

**Glenburn Public School  
Distance Learning Plan**



**Approved by the Glenburn Public School Board on August 5, 2020**

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Due to the rapidly changing environment, this document is a must to remain fluid and there is an awareness that changes may need to be made to best serve our students. It is understood that while a subsequent board approval may not be required, that the administrator will communicate such changes and rationale with the board.

## Enrollment Procedures

We are asking parents to notify the respective Principals if you are planning to enroll in Distance Education. This notification must be made on or before August 12<sup>th</sup>. This will allow time to get the students enrolled appropriately into the LMS. Middle/High School students will make this commitment for the full semester due to regulations set by the North Dakota Center for Distance Education, Elementary students will make this commitment for 9 weeks. Elementary students will use Teams to start and administration and teachers will continue to research for a system that would fit into our existing system. Extenuating circumstance may arise that will be decided on an individual basis by administration.

## Communication Plan

We are communicating with parents and the community through the school's Facebook group, Instant Alert, the district website and an email list that includes all the addresses in PowerSchool and more as they get added to an online survey form. We are also calling all the families in our district. Finally, we will use regular mail initially, pointing families to these other sources to streamline our efforts.

Measurable student progress is expected. Materials and instructional methods used will accommodate student needs and be designed to maximize individual learning.

## [Ensuring Student Success through Robust Relationships](#)

### Mission Statement

#### Glenburn Public School Mission Statement

The mission of the Glenburn Public School is to provide a comprehensive educational experience through continued self-analysis in order to empower all students with knowledge, skills and attitudes to meet the challenges of our changing world.

### Glenburn Public School Vision Statement

The vision of the Glenburn Public School is to enable each child to become independent, critical thinkers who make healthy lifestyle choices, achieve their highest potential, becoming lifelong learners and contributing members of society.

### [Health and Safety Considerations](#)

The District has reviewed the CDC guidelines and created appropriate protocols for cleaning, social distancing, accommodating for students who are at-risk. Towards that end signs have been posted throughout the district emphasizing hygiene habits in keeping with CDC recommendations. While in session, all staff were trained according to them and instructed to regularly reinforce these habits with students. The expectation has been set district wide that anyone who is sick needs to either work from home or take sick time, not setting foot on campus. Our head custodian took stock of our cleaning supplies, we have enough to last through the end of the school year. Custodians will also clean high touch surfaces three times daily.

### [Attendance Procedures](#)

We will measure participation and attendance through any combination of the following:

1. Attendance will be monitored through TEAMS logins, student engagement in asynchronous learning sessions and phone calls as needed
2. Attendance will be monitored through student participation in synchronous and asynchronous learning sessions

### [Ensuring Equitable Services for Students and Families during Closure Preparing for Distance Learning](#)

The District will utilize (computers, laptops, personal devices, paper packets, etc) to deliver lessons to students. The District is preparing delivery through (Microsoft TEAMS, North Dakota Center for Distance Education, telephone check-ins, etc) to ensure that students have regular personal contact with their school instructional and support staff.

Students are being asked ahead of August 19<sup>th</sup> to log in to their learning platforms and begin familiarizing themselves with its various functions. Teachers are starting to work with small groups of students to identify common weak points and training needs. On the first day of class, teachers

will spend time orienting students, explicitly teaching expectations and interaction requirements and otherwise laying the foundations for successful learning online.

### Staff Development

We are actively training and preparing our staff to effectively utilize a distance learning module by:

1. The District has prepared staff to engage in Distance Learning through professional development and staff meetings centered on the utilization of Microsoft TEAMS and distance learning methods.
2. The District will have staff engage in Distance Learning through professional development on an ongoing basis and are encouraging staff to utilize the Distance Teaching class developed by NDCEL and CREA.
3. The District will use the support offered by EduTech and (its REA) to provide ongoing teacher support for Distance Learning, including courses for Distance Learning Teaching, Sandboxes for Distance Learning Tools, Distance Learning and Tech Support, and Virtual PLCs and PWCs.

### Student Development

We were in the process of preparing students for Distance Learning prior to the closure by getting them logged onto TEAMS, sending notices home to parents with details on how to help their child log in, and starting to use it on a regular basis. Our staff is going to use time in the opening days of instruction to walk students through the features of TEAMS and orient them to how we will function, setting expectations for students in the process as well. Staff will have regular, defined office hours that parents or students can get real time help. Outside that, staff are available during the day, primarily between 8:00 am and 3:40 pm, depending on their scheduled duties. This provides students and parents with more access to assistance via email, chat or conference call.

Teachers will also support individual students, touch base with them regularly and serve as a main point of contact. In the elementary, the respective classroom teachers will carry that role naturally. For our 7-12 teachers, a group of students will be assigned to specific teachers. They will help them with any adjustment issues, troubleshoot technology as they are able, keep track of attendance and engagement and otherwise serve as a social support.

### English Language Learners

At the present time there are no English Language Learners enrolled nor do we project to have any. If the need arises, we will provide support in their native language and set up a plan to help them learn English and the content appropriate to their age.

