Distance Learning Plan Template

School Name:	International High School of New Orleans
School/CMO Leader:	Sean Wilson, CEO
Principal:	Adierah Berger

Section 1: Core Academics

1A. Systems to Assess, Plan for, and Monitor Students' Needs

LDOE Strong Start Priorities	The school system will **assess** students' academic needs through the use of high-quality screeners for students in grades K-3 and high-quality ELA and math diagnostics in grades 3 to high school. The school system will create an **individual plan** for students with the most significant learning gaps.

Q1. What academic screeners will be administered to all students to determine student's initial level of need across all grades in ELA and Math at the start of the school year?

[insert response] We will use LEAP 360 for ELA and Math for 9th and 10th Grades. For 11th and 12th grades we will use curriculum-based diagnostic assessments.

Q2. Please describe the method and timeline by which individual student plans with the most significant learning gaps will be developed.

[insert response]
After analyzing screeners/diagnostics, individual academic improvement plans (LDOE template) will be developed by teachers with support from administrators. Plans will be completed w/in the first 30 days of school.

Q3. What systems will be put into place this coming school year to ensure screeners are administered, progress monitoring continues, and teachers adapt instructional priorities accordingly when distance learning is required?

[insert response] We have adopted a new SIS and Learning Management system with a Live session tool to ensure continuous instruction throughout the various phases of opening. Additionally, diagnostics and interim assessments have been scheduled to ensure continuous progress monitoring. Professional development plans include instructional priorities for blended learning.

1B. Technology Structure and Instructional Delivery Plan

LDOE Strong Start Priorities	The school system will have a plan for the **continuous use of aligned curricular materials** during periods of school facility closure or modified operations, exclusive to adaptations produced by instructional materials providers.

Q1. What virtual platforms will be utilized for distance learning (eg Google Classroom, etc.)? How, if at all, will it vary by grade and/or subject?

[insert response] IHSNO will utilize the Learning Management System, Schoology. We will use the Schoology Live session tool as well as Zoom.

Q2. What content delivery mechanism will be put into place to aid students in case technology (i.e. device or internet) is not available to ensure they can access lesson content when distance learning is required?

[insert response] The school will provide laptop devices to students to ensure a 1:1 ratio. Additionally, we will ensure students have access to the internet by providing personal hotspots or subscriptions to a provider. When technology fails, the school will provide paper packets to any students in need.

1C. Instructional and Curricular Expectations – Core Subjects

LDOE Strong Start Priorities	The school system will have a plan for the **continuous use of aligned curricular materials** during periods of school facility closure or modified operations, exclusive to adaptations produced by instructional materials providers.

Q1. What curricular materials and tools will be used to ensure students continually gain access to rigorous instruction and content across all grades and core subjects when distance learning is required? Please describe.

[insert response] Math - Illustrative; ELA - HMH Collections; Science - Pearson; Edmentum Core Plus to support all other subject areas. All students will have access to the online features of these programs.

Q2. What instructional delivery methods will be deployed across grades and core subjects by teachers when distance learning is required to ensure students gain continual access to your curriculum? Please describe.

[insert response]

Teachers will provide live instruction to students using Zoom and Schoology's Live session tool. They will communicate, take attendance, and post assignments via Schoology. There will also be synchronous instruction via Schoology and zoom.

1D. Instructional and Curricular Expectations – Non- Core Subjects and Graduation Planning (*High Schools Only*)

LDOE Strong Start Priorities	● The school system will provide continuous instruction in non-core subjects, including CTE courses, during periods of school facility closure or modified operations. ● The school system will ensure high school students continue on their paths to graduation and a successful post-secondary transition. ● The school system ensures each student has an updated IGP that reflects any changes needed due to interruption of instruction and that Class of 2020 graduates receive additional college and career support and mentoring through December 2020.

Q1. How will your school ensure continual access to and progress throughout the Jumpstart Pathways/Programming in the event of school facility closure or modified student scheduling?

[insert response] N/A

Q2. Describe the method and frequency by which you plan to monitor each student in the graduating class of 2020 through December 2020. How will monitoring and support be tracked and documented?

[insert response] IHSNO Graduates will continue to have access to school email. We will encourage graduates to communicate to counseling staff, social workers, and administrators on a weekly basis, communicating any

questions, challenges, and assistance they may need. We will also offer resources obtained from convening of panelists throughout the semester.

