

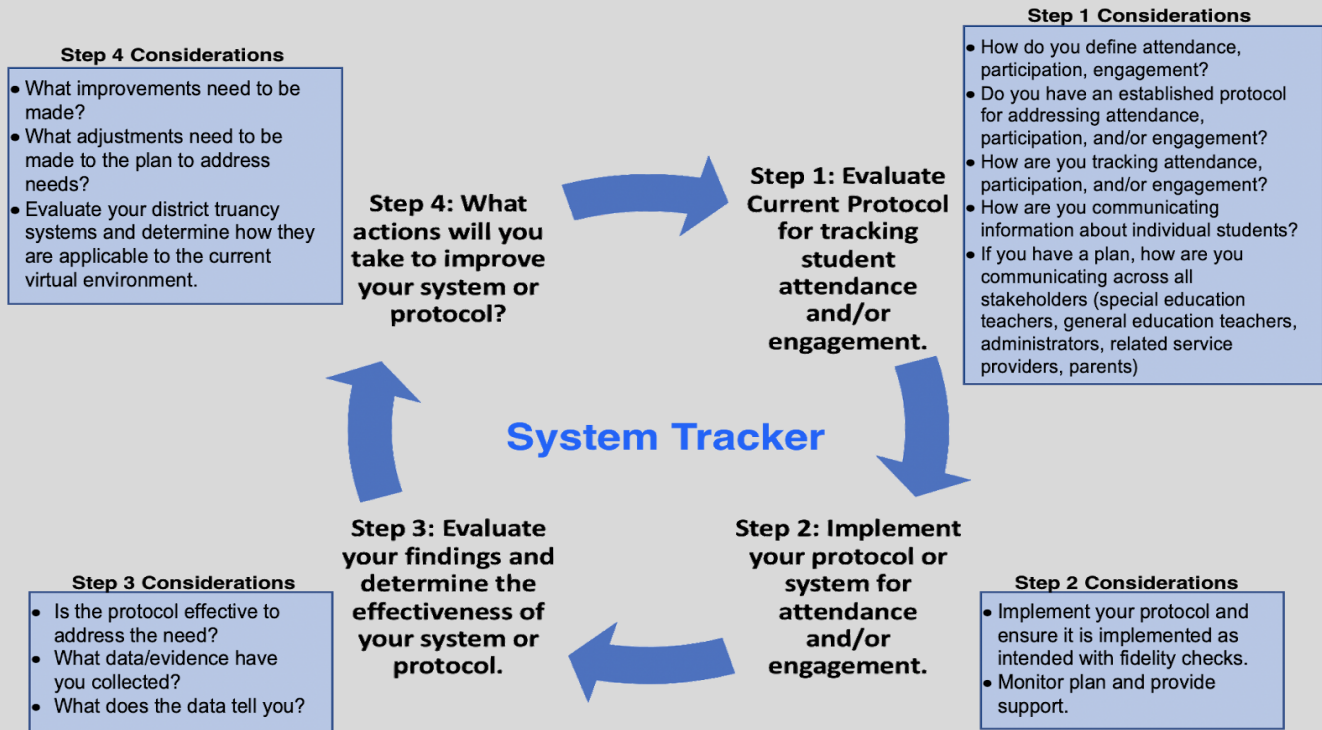


EXCEPTIONAL CHILDREN

Virtual Tracking Tool



Target: Provide a sample of a system of supports to address student attendance and engagement in a virtual setting.



Attendance Tracker

Attendance Tracker Sample (1)

Note: Proactive - Set Reminder to send students a note, message, or email that has the class time, etc..

