

Rattan Public School

Virtual Instruction Plan

Superintendent: Russell Baze 580-587-2715 rusbaze@rattan.k12.ok.us

School Year 2026-2027

Board Approved October 28, 2025

Board Meeting Minutes Attached

Link to website

2. **Purpose and Overview**

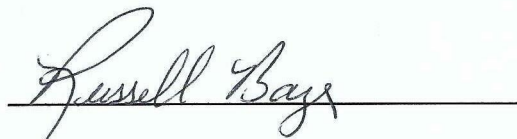
Rattan School desires the ability to utilize up to two virtual days during the 2026-2027 school year for emergency purposes only. The use of Virtual Days during emergencies, such as snow/ice storms, tornado damage, fire, or other incidents that would prohibit students being on campus, will allow students to continue in their educational courses without interruption and stay on track to meet vital completion timelines within individual classes.

3. **Governance and Approval**

Rattan School's Virtual Education Plan was presented as an agenda item and approved by the Rattan Board of Education at a special meeting on October 28, 2025.

Superintendent's Statement:

I Russell Baze, Superintendent of Rattan Public Schools, along with Dr. William Doty, high school principal, and Ms. Tonya Scott, elementary principal, will be responsible for plan oversight as well as any submissions to the Oklahoma State Department of Education. Myself along with the campus principal will review the plan annually and update as needed to ensure the students receive the best education possible and to ensure compliance with state law and departmental regulations.



Russell Baze

4. **Instructional Delivery**

Description of the virtual learning platforms- Google classroom and IXL Learning.

Google Classroom functions as a central hub where educators can create and distribute assignments, provide feedback, communicate with students, and organize class materials like videos and documents in one place. The platform integrates seamlessly with other Google Workspace tools such as Google Drive, Docs, and Meet to streamline workflows, save time, and facilitate both in-person and remote learning environments.

IXL Learning platform is a comprehensive online tool that provides teachers with a personalized learning experience for students in subjects like math, language arts, science, and social studies. It offers a curriculum with over 9,000 adaptive skills from pre-K to 12th grade, which helps teachers differentiate instruction by creating personalized learning paths for each student. The platform automates tasks like lesson planning, grading, and progress tracking, providing teachers with data and insights to save time and better support students. Key features include video tutorials, step-by-step explanations, immediate student feedback, and a real-time diagnostics to assess proficiency and guide instruction.

Explanation of how instruction will meet Oklahoma Academic Standards and maintain seat time equivalency.

Alignment with Oklahoma Academic Standards

IXL Learning

Standards-Based Content: IXL offers thousands of skills across core subjects that are fully aligned with the Oklahoma Academic Standards. Educators can select practice activities directly tied to specific standards.

Progress Tracking: The IXL Analytics Standards Center allows teachers to monitor student progress toward mastery of each standard, helping ensure instruction is standards-driven.

Google Classroom

Flexible Curriculum Delivery: Teachers can upload and organize instructional materials that align with Oklahoma standards, including lesson plans, videos, assignments, and assessments.

Maintaining Seat Time Equivalency & How attendance and engagement will be measured

Google Classroom- Engagement-Based Attendance: Teachers can track student participation through assignment submissions, comments, and logins. This supports alternative attendance models based on engagement and task completion. **Competency-Based Progression:** Students can demonstrate mastery of standards through submitted work, which can count toward instructional time even outside traditional classroom hours.

IXL- Time-on-Task Metrics: IXL records how long students spend on each activity, which can be used to approximate instructional time.

Evidence of Learning: Completion of standards-aligned exercises and mastery scores can serve as documentation for attendance and seat time equivalency.

Daily Logins: Track whether students log into the learning platform each day.

Time-on-Platform: Measure how long students spend actively engaged on the platform.

Frequency of Access: Monitor how often students access course materials, resources, or announcements. Count completed and submitted assignments as indicators of engagement and participation. Evaluate whether assignments are submitted on time to assess consistency and responsibility. Review the depth and accuracy of submissions to gauge understanding and effort. Record attendance during scheduled video conferences or virtual class meetings. Note participation through chat, polls, or verbal contributions.

Identification of instructional methods

A blend of synchronous and asynchronous methods tailored to the lesson or student needs. Used when a combination of live instruction and independent work best supports learning goals.

Teacher Discretion: Educators will determine the most effective mode of delivery based on content, student readiness, and instructional goals.

Technology vs paper-based packet

All students are issued Chromebooks. If a student lacks home internet, hotspots are available via a checkout system. Teachers will assign digital work through platforms like Google Classroom, IXL, or other approved tools. Based on teacher recommendation and family preference, students may use either format. All students will have access to learning materials regardless of internet availability. Both formats will align with Oklahoma Academic Standards and maintain instructional rigor.

Procedures for staff training on virtual instructional delivery

Teachers at Rattan Public Schools are actively engaged in maintaining proficiency with digital platforms to ensure consistent and accurate virtual instruction. Teachers periodically conduct mock virtual lessons to simulate real instructional scenarios. The teacher also responds to feedback from peers, students and parents.

Expectation for teacher availability and communication during virtual instructions days & Contact protocols for students or parents' questions.

Remind App: Quick, mobile-friendly messaging for students and parents to share feedback or ask questions. Email: Formal channel for submitting concerns, suggestions, or reflections about the virtual learning experience. Conference Calls: Scheduled calls during teacher planning periods for more in-depth conversations or support with the teacher.

5. Attendance and Accountability

Automated Logs: Use platform analytics to generate attendance reports based on login and activity data. Teacher Observations: Supplement digital records with teacher notes on student engagement and responsiveness.

6. Communication Plan

Parents will be notified of virtual day through the district alert system "Remind" which is used for district communication with parents.

7. Feedback Collection from Students & Parents

Remind App: Quick, mobile-friendly messaging for students and parents to share feedback or ask questions. Email: Formal channel for submitting concerns, suggestions, or reflections about the virtual learning experience. Conference Calls: Scheduled calls during teacher planning periods for more in-depth conversations or support with the teacher.

Support & Follow-Up

Daily Debrief: After each virtual day, the building principal will meet with teachers to: Review feedback received from students and parents. Address any instructional or technical concerns. Offer solutions, resources, or adjustments to improve future virtual days.