



Colton School District Distance Learning Instructional Model (K-12 Overview)

As we lead this effort in Colton School District, the Distance Learning Guiding Principles will anchor us in our work and across the state to help generate collective action during this time:

- **Ensure safety and wellness.** The decision to return to school settings must be driven by health and safety considerations. In planning, prioritize basic needs such as food, shelter, and wellness and support the mental, social, and emotional health of students and staff.
- **Cultivate connection and relationship.** Quality learning experiences require deep interpersonal relationships and a learning environment where people feel safe, seen, and valued. Especially in the midst of returning to school settings from an extended school closure, supporting students and families should begin with connection and relationship.
- **Center in equity.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; and students and families navigating poverty. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child ([CSD Equity Protocol](#)).
- **Innovate.** The complex circumstances in which learning is currently situated requires ongoing reflection and iteration to assure deep learning for every student.

Colton School District Core Beliefs and Mission are at the center of our Distance for Learning Model:

*Champion for Kids
Expect Excellence
Carry the Banner
Merchant of Hope*

A partnership of parents, students, school and community dedicated to quality learning and the continual pursuit of excellence.



Colton School District Distance Learning Instructional Model (K-12 Overview)

Colton Elementary Sample Schedule K-5 Comprehensive Distance Learning Model

Grade Level	Teacher-Facilitated Learning (Daily/Weekly) <i>Must account for at least 50% of Instructional Time</i>	Applied learning <i>Must not account for more than 50% of Instructional Time</i>	Nutrition, Wellness, & Support (breakfast, snack, lunch, rest, connection, additional supports) <i>Does not count towards instructional time</i>
K-3	2 hours, 20 minutes per day 11 hours, 40 minutes per week (required minimum/with breaks in instruction to maintain engagement)	Daily/Weekly	Daily 2 hours recommended
4-5	2 hours, 30 minutes per day 12 hours, 30 minutes per week (required minimum/with breaks in instruction to maintain engagement)	Daily/Weekly	Daily 2 hours recommended

<i>Colton Elementary Sample Instructional Day / Week for a single course</i>			
Grade Level	Teacher-Facilitated Learning (synchronous and asynchronous)	Applied Learning	Culturally Responsive, Social Emotional, Mental Health
K-5	K-3: 2 hours, 20 minutes per day 4-5: 2 hours, 30 minutes per day	Varies	Incorporate throughout schedule
Strategies	Educators have the professional skills to build life-long learning skills and foster curiosity, creativity, and connection.	Opportunities to apply knowledge and skills builds mastery and critical thinking.	Learning is possible and enhanced through a sense of community and connection.



Colton School District Distance Learning Instructional Model (K-12 Overview)

<ul style="list-style-type: none"> ● Provide virtual Instruction using a learning management system (LMS) appropriate for elementary. (Consider 1:1 or small groups for lower elementary classes.) ● Facilitate and build structures and routines that support learning. (This is especially important for kindergarten students that have no prior classroom experience.) ● Record videos ● Post videos and review how to access the learning management systems. ● Pace lesson to include direct instruction (use methods such as 10:2) time for processing, social interaction, checks for understanding, and adjustment to instruction ● Meet with small groups of students or one- on-one outside of the whole group setting to support learning ● Reference the learning target throughout the lesson. ● Model a think-aloud of new learning and engage students in the process. ● Show success criteria and reference throughout the lesson. 	<ul style="list-style-type: none"> ● Encourage discussion with family members and peers (communicate and encourage two-way dialogue with families). ● Demonstrate and provide success criteria for planning, goal setting, and independent work. ● Include opportunities for summarizing to enhance learning (either through writing, art, or video recording). ● Incorporate the use of common household materials or send supplies to families. ● Focus on Inquiry and curiosity. ● Encourage remote peer-to-peer collaboration. ● Provide clear directions, responsibilities, expectations, and scaffolds for group work. ● Utilize self-assessment and peer assessment tools with group work and model how to do a self-assessment. ● Use checklists and rubrics to help evaluate progress toward success. ● Provide multiple opportunities for students to engage in group activities to deepen their thinking and problem-solving skills. ● Assignments require students to: 	<ul style="list-style-type: none"> ● Maintain schedules and predictable routines but be flexible. ● Honor the student environment, harnessing assets including home language, family, and culture. ● Integrate culturally sustaining practices. ● Regularly brainstorm solutions, including conflict resolution. Educator regularly collects and incorporates student input on class processes. ● Create a safe place to discuss fears, worries, triumphs, hopes. ● See National Equity Project: Building Rapport. <p>Reminder of social emotional supports available</p> <ul style="list-style-type: none"> ● Effective online morning meetings. ● Responsive meetings ● The National Institute on Mental Health’s child and teen coping strategies for reducing stress related to traumatic events provides
--	---	--