Intervention (Team members develop a protocol to address attendance that everyone follows)		
1 st Absence	Send Reminder to student - Phone Call, Message with Class Dojo, Remind App	Document contacts (Where will you house documentation?) (Communication plan?) Infinite Campus Documentation
2 nd Absence	Contact student to address concerns and assess student/parent to determine needs for support - develop a plan to address specific need	Document contacts and action using your established protocol
3 rd Absence	Stakeholder meeting - evaluate result of contacts and plan for next steps Note: Consider ARC Meeting	Document contacts and action using your established protocol
4 th Absence	Meeting with teacher, parents, and school administrator Evaluate the effectiveness of the plan - determine if any additional steps are needed (Do we have the DPP involved?)	Document contacts and action using your established protocol
5 th Absence	Evaluate effectiveness of plan (Do we need to revisit the plan?)	Document contacts and action using your established protocol
6 th Absence	Home Visit/DPP	Document contacts and action using your established protocol

*Possible staff members to assign to individual students (ie.. Instructional Assistance, FRYSC, Change Coordinators, Computer Lab manager, Special Teachers, Library Media Specialists, Counselor, Peer Tutors)

Team member roles - person responsible for monitoring contacts from teachers, attend PLC and staff meetings to share status of students, report findings

*adapted from John O'Connor, *Strengthening Virtual Instruction for Students with Disabilities*

Attendance Tracker Sample (2)

Tier I	Tier II	Tier III
<p>Is the student currently making progress in virtual as it is currently being delivered?</p> <ul style="list-style-type: none"> <input type="checkbox"/> If yes, please continue with the current method of virtual instruction. <input type="checkbox"/> If no, move to Tier II. <p>*Document contacts and action using your established protocol</p> <p>Sample of Tiered Participation Interventions</p>	<p>Intense interventions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Root Cause - why is the student missing? <input type="checkbox"/> Reminder Phone Call (determine frequency based on student need)-Phone Call, Message with Class Dojo, Remind App <input type="checkbox"/> Check in/Check out <input type="checkbox"/> Collaborate with FRYSC to reach out to parents. <input type="checkbox"/> Meeting with teacher, parents, and school administrator- <input type="checkbox"/> Consider ARC Meeting (after conducting root/cause/analysis) <input type="checkbox"/> Students come to campus in small groups or for one-to-one instruction <input type="checkbox"/> Mix of virtual and in-person instruction throughout the week to provide students with SDI to meet their IEP needs <p>*Document contacts and action using your established protocol.</p>	<p>More intensive interventions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ongoing scheduled meetings with teacher, parents, and school administrator(determine frequency based on student need) <input type="checkbox"/> Offer ESS to students <input type="checkbox"/> Contact DPP <input type="checkbox"/> Home Visit <p>*Document contacts and action using your established protocol</p>

Engagement Tracker

Engagement Tracker Sample (1) - Team develops a plan to address engagement issue:

Determine Problem/Issue	Considerations for Teacher(s)	Considerations for Student(s)
Do we have a system for tracking student engagement?	<ul style="list-style-type: none"> <input type="checkbox"/> Engagement Plan <input type="checkbox"/> Grades <input type="checkbox"/> Sign-in for Virtual Instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Establish routines for beginning and ending of each class <input type="checkbox"/> Use Polls, Bellwork, Exit Slips
Is there access to technology? Is it a training issue?	<ul style="list-style-type: none"> <input type="checkbox"/> Staff Professional Learning <input type="checkbox"/> Software and equipment training <input type="checkbox"/> Equity and Access 	<ul style="list-style-type: none"> <input type="checkbox"/> Establish how students will have access (synchronous or asynchronous) <input type="checkbox"/> Pre-teach or model how to use classroom learning tools
Is there an established communication plan?	<p><u>Sample plan for Action Steps</u> Step 1: Contact student (email, remind) Step 2: Contact parent (offer virtual office hours) Step 3: Parent, Teacher, Administrator (ARC meeting to address academics/behavior) Step 4: Parent, teacher, administrator - evaluate effectiveness of plan Step 5: Contact district administration</p>	
It is an instructional issue? Collecting Student Responses	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson plan embeds engagement activities, <input type="checkbox"/> Verbally/Oral /Reactions <input type="checkbox"/> Specially Designed Instruction <ul style="list-style-type: none"> <input type="checkbox"/> Multiple opportunities for modeling, repetition, <input type="checkbox"/> Explicit Instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Present materials in logical or sequential order 	<ul style="list-style-type: none"> <input type="checkbox"/> Small groups for SDI, 1:1 direct/explicit instruction for target students <input type="checkbox"/> Chat, Reactions <input type="checkbox"/> Emails <input type="checkbox"/> Think/Write/Pair/ Share/Write <input type="checkbox"/> CSA model for Math <input type="checkbox"/> Graphic Organizers/Flow Chart <input type="checkbox"/> Guided Notes <input type="checkbox"/> Modified Assignment/Chunking of the assignment.

