

# United Public School District #7

## Distance Learning Plan



**Be respectful. Be responsible. Be safe.**

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**In Response to the COVID-19 Pandemic**

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Approved March 27, 2020 by

Governor Doug Burgum

State Superintendent Kirsten Baesler

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## 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 during times when the risk level for COVID-19 transmission increases and requires hybrid or distance learning. We are confident that our overall plan for instruction provides the foundation for making transitions between face-to-face classroom settings to hybrid and distance-learning settings according to the changing risk levels in our county and state. 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.

This distance learning plan outlines the practices that will take place if all or part of United Public School District #7 must transition away from all face-to-face (F2F) instruction to either a hybrid (part face to face and part distance learning) or complete distance learning.

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 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. Regardless of whether the instruction will take place in the classroom or in a hybrid or distant learning setting, plans are 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 provide counseling services for all students in all learning settings.

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.

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## 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. We will work tirelessly to ensure that our instructional strategies for distance learning allow for consistency, 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 developing 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. We will strive to address these situations 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 instructional videos, discussion boards, work that is distributed to students, and handed back 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.

**Face to Face (F2F) Learning:** When learning takes place in person in the classroom with the teacher in the classroom.

**Hybrid Learning:** When some learning takes place in the physical classroom, but some learning will take place through distance learning. The hybrid learning model will only take place for grades 9-12 and will allow students to have some time at the school with fewer number of students in the building at one time and more social distancing.

**Jigabot:** A recording device that will allow students who are learning from home to see the classroom and participate as much as possible in the classroom activities.

**Office Hours:** At the high school and elementary (PK-6), teachers at United #7 will be available throughout the school day to interact with students. In addition to required ZOOM classes, through additional synchronous tutoring sessions, monitoring streaming discussions, responding to emails, or texts via Remind to answer 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 Zoom conferences. It could also occur 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 is described in this distance learning plan that will outline how we will provide a full continuation of services through any 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 district will ensure that each student will have access to a Chromebook in the event for hybrid and distance learning plans. For more details, [click here](#) to see the section on page 14 titled, “Ensuring that all students have access to devices to facilitate distance learning.”

### **Instruction**

The teachers at United Public #7 will ensure that instruction is 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.

### **Engagement**

While we would never choose to be in the 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.

## **ATTENDANCE PROCEDURES**

### **Measuring attendance during distance learning times**

Attendance will be measured each day through the following mechanisms:

#### **Phase 2 (Moderate Risk):**

- Students in Grades K-6 will be in the classroom each day. Attendance will be recorded in the regular way. Students who opt to learn from home will check in via zoom.
- Students in Grades 7-8 will be in the classroom each day. Attendance will be recorded in the regular way. Students who opt to learn from home will check in via zoom.
- Students in grades 9-12 will be divided into two groups. Students in Group A will attend school F2F on Monday and Thursday and work independently for each class (with regular contact from teachers) on the other days of the week. Students in Group B will attend school (F2F) on Tuesday and Friday and work independently (with regular contact from teachers) for each class on the other days of the week. All students will independently from home on Wednesdays. Students will check in each day for each class by presence in class on days or by work submitted for each class on non-F2F days.-Teachers will record attendance on PowerSchool before the end of each hour for the F2F group and by the end of the day for the non-F2F group. (See table on the next page.)

#### **Phase 3 (High Risk):**

- K-6 students will be required to attend daily ZOOM sessions. Attendance will be taken at each session throughout the day.
- All K-6 teachers will record attendance by PowerSchool by the end of the school 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., according to the student handbook.
- Special education teachers will check in with the students in their caseload daily and record attendance in PowerSchool according to the guidelines written above.
- Students in grades 7-12 will check in each day for each class by presence in class on synchronous learning days or by work submitted for each class on independent learning days. Teachers will record attendance on PowerSchool before the end of each hour for the F2F group and by the end of the day for the non-F2F group.



