Virtual Learning Instructional Plan
2020-2021

Overview

Fremont County School District #1 (FCSD1) is committed to ensuring all students are prepared for their future. As the district plans for reopening schools in August, the FCSD1 Mission and Vision are at the core of every decision. COVID-19 continues to impact students, families and the wider community. FCSD1 is committed to ensuring that all students learn, whether through in-person or virtual learning.

Knowing that in-person learning might not be the best option for every family, FCSD1 is offering a virtual learning option for families who are interested. No matter which option is best for each family, all district staff members commit to engage, nurture and support students through this phase of their education. This online guidance document will govern virtual learning for those who choose this method of education, for those times when a student may need to be absent for extended periods of time due to illness/quarantine, or if the schools have to shut down for short periods of time. The following values steer this work:

- *Our students come first.* In all our planning, we make decisions based on what is best for our students.
- *We promote access, opportunity and choice.* While the majority of families want in-person learning, we know that this is not the right choice for all families, which is why there will be an online learning option.
- *We commit to excellence, innovation and continuous improvement.* We have had to adapt and innovate to educate students through the pandemic. We will continue to keep up to date with expert guidance and make adjustments when necessary.

The district is strengthening its virtual learning model so that its highly qualified staff can continue to deliver the FCSD1 core curriculum both in-person and online. The Wyoming Department of Education requires seven hours of professional development to deliver instruction in the virtual model. In addition to this requirement, FCSD #1 commits to providing staff members with ongoing professional development in several areas including curriculum planning, social-emotional learning, technology tools, and safety. This is an ongoing process, and the district will continue to communicate and collaborate with its stakeholders.

Enrolling My Child

Parents, please read through each section of this document to determine if virtual is the best learning environment for your student(s). For more information, or if you wish to enroll your student in the fully-online learning option for the 2020-2021 school year, please contact your building principal. If you are choosing to enroll your child in this option, we ask that an attempt to commit to the full semester at the high school level (or trimester for LMS) in this format so that your child benefits the most from their learning experience.

Attendance

Attendance will be recorded regularly through Infinite Campus and is based on a combination of attendance in teacher sessions, time on-task in digital content, and offline assignments submitted (see Guidelines for Virtual Learning Instruction, page 7 for more information).

Student Expectations

Students are expected to:
- Attend regularly.
  - Students need to attend all scheduled meetings with their teacher.
  - Establish daily routines and timelines to participate and engage in the learning activities.
- Stay on the pace set by the teacher.
  - Coursework includes assignments to be completed online and offline.
  - All submissions are online unless specified by the teacher.
  - Complete assignments on time with integrity and academic honesty.
  - Use the assignment calendar to stay on track.
- Follow the district's Code of Conduct and rules of behavior.
- Comply with the FCSD1's Acceptable Use of Technology Agreement for Students (Appendix).
- If possible, identify a learning space where you are able to participate in online learning that may be live streamed.
- Monitor email and online platforms daily to check for announcements and feedback from teachers.
- Contact the teacher(s) when needing additional support or clarification.
- Read every day.
- Do some sort of physical activity everyday.

Parent/Guardian Expectations

Parents/guardians are expected to:
- Establish a daily routine and schedule with students.
- Elementary students: ensure someone at home is available & able to support the child at home through virtual learning experiences.
- Secondary students: ensure the student attends online instruction delivery during designated times.
- Monitor student's weekly grades in Infinite Campus.
- Ensure access to resources and materials.
- Participate in office hours when needed.
- Communicate with teachers and administrators when needed.
- Maintain a positive and supportive role.
- Encourage physical activity daily.
- Support ongoing learning.
- Ensure your student has appropriate and sufficient reading materials.

Tips to help your child succeed
- Students will need earbuds or headphones, their school-issued Chromebook, a notebook, and pen/pencil for their online coursework. Some classes may require additional materials.
- Creating a supportive environment for learning is critical for students learning from home. Try to have a specific place and time set up for school work. Limit distractions by turning off the TV, silencing phones, and setting them away from the learning space. Keeping students focused on their work allows the parent to focus on their own tasks. Set breaks for lunch, and have a set time to put away the learning.
- Using a calendar will help your child stay on track.
- Setting goals for the week helps your child visualize their accomplishments. It also keeps them from getting behind.
- Reward yourselves when the lesson is done.