Q3. Please describe the method and timeline by which you will update Individual Graduation Plans for students.
[insert response] We will review each child's records and transcripts to determine their trajectory, assess their needs, and revisit IGPs after each semester. We will continue to make recommendations for remediation and enhancement services throughout their time at IHSNO.

Section 2: Students with Diverse Needs

2A. Support Mental Health and Social Emotional Needs	
LDOE Strong Start Priorities	● The school system will ensure the wellbeing of all students and educators by **providing behavioral, social, and/or mental health supports for those who need them.** ● The school system will ensure the wellbeing of all students and educators by implementing universal supports and administering a **behavioral mental health screening** upon return to school

Q1. What will be the school-wide approach to supporting a student's social and emotional needs, upon return to school? What specific systems, structures and/or programs do you plan to put in place to address the possible traumatic impacts of COVID-19 on your students?
[insert response] IHSNO staff will be trained by McKinney-Vento on increasing the identification of homeless students. We will also adopt a risk assessment tool that will help social workers identify students in need of further mental health assistance. Our social workers, in collaboration with teachers, coordinators (SPED, ELL, PBIS, IB), the Culture team and administrators will provide resources that will be used both in person and virtually.
Q2. What universal mental and behavioral health screener will be administered (LDOE provided or different) and what systems will be into place to implement and review the screening data, determine student support needs and implement and monitor tiered Interventions and when necessary, individual student plans?
[insert response] The Social workers will utilize the Rapid Adolescent Prevention Screening (RAPS) by Possibilities for Change to identify risk behaviors in our students that contribute to their morbidity and mortality and allow for targeted response. RAPS also provide evidence-based health messages to support positive change and tiers risk behaviors, allowing social workers to address the most impacted areas being faced by the student.
Q3. How will you implement your systems for social and emotional support when distance learning is required?
[insert response] Social Workers will utilize the doxy.com as a telemedicine solution to provide virtual therapy to students. Social Worker will also utilize home visits as needed with students in accordance with safety regulations.
2B. English Learners

LDOE Strong Start Priorities	The school system will ensure that **English Learners** have **access to curriculum and service delivery**, including language support services during periods of school facility closure or modified operations.

Q1. What systems and structures will be in place to ensure that high quality curriculum and supports are available to ensure continuous learning for English Learners when distance learning is required?

[insert response] New and returning EL students requiring English Language services will be scheduled into appropriate ESL classes. English Second Language classes will be scheduled according to students' English proficiency levels based on ELPS scores for new students and ELPT scores for returning students. Required paperwork, including Parent Notification of ELL Services and LEP Accommodations appropriate LEP coding will be completed and sent home within 30 days of enrollment. All EL students will receive high quality 1:1 devices and support in acquiring low-cost high-speed internet from a local service provider or a hotspot from the school. High quality English Language Development curriculum will be acquired and used in ESL classes throughout the year to increase students' English proficiency. High quality curriculum will include Language Tree Online, Scholastic Action magazine and English Central, which can all be utilized in the classroom or virtually to ensure the continuation of the same high quality English instruction through transitions between classroom and virtual learning. ESL staff will be trained to support ELs on LMS and curriculum platforms in all content areas to ensure that students receive sufficient technological and academic support from the ESL department in all classes. Additionally, every 3rd week ESL staff will perform one-on-one progress report, alert and report card check-ins with each EL student and create a student informed success plan and opens necessary communication between the student, content teacher, family and ESL department.

2C. Special Education and 504

LDOE Strong Start Priorities	● The school system will ensure all **students with disabilities receive instruction and related services and have access to devices that meet their unique needs** regardless of school facility closures and/ or modified operations. ● The school system will ensure all **students with 504 plans receive instruction and related services and have access to devices that meet their unique needs** regardless of school facility closures and/ or modified operations. ● The school system will **conduct compensatory education reviews of all students with disabilities** and will **provide compensatory services** accordingly.

Q1. How will accommodations and modifications for students with disabilities and students with 504 plans be implemented and monitored during periods of distance learning?

[insert response] Teachers will receive a copy of the student's accommodations. The SPED team and 504 Coordinator will monitor teachers lesson plans to insure the implementation of the accommodations and modifications. SPED team will communicate with teachers and participate in their class either virtually or in school. Teachers will be trained on Kurzweil 3000; this will allow the students to view and receive text to speech for any assignment or story uploaded by the teacher.

