Teachers On Site	If local and state health departments guidance allows, staff may report to work in their classrooms and buildings.
Students On Site	If local and state health departments guidance allows, a determination will be made as to whether students with significant educational needs, as determined by an IEP team or additional data, may attend for a portion of the day on site.
Student Support Hours	Student support hours are scheduled during the school day with the possibility of evening hours. The hours do not have to be consecutive, but they need to stay as consistent as possible.
Instruction	Instruction in the M.O.D.E.L. will utilize the District's core programs in an online format. Instruction is designed to be individualized and self-paced to meet the learning needs of the student. All instruction will emphasize social-emotional, academic development of all students. ● In grades K-6, iReady will be used to support reading, math and writing (grades 2-5), and Carolina Online will support science. ● In grades 7-12, Apex Learning will be used to deliver all courses. Day in the Life Snapshot
Google Classroom	All teachers will post assignments, materials and recorded lessons to

	their Google Classroom. Teachers will utilize the Google Classroom common MSD templates for the elementary or secondary levels to support consistency for the students, as well as use common assignment package organization. Every classroom will have a classroom overview that includes details about how the class runs, important links (e.g., zoom) and expectations.
Schedule	Flexible schedules will be developed by the M.O.D.E.L. teacher and the students' learning team that meets the unique needs of the student and their families. Schedules will include: ● Class connection time to interact with peers ● Specially designed instruction ● Check in meetings to track progress and answer questions ● Independent work time to engage in personalized pathway ● Option to add other events to meet students' needs