Engagement Tracker Sample (2) - Use Checklist Protocol to ensure lessons are engaging:

Engagement	Teacher Engagement Checklist	School Engagement Plan
<p>8 Strategies to Improve Participation in Your Virtual Classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Synchronous strategies <input type="checkbox"/> Chat <input type="checkbox"/> Flip classroom <input type="checkbox"/> Adapt think-pair-share <input type="checkbox"/> Show and Tell <input type="checkbox"/> Online forms <input type="checkbox"/> Peer Gallery Walks <input type="checkbox"/> Station Teaching online <ul style="list-style-type: none"> • Edutopia • 8 Strategies to Improve Engagement • 25 Remote Teaching Tips to Engage Students in Distance Learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Address IEP Goals/SDI <input type="checkbox"/> Establish Norms <input type="checkbox"/> Use breakout rooms -consider groupings <input type="checkbox"/> Students read, write, and discuss learning <input type="checkbox"/> Students understand expectations (accountability) <input type="checkbox"/> Lessons are appropriately designed to ensure student engagement <ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of engagement strategies <input type="checkbox"/> Quick transitions <input type="checkbox"/> Expectations for time/breaks - agenda <input type="checkbox"/> Use elapsed timers in breakout rooms <input type="checkbox"/> Assign a peer commitment partner 	<ul style="list-style-type: none"> <input type="checkbox"/> Routine for beginning/ending of each class: Lesson objective established checking <input type="checkbox"/> Team Building activities/Mindful Moments <input type="checkbox"/> Integrate Kagan Strategies (Example: Imaginary Toss) <input type="checkbox"/> How do you plan to call on students or have students respond? <input type="checkbox"/> How do you plan to ensure that students get practice turns and immediate corrective feedback?

Sample (3) Distance Learning Weekly Planner (A sample schedule to share with students and parents)

This Week's Learning Targets/Intentions	Tasks/Assessments	Success Criteria
<p>I am learning.....</p> <ul style="list-style-type: none"> • How to ask and answer questions to demonstrate understanding. • To identify the main idea of a text. • To use text features to locate information. 	<ol style="list-style-type: none"> 1. Google Response doc for ask/answer questions re: non-fiction text 2. Key Details Scavenger Hunt 3. Collaborative Chart on Text Features 4. Main Topic and Key Details Graphic Organizer 5. Main Topic and Key Detail Written Journal Response 	<p>I can...</p> <ul style="list-style-type: none"> • Use <i>who, what, where, when, why, and how</i> questions to deepen my understanding. • Determine the main purpose of a text using text features. <p>*All Zooms recorded and posted on SeeSaw. *Daily office hours: MWF: 1 pm - 2pm; T/Th: 8am - 9am *M-F: Math 9-10, Small Groups 10-11, ELA 11-12; Science/Social Studies 1:30 -2:30. Citation: The Distance Learning Playbook</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Attend: Zoom at 11:00, SEL check in, read, discuss , graphic organizer.</p> <p>Read: <i>National Geographic's Bears</i></p> <p>Discuss: Compare and Contrast <i>Goldilocks and the Three Bears</i> (T-chart)</p> <p>Co-Create: Venn Diagram on characteristics of fiction vs nonfiction books.</p> <p>Turn In: Draw and label a bear; write three key details from today's book (<i>Bears</i>).</p>	<p>Attend: Zoom at 11:00, norms, video, ask ?'s about reindeer in Google doc, shared reading (article)</p> <p>Read: <i>Is That a Reindeer?</i> (article)</p> <p>Watch: BrainPop video on Concept Maps</p> <p>Discuss: Which of our reindeer questions were answered? How do we know? Find the evidence.</p> <p>Turn In: Graphic Organizer on Key Details using non-fiction Raz-Kids book.</p>	<p>Attend: Zoom at 11:00, SEL check in, listen, ask/answer ?'s, chart</p> <p>Read: <i>The Giant Squid</i></p> <p>Co-Create: Anchor chart on finding the main idea of a nonfiction text using today's book What are the characteristics of this book (text features)?</p> <p>Collaborate/Breakout: Using yesterday's graphic organizer, have group members "guess" the main idea after sharing the key details.</p> <p>Turn In: Text features graphic organizer on your assigned non-fiction Raz-Kids book.</p>	<p>Attend: Zoom at 11:00, Key Details scavenger hunt, read, discuss Watch: YouTube video on text features</p> <p>Read: <i>Amazing Snakes!</i></p> <p>Discuss: How do text features help us find where key details are located.</p> <p>Collaborate/Breakout: Find out Main Topic and Key Details for <i>Amazing Snakes!</i> by completing the Scavenger Hunt sheet.</p> <p>Turn In: Journal response on main topic and 3 key details (paragraph).</p>	<p>Attend: Zoom at 11:00, Share out journal responses.Kahoot (review text features)</p> <p>Watch: Read aloud on YouTube: <i>Amazing Mammals</i>. Complete graphic organizer: text features, key details, and main idea hunt. Can we ask/answer W?s?</p> <p>Collaborate/Breakout: Compare, contrast, and edit graphic organizer on <i>Amazing Mammals'</i></p> <p>Family Project: Make your own mammal booklet with text features, illustrations, one diagram, and at least 3 key details.</p>