Colton School District Distance Learning Instructional Model (K-12 Overview)

	<ul style="list-style-type: none"> ● Utilize frequent checks for understanding by stopping and asking questions and having students put learning in their own words. ● Use small group scheduled synchronous meetings to differentiate instruction to groups of students needing supports, scaffolds, or extensions. ● Engage students in chats and feedback, maximizing the social/emotional connection to learning. Pay attention to pacing to ensure the purpose is met. 	<ul style="list-style-type: none"> ○ organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; (However, reproduction may be necessary to reinforce foundational skills in literacy and math.) ○ draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and ○ connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school. 	<p>guidance for parents and others supporting our students.</p> <p>The National Association of School Nurses and National Association of School Psychologists developed a resource for how to talk with students about COVID19.</p> <ul style="list-style-type: none"> ● The National Suicide Prevention Lifeline (English: 800-273-8255, Spanish: 888- 628-9454) ● Oregon 211: dial 211 or 866-698-6155 (Text your zip code to 898211 or Emailhelp@211info.org) ● The SafeOregon Tip Line: 844-472-3367 (Text- 844-472-3367, Emailtip@safeoregon.com or download the free app)
--	--	---	--

Colton Elementary Sample Schedule

Teacher-Facilitated	Applied Learning	Social Emotional Health
<p>Monday: The teacher introduces a skill, project, design challenge, learning outcome, and/or essential questions and provides</p>	<p>Applied learning will look different depending on the age of the students. Complexity of tasks and independence should develop over the academic year.</p> <p>Establish essential questions (inquiry) connected to the standards. Build learning experiences around these questions.</p>	<p>Monday: Morning circle with teacher and peers; begin with mindfulness activity; share gratitudes/celebrations/challenges for the</p>



Colton School District Distance Learning Instructional Model (K-12 Overview)

<p>suggested pathways for students. Review with students the schedule for the week, where they can find their assignments and resources. Connection time with the teacher is discussed. Synchronous class schedules and online resources are reviewed throughout the week. Feedback/support should be provided to students throughout the process as needed. (Daily support might be necessary for kindergarten and first grades.) Teacher outlines standards/skill sets to be covered and performance expectations/ success criteria. Additional materials (e.g. rubrics, videos, content support, etc.) should be included at this time.</p> <p>Tuesday: Follow-up with students. Additional time should be set aside for students who might need more support to engage with the learning. Provide peer discussion space. Try alternate ways to contact students whom you have not had success reaching, such as home visits.</p> <p>Wednesday: Connect with students and provide additional practice, resources, and feedback to ensure success. Monitor student</p>	<p>Individual projects: The teacher and student develop a plan that addresses questions or problems within the assigned project, determines steps and timeline toward completion of the project or task. (Teacher schedules regular check-ins with students and families. The frequency will depend on the students' individual need for support.)</p> <p>Team projects*: Students work collaboratively and are guided by the teacher to determine questions or define problems based on the project goals, determine and distribute tasks, determine a schedule for completing tasks, and provide opportunities for discussion.</p> <p>*will require scaffolding and may not be appropriate for all ages.</p> <p>Examples for early elementary may include: independent reading, art projects, scavenger/learning hunts, nature walks and journaling, cooking and measuring around the home, imaginative play, storytelling.</p>	<p>week. Affirm that emotions like sadness, anxiety, fear and frustration are understandable, provide explicit instruction around emotions, and encourage communication with trusted adults and/or mental health professionals.</p> <p>Tuesday-Wednesday: Peer / family / mentor connections Suggested mindful moments Provide Social/Emotional strategies Suggested physical activity</p> <p>Thursday: Check in (Facilitate peer-peer connectedness) How did the week go? Provide opportunity for conversation about how things are going.</p>
--	--	---



