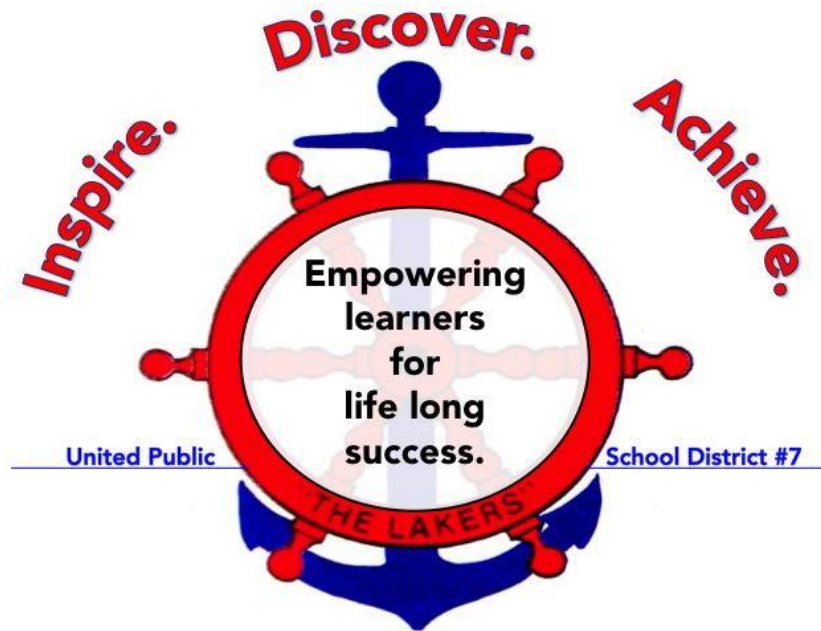


United Public School District #7

Distance Learning Plan



Be respectful. Be responsible. Be safe.

Superintendent Christopher Bachmeier
7-12 Dean Of Students Scott Medalen
Junior High Principal Josh Brown
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**In Response to the COVID-19 Pandemic
Spring, 2020**

Approved March 27, 2020 by
Governor Doug Burgum
State Superintendent Kirsten Baesler

Introduction

With a fierce dedication to the well-being of our students, we submit this plan to continue learning at United Public School District #7. We are confident that our overall plan for instruction provides the foundation for making modifications from face-to-face classroom settings to remote settings. Our foundations and core beliefs of respect, responsibility, honesty, accountability, teamwork, and empathy have guided us to develop a way to continue education during the time of this pandemic crisis.

Our mission, to instill values and provide opportunities that empower learners for lifelong success has come to life as administrators, teachers, paraprofessionals, kitchen, custodial staff, and community members have come together to ensure that there is a solid plan in place to continue to provide engaging, relevant, standards-based learning opportunities as well as daily meals and technology support for all students in our district.

The staff at the high school and elementary school have collaborated to make sure that while some methods of instruction might be a bit different, there is consistency and collaboration that spans from Kindergarten to grade 12. There are plans in place to meet the needs of all students and to continue to provide the identified support and services for students with Individualized Education and 504 Plans. There are also plans in place to continue counseling services for all students.

Our plan includes weekly staff meetings that will allow us to monitor progress and make adjustments as needed. We have plans for communication with students, staff, parents, and the community. We have also allowed for professional development opportunities that will not only allow teachers to continue teaching in this new platform but also enhance teaching practices in ways that will be useful in years to come.

TABLE OF CONTENTS

OUR BELIEFS	5
DEFINITIONS	6
THE THREE AREAS OF DISTANCE LEARNING INFRASTRUCTURE	7
Technology	7
Instruction	7
Engagement	7
ATTENDANCE PROCEDURES	8
Measuring attendance	8
Measuring participation	8
Ensuring that all students have access to an educator	9
Management of moving into a higher threshold or risk level	9
Students experiencing sickness	10
Nursing Services	10
EDUCATIONAL STAFF EXPECTATIONS	11
Professional Development	11
Human resources policies and procedures	11
ENSURING EQUITABLE SERVICES	12
Ensuring that all students have access to devices to facilitate distance learning	12
Ensuring that all students have access to reliable, high-speed Internet	12
Students who require assistive technology	12
Transitioning to the distance learning environment	13
Social Emotional Learning during this time of transition	13
Ensuring that all classes/courses have the ability to provide instruction for distance learning	13
Accessibility of resources to all students	14
SPECIAL EDUCATION CONSIDERATIONS	16
ENGLISH LANGUAGE LEARNER CONSIDERATIONS	17
FEDERAL TITLE CONSIDERATIONS	18
COUNSELING SERVICES	19
Providing experiences of high quality distance learning experiences in Grades K-12	20
Procedure for when students are not making adequate progress	21
Provisions for instructional support, including assessment and evaluation of work	21