## Grade 7-12 Attendance Guide

MONDAY / THURSDAY	TUESDAY / FRIDAY	WEDNESDAY
Group A students learning F2F or synchronously online through zoom. <b>Attendance</b> recorded by presence by end of period.	Group B students F2F or synchronously through zoom. <b>Attendance</b> recorded by presence by end of period.	<b>Attendance</b> by Laker Time appointments by end of school day
Group B students work independently at home on content. <b>Attendance</b> recorded through work submitted by end of school day.	Group A students work independently at home on content. <b>Attendance</b> recorded through work submitted by end of school day.	

All 7-12 teachers, as indicated above, will record attendance through PowerSchool, 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. This is a significant change from our spring distance learning plan. Attendance will be recorded for each class period for each day regardless of the learning situation.

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

## **MEASURING PARTICIPATION**

[\(Click here to view the schedules on pages 21-24\)](#)

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.

Students in grades 7-12 will participate in their classes by attending the online sessions. They will also submit two assignments a week that will be used to assess and evaluate progress. These assignments will be graded and recorded in PowerSchool. In addition, students will do other work as part of their engagement in the classroom that may or may not be graded.

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

## **ENSURING THAT ALL STUDENTS HAVE ACCESS TO AN EDUCATOR**

In grades K-12, teachers will conduct their scheduled classes for the 2020-2021 school year according to the schedules on pages 19-21.

Each teacher of students in grades 3-12 will use the Google Classroom platform to organize class assignments and resources. Students will learn how to work with the required tools and processes during the beginning of the school year to ensure smooth transitions between hybrid and distance learning situations. All students in grades 3-12 will use a “student dashboard” ([mystudentdashboard.com](http://mystudentdashboard.com)) to view all assignments and class notifications.

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 access to Remind) by day two to ensure all students can access content successfully.

## **MANAGEMENT OF MOVING INTO A DIFFERENT RISK LEVELS OR PHASES**

Our district will work with county and state health officials to determine if or when it is necessary to move between the face-to-face classroom, hybrid, or distance setting. Whenever possible, teachers will continue to teach from their classroom regardless of the risk level, but students may need to learn from home according to the phases for moderate and high-risk levels. When students move from the classroom settings to distance learning settings, materials will be made available to students that will be necessary to continue learning at home. We will make every effort to keep students in grades K-8 in school during Phase 1 (low risk) and Phase 2 (moderate risk). Students in grades 9-12 will attend school in a hybrid setting when appropriate.

## **STUDENTS EXPERIENCING HOMELESSNESS**

Our district anticipates increased support needs for students experiencing homelessness related to anxiety and trauma due to the pandemic. Our school district will monitor evolving and emerging recommendations specifically pertaining to homeless students during the COVID-19 pandemic offered by SchoolHouse Connection 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 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 to let 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**

During the 2020-2021 school year, there will be an emphasis on professional development targeted to what teachers need to know to successfully implement hybrid and distance teaching to enhance learning for all students.

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 integrate technology into instruction effectively 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. Scheduled early out days and Professional Development days will still be utilized for professional development, which could give needed support related to distance learning?

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

- Planning for smooth transitions between learning settings
- Social-emotional learning strategies
- Communication with parents

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. The 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 according to the employee handbook and policies.

If a staff member is sick or taking care of someone ill from COVID-19, the school district will follow the guidelines as stated in The Families First Coronavirus Response Act (FFCRA or Act).

## **ENSURING EQUITABLE SERVICES**

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

Each student in grades 7-12 will be issued a Chromebook and charging cord at the beginning of the 2020-2021 school year. Students will be able to take these devices home each day. Parents of elementary students will be surveyed regarding the need for devices at home, and Chromebooks will be available as needed.

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

At the beginning of the school year, family in the United #7 School District will be asked whether each family has access to reliable, high-speed Internet.

Our district has the infrastructure and professional capacity 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**

At the beginning of the school year, students in grades K-12 will review computer platforms, programs, and procedures that will be used during the 2020-21 school year in the classroom and during distance learning situations.