Colton School District Distance Learning Instructional Model (K-12 Overview)

<p>engagement, responses, and adjust instruction. Synchronous check-in.</p> <p>Thursday: Feedback on student progress to date, connection time, peer discussion space. Team/Individual reflection and celebrations with teacher, family, or peers. Include questions, concerns, successes, and challenges. The teacher uses feedback and reflections to establish the necessary supports and follow-up for the subsequent week.</p>		
--	--	--

Colton Secondary Sample Schedule 6-12 Comprehensive Distance Learning Model

Grade Level	Teacher- Facilitated Learning (Daily/Weekly) Must account for at least 50% of Instructional Time	Applied Learning Must not account for more than 50% of Instructional Time	Nutrition and Wellness (snack, lunch, connect, time management, advisory) Does not count for Instructional Time
6-8	2 hours, 30 minutes per day 12 hours, 30 minutes per week (Required Minimum)	Daily/weekly No Required Minimum	Daily 2 hours recommended
9-11	2 hours, 50 minutes per day 14 hours, 10 minutes per week (Required Minimum)	Daily/weekly No Required Minimum	Daily 2 hours recommended
12**	2 hours, 45 minutes per day 13 hours, 45 minutes per week (Required Minimum)	Daily/weekly No Required Minimum	Daily 2 hours recommended



Colton School District Distance Learning Instructional Model (K-12 Overview)

Colton Secondary (6-12) Sample Instructional Day /Week for a single course			
Grade Level	Teacher-Facilitated Learning	Applied Learning	Culturally Responsive, Mental, Social, Emotional Health
6-12	<p>Minimum: 6-8: 2 hours, 30 minutes per day 9-12: 2 hours, 50 minutes per day</p>	Varies	Incorporate throughout all courses
Strategies	<p>Educators have the professional skills to build life-long learning skills and foster curiosity, creativity, and connection.</p> <ul style="list-style-type: none"> ● Virtual Instruction using district LMS platform. ● Recorded videos ● Lessons can be found in the learning management systems. ● Pace lesson to include direct instruction (use methods such as 10:2) and time for processing, social interaction, checks for understanding. ● Meet with small groups of students or one- on-one outside of the whole group setting to support learning. ● Reference the learning target throughout the lesson. ● Model a think-aloud of new learning and engage students in the process. 	<p>Opportunities to apply knowledge and skills builds mastery and critical thinking.</p> <ul style="list-style-type: none"> ● Encourage discussion with each other and at home. ● Illustrate to create or demonstrate. ● Include summarizing and writing to enhance learning. ● Incorporate the use of common household materials. ● Inquiry to foster critical thinking. ● Encourage remote peer-to-peer collaboration. ● Provide clear directions and responsibilities for group work. ● Utilize self-assessment and peer assessment tools with group work. ● Use checklists and rubrics as success criteria to help students monitor progress against expectations. 	<p>Learning is possible and enhanced through a sense of community and connection.</p> <ul style="list-style-type: none"> ● Maintain schedules and predictable routines but be flexible. ● Honor the student environment, harnessing assets including home language, family, and culture. ● Integrate culturally sustaining practices. ● Regularly brainstorm solutions, including conflict resolution. Educator regularly collects and incorporates student input on class processes. ● Create a safe place to discuss fears, worries, triumphs, hopes. ● See National Equity Project: Building Rapport.