- Ask your child about their school work. Have them share something interesting or retell a story. Ask questions so the student has to form their own opinions. This helps the student think about their learning and lets them know you are interested in what they are doing.
- Email the student's teacher if you have questions or concerns.

Code of Conduct

FCSD1 expects students to behave appropriately and follow school rules in all educational environments. Any behavior which disrupts the learning environment or is detrimental to the safety and welfare of other students or staff is subject to disciplinary action. The principal or designee may apply disciplinary consequences including suspension or a recommendation for expulsion for any student who engages in inappropriate activities while in school buildings, in online courses, on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event and off school property when the conduct has a reasonable connection to school or any district curricular or non-curricular event.

Consequences for inappropriate behavior are contained in the following chart, which is used in all schools. The District's Code of Conduct policy can be found on our district website. Prior to the imposition of a consequence, the student will be informed of the behavior for which the consequence is being imposed and will have some opportunity to explain his/her side of the story. Students using the internet must abide by the provisions of the FCSD1 Technology User Agreement. Copies are available upon request.

Academic Honesty

Students are expected to follow all copyright laws. Duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law *(Title17, USC).* Additionally, students are required to submit authentic, and original evidence of learning.

District Procedures

School District Roles and Responsibilities Expectations	
District Office	- Communicate with state and local officials on recommendations, policy, regulations, and resources. - Communicate regularly with buildings to answer questions and provide support to staff in transition to virtual learning. - Support staff and students/families transitioning to distance learning.
Technology Department	- Determine inventory of 1-1 devices available and distribute as possible. - Support teachers in providing distance learning opportunities. - Share district-identified and provided resources with staff and students/families appropriate for distance learning. - Communicate opportunities and options for at-home connectivity
Building Principals	Monitor and support teachers in their communication with students and

	parents. ● Communicate with students and/or families as needed. ● Communicate with Central Office personnel on implementation of distance learning.

Teachers	● Design virtual learning experiences for students, including regular face-to-face instruction via technology (see Guidelines for Virtual Learning Instruction, page 7).
	 ● Continue to meet with PLC team(s)
	 ● Building-directed contact expectations
	 ● Follow the building's leadership for instruction times
	 ● Implement K-12 assessment protocols
	 ● Fulfill required professional development
	     ○ 7 mandatory PTSB hours
	     ○ Continual professional development and coaching

Special Education staff - including paraprofessionals	● Ensure the provision of FAPE for each student with a disability. ● Communicate with parents regarding any necessary adjustments to IEPs (based on move to virtual learning environment). ● Based on school and parent agreement, issue Prior Written Notice and create IEP amendments. ● Continue to provide special education, related services, accommodations, and modifications as indicated in each IEP (per latest amendments).
Elementary Specials	● Meet at least one time per month to monitor, assess, and to provide one-on-one feedback. ● Communicate with core teachers to see if interdisciplinary activities would align to core content.
Secondary Electives	● At this point, not all electives will be available in a virtual format. Discuss the options with the building principals.
Instructional Coaches	● Collaborate with teachers in planning daily and weekly lessons and units. ● Support teachers with effective and purposeful instruction and professional development. ● Be available to participate in synchronous meetings with teachers. ● Be available to co-plan when requested. ● Facilitate professional development for teachers and staff.
Counselor, Social Worker, Nurses	● Serve as a liaison for communication with students/families for support. ● Provide resources for all students and families to support social and emotional needs. ● Communicate with subject and classroom teachers to identify students who may need additional support.