ADDITIONAL INFORMATION	22
Synchronous Learning Opportunities and Schedule	22
Communication Plans	24
Meals	25

OUR BELIEFS

Our plan will allow teachers and students to build bridges between previous classroom learning and our current distance learning plan. The statements below show how the district beliefs have guided our plan.

- We **respect** and acknowledge that our students are experiencing many different emotions, responsibilities, and disruptions in their lives. We know that school is a stabilizing and important component of their lives, and we will work tirelessly to ensure that our instructional strategies for distance learning allow for flexibility, compassion, and creativity.
- We rely on and value the **responsibility** that all stakeholders hold dear as they work diligently to meet the needs of all DLBHS students. We will also provide opportunities for students to demonstrate their **responsibility** as learners during this unprecedented time.
- We will find the balance between **accountability** and flexibility as we develop plans for teaching and learning. We know that even in times of crisis and change, accountability measures that are reasonable and meaningful can bring direction that can calm fears and increase purpose.
- We rely heavily on **teamwork** between all stakeholders to carry out our educational plan and we value the way that community members, students, and staff work effectively in countless ways to ensure the wellbeing of the students in our district.
- We have used **empathy** as a critical guide in the development of this plan to balance our desire to provide meaningful instruction with the strong awareness that our students and their families may be experiencing a variety of stressful situations that we must account for and address through counseling services, teacher-student interactions, and more.

DEFINITIONS

Asynchronous Learning: Learning opportunities that do not take place at the same time, but do allow for instruction, feedback, assessment, exploration, communication, collaboration, and more. Methods for asynchronous learning can include the use of instructional videos, discussion boards, work that is distributed to students and handed back in to teachers, interactive reading assignments, and many other methods.

Distance Learning: based on the description provided by the North Dakota Department of Public Instruction (ND DPI), distance learning “includes virtual, online, ITV, alternate locations, instructional telephone calls, and all learning that is offered through alternate means rather than on-campus, face to face (NDDPI, Division of Student Support and Innovation, March 19, 2020).

Equitable Learning Opportunities: Providing supports, removing barriers, and implementing solutions so that all students have the access and resources needed to participate and be successful in all learning opportunities.

Office Hours: At the high school and elementary (PK-6), teachers at United #7 will set up times when they are available to interact with students. Office hours might include synchronous video sessions, monitoring streaming discussions, responding immediately to emails, or answering specific questions from students.

Synchronous Learning: Learning opportunities that occur at the same time between teacher and student(s). Most often, this will take place with the use of Google Meet or Zoom conferences. It could also take place during chat sessions, using Google Classroom Stream, and collaboration on interactive documents. Synchronous learning may occur between a teacher and one student, between a teacher and a group of students, or between a teacher and the class. We will also use synchronous learning for staff meetings and professional development.

THE THREE AREAS OF DISTANCE LEARNING INFRASTRUCTURE

If we think about these three areas of infrastructure as a three-legged stool, we visualize the equal and important components that we considered as we developed this plan. We will briefly outline how each of these areas are described throughout this distance learning plan that will outline how we will provide full continuation of services through the time of school closure due to COVID-2019.

Technology

Technology will serve as a means for communication, delivery of content, professional communication, social-emotional learning, counseling services, assessment, data collection, and grading. Our first priority was to ensure that each family in our district had the necessary device and Internet service to participate in all learning opportunities. These details are outlined in several sections of this plan.