Q2. How will related services be provided to students with disabilities and students with 504 plans during periods of distance learning? How will the school track and collect documentation of services that are provided?

[insert response] During distance learning, service providers will provide their services using Zoom or Google Meet. Service providers will document their services via service logs and will also document students who refuse any service, on a weekly basis.
Q3. How will assistive technology devices, accessible instructional materials, and/or adaptive equipment be distributed and utilized during periods of distance learning?
[insert response] Assistive technology devices will be issued to every student, such as headphones, laptops, calculators and any adaptive equipment, students will receive their technology on or before the first day of school. If unable to attend, with safety measures the technology equipment will be taken to their home.
Q4. What systems and structures will be in place to assess the impact of COVID-19 on services and supports for students with disabilities and students with 504 plans and what data will be used to determine what, if any, loss of progress occurred?
[insert response] Academic Assessments such as LEAP360 and NWEA MAP will be used to determine exactly which skills the students have or have not acquired and what skills or content will need to be retaught.
Q5. What is the school's proposed plan to provide COVID-19 impact services and supports (compensatory services) for those students determined to have need?
[insert response] IHSNO will conduct compensatory education reviews of all students with disabilities and will provide compensatory services accordingly. SpEd team and service providers will identify students by reviewing service minutes, once identified we will notify students of their missing service minutes and the plan to honor them. SpEd team will coordinate with service providers to begin implementation of compensatory minutes.
Q6: What systems will be in place to continually implement Child Find when distance learning is required?
[insert response] The Rapid Adolescent Prevention Screening (RAAPS) will be utilized as a reliable and validated assessment and coaching tool that identifies risk factors in youth. Additionally, students will be identified through Response to Intervention (RtI). Once students have been identified and participated in the RTI intervention and demonstrated they need more assistance, they will be evaluated.
3C. Students Experiencing Homelessness
Q1. What systems and plans will be put into place to support students experiencing homelessness when distance learning is required?
Students experiencing homelessness will be provided a 1:1 device and a hotspot to ensure access to distance learning. Students will also be given a homeless package including backpack with school supplies and lock, computer case, mouse and headphones. Additionally, students will be provided with toiletry kits, transportation needs and school uniforms. Students will meet with homeless liaison on a monthly basis or as needed to assess needs.

Section 3: Workforce Talent

LDOE Strong Start Priorities	● The school system has a **comprehensive professional development plan** that provides professional learning for staff regardless of facility closures, including training for all teachers on distance learning protocols and methods. This plan will be updated by June 30.
	● The school system will **develop an adaptive staffing plan** to be used during periods of school facility closure or modified operations.

Q1. What topics have you prioritized for teacher training in advance of the 20-21 school year related to implementing your distance learning plans?

The following topics will be prioritized during professional development for the 20-21 school year: Preparing for reopening, building resilience and flexibility, Distance learning protocols, Engaging students in the virtual classroom, LMS management, adapting high quality material for online distance learning, Equity challenges and opportunities during distance learning, Accommodations and modifications during distance learning, supporting ELL during distance learning,   Self-care and stress management in stressful times.

We are using BetterLesson to help facilitate ongoing professional development. The intention here is to have professional developments that address distance/virtual learning. We surveyed our teachers to get a better understanding of what they felt were pressing concerns about teaching at a distance and used the survey results to select BetterLesson modules that address those concerns. There were seven topics that were chosen by at least 50% of respondents. We then chose the next three most popular choices to get an even ten topics. **Synchronous Learning Sessions** and **Meeting the Needs of All Learners At a Distance** were the most popular topics choses and will be delivered virtually to the whole staff during the beginning of the year PD sessions. Teachers will participate in a live two-hour virtual training then meet in departments immediately afterwards to discuss how implementation will look for their respective preps. BetterLesson caps participation in their virtual sessions at 20, so the instructional staff will be split to allow for meeting these and distancing requirements. Each half will attend one session in the morning and the other in the afternoon.

The remaining topics will be spread out over the remainder of the semester. Teachers will sign up, and the 20-person cap will be enforced for the remaining sessions as well. Since BetterLesson is giving 10 sessions and four will have been used for the BOY PD, they are extending to us a complimentary virtual session to fit in all of the remaining modules. The topics for these are **Developing Rich Tasks**, **Structuring Your Time**, **Self-Paced Pathways**, **Equity**, **Assess Progress Authentically At a Distance**, **SEL and Trauma Informed Practices**, **Engaging Families and Caregivers**, and **Leading Through Change.** Since these are limited to 20 participants at a time, each group will devise a plan to redeliver what they have learned to staff members who did not sign up for the given topic. Discussions about effectiveness and suggestions for improvement will take place regularly in department and staff meetings.