### **Social-Emotional Learning during times of transition**

- Elementary students in Grades K-6 have been using Second Step social-emotional curriculum. The Second Step curriculum has created additional resources related to COVID-19 for schools to share with families. Teachers will continue to teach Second Step lessons to their students.
- Each Wednesday, Middle School and High School teachers will meet individually with each Laker Time student via Zoom. Teachers will set up a schedule with each student to discuss goals, grades, and other topics.
- 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**

**Teacher Readiness:** Teachers at United #7 have been using the Google Classroom Suite for the past school year or longer. During our back-to-school in-services, teachers will review these tools to ensure that all are comfortable with these tools and how they will work for students. Additional training and resources will be available as needed. Grades 3-12 will use Google Classroom, and Grades K-2 will use the Seesaw app.

At United #7, teachers are enrolled in a Professional Development Google Classroom 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 these new tools. This shared folder also contains links to various 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.

## **Accessibility of resources and delivery of instruction to all students when distance learning**

[\(Click here to view the schedules on pages 19-24\)](#)

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

#### Phase 2 (Moderate risk)

1. Students will attend school each day with extra safety measures as deemed appropriate.

#### Phase 3 (High risk)

2. Daily instruction will take place over ZOOM for each subject, depending upon grade level. It may also include assignments, links, and videos for learning utilizing Seesaw (K-2) Google Classroom (3-6).
3. There will be a minimum of two grades taken each week for grades kindergarten through two in the subjects of English Language Arts and Math. There will be a minimum of two grades weekly for grades three through six in the subjects of English Language Arts, Math, Science, and Social Studies. These grades can be from assignments on Seesaw/Google Classroom, quizzes, assessments, discussions, or linked activities or projects.
4. During the school day, teachers will be available for text messaging and emails as well as individual ZOOM sessions for students that need extra assistance.

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

#### Phase 2 (Moderate Risk):

1. Students in grades 7-8 will attend school each day with safety measures as deemed appropriate.
2. Students in grades 9-12 will attend classes according to the A/B schedule. We will follow the bell schedule during hybrid and distance learning situations. The first half-hour of the class period will be face-to-face for each class period (outlined on the schedule). During the last part of the class, teachers will be available for student questions, etc.
3. Students will submit two assignments a week that will be used to assess and evaluate academic progress in each class. These assignments will be graded and recorded in PowerSchool. In addition, students will do other work that may or may not be graded. This work can be used to indicate attendance and increase participation in learning experiences.
4. Teachers will use Google Zoom and jigabots for synchronous interactions. Appropriate cameras and microphones will be used so that students can follow instruction at home. Teachers will be available to answer questions posted in the Google Classroom Stream and by email. Each teacher will provide students and parents with guidelines for how and when they can be contacted. Emails sent after 4:00 p.m. may not be answered by teachers until the next school day.



In Middle School and High School Phase 3 (High Risk):

1. Students in grades 7-12 will follow the A/B schedule detailed above for grades 9-12.
2. For high school credit-bearing courses, especially CTE and science and laboratory classes, teachers will use 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 special education teachers will be available to support student learning and answer any questions via email. Paras will also be utilized to offer assistance to Special Education students.

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 can 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**

During distance-learning times, our school counselors have developed a plan for students and families to reach them through email or phone (school phone number) calls. 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 non-emergency situations will be available in the Counselor's Google Classroom. To make sure that the students can find this information, all teachers will provide a link to the Counselor's Google Classroom. 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**

- Instruction will focus on topics that relate to content standards with an emphasis on relevance, engagement, and connections to 21<sup>st</sup> Century Skills. There will be an emphasis on opportunities to put information into action or 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.
- Regardless of whether students are learning in the classroom, or through a distance learning setting, the learning experiences in each content area will allow students to access grade-level and subject-matter content. Teachers will design units and lessons so students can continue their work on projects and content areas regardless of the learning setting. 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. Students will have access to online books and other materials, regardless of their learning setting. During the beginning days of school, teachers will provide instruction and directions so students are familiar with the learning tools that will be used throughout the year in all learning settings.
- 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 students to have 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.

### **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 the 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 available for online tutoring and interventions.