Special Education / ELL / Section 504 / Title I	
Specially Designed Instruction	● Students with IEPs will continue to receive specially designed instruction through digital conferencing, printed materials, facilitated online learning programs, and/or phone conferencing. ● Instructional tasks will be designed to enable each student to meet their annual IEP goals. Student progress will be monitored regularly and reported concurrently with report cards.
Related Services	● Related Services will be provided according to each student's IEP. ● Services will be delivered via online platforms, phone conferences, or through printed materials.
Supplementary Aids & Services	● Accommodations will be provided as designated in each student's IEP. ● If a student's IEP calls for accommodations that are applicable to the distance learning setting, they will be provided through distance learning.
Counseling	● School Counselors will continue providing counseling and support to students via digital and/or phone conferencing. ● School Counselors will support the buildings' Positive Behavior Support (PBIS) program based on three established District goals for student success: Be Responsible, Be Respectful, Be Safe.
Section 504	● Students who have Section 504 plans will continue to receive the supports and services outlined in each plan. ● As some supports and services may not apply in a distance learning environment, school staff and parents will work together to revise plans if necessary. ● Interventions and activities will be monitored for effectiveness.
ELL	● The District EL Coordinator will work with teachers, parents, and students to provide continued EL services and support students in accessing the general education curriculum. Interventions and activities will be identified and monitored for effectiveness.
Title I	● Title I teachers will work with grade level teams to coordinate intervention activities for identified students. Additionally, Title I teachers will contact parents to schedule online intervention programs and offer online tutoring sessions. ● Title I paraprofessionals will support these efforts as well. Interventions and activities will be identified and monitored for effectiveness.

Guidelines for Virtual Learning Instruction	
Communication	- Teachers will: - Communicate with students and parents on a regular basis. - Respond to student/parent questions and communication in a timely manner. - Clearly communicate learning targets, expectations for any assignments, and availability. - Provide timely feedback.
Instruction	All teachers will focus on providing instruction that continues to emphasize prioritized standards for each class and content area as is possible via virtual delivery. - Deliver content to students via the learning management system. - Lessons will include: - A learning target (based on one or more standards) - An instructional component - Student practice - Demonstration of learning - Provide feedback in a timely manner. - Communicate with students/parents on a regular basis to determine needs and barriers to learning. - Students should be engaged in an age-appropriate manner based on their grade level. - Plan and provide learning experiences accessible to all students based on each building's schedule. - Teachers are encouraged to be considerate of total student screen time when developing instructional lessons and expectations. - Formative assessment that directly assess student mastery and progress towards learning targets and prioritized standards will be embedded within instructional lessons and units.
Collaboration	Teachers will continue to collaborate with their colleagues (e.g., PLCs, grade level teams, special education teachers, etc.) to develop, deliver and monitor high-quality instruction.
Taking Attendance	- The classroom teacher will track participation for each course engaged in virtual learning at least once a week. - Student attendance will be tracked through a variety of methods and building may utilize any of these methods. These attendance procedures are as follows: - Coursework submissions by a student in a course that is logged via an online platform. - Academic-based communication between a student and/or parent/guardian and the teacher. - Student participation activities that are logged and recorded by the teacher. - Submission of hard copy coursework through postal mail or in person.

Student Data and Privacy
● Fremont County School District 1 will continue to adhere to its Student Data Privacy and Security Guidelines & Procedures found in [Board Policy EHA - Student Data Security and Privacy](#) ● FCSD1 will use the same tools (Infinite Campus, Google Suite, etc.) it uses during traditional schooling and will follow appropriate privacy and security protocols for their use. ● Special Education staff members who are meeting online with students and/or parents will ensure the staff member's space is a private and secure setting when providing services and/or discussing confidential information.

Appendix

Grading and Reporting

FCSD1 believes ALL students can learn at high levels, and our standards-based grading practices, including scoring and feedback, reflect this truth.

Grades K - 12 Reporting - Common assessments and other evidence will be used to determine a student's level of mastery on each standard. Recents scores are more heavily weighted than older scores. Scores for each standard within a subject are calculated to produce an overall score for that subject.

Scores used to indicate student performance for an outcome align to the proficiency scale for each outcome and are reported in the following way:

- **4** - Student demonstrates an in-depth understanding of the concept by completing advanced applications
- **3** - Student demonstrates proficiency on the concept, using targeted knowledge and skills
- **2** - Student demonstrates foundational knowledge and is still working to apply concepts and skills
- **1** - With help, student demonstrates basic knowledge and skills
- **0** - Even with the help, student demonstrates no understanding or skill

The intermediate scores of 0.5, 1.5, 2.5, and 3.5 are used to show that a student has shown partial mastery of the next level of learning.