Q2: If social distancing only allows at most half of your students on campus at one time, how will your staffing plan adapt, if at all, to meet the needs of students who are attending school and those that are participating in distance learning at home simultaneously?

Staffing has been ensured to serve all students in all grade levels. We have also moved from traditional to 4 by 4 schedule. Teachers will focus on less students in the same grade level each semester with the 4 by 4 schedule. Most teachers will teach either lower or upper classes only, students will come to the building only two days a week and have the rest of the days dedicated to Distance learning. Teachers will have a planning period to

collaborate with each other and disaggregate data from participation and attendance to distance learning weekly. Students in need of immediate intervention will be identified and placed on an individual remediation plan. Teachers and staff will meet continuously, and according to changes in school operations, to analyze student work data and participation and reach out to families to communicate remediation plans for their child and ensure they are supported at home.

Section 4: School Systems to Support Implementation of Distance Learning

4A. Student Attendance, Promotion and Scheduling

LDOE Strong Start Priorities	The school system will **adopt flexible and opportunistic calendars and school schedules** that maximize learning opportunities throughout the year, as well as ensure continuous learning during periods of school facility closures or modified operations

Q1. Are you planning on implementing any strategies to maximize learning time throughout the upcoming school year, i.e. extended school day, additional tutoring, intersessions, etc.? If so, please explain.

[insert response] IHSNO will provide tutoring and remediation for students in need. Students will also have ACT preparation and IB sessions in addition to class time.

Q2. How will your school track and document student attendance daily across grades/subjects when delivering distance learning?

[insert response] Individual teachers will monitor student attendance and enter attendance into the Student information system daily. During asynchronous time, attendance will be tracked based on students logging in and completing the assignments.

4B. Student, Family and Staff Communications

LDOE Strong Start Priorities	The school system will implement a strategic communications plan to: • Connect with every student daily. • Provide feedback on student work at least weekly; and • Help families understand their role in supporting their child's continuous learning

Q1: What systems will be implemented to ensure teachers connect with students daily and provide feedback weekly when distance learning is required?

[insert response] IHSNO has adopted a learning management system that will allow for daily contact with students. The school will also use Zoom live session tool for daily contact with students synchronously.

Q2. How often and through what mechanisms will your school communicate to parents/guardians academic expectations for student work and engagement along with student progress when distance learning is required?

[insert response] The school will communicate via email, weekly newsletters, phone calls. Teachers will communicate via email and direct messaging from the SIS. Parents will have access to the parent portal of the SIS to review student progress at any time.

4C. Technology Distribution and Management	
LDOE Strong Start Priorities	The school system will have a **1:1 student ratio for devices (laptop or tablet) and internet connectivity for every student grades preK-12** and a **plan to issue these devices to students for use at home**, if necessary. If Internet access is unavailable, the school system will ensure students have a reliable phone line.

Q1. What steps has your school taken towards ensuring there is a 1:1 student ratio for devices and internet connectivity for all students when distance learning is required?

IHSNO's IT department has taken multiple steps to ensure there is a 1:1 students' ratio for devices and internet connectivity for all students when distance learning is required.

Student Devices: Student devices are being prepped over the summer to ensure that the devices meet the required needs for distance learning. All devices will be wiped for a clean slate and additional programs will be added to the student devices prior to device pickup. Students are required to pay an additional $50 for technology fees to cover laptop usages. Students also will have an optional insurance fee of $20 to cover any accidental damages to school devices. Students who choose not to purchase the insurance will be required to pay for lost or damages at full cost of the device.

Internet Connectivity: Internet connectivity will be provided to students via Hotspots. Hotspots will be only assigned to students who do not have internet connection at home. Students will be responsible for hotspots and will have to pay a replacement fee of cost if hotspot is lost or stolen.

Q2. How will your school support students and families through distance learning if technology is a barrier, i.e. no internet connectivity or device available?

The IHSNO's tech team will have devices and hotspots for students once the school year has started. Any additional support ranging from hardware or software issues to the devices and hotspot will be on a drop off or meet up basis. If issues can't be resolved during that time, a loaner device will be issued to students for the duration of repair.