McGILL SCHOOL *of* SUCCESS

Planting the Seeds of Knowledge

Distance Learning Plan

Board Approved April 16, 2020

Goals/Objectives for Distance Learning

The McGill School of Success Distance Learning Plan was originally enacted in March 13, 2020 to address Executive Order #N-33-20, which called for an emergency health quarantine to prevent the spread of COVID-19. The plan extends to support students whose circumstances necessitates distance learning as their mode of instruction.

McGill defines distance learning as the ability to provide a student classroom instruction from a setting outside the school's physical setting. Unlike independent contract, distance learning allows for interactive instruction provided by classroom teacher and student.

The objective of Distance Learning is to:

- provide access to Common Core curriculum and connect student to classroom instruction in real time (to the extent possible)
- mirror classroom instructional delivery as much as possible
- allow student to engage with core teacher, instructional aides and peers
- help student make interpersonal connections that promote socio-emotional learning
- earn course credit for the purposes of grade-completion and promotion

Target students:

- Students on independent contract
- Chronically ill students
- Students impacted by natural disaster not allowing for physical school attendance
- Students absent for the day, wishing to participate in classroom instruction

one laptop per child

Site and Home Assets

<u>Devices</u>: McGill has a 1:1 device allocation for our 159 students. In addition, our Extended Day Program has 100 laptops for extended learning opportunities for students enrolled in ASES or 21st Century programs. Each device has an asset tag that allows for easy check-out. McGill is able to provide every student a device to access the learning platform beyond school walls.

<u>Platform</u>: Students access their individual McGill account through McGill's Google domain. Google Classroom and Hangouts Meet provide the basic "classroom" location where student access our core instruction, get immediate feedback, and teacher interaction. Several applications and online programs build skills at student's own pace.

Given digital accessibility in cell phone devices, staff members may use alternative modes of interaction (FaceTime, What'sApp, etc.) to accommodate to the family's preferred method of communication While distance learning focuses on digital coursework, McGill understands that differentiation may be needed for students who prefer doing paper packets and just check-in via teleconference.

<u>Wireless Access</u>: As a 94% Title 1 school, the majority of our students have low-cost internet home service. Several internet providers (Cox, AT&T) offer discounted service for low-income families through their community service partnership. If families are unable to pay for internet access, McGill provides reimbursement with proof of invoice.
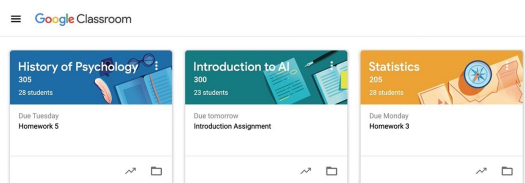
Internet for just $10 a month

Plan Development

McGill's Distance Learning Plan is offered on a case by case basis. At the center of any Distance Learning Plan approved is a child's best interest in their academic, social, and healthy well-being. The plan is good for one Trimester and must be approved by site principal. Once approved, McGill retains the right to revoke it at any time.

Upon approval, a laptop with the learning applications and access to Google classroom is issued to the student. Teacher, instructional aides, and enrichment staff instruct and support via Google Classroom and Meet. Through an amendment or IEP Team decision, students on an individual education plan may also participate and receive Special Education services, to the extent allowable, through distance learning.

Plan Framework

English curriculum/supports:
Benchmark Advanced
Renaissance STAR Tests
or Grade-specific online program
(Raz-Kids, Reading Plus, Interim
CAASPP Assessments, etc.)

Math:
Houghton-Mifflin's *Expressions* K-3
Or *GoMath* 4-5 core curriculum
Renaissance Math Tests
or Grade-specific online program
(ex: *Sumdog*, *LeverEd*, Interim
CAASPP Assessments, etc.)

Science: *Soc Studies*:
Mystery Sci.   Education Weekly

Enrichment/PE:
Dance PE workouts
Music ensembles/lessons
Spanish / Art Enrichment

English Learners/Special Education
Mandated service hours provided
via online platform w/EL Aide and
service providers. IEP meetings are
held via Google Meet.

In class, just from a distance...

In the best case scenario, the student follows the same daily class schedule as his peers at the school site. Instruction is delivered through Google Meets, allowing student to participate in "live" class activities just as if he were in the classroom. Through teleconference, s/he interacts with teacher and peers. Student completes the work assigned to peers. A classroom buddy is assigned to take the laptop transmitting live footage throughout the classroom and other school activities. Participation would include enrichment classes (music, Dance PE, art, Spanish Enrichment). Likewise, student would have access to small group supports with teacher or instructional aides.