High School Reporting (GPA Calculations) -The scores are converted to a corresponding A, B, C, D, or F grade in the gradebook. Standards-based grading will not change how a student's GPA is calculated. At the high school level, the 4.0 scale is converted to a letter grade, which is used to determine GPA. Please communicate with your student's teacher or building administrator if you need more information.

District Practices

Teaching, Learning, and Assessment Practices
- Students receive a proficiency scale at the beginning of each unit of instruction.
- Students receive clear descriptions of achievement expectations at the beginning of each unit of instruction.
- Proficiency scales and learning targets are posted and shared in the Learning Management System (LMS).
- Feedback on student work is given to students in a meaningful and timely manner.
- Learning is based on complex tasks that involve critical thinking and problem solving.
- Students have access to rigorous instruction and opportunities to demonstrate their learning at high levels.
- Students have an opportunity to be taught and assessed on the higher order thinking tasks.
- Teachers involve students in tracking their own progress.
- Students struggling to demonstrate proficiency may be required to participate in remediation opportunities.
- Each school implements a Positive Behavior Interventions & Support (PBIS) program based on three established District goals for student success: Be Responsible, Be Respectful, Be Safe.
  - Students are taught the social skills identified in the PBIS building rubric.
  - Expectations are reinforced throughout the school year.
  - Specific behavior that is not safe or respectful will be addressed using the discipline referral system.

- ○ Behavior that is not responsible will be recorded by the teacher and reported to the parents via Parent Portal.
- ○ A responsibility score and appropriate comments will be posted on the student report card at the end of each grading period.
    - ■ 4 - Consistently demonstrates responsible behavior
    - ■ 3 - Usually demonstrates responsible behavior
    - ■ 2 - Sometimes demonstrates responsible behavior
    - ■ 1 - Never demonstrates responsible behavior

Pre-assessment
- Pre-assessments are administered before students begin the lesson, unit, or course.
- Students are not expected to know the material on the pre-assessment.
- Pre-assessment information is used to establish a baseline to measure student growth.
- Pre-assessment information is used to determine what students may already know.
- Teachers use this information to plan instruction based on the needs of individual students.
- Pre-assessments are not recorded as evidence in the gradebook.

Multiple Learning Opportunities
- Additional instruction and reassessment is required for those students not demonstrating proficiency.
- Buildings have created systems of support for students who have not demonstrated proficiency on a standard. These supports are offered during the school day.
- Opportunities are also available for proficient students wanting to improve their score; however, these students must take responsibility and make arrangements for the additional instruction and reassessment.
- Grade level and content area teams agree on consistent expectations for reassessment.
- Non-proficient students are recommended to attend summer school in order to develop the knowledge and skills necessary for proficiency.

Virtual Learning - Technology Equipment Usage and Guidelines

Information is provided here so that students and parents/guardians are aware of the responsibilities that students accept when they use district-owned technology equipment at home.

Availability of Resources

The District will provide a Chromebook to any student in grades 3-12 who require a device to participate in learning from home. For younger students, a device is provided as determined by the principal, building staff, and household needs. In the spring, the District surveyed families to determine the number of households without internet connectivity.

Last spring, over 100 mobile hotspots were purchased to provide supplemental connectivity to households. Mobile hotspots are preferred over fixed solutions as they are mobile for easy checkout and transfer. If home connectivity is required, please contact your school's office for arrangements.

Whether in use at home or in school, all District-owned devices and accessories used by staff and students (such as Chromebooks, headphones, wireless access points, etc) remain the property of Fremont County School Dist #1 and must be returned upon exiting the District or when requested by school or district staff.

Note: district Chromebooks are configured to only allow usage by staff and students who have a District-issued @landerschools.org account.

Student Accounts

Each student is given a unique identifying network account and password. These credentials are private and to be used only by that student. Students are responsible for their individual accounts and the actions on their network accounts. Students should take all reasonable precautions to prevent others from being able to use their account.

However, for students in grades K-3, parents and guardians may obtain the account credentials of their students upon request made to school administration, as long as that individual is allowed to receive such information.