Instruction

The teachers at United Public #7 have worked to ensure that instruction delivered in accordance with this plan will be aligned with the state standards, appropriate for the grade level, and modified appropriately to meet the needs of all students in the district. These details are highlighted in this document and are integral to each teachers' instruction plans.

Engagement

While we would never choose to be in this situation of needing to teach remotely during a pandemic, the situation has inspired teachers to creatively plan lessons that are feasible and engaging to students when they are learning at home. We are confident that some of the things we learn while implementing this plan will strengthen teaching and learning even when we are back in the classroom. Information about how teachers will design engaging lessons are included in this plan.

ATTENDANCE PROCEDURES

We know that each student is living in unique situations that might prohibit them from doing schoolwork during regular hours. Many of our students will be helping to care for younger siblings and doing other work at home. We are very aware of different student situations, so our goal is to teach students as best as we can without overwhelming them. As we developed our plan, we worked to ensure that each student could access all information in a way and time that will work for them. Because each teacher is using a variety of interactive online tools, they will be able to monitor participation by completion of work, participation in synchronous meetings, commenting on the Google Classroom, and emailing and/or messaging the teacher.

Measuring attendance

Attendance will be measured each day through the following mechanisms:

- K-2 students (or parents) will check in via Remind by 7 p.m.
- Students in grades 3-6 will check in via a Google form in the homeroom teacher's Google Classroom by 7 p.m.
- Students in grades 7-12 will check in via a Google Form in the Laker Time Google Classrooms by 7 p.m.

All teachers, as indicated above will record attendance by PowerSchool by 8 a.m. the following day, and the principal will monitor and follow up according to our regular attendance procedures. If sick, the students will be instructed to call the school by 9 a.m. in accordance with the student handbook. Special Services teachers will check in with the students in their caseload daily and record attendance in PowerSchool according to the guidelines written above.

English Language Learners are enrolled in a regular classroom, and their attendance will be monitored by the regular classroom teacher with support by the English Language teacher, if needed.

Measuring participation

In grades PreK-12, the staff will keep in touch with their building principal regarding any students who are not keeping up with the assigned work or who are not participating in the other learning activities. The first step will be for the teacher to reach out to the student or parent, and if nothing changes the teacher and/or principal will contact parents.

As written elsewhere in this report, students in grades 7-12 will submit two assignments a week that will be used to assess and evaluate progress. Students will also have opportunities to participate each day in every class according to activities teachers post in the Google Classroom each day.

For students receiving special services, the special services instructors have developed plans to ensure that each student is receiving appropriate services according to IEPs and 504 plans.

Ensuring that all students have access to an educator

In grades K-12, teachers will continue with their scheduled classes for the spring semester of the 2019-2020 school year. Each teacher in grades three through twelve has set up a Google Classroom for their classes. Students have been invited to the classes, and teachers will first of all make sure all students have joined the class. If students have not joined the class after the first official day that the distance learning plan is implemented, the teacher and/or principal will contact the student and/or parents to resolve any issues preventing the student from joining the classroom and ensure that all students are accounted for in the Google Classroom roster. Each teacher in grades kindergarten through two has set up a distance learning website for students and parents to access. These younger students or parents will check the website daily and on that website there will be links, instructional videos, and assignments. Students will turn in assignments through email and Remind by taking a picture of the assignment. Teachers will check in individually with parents and students through Remind (since all parents have Remind) by day two to ensure all students are able to access content successfully.

Management of moving into a higher threshold or risk level

When it became apparent that the date for return back to the classrooms in our school buildings was extended indefinitely, it was determined that the best course of action was to develop a distance learning plan. As the risk level escalated, we made arrangements for students to pick up their academic materials without entering the building. By keeping a record of each student whose materials were picked up and each student who borrowed a computer, we were able to do a preliminary assessment of whether students were getting messages through newsletters, emails, and Facebook posts. Families who did not pick up materials were contacted and arrangements were made for pick up or delivery of items.

Looking toward future possibilities, staff have taken materials home so they do not have to return to the school, if restrictions are put into place. We will follow recommendations that come from the State Department of Health in the coming days, weeks, and months.