### **Provisions for instructional support, including assessment and evaluation of work**

During hybrid and distance learning times, teachers will be using curriculum materials and online supplemental materials for instruction. They will be posting videos, as well as having online classes. Currently, our teachers have the materials needed to teach virtually. Some programs that teachers will be using will assess student work as it is completed, most 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.

## SCHEDULES FOR DISTANCE LEARNING AT PHASE 2 (Moderate Risk) and PHASE 3 (High Risk)

Note: At Phase 2 (Moderate Risk), students in grades K-8 will continue to attend school according to the usual schedule. Extra safety measures will be taken in the classroom as deemed appropriate.

### K and 1<sup>st</sup> Grade Schedule - PHASE 3 (High Risk)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:45	Opening A	Opening A	<b>Planning, Tutoring, Student/ Parent Communication, Professional Development</b>	Opening A	Opening A
8:45 - 9:00	Off	Off		Off	Off
9:00 - 9:15	Opening B	Opening B		Opening B	Opening B
9:15 - 9:30	Off	Off		Off	Off
9:30 - 9:45	Reading A	Reading A		Reading A	Reading A
9:45 - 10:00	Off	Off		Off	Off
10:00 - 10:15	Reading B	Reading B		Reading B	Reading B
10:15 - 10:30	Off	Off		Off	Off
10:30 - 10:45	Math A	Math A		Math A	Math A
10:45 - 11:00	Off	Off		Off	Off
11:00 - 11:15	Math B	Math B		Math B	Math B
11:15 - 11:30	Off	Off		Off	Off
11:30 - 12:00	Science, Social Studies, 2nd Step ALL	Science, Social Studies, 2nd Step ALL	Science, Social Studies, 2nd Step ALL	Science, Social Studies, 2nd Step ALL	

**2nd, 3rd, 4th, 5<sup>th</sup>, and 6<sup>th</sup> Grade Schedule - PHASE 3 (High Risk)**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:30 - 9:00</b>	2, 3 Reading A	2, 3 Reading A	<b>Planning, Tutoring, Student/ Parent Communication, Professional Development</b>	2, 3 Reading A	2, 3 Reading A
<b>9:00 - 9:30</b>	4, 5, 6 Reading A	4, 5, 6 Reading A		4, 5, 6 Reading A	4, 5, 6 Reading A
<b>9:30 - 10:00</b>	2, 3 Reading B	2, 3 Reading B		2, 3 Reading B	2, 3 Reading B
<b>10:00 - 10:30</b>	4, 5, 6 Reading B	4, 5, 6 Reading B		4, 5, 6 Reading B	4, 5, 6 Reading B
<b>10:30 - 11:00</b>	2, 3 Math A	2, 3 Math A		2, 3 Math A	2, 3 Math A
<b>11:00 - 11:30</b>	4, 5, 6 Math A	4, 5, 6 Math A		4, 5, 6 Math A	4, 5, 6 Math A
<b>11:30-12:30</b>	<b>Recess/Lunch</b>	<b>Recess/Lunch</b>		<b>Recess/Lunch</b>	<b>Recess/Lunch</b>
<b>12:30 - 1:00</b>	2, 3 Math B	2, 3 Math B		2, 3 Math B	2, 3 Math B
<b>1:00 - 1:30</b>	4, 5, 6 Math B	4, 5, 6 Math B		4, 5, 6 Math B	4, 5, 6 Math B
<b>1:30 - 2:00</b>	2, 3 Science/ Social Studies; 5, 6 Social Studies	2, 3 Science/ Social Studies; 5, 6 Social Studies		2, 3 Science/ Social Studies; 5, 6 Social Studies	2, 3 Science/ Social Studies; 5, 6 Social Studies
<b>2:00 - 2:30</b>	4 Social Studies; 5, 6 Science	4 Science; 5, 6 Science		4 Social Studies; 5, 6 Science	4 Science; 5, 6 Science

Pre-K through sixth-grade special education students will have time blocks each week to meet with their special education teacher to get the services they need. These meeting times were scheduled with those students and their teachers.