Care and Protection of your Assigned Chromebook at Home

While Chromebooks are sold as ruggedized devices for educational use, breakage can still occur if care is not taken.

- Always carry the Chromebook with two hands and/or in a protective carrying case.
- Do not leave your Chromebook in a vehicle, as heat or cold can very quickly damage its screen.
- Store the Chromebook on an elevated, flat surface (never on the floor). Do not place weight on the Chromebook screen or pack it too tightly into a backpack.
- Protect the Chromebook from small children, pets, food, and drinks. It's best to use it in a dedicated clear space.

Defacing Equipment

Defacing district-issued equipment in any way is prohibited. This includes but is not limited to marking, painting, drawing on any surface of the laptop, or placing stickers or additional markings on the Chromebook or its power charger.

Damaged Equipment
Accidents do happen. There is a difference, however, between an accident and negligence. Damage caused due to a student's failure to follow the guidelines set forth in this handbook will be deemed negligent and may incur costs to repair or replace the equipment.

Lost or Stolen Equipment
If any equipment is lost or stolen, the student or parent MUST report it to the school immediately. Students can let a teacher or administrator know, and the staff member will assist him/her in a timely manner. In the case of stolen equipment, a police report may be required.

Additional Options for Connectivity
A list of outdoor locations around each school building is provided to families who are looking for quick "drive-up" connectivity. There are also options for connectivity in the community, such as the Fremont County Library.

If providing access is not possible for any reason, teachers will determine the best method of delivering instruction. Where applicable, staff are encouraged to create opportunities for students to work offline to minimize connectivity requirements.

Parent Resources to Assist Their Students
Starting in the fall, the District will create and provide resources for parents to support learning outside the classroom. These resources will be provided via a number of means, including in-person Tech Nights at elementary schools, links and videos, etc. Resources will be posted and announcements sent to parents via school newsletters.

Student Internet Acceptable Use Agreement (from Handbook)

Fremont County School District #1 strongly believes in the educational value of the Internet and other online information resources. They can increase the power of curriculum content standards, enable exciting collaborations, increase productivity, and improve student learning. Resources provided by the Internet and other media sources are important parts of the District's instructional program. These services are provided to support individual academic needs that promote educational excellence in schools, support our curriculum, and. **Student use of District computers, networking, or applications constitutes acceptance of the conditions within this agreement as well as additional stipulations within the school's student handbook**.

General Statement: Individual Responsibility of Parents and Users

Even though filtering and other protection are in place on the District network, all users and their parents/guardians are advised that access may include the potential for access to materials inappropriate or offensive for school-aged pupils. All users are responsible for their use of technology resources and the Internet. The District does not accept responsibility for students accessing inappropriate content or acting contrary to this agreement.

General Statement: No Expectation of Privacy

Network and Internet access is provided as a tool for education. The District reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice any and all usage of the district computer network, district-owned hardware, Internet access, and any and all information transmitted, received, or stored in connection with such usage. All such content shall become and remain the property of the District, and no student shall have any expectation of privacy regarding such materials. The District may share such transmissions with the student's parent/guardians, law enforcement, and other entities that the District deems necessary.

Student Account Usage

Each student is given a unique identifying network account and password. These credentials are private and to be used only by that student. Students are responsible for their individual accounts and the actions on their network accounts. Students should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should students provide their password to another student. If a student suspects her/his network account credentials has been compromised, the student should immediately inform a teacher or other staff member so action can be taken to protect her/his account.

Internet Use Filtering and Monitoring

To comply with federal law, the District employs several methods of Internet content filtering and monitoring. However, no Internet content filtering system can be fully effective in preventing access to harmful and inappropriate material. With global access to computers and people, there is a risk that students may access material that may not be considered to be of educational value in the context of the school setting. Students receive instruction, appropriate to their age, regarding strategies to avoid the inadvertent access of inappropriate material and what to do if they accidentally access such material. Users will not use District resources to purposefully view or otherwise gain access to potentially objectionable materials. This includes text materials, video, images, or sound files that may be considered objectionable in an educational setting. If students mistakenly access inappropriate information, they should immediately disclose this access to their teacher or other supervising staff member. If a student finds that other users are visiting offensive or harmful sites, she/he should report such use to her/his supervising teacher.

