



**Adapted Learning Plan
2020-2021**

Overview

We know that in person learning may not be possible for all students all year long. However, we know that students need to continue learning whether they are in the school building or not. Jeffrey City School will follow this adapted learning plan for students who have extended absences or because of school closures.

Attendance

Attendance will be recorded regularly through Infinite Campus and is based on a combination of attendance in teacher sessions, and offline assignments submitted

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.
 - Coursework is submitted as 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 conduct your coursework.
- Contact the teacher 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.
- Ensure someone at home is available & able to support the child through learning experiences.
- 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 a pen/pencil for their 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 or call the student’s teacher if you have questions or concerns.

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.

Guidelines for Adapted Learning Instruction	
Communication	<ul style="list-style-type: none"> ● Teachers will: <ul style="list-style-type: none"> ○ 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	<p>All teachers will focus on providing instruction that continues to emphasize prioritized standards for each class and content area as is possible via adapted delivery.</p> <ul style="list-style-type: none"> ● Deliver content to students following their individual learning plans. ● Lessons will include: <ul style="list-style-type: none"> ○ 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 seat time when developing instructional lessons and expectations.

	<ul style="list-style-type: none"> ● Formative assessment that directly assess student mastery and progress towards learning targets and prioritized standards will be embedded within instructional lessons and units.
Collaboration	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● The classroom teacher will track participation for each course engaged in adapted 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: <ul style="list-style-type: none"> ○ 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.

Summary

Mr. and Mrs. Hemingway will design reading and math lessons for both students. These will include instructional components, such as reading, or a phone lesson, and practice components, such as reading, work sheets, or projects. These lessons will be based on the district priority standards and each student’s individual learning plan. Throughout the process teachers, students and parents will need to remain in close communication to ensure that students learn as much as possible.

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. Recent 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.