Colton School District Distance Learning Instructional Model (K-12 Overview)

	<ul style="list-style-type: none">● Show success criteria and reference throughout the lesson.● Utilize frequent checks for understanding by stopping and asking questions and having students put learning in their own words.● Use small groups such as breakout room options to work with various groups of students on differentiated needs.● Engage students in chats and feedback with attention to pacing to ensure the purpose is met.	<ul style="list-style-type: none">● Provide numerous times for students to engage in group activities to deepen their thinking and problem solving skills.● Assignments require students to: ○ organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; ○ draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and ○ connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.	<p>Reminder of social emotional supports available</p> <ul style="list-style-type: none">● The Oregon YouthLine: 877-968-8491 (Text- Teen2Teen: 839863, EmailTeen2Teen@LinesforLife.org)● The National Institute on Mental Health's child and teen coping strategies for reducing stress related to traumatic events provides guidance for parents and others supporting our students.● The National Association of School Nurses and National Association of School Psychologists developed a resource for how to talk with students about COVID19.● The National Suicide Prevention Lifeline (English: 800-273-8255, Spanish: 888- 628-9454)● Oregon 211: dial 211 or 866-698-6155 (Text your zip code to 898211 or Emailhelp@211info.org)● The SafeOregon Tip Line: 844-472-3367 (Text- 844-472-3367, Emailtip@safeoregon.com or download the free app)
--	---	---	---



Colton School District Distance Learning Instructional Model (K-12 Overview)

Colton Secondary Sample Schedule

Teacher Facilitated	Applied/Peer/Family/ Community Learning	Mental, Social, Emotional Health
<p>Monday: Assignments for the week are shared. Office hours with the teacher are announced. Synchronous class and online resources are shared. The teacher introduces a project, design challenge, learning outcome, and/or essential questions. Feedback/support should be provided to students throughout the process as needed. Teacher outlines standards/skill sets to be covered and performance expectations/success criteria. Additional materials (e.g. rubrics, videos, content support, etc.) should be included at this time.</p> <p>Tuesday: Follow-up with students who might need more support to engage with the learning. Try to contact students who you have not had success reaching.</p> <p>Wednesday: Offer office hours for check-ins and provide additional resources to spur</p>	<p>Team projects: Students work collaboratively to determine questions or define problems based on the project parameters, determine and distribute tasks, determine a schedule for completing tasks, and provide opportunities for group discussion.</p> <p>Individual project: The student determines questions or problems to address within the parameters of the assigned project, determines steps toward completion of the project, and constructs a timeline for completion. (Schedule regular check ins with teacher frequency will depend on the students' individual need for support.)</p> <p>Work-based Learning: Work-based Learning is defined as structured learning in the workplace or simulated environment that provides opportunities for sustained interactions with industry or community</p>	<p>Monday: Connect with teachers; share gratitudes/concerns from the week. Affirm that emotions like sadness, anxiety, fear and frustration are understandable, and encourage communication with trusted adults and/or mental health professionals.</p> <p>Tuesday-Wednesday: peer / family / mentor connections Suggested mindful moments Suggested physical activity</p> <p>Thursday: Check in! How did the week go? Provide opportunity for conversation about how things are going.</p>



Colton School District Distance Learning Instructional Model (K-12 Overview)

<p>successful projects. Monitor student chat. Synchronous check-in.</p> <p>Thursday: Feedback on student progress to date, office hours, peer discussion space Team/Individual project reflection submitted to the teacher. Include questions, concerns, successes, and challenges. The teacher would use these reflections the following week during office hours to provide feedback to students. The teacher would use this feedback to determine additional ancillary support needed by individuals or students to support learning.</p>	<p>professionals that foster in-depth, firsthand experience of the expectations and application of knowledge and skills required in a given career field. Examples include: Clinical/Practicum/Internships, School Based Enterprises, Workplace Simulation, Service-Learning and Cooperative Work Experiences. Educators can create opportunities for students to align work experiences that align to course curriculum and provide ongoing interactions with business partners.</p>	
---	---	--