Student File Storage
Storage space is set aside for all students to hold educationally-appropriate content as well as student work, and this space may be housed on a local school server as well as through several online services (see below). The District reserves the right to inspect any material stored in files to which users have access and will edit or remove any material which the district staff, in its sole discretion, believes may be objectionable. Music files, videos files taking a large amount of storage, and other non-educational material may be deleted at any time without notice to the student.

Student Email and Offsite File Storage Usage
All students in grades 3-12 are given private District-managed email accounts and network "cloud" storage. These accounts are available to students both at school and offsite (home, library, etc). These accounts are hosted by a third-party service chosen by the District and specifically geared toward educational users (G Suite for Education). Email accounts may at any time be monitored by authorized school and District staff and may be shared with district administration, law enforcement, parents/guardians, and others as necessary. If a student suspects her/his email account has been compromised, she/he should immediately inform a teacher or principal. Students should not delete any threatening or suspicious messages, but leave them as evidence for authorized personnel to evaluate.

Social Networking Usage and Website Posting
The use of social networking and collaborative sharing sites is limited to District-approved online applications, such as Canvas and Google Classroom. Student accounts in approved applications are monitored and managed. Students may be invited to participate in various publishing and Internet posting opportunities through the District (such as online video, newsletters, wiki editing). The use and sharing of such resources and information online will fall under expectations within this agreement as well as school-wide and District expectations.

Expectations Regarding Usage and Communication
The same rules and expectations that students have regarding communication and interaction with peers and with staff apply to online communications.

- Students shall not access, post, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, sexually explicit, educationally inappropriate, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, gender, sexual orientation, age, disability, religion, or political beliefs.
- Students shall not use the system to promote any activity prohibited by school or district policy, local law, state law, federal law, or Fremont #1 Board policy.
- Students shall not disrupt, vandalize, or modify any network equipment, software, or computer hardware.
- Students shall not interfere with the work of other users or violate the privacy of others.
- Students shall not knowingly introduce malware, worms, keyloggers, remote access tools, or other malicious software into the network or onto an individual computer.
- Students shall not download or install executable software without the direct approval of authorized staff.
- Students shall not attempt to compromise or bypass content filtering and other security measures.

Schools and/or teachers may impose other guidelines and rules in addition to those in this document. Disciplinary consequences for violation of this agreement may include classroom sanctions that are defined by teacher, and/or school-wide sanctions including limited or no access to technology at the school as well as other consequences deemed appropriate by school and/or District administration.

BYOD ("Bring Your Own Device") Guidelines
A growing number of students are bringing personal technology – such as Internet-connected smartphones and mobile devices – to use during the school day and connecting to the guest wireless network provided by the school. Devices that connect to the Fremont #1 guest wireless networks are subject to the same usage expectations and rules as are District-owned devices, and also subject to additional limitations established by the teacher/school. The District takes no responsibility for any issue or loss arising from the use of personal devices.

Opt-Out
Due to the pervasive and immersive use of technology in our District, it has become impossible for students to "opt-out" of using Internet resources. In extraordinary situations, the parents and principal can choose to limit some Internet access for a student, but exceptions will always be made for Internet access to testing, internal student email, and other educational applications that are required parts of our curriculum, daily classwork, and communication.

Parental Access to Student Accounts
Parents and guardians may obtain the account credentials of their students upon request made to school administration, as long as that individual is allowed to receive such information.

Disclaimer
Fremont County School District #1 makes no warranties or assurances of any kind, whether expressed or implied, regarding the technology and Internet services it is providing. The District will not be responsible for any damages suffered by users, including loss of data resulting from delays, non-deliveries, incorrect deliveries, or service interruptions caused by its own negligence, user errors, omissions, or factors either within or beyond the control of the District. Use of any information obtained via the Internet is at the user's own risk for the user's own purpose. The District specifically denies any responsibility for the accuracy or quality of information obtained through its Internet access. The district does not warrant that the functions of the system will meet any specific requirements or that it will be error-free or uninterrupted. The District shall not be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, or monetary loss) sustained or incurred in connection with the use, operation, or inability to use any aspect of the system or service.