Engagement Tracker Sample (4)

Social Emotional Learning

Classroom Rules/Expectations Checklist	SEL Lesson Checklist	Family Wellness Check
<ul style="list-style-type: none"> <input type="checkbox"/> Teach students expectations and behaviors <input type="checkbox"/> Model expected behavior <input type="checkbox"/> Practice expected behaviors <input type="checkbox"/> Provide positive corrective feedback <input type="checkbox"/> Review, Model, and Reteach expected behaviors <p>Resources:</p> <ul style="list-style-type: none"> PBIS KY Social Emotional Learning Forum Overcoming Obstacles Trauma Informed Care for Educators 	<p>Begin lesson with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Icebreakers (could use the chat box feature) <input type="checkbox"/> Mindful moments <input type="checkbox"/> Team Building Activities in breakout rooms <input type="checkbox"/> Check-in, Check-out <input type="checkbox"/> Social Emotional Check-in <input type="checkbox"/> Student Interest Inventories <p>Overcoming Obstacles</p> <p>Free Life Skills Curriculum for Elementary, Middle, and High School</p> <ul style="list-style-type: none"> ● Activity-based lessons ● 30 critical social and emotional skills, students learn how to communicate effectively ● Goal setting, conflict resolution, solve problem solving, respect, etc. 	<p>PBIS Family Wellness Check</p> <div style="border: 1px solid black; padding: 5px;"> <p>Example: Family Wellness Check Survey</p> <p>1. Overall, how are you feeling? (please choose all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Happy <input type="checkbox"/> Safe <input type="checkbox"/> Sick <input type="checkbox"/> Anxious/Nervous <input type="checkbox"/> Scared <input type="checkbox"/> Mad/Angry <p>2. How do you feel your at-home learning is going?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Very bad <input type="checkbox"/> A little bad <input type="checkbox"/> Neither good nor bad <input type="checkbox"/> Pretty good <input type="checkbox"/> Really good <p>3. My family could use help with... (please choose all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Technology <input type="checkbox"/> Completing work from home <input type="checkbox"/> Communicating with teachers <input type="checkbox"/> Household necessities (e.g., food, paper products, utilities) <p>4. Would you like your school counselor to contact you?</p> <p>If so, please provide the best way for them to contact you: _____</p> <p><i>Adapted with permission from Normandy Schools Collaborative, Missouri</i></p> </div>

Building Relationships

- Step 1: Plan for time to address social component (Trauma informed teaching- consider trauma exposures)
- Step 2: Incorporate activities (show and tell, restorative circles, character education)
- Step 3: Check student engagement (increase or decrease)
- Step 4: Collect feedback (plus/delta, student responses, poll, survey)
- Step 5: Determine next steps