Students experiencing homelessness

Our district anticipates increased support needs for students experiencing homelessness related to anxiety and trauma due to the pandemic. Our district will monitor evolving and emerging recommendations specifically pertaining to homeless students during the COVID-19 pandemic offered by SchoolHouse Connection and that may be available from other sources over time.

The United #7 Homeless Liaison and counselors will make initial contact with students and parents to

ensure they know about the brown bag meal service program and plan for distance learning.

Ongoing communication via telephone will encourage students and parents to reach out if their living situation changes and to access additional support to promote every student's ability to participate in distance learning to include obtaining a computer and internet access.

Students and parents will be given the phone numbers of the Homeless Liaison to report difficulties participating in distance learning to use in connecting with school personnel who can help troubleshoot or identify options.

The district will maintain regular contact with the local social service agencies regarding ongoing or emerging needs and to connect to resources that can assist students and families experiencing homelessness.

Students experiencing sickness

Students will contact the school to report an absence related to sickness.

Nursing Services

Des Lacs Burlington Elementary (PreK-6) uses a virtual nursing system called eCare during the school day. This nurse will still be available to our students virtually with a phone call to our virtual nurse. The nurse will then schedule an online visit with the student. We will spread awareness of this through our newsletter and Facebook page. The student or parent will contact their teacher letting them know they need to see the nurse, the teacher will contact the school secretary and she will set up the virtual call.

EDUCATIONAL STAFF EXPECTATIONS

Professional Development

For the coming weeks, professional development will be specifically targeted to what teachers need to know to successfully implement online teaching and enhance learning for all students. The staff spent two days at school learning and sharing and planning how to consistently use the Google Classroom Suites platform to plan classroom instruction. Moving forward, we will meet in small groups as pandemic recommendations allow on a weekly basis to share successes, challenges, and ideas for improvement.

The ability to implement this plan rests heavily on previous professional learning and curriculum planning by our staff. All teachers have received previous training on how to effectively integrate technology into instruction and how to use the Google tools to increase communication and engagement as well as to build relevance and opportunities for global learning into instruction.

In addition to the required meeting times, we have set up a Google Classroom for professional learning that includes teaching resources, and other professional development resources.

Topics that we will address in the near future for Professional Development

- Assessing student learning in a distance learning setting
- Using Zoom and Google Meet in creative and effective ways
- Increasing student engagement through innovative practices in a distance learning setting
- NDCEL is also partnering with CREA and are developing a “How to be a great distance learning instructor” course that our teachers will be given the opportunity to partake in.

In addition to the topics listed above, we will invite teachers and administration to suggest topics that will improve teaching and learning in the distance learning format.

Human resources policies and procedures

The United #7 District has approved an ongoing payment plan with considerations for all certified and classified staff. Administration has informed staff that the same procedures remain in place for requesting professional leave, sick leave, personal leave, and leave without pay. Staff members will use the Frontline Absence Management System and the administration will monitor as they have done previously. If an employee does not have the accumulated sick leave, the school district will utilize the emergency sick bank in accordance with the employee handbook and policies.

ENSURING EQUITABLE SERVICES

Ensuring that all students have access to devices to facilitate distance learning

Every family in the United #7 School District was contacted by phone to determine whether each student in the family has access to a reliable device that can be used for online learning. For families who answered “no,” the school lent a ChromeBook for each student in the family who needed one. Families could either pick these devices up at the school or the school delivered the devices to the family.

To date, approximately fifty five computers have been handed out to families.

Our initial newsletter to parents explaining our plan includes details for how families can request a Chromebook if needed at any time that the distance learning plan is in place.

Ensuring that all students have access to reliable, high-speed Internet

Every family in the United #7 School District was contacted by phone to determine whether each family has access to reliable, high-speed Internet. At the same time, we learned that our local telephone company, Souris River Telephone is providing four months of free Internet service for any family that does not currently have access. In the event that there is a short lag in time before Internet access is available, the teachers have made arrangements to deliver the same material to the students in the two families in our district who need their materials in a non-digital form.

Our district has the infrastructure and professional capacity in place to support eLearning days as an emergency measure in the event of a health emergency that necessitates extended school closure. The school staff will work with individual families to accommodate as needed if there is no internet access. If there is a power outage or another issue out of the family’s control; staff will work with the student/parent to make arrangements for an opportunity for the work to be completed. Parents have received information to reach out to the building Principals to make these arrangements at any time during this period of distance learning.