## **Social Emotional Considerations**

The stress of preparing for COVID-19 and school closure can increase the worry and anxiety of students, staff, families, and communities. The following resources and tips can be used by school and district leaders to protect your health and wellbeing of those you serve. The District will work through plans for smooth continuity of services including school-linked mental health and other student supports.

## **Bullying and Harassment**

COVID-19 is not at all connected to race, ethnicity, or nationality. School staff should be mindful that bullying, intimidation, or harassment of students based on actual or perceived race, color, national origin, or disability (including the actual disability of being infected with COVID-19 or perception of being infected) may result in a violation of state and federal civil rights laws. GPS will follow its policies to investigate what occurred when responding to reports of bullying or harassment. If parents and families believe their child has experienced bullying, harassment, or intimidation related to the COVID-19 outbreak, they should contact their school principal or their designee.

## **Mental Health Support Resources**

The impact of a school closure often goes beyond academics. Schools need to be aware of and prepared to cope with the potential impact these closures will have on the mental health and wellbeing of students, staff, and families. The following resources can help schools and districts provide support during school closure.

North Dakota Department of Public Instruction -

<https://www.nd.gov/dpi/nddpi-updates-and-guidance-covid-19> North

Dakota Behavior Health and Human Services -

<https://www.behavioralhealth.nd.gov/covid-19>

National Association of School Psychologist - <https://www.nasponline.org/>

Center for Disease Control and Prevention -

<https://www.cdc.gov/coronavirus/2019-ncov/prepare/managing-stress-anxiety.html>

## **Student Access to Devices/Internet Access/Ensuring Access/No Access Options**

The District surveyed all families to determine if they had sufficient access to the internet, access to sufficient laptops/chromebooks and internet services.

Any family needing internet access will be put in touch with SRT, our local provider, who will get them set up with free or low rate internet. If a family chooses not to get access, or cannot for some reason, then we will deliver their instructional materials weekly in paper form.

## Access to All Classes/Courses

The District shall continue to deliver instruction aligned to our district's guaranteed and viable curriculum and has ensured that all distance learning instruction, resources, and supplemental materials are aligned to ND Standards

All teachers will follow the same schedule to provide consistency of instruction system wide when our school is in the RED.

- 8:15 - 9:00 am - teacher collaboration time
- 9:30 Opportunity learning activities sent to building principals and posted on in TEAMS
- 9:00 am - 2:00 pm - 5 hour block for student engagement, instruction, supervision, monitoring, and support to students as needed
- 2:00 - 2:45 - Duty Free/Prep Time
- 2:45 - 3:10 - Verification/assessment of student work/engagement
- All staff will have one scheduled "Office hour" daily to allow them to stay current on all communications and guarantee availability for live, real time support on a recurring basis. They will be expected to be generally available from 9 am - 2 pm, minus time for lunch. However, some may be teaching synchronously during this time.

### **Elementary (PK - 6)**

Teachers in K-6 will include one video a day that students can look forward to. TEAMS will be used to virtually interact with our student synchronously and asynchronously to provide services and support. Support to family will also be provided through this mechanism.

Music, PE, and art teachers, librarians, and counselors will follow the schedule below for each grade level. The lesson/activity should be no longer than 15 minutes.

- Special Education teachers who provide modifications or accommodations for students in the regular classroom setting will be co-teachers for TEAMS.
- They will collaborate with the regular education teacher on how they will modify assignments/assessments for students with disabilities.
- Special Education teachers who provide services for students in a resource room setting with primarily alternative curriculum will have the option to have their own classroom in TEAMS.
- Post to the main learning platform each day, one checklist that contains all lessons that need to be completed each day. Include any Specials lessons on this checklist.
- Teachers will check-in with students if they are struggling or non-participatory students.

- Teachers will be available to respond to student/parent questions and should let parents know when their defined office hours are for each day.
- Student work will be monitored and can be assessed as normal.

### **High School and Middle School**

Video is encouraged as much as possible. Research shows students will respond better to a video with their teacher in it. In addition, this will help students connect and continue to build those relationships. Teachers should try to keep videos no longer than 10-15 minutes.

#### **Here is a draft of a possible schedule:**

- Teachers will include one video a day that students can look forward to, even if it is short. TEAMS will be used to virtually interact with our students synchronously to provide services and support. Lessons should limit screen time to 10-15 minutes per class at a maximum.
- Follow a *Purple/Gold* Schedule:
  - Teachers will create a “Do Today” list/schedule and post in the announcement section of TEAMS daily for each class.
  - Purple: Students should expect an assignment from Social Studies, ELA, Business, AG, & Art.
  - Gold Day: Students should expect an assignment from Science, Math, Technology, Music & PE.
  - Purple classes will be Mon & Wed
  - Gold classes will be Tues & Thurs
  - Fridays will be used for teachers to reach out to each of their assigned students. They will discuss attendance, academic progress, and check to see if any need individual tutoring. In keeping with our normal classroom routine, students will be assigned reading material and followed up with to check for understanding/comprehension. Any missing work will be expected to be completed and turned in with parent contact to gain their support if needed. Expectations will also be set for the coming week so students and parents know the direction the class will be moving in.
- Feedback to students will be given on every assignment, even if it is just a thumbs up. Voice or video feedback will be used when reasonably possible.
- Office Hours:
  - Teachers will host live “Office Hours” for students according to the district established schedule. These can be for question and answer, live teaching, or a variety of other interactive activities with students.