Modified Distance Learning

In situations due to health, no wifi access, travel, school closure, etc., a child may not be able to participate "live" or in the full-day schedule. A modified schedule with individual or group check-in will be the main mode of face-to-face instruction. In these cases, instruction is modified like an independent contract. Check-ins by instructional aides, English Learner aide, and SpEd providers are added for EL/Sped students to ensure s/he receives appropriate and legally-mandated supports.

Attendance

Attendance is taken via the following modes:

- daily/weekly interaction with teacher (Google Hangouts, Zoom, Class Dojo, or a safe online platform)
- classwork completion
- time on online programs
- Projects turned in
- quizzes/tests taken

Be Here!
EVERY DAY. ALL DAY. ALL THE WAY!
ATTENDANCE COUNTS

Grades

McGill's Distance Learning Plan includes grade-based assignments focused on Common Core State Standards. Grades are based on:

- Student engagement (attending scheduled teaching times, class participation, written and oral responses, student effort, and collaboration)
- Teacher Assignments
- Projects/Videos of Learning
- Trimester Site Benchmarks (STAR Early Reading, Reading, and Math Assessments)
- ELAC/CAASPP State Tests
- Curriculum Benchmarks
- Interim Assessments

Expectations/Plan Agreements

Student agrees to:
Use laptop for instruction purposes only
Connect with McGill teacher/staff at scheduled times
Complete work or tests assigned communicate any difficulties

Parent/Guardian agrees to:
Have or seek internet service (check w/McGill for low-cost service and/or reimbursements)
Monitor student's distance learning to ensure s/he connects at scheduled times
Stay in contact with McGill teacher and staff
Report any issues to McGill within 2 days

McGill agrees to:
Provide distance learning plan to students whom are unable to attend school physically
Issue laptop with charger to McGill student to access digital education platform
Provide quality Common Core distance learning instruction
Schedule time to instruct, do check-ins, and support student academic and social needs
Include other supports including English Language Development and/or Special Education
Help family with internet access (refer to internet provider or reimburse monthly internet fee)
Contact parent/guardian when child is not making progress or working to capacity

Communication Plan & Implementation

Family Initiated
- Parent contacts site
- Completes Independent Contract
- Secures internet service
- Request Digital Learning Plan
- Once approved, supports student
  to set up home-learning space
- Monitors student engagement
- Checks in routinely with teacher

School-Initiated Closure
- Principal consults district and McGill Board on school closure
- McGill staff notified to prepare
- McGill notifies families (letter, email & call-out) in English & Spanish
- Laptop distribution to students
- Distance learning begins
- Updates sent (letter, email, call-outs)

Roll-out
- Laptop computers distributed to students with signed contracts
- Inventory kept with laptop asset tags
- Teachers prepare distance learning plans
- A student schedule is created including check-in and instruction times
- In-person assessments scheduled at school site
- McGill IT/teachers/office provide troubleshooting support

Communicating Student Progress
Keeping students and families informed about student progress is of utmost importance to distance learning.

McGill teachers report progress using a variety of methods including: email, phone calls, texts, classroom DoJo, online program status reports, digital applications preferred by families, and Trimester conferences.

McGill is currently working on creating a school-wide gradebook through PowerSchool, our student information system. It's *Parent Link* allows families 24/7 access to their child's grades.

Contacting McGill
Teachers, aides, staff, and service providers may be reached by email or their phone extensions. Contact information is available on their McGill staff page of our website: https://www.mcgillschoolofsuccess.org/meet-our-teachers
Administration and office staff may be reached at 619 629-0770
M-F 7:30am-4pm or via email at: office@mcgillschoolofsuccess.org
Mailing address is
3025 Fir St. San Diego, CA 92102

Coordination, Assessment & Implementation Adjustments

Steering Work Team
Principal/CEO
Main Office Staff
Teachers
Support Providers
Instructional Aides
Technology Technician

Benchmark Adv. RazKids   Reading Plus
Expressions   GoMath   LeverEd
Renaissance   Google Classroom
BASC Woodcock Johnson Powerschool

Metrics to Track Growth
Google Classroom
Projects/Videos
Online Program Progress
Formative Assessments
Summative Assessments
Anecdotal Records
Attendance in *Meets*