Students who require assistive technology

Students who require assistive technology have been contacted by their Special Services case manager and provided the equipment that is needed to fulfill their needs as indicated by their IEP and/or 504 plan.

Transitioning to the distance learning environment

In grades K-12, the following procedures will allow for a transition from the classroom setting to distance learning.

- March 20, 2020: Information was set to all families with an overview of the plan, codes to Google Classrooms, and other necessary resources.
- March 23, 2020: Staff met to answer questions and prepare for a digital platform.
- March 24, 2020: Teachers will introduce their classes to the distance learning format with opportunities for student interaction and simple learning activities. Teachers will also introduce attendance-taking procedures to students following the protocols listed in the Attendance Section of this plan.
- March 25, 2020: Teachers will post one simple assignment for each classroom so that students can be completed by midnight Friday, March 27, 2020.

Social Emotional Learning during this time of transition

- Elementary students in Grades K-6 have been using Second Step social emotional curriculum. Second Step has created additional resources related to COVID-19 for schools to share with families. Families will now have access to K-5 songs, photos, and videos that were previously only accessible to teachers. Instructions for how families can create an account are in each grade level's Family Letter. Teachers will also continue to teach weekly Second Step lessons to their students.
- Middle School and High School teachers, grades 7-12, will include a link to the Counselor's Google classroom, which will have social-emotional learning resources.
- Middle School and High School teachers, grades 7-12, will meet synchronously with each class according to a set schedule. This will be a time for teachers to maintain and strengthen relationships with and among students.

Ensuring that all classes/courses have the ability to provide instruction for distance learning

When considering processes for ensuring both equity and access to high-quality, age appropriate instruction at each level, we reviewed teacher readiness and accessibility of resources to all students.

Teacher Readiness: A majority of teachers at United #7 have been using the Google Classroom Suite for the past school year or longer. At the high school, all staff members worked during the week of March 16 to make sure that all classes have a Google Classroom for each class they teach. During the week of March 16, elementary teachers determined the best method for delivery as well. It was determined grades three through six would use Google Classroom because those grade levels had experience with Google Classroom and Google Suite. The best method for delivery for kindergarten through grade two was determined to be a website with assignment links, videos for instruction, and links for synchronous learning.

The teachers collaborated during this time, to provide training and share areas of expertise to ensure that each student will have the skills to post lessons, monitor comments, upload resources, utilize the Google Slides, Docs, and Forms, and Google Meet or Zoom. In addition, teachers received training to record live meetings and make screencasts to share with students.

At United #7, teachers will be enrolled in a Professional Development Google Classroom with access to curate and access resources, demonstration videos for using different parts of the Google Classroom Suite, recording videos, and other skills that might be useful to teachers who will be using new tools. This shared folder also contains links to a variety of resources that can be used to enhance content-specific lessons with learning opportunities that include virtual museum tours, interactive science experiments, math practice, and more. We will continue to add to this folder and share experiences with resources.

At the end of our training and collaboration during the week of March 16, each teacher developed a plan that will allow teaching and learning to continue in each content area in a way that will build on previous learning and continue to build the knowledge and skills that are identified in the content standards. The emphasis on learning will be to focus on crucial learning objectives in rich and engaging ways that will not overwhelm the students during these challenging times.

Accessibility of resources to all students

At the Elementary (K-6), these plans include:

1. Daily postings for each subject, depending upon grade level. These postings will include readings, assignments, virtual discussions, links, and videos for learning.
2. There will be two grades taken each week for grades kindergarten through two in the subjects of reading and math, these may be through a paper copy where a picture has been taken; a quiz on Accelerated Reader, iXL, or Google Forms; or participation during video chats. There will be two grades weekly for grades three through six in the subjects of reading, math, science and social studies. These will be taken through Google Classroom with worksheets on Classroom; quizzes; discussions; or linked activities.
3. Teachers will be available to their students during school hours through different platforms. Teachers have office hours where they are available for text messaging and emails where response times are close to instant. Teachers are also available to students for individual Google hangouts for students that need extra assistance. There will be time set aside daily for asynchronous video sessions and synchronous discussions and lessons through Google Meet. There will be one evening weekly for support for students that are unable to log-on during

other designated times. This has been communicated to parents through email and Remind (all parents are on this messaging system with their teachers).

