



## Request for Additional Distance Learning Days

LEA Name: **Lincoln Public Schools**

Point of Contact: **Dr. Lawrence Filippelli, Superintendent of Schools**

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**Types of additional distance learning days being requested for approval. As a reminder, LEAs can only seek approval for no more than 5 additional distance learning days (not including days needed for quarantine. Quarantine days must meet this criterion to count for a school day).**

1) More than four distance learning days that will be paired with educator professional learning days:

Yes – Please indicate which days will be professional learning/distance learning days:

No

AND/OR

2) Distance learning days that will be used, if needed, for emergency school closures due to inclement weather or other unexpected emergencies:

Yes

No



## Assurances

**Instructions:** Provide assurances by marking an “X” in each box next to each item to demonstrate that you have incorporated it into your plan.

X	Utilized a planning team or representative group of stakeholders to create our plan
X	Our plan includes a description of the instruction that will be provided on each of our distance learning days.
X	Develop a plan to revisit students' Individualized Education Plans, 504 plans, and multilingual learner services specific to distance learning days in partnership with teachers and parents to reflect evolving needs.
X	Ensure that all students have access to the technology necessary to access and complete distance learning tasks.
X	Approved plans will be posted on the LEA webpage.
X	LEA calendar is included in plan with distance learning days clearly identified (if they are to be paired with professional learning days). As a reminder, calendars should also be included with this document for the approval process.
X	LEA calendar will be updated as distance learning days as used.



## Explanations

**Instructions:** Complete the following fields with narratives or attach/link to relevant documents or artifacts.

1. Describe the type of learning that will be occurring on your distance learning days (synchronous, asynchronous, or a combination). As a reminder, if you are requesting distance learning days to be used during inclement weather or other emergency situations, your plan must include how students will receive asynchronous instruction on these days.

The Lincoln Public Schools is seeking approval for distance learning days for emergency closures due to inclement weather. Distance learning days that occur due to inclement weather will be synchronous whenever possible. All students have access to technology (Chromebooks, etc.) in order to fully participate. Wifi is provided to families without access to it on their own. Students will receive synchronous instruction for the majority of the school day via a modified schedule outlined below. At the elementary level, asynchronous activities balance out the day to allow for interventions for those students most in need, i.e. students with IEPs, 504s, and ELL needs. Schools will work to identify and plan for those students most in need ahead of school closures in order to maximize learning time. At the secondary level, asynchronous activities will also take place in the form of virtual office hours. Case managers and other service providers can use this time to check in with students with identified needs (i.e. IEPs, 504s, and ELLs). Like at the elementary level, plans will be made ahead of time to address those most in need.

Communication of asynchronous activities will take place via learning management systems such as Google Classroom and Class Tag. Students have access to a variety of online platforms as well to use during asynchronous times. These platforms include intervention programs such as iReady(K-11). Likewise, online components of high-quality curriculum support asynchronous activities. These include, but are not limited to Eureka (K-5 math), Learnzillion (6-8 math), Eureka (K-5 math), EL Open Up (K-8 ELA), and Study Sync (9-12 ELA).



### Lincoln High School

Period 1	7:30-8:15
Break	8:15-8:25
Period 2	8:25-9:10
Break	9:10-9:20
Period 3	9:20-10:05
Break	10:05-10:15
Period 4	10:15-11:00
Break	11:00-11:10
Lunch	11:10-12:00
Period 5	12:00-12:45
Virtual Office Hours	12:45-1:49

### Lincoln Middle School

Class Times	All Grades	
	A Day	B Day
8:00-8:35	1	4
8:35-8:45	Break	
8:45-9:20	2	6
9:20-9:30	Break	
9:30-10:05	3	7
10:05-10:15	Break	
10:15-10:50	4	1
10:50-11:00	Break	



<b>11:00-11:35</b>	6	2
<b>11:35-11:45</b>	Break	
<b>11:45-12:20</b>	7	3
<b>12:20-1:05</b>	Lunch	
<b>1:05-2:30</b>	Virtual Office Hours	

### Elementary

Morning Meeting	8:50-9:10
English Language Arts Block	9:20-11:00
Lunch	11:00-11:45
Math Block	11:45-1:00
Science/Social Studies/SEL	1:00-2:00
Interventions, check-ins, asynchronous activities	2-3:15
Specials	Schedule at the building level for 30 minutes



2. Describe how your plan explicitly supports the instructional needs of multilingual learners, differently-abled students, and any other student population in need of additional consideration.

Special education services, interventions, and MLL services will occur synchronously whenever possible i.e. embedded into classroom periods. When synchronous instruction is not possible, students will receive modified assignments and tasks focused on the skills outlined in their IEPs and/or intervention plans. Priority will be given to students with identified needs when planning for asynchronous times for check-ins, interventions, and instruction. These check-ins, interventions and additional instructional time will be delivered by case managers and other specialists uniquely qualified to meet the needs of the students.

Prior to distance learning, plans will be developed at the school level to ensure that services are provided in a seamless fashion to prevent additional learning loss. Particular attention will be paid to students' SEL needs.

Those educators not charged with delivering instruction, i.e. counselors, social workers, psychologists, school nurses, and other service providers, will engage in activities to support those students most in need. This may include live meetings via Zoom, phone calls, and email communications with students and families. Plans will be made ahead of time.

Service providers will continue to work with the teams to develop plans to meet individual student goals and needs. When students return to school, case managers/teachers will check in to assess progress and develop plans to address any issues resulting from school closures. For students that truly cannot access an asynchronistic learning platform (the highly specialized special education student), IEP teams will convene to discuss how services will be captured in virtual learning days. Possible approaches could include a make up of services, home based support



to facilitate learning objectives or other strategies considered on a case by case basis with the IEP team.

3. Describe how attendance will be determined on distance learning days.

As with normal school days, families will call in to report student absences. At the elementary level, teachers will take attendance at the start of the day. Absent students will be entered in Skyward. At the middle and high school, teachers will take attendance by period and enter absences (2K) into Skyward. Following the first period at each level, automated calls are sent to families of absent students. Those students that are present will be coded 1F (out of school, school-provided distance learning). Completion of assigned work will be evidence of attendance in asynchronous settings.

4. Describe how your plan will be communicated with all necessary stakeholder groups (staff, families, students, community members).

Pertinent components of the plan will be shared with all stakeholders (families, students, and staff). Information will be shared via the principals' listservs and learning management system as appropriate i.e. *ClassTag* and *Google Classroom*. The plan will be posted in its entirety on the district's webpage as well as each school's web page.

Additional Links

1. [School Calendar](#)
2. [2021-2022 Re-Opening Plan](#)