## Middle School and High School Learning plan – Phase 2 (Moderate Risk)

Students in grades 7-8 will attend classes in person as usual with safety measures taken as deemed as appropriate.

Students in grades 9-12 will follow the schedule below.

	<b>Mon.</b>	<b>Tues.</b>	<b>Wed.</b>	<b>Thurs.</b>	<b>Fri.</b>
Teacher	Teaching in class with jigabot.  First 30 minutes F2F instruction Group A.  Set expectations for student work until Thursday.	Teaching in class with jigabot.  Repeat content from Monday for Group B.  Set expectations for student work until Friday.	In classroom. Planning time.  No scheduled instruction times.  Check in with Laker Time students.	Teaching in class with jigabot.  First 30 minutes F2F instruction with Group A.  Set expectations for student work until next Monday.	Teaching in class with jigabot.  Repeat content from Thursday for Group B.  Set expectations for student work until next Tuesday.
Students in F2F (in the classroom)	Group A students in class F2F.  Attendance recorded by presence.	Group B students in class F2F.  Attendance recorded by presence.	Students work independently at home for each class as directed by teachers.  Laker-Time	Group A students in class F2F.  Attendance recorded by presence.	Group B students in class F2F.  Attendance recorded by presence.
Students in alternate group	Group B students work at home on content.  Attendance through work submitted today.	Group A students work at home on content.  Attendance through work submitted today.	Teacher checks in through zoom with each Laker Time student for Goals and Grades.  Students can check in with teacher as needed.	Group B students work at home on content.  Attendance through work submitted today.	Group A students work at home on content.  Attendance through work submitted today.

### Middle School and High School Learning plan – Phase 3 (High Risk)

Students in grades 7-12 will follow the distance learning schedule below.

	<b>Mon.</b>	<b>Tues.</b>	<b>Wed.</b>	<b>Thurs.</b>	<b>Fri.</b>
Teacher	Teaching in class with jigabot.  First 30 minutes face-to-face instruction via zoom with Group A.  Set expectations for student work until Thursday.	Teaching in class with jigabot.  Repeat content from Monday for Group B.  Set expectations for student work until Friday.	In classroom. Planning time.  No scheduled instruction times.  Check in with Laker Time students.	Teaching in class with jigabot.  First 30 minutes face-to-face instruction via zoom with Group A.  Set expectations for student work until next Monday.	Teaching in class with jigabot.  Repeat content from Thursday for Group B.  Set expectations for student work until next Tuesday.
Students in designated group who are logged into class at home.	Group A students in class.  Attendance recorded by presence.	Group B students in class.  Attendance recorded by presence.	Students work independently at home for each class as directed by teachers.  Laker-Time Teacher checks in through zoom with each Laker Time student for Goals and Grades.	Group A students in class.  Attendance recorded by presence.	Group B students in class.  Attendance recorded by presence.
Students in alternate group	Group B students work at home on content.  Attendance through work submitted today.	Group A students work at home on content.  Attendance through work submitted today.	Students can check in with teacher as needed.	Group B students work at home on content.  Attendance through work submitted today.	Group A students work at home on content.  Attendance through work submitted today.



## COMMUNICATION PLANS

### Families:

For families of students in grades PreK-12, we continue to send newsletters to students, staff, and parents that include information and updates. In addition, we will post updates and information on the school district's Facebook page and the school webpage.

### Students:

For students in grades K-12, teachers have developed specific plans for interacting with students each day. All teachers will check their emails and Remind messages frequently throughout the school day (8 a.m. until 4 p.m.). Also, teachers can use Zoom when face-to-face meetings are preferable.

We will also send out newsletters to students with updates and information during distance-learning times. Teachers will emphasize procedures and processes during in-class learning times to allow an easy transition to hybrid and distance learning settings.

### Staff:

For staff who work with grades PreK-12, we will use email and the Remind App to keep in touch. Staff meetings will take place in person when social distancing and small groups are possible and via zoom for large group meetings and during times when it is not possible to be in the school building.