In Middle School and High School, grades 7-12, these plans include:

1. Daily learning check-ins with guidelines, resources for instructions, and opportunities to use collaboration, creativity, communication, and critical thinking
2. At least two opportunities to grade meaningful and content-specific work each week – this could be through online quizzes, submission of online projects, meeting landmarks in larger projects, participating in live activities, etc.
3. Clear plans for appropriate ways to interact with each student. Teachers will use Google Meet or Google Zoom to provide opportunities for synchronous interactions. These meetings will be recorded for students who are unable to attend the live sessions. Teachers will also be available to answer questions posted in the Google Classroom Stream and by email. Each teacher provided students and parents with guidelines for how and when they can be contacted
4. For high school credit-bearing courses, especially CTE and science and laboratory classes, teachers are using resources that are aligned with the content standards and available, and as often as possible, familiar to all students. More details about these resources are described in the “High-Quality, Effective, Standards-Based Education section.

SPECIAL EDUCATION CONSIDERATIONS

Ensuring that students with Individualized Educational Plans (IEPs) and 504 plans receive continued services. All educational decisions for students with IEPs will be made on an individual basis and consistent with the Individuals with Disabilities Education Act (IDEA) and the North Dakota Department of Instruction's Office of Special Education guidelines.

Our Special Education teachers (PreK-12) have been working closely with Souris Valley Special Education Unit to ensure that all students with IEPs and 504 plans will be provided the same accommodations and modifications outlined in their IEP. Special Education teachers will work with regular education teachers to determine appropriate modifications for any electronic/home-based learning materials. For students that have a majority of special education minutes, they will have synchronous and asynchronous meetings with their special education teacher. These assignments may include General Education teacher assignment, or it could be something completely different related to one of the students' goals. All teachers and co-teachers will be available from (9:00am - 5:00pm) to support student learning and answer any questions via email.

Our Pre-school students on IEP's will continue to receive services in a manner similar to our K-12 students. Materials will be sent home to students weekly. The pre-school special education teacher will also deliver synchronous instruction via ZOOM.

ENGLISH LANGUAGE LEARNER CONSIDERATIONS

In order to provide appropriate scaffolding of instruction for English learners to ensure accessibility to content, the following measures will be taken.

The elementary English Language (EL) teacher at United School District 7 will provide support to EL students by maintaining contact with the classroom teachers regarding what content is being taught. The EL teachers will also support teachers, students and parents with modifying assignments or tests, using an online platform, emails, phone calls, or using interpreting assistance. These supports, regarding content, will reflect the EL student's Individual Learning Plan (ILP). We also have an elementary paraprofessional available to communicate with families in their native language. This will ensure someone on staff is able to answer questions that may arise.

FEDERAL TITLE CONSIDERATIONS

As a schoolwide Title I school, our Title I teacher will be available to continue services through online tutoring. We plan to survey parents to determine what time of day their child would be available for synchronous tutoring. Teachers will continue to refer students for Title I services if they are struggling with the new learning platform.

COUNSELING SERVICES

Our school counselors have developed a plan for students and families to reach them through email or phone (school phone number) call. Students will have the opportunity to set up individual counseling sessions. Counselors will also reach out individually to students who they had been seeing on a regular basis. The counselors will use a HIPAA/FERPA approved format for online counseling sessions. Information for students in emergency and nonemergency situations will be available in the Counselor's Google Classroom. In order to make sure that the students can find this information, all teachers will provide a link to the Counselor's Google Classroom. A paper copy of all the counselor's information was also sent home with the packet of information K-6 parents received. For students in grades 7-12, information about resources in the Counselor's Google Classroom was included in the newsletter sent home to all families in the school district. In addition, the link will be available on the school website.

The counselors will also provide a variety of social-emotional learning activities and resources that will change frequently.

PROVIDING HIGH-QUALITY, EFFECTIVE, STANDARDS-BASED EDUCATION

Providing experiences of high quality distance learning experiences in Grades K-12

- The focus of instruction will be on content that relates to content standards with an emphasis on relevance, engagement, and connections to 21st Century Skills. There will be minimal stress on focused skills and an emphasis on opportunities to put information into action or to find connections between content and real-world applications. While textbooks and online books will be used, instructional videos, simulations, games, short videos, and opportunities for collaboration will also be used.
- The learning experiences in each content area will be a continuation of the regular school experience in which students will be able to access grade-level and subject-matter content. In some cases, students will be able to continue to work on projects and content areas that were taking place before the transition to online learning. In other cases, teachers have made logical and reasonable modifications to allow students to continue to build proficiency and understanding in the content area. Instructional support through synchronous meetings, recorded explanations, and guided learning experiences will allow students to continue learning in a way that can be monitored and assessed.
- Instructional materials used will vary with each content area. Some teachers sent home manipulatives such as art supplies and items to be used in science experiments. Students will also have access to online books and other materials. In many instances, the online resources are ones that the students have already used in the classroom. When new materials are used, the teachers will provide clear instruction and support. Teachers will also seek to include opportunities for students to learn content off-screen by getting outside, doing simple investigations, interviewing family members, and other activities that will provide a variety of learning experiences.
- The content that teachers use to build their lessons aligns with North Dakota Content Standards. Teachers have been focusing on the content standards, updating unit plans, and collaborating to determine how to strengthen current lessons. So, the opportunity to modify these lessons and units for online instruction will continue to connect to the standards in new and creative ways that will likely be used in years to come.
- The technology platforms we will use – primarily Google Classroom, PowerSchool, Remind, and Microsoft all allow access to educators. Teachers are able to not only design, monitor, and assess learning, they can also participate with the students and provide consistent support. To make sure

that students can participate in as many synchronous online activities as possible, the teachers have developed a spreadsheet so there are minimal overlap times.

- Each teacher has developed a plan to assess student learning and assign at least two grades each week, which will be posted in PowerSchool. Grades will be used to show evidence of learning that is linked to content standards.

Procedure for when students are not making adequate progress

The elementary and middle school staff, grades K-8, will take grades two times a week for each subject being taught and they will be doing virtual face-to-face discussions and instruction. If a teacher notes that students are not keeping up with assignments or are struggling with daily work and quizzes they will reach out to parents to make them aware. They will also make a plan to meet one-on-one virtually with those students to determine next steps for those individuals. Possibilities may include reteaching virtually; online check-ins for assignments; or a possibility for a virtual tutor. If these students are ready for interventions, we have our interventionist and Title I teacher that are available for online tutoring and interventions.

High School staff will assess and grade two assignments that are aligned to content standards per week. If students are not making adequate progress, teachers will reach out to students and/or parents to determine next steps. The HS principal will also be available to provide support and guidance. Although every effort will be made to support and help the student, if students do not make adequate progress when given these supports, they will not receive a passing grade in the course in which they are enrolled, thus they will not attain the credit for that class.

Provisions for instructional support, including assessment and evaluation of work

During this time, teachers are using curriculum materials and online supplemental materials for instruction. They will be posting videos, as well as, having virtual classes that will be recorded for teaching lessons. Currently our teachers have the materials needed to teach virtually. Some programs that teachers will be using assess student work as it is completed, other assignments will be turned in through Google Classroom or by taking a picture and sending it to their teacher. Teachers have the equipment to assess student work virtually and to provide feedback to students after it is completed.

The grading policies will continue to be enforced according to the student handbook.

ADDITIONAL INFORMATION

Synchronous Learning Opportunities and Schedule

Synchronous Learning: Learning opportunities that occur at the same time between teacher and student(s). Most often, this will take place with the use of Google Meet or Zoom conferences. It could also take place during chat sessions, using Google Classroom Stream, and collaboration on interactive documents. Synchronous learning may occur between a teacher and one student, between a teacher and a group of students, or between a teacher and the class. We will also use synchronous learning for staff meetings and professional development.

Elementary (K-6) Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:20	Staff Meeting			PLC's - 8:00-10:00	Assembly via ZOOM
9:30-10:00	Staff Meeting			PLC's - 8:00-10:00	5th Science
10:00-10:30	Kinder LA	Kinder Math	Kinder LA	Kinder Math	6th Science
10:30 – 11:00	1st LA	1st Math	1st LA	1st Math	
11:30 – 12:00	2nd LA	2nd Math	2nd LA	2nd Math	
12:30-1:00	3rd LA	3rd Math	3rd LA	3rd Math	
1:00-1:30	4th LA	4th Math	4th LA	4th Math	4th S.S.
1:30-2:00	5th LA	5th Math	5th LA	5th Math	5th S.S.
2:00-2:30	6th LA	6th Math	6th LA	6th Math	6th S.S.
2:30-3:00	K-2 Music	3-6 Music	K-2 PE	3-6 PE	
6:30-8:00				ALL ONLINE	

Synchronous learning will take place at the times above. Sessions will be recorded and placed in Google Classroom or posted on teacher's websites for students unable to attend at the scheduled time. Additionally, K-6 Teachers will be available Thursday evenings from 6:30-8:00 on Google Meet to

meet with students to answer questions. Students are welcome to join and leave at any time during that block. We chose one time in the evening to accommodate working families with children that may be in daycare. Pre-K through sixth grade special education students will have time blocks each week where they will be meeting with their special education teacher to get the services they need. These meeting times were scheduled with those students and their teacher.

Middle School and High School (7-12) Teachers will be available in a synchronous format according to the schedule below

If students are unable to make it to the meeting at the scheduled times, they should plan to watch the recording, which will be posted in their Google Classroom.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.		Staff Meeting			
10:00 – 10:30	1 st hour	2 nd hour	1 st hour	2 nd hour	3 rd hour
11:00 – 11:30	3 rd hour	4 th hour	5 th hour	4 th hour	5 th hour
1:00 – 1:30	6 th hour	7 th hour	6 th hour	7 th hour	

Communication Plans

Families:

For families of students in grades PreK-12, we developed a detailed newsletter that includes general information about online instruction, our overall plan, and details from each teacher that includes how they can be contacted and the codes to their Google Classroom. It also includes information about requesting lunches, what to do if there are technology problems, support for parents in talking to their students about COVID-19 and more. We have emailed this newsletter out to all parents and guardians of students in grades PreK-12. This email list is used throughout the year for school updates and news. In addition, we have posted it on the school Facebook page, the Booster Page, and the school webpage. Link to 7-12 newsletter: <https://www.smores.com/n1mpy>

We have used the same newsletter format for the past two years, so parents are accustomed to receiving and reviewing information in this format. We will send smaller newsletters out to parents every other week for the remainder of the year to keep in touch and make sure that our families have access to as much information as possible.

Between newsletters, we alerted parents and students to monitor the school website, <https://www.dbhs.united.k12.nd.us/>. The district has also developed a Facebook page to reach as many families as quickly as possible throughout this spring and beyond.

Students:

For students in grades K-12, teachers have developed specific plans for how they will interact with students each day. All teachers will check their emails and Remind messages frequently throughout the day. In addition, teachers can use Zoom, Google Hangout or Google Meet when face-to-face meetings are preferable.

We will also send out newsletters and updates to students to explain the procedures regarding attendance, participation, and the overall transition to distance learning. We will include suggested schedules and guidelines for completing and participating in work as well.

Staff:

For staff who work with grades PreK-12, we will use email and the Remind App to keep in touch. Elementary staff, PreK-6, will meet Monday mornings virtually at 9:00 a.m. Our elementary staff will also have virtual weekly PLC times on Thursdays. The times will vary for each grade level so principals are able to attend on an as needed basis. Junior high staff (7-8) will meet either in small groups in person or virtually every Monday morning at 9 a.m. High school staff (9-12) will meet in the same way every Tuesday morning at 10 a.m.

Meals

Every family in the United #7 School District was contacted by phone to determine whether they would like to have meals delivered or available for pick up. Families also have access to an online form to request breakfast and lunch, which will be delivered free of charge each school day. The form is available on the school webpage and our school facebook page. The school has identified six different locations for families to pick up the meals, or the meals can be delivered.