### **CTE & Lab Sciences**

TEAMS will be used to virtually interact with students synchronously and asynchronously to provide services and support. Lessons will be modified during closure to address

essential learning targets in a 100% online environment. These courses require hands on learning opportunities that will now be addressed with the use of video lessons, virtual field trips & experiences, and real-world projects that can be completed at home.

### [Services Assurances to Students with Needs](#)

#### **At-Risk**

The Title 1 Targeted Reading and Math Specialist and paraprofessionals will review classroom teachers' lesson plans and communicate with K-6 Title 1 students to supplement, reteach, and answer questions that students may have. This will be done using Office 365, Teams, and Dojo for communication with the students and parents. The Title 1 staff has been using Dojo, from the beginning of the year to communicate with parents. The Title 1 staff will assist and use other available resources to review with students and check for their understanding and or mastery of the skill being taught or reviewed. The Title 1 staff have also been monitoring student progress and using Exact Path to reteach skills at grade levels as indicated from their MAP assessment scores. Some of the lessons are provided by the tutorials within the program, and others are paper and pencil assignments from the resources within the program. There are also lesson plans, strategies, and ideas to assist the teacher in delivering helpful content to the students. The Title 1 staff will keep up to date with expectations from the DPI and incorporate new expectations and procedures as they become available.

At Risk Students are defined as students who received Title I services during the school year. To ensure equitable services to these students during a closure, Title I teachers should communicate with classroom teachers to provide additional support as needed to support general education courses. These supports could be:

- Title 1 TEAMS class
- Individual support through one of several possible means, not limited to email, chat, video call, phone call, etc.
- Learning materials – take home bags
- Books
- Assisting parents in supporting their students while at home.
- Parenting tips and online resources

#### **Special Education and 504**

Students receiving special education services through an IEP are unique and require special services. USDOE guidance indicates that once schools provide learning opportunities to students during a closure the LEA must make every effort to provide special education services and related services to a child in accordance with the IEP.

#### *Communications and Plans*

Case managers will connect with guardians of students on an IEP throughout partial or full closures. Attention will be paid to the need to resume services, duration and schedule of services, and educational services being provided.



### *Notice to Change without an IEP Meeting*

Following guidance our case managers will be in contact with each IEP student's guardian to plan for services and accommodations. Plans should be made for continuation of services within a "Services at school" and "Services Online" model to be prepared for both scenario.

### *Hosting an IEP Meeting*

If feasible, the IEP team will review and complete necessary planning for each student with an IEP. If feasible and meeting the accessibility concerns of participants IEP meetings may be conducted virtually.

### *Services at School*

The District shall provide services to students based on the needs outlined in each child's IEP. Educational services and accommodations decisions shall comply with guidance from the DOE and NDDPI. These may include:

- Online learning through TEAMS
- Additional supports provided remotely (TEAMS, phone, email, home visits)
- Individual or small group instruction on school property, following guidance by local health officials. At such time as the safety of student or educators is compromised supports will moved to an online platform.

### *Services provided through Distance Learning*

When permissible or necessitated by health regulations services may be provided in a synchronous or possibly asynchronous model following the guidance above.

### *English Language Learners*

EL students and the services they may receive are unique during a closure. Online educational opportunities shall be provided via TEAMS. However, EL staff shall communicate with each EL student's family to address individual supports necessary. In addition, translation services shall be provided to EL families.

### *School Counseling*

The District will continue to offer school guidance counseling lessons.

Additionally, the counselors will adhere to the ASCA virtual learning guidance and ethics, which have been reviewed and entered into our synchronous and asynchronous platforms. We will connect with students individually or in small groups by utilizing a classroom set up in TEAMS or a video/phone call created for this purpose.

### *High-Quality, Effective, Standards-Based Education*

We will continue to use our guaranteed and viable curriculum, in conjunction with books and instructional materials that are aligned to ND state standards.

### *Provisions for instructional support*

While a number of supports have been outlined, another support we will utilize is our instructional aides. They will assist students on a one-to-one basis as students reach out for assistance or teachers notice they are struggling. That support can be provided through a variety of methods, not limited to the following: TEAMS, email, chat, or phone call.

Our teachers will continue to use Formative and Summative assessment tools on a regular basis to ensure standards-based learning progress, like they did in the classroom, but adapt them for the online environment. That will take the shape of pre and post lesson assessments, projects, student presentations, weekly quizzes, and synchronous class discussions, unit tests and more all designed to assess learning and ensure progress. We will continue to regularly use STAR for formative assessment, again following our regular classroom practice, just online.

Instructors will plan out 3 weeks or more of lesson plans to ensure continuity of learning should they become sick and unable to work.

### Assessments

As assessments are a key component in the learning cycle, they will be done in a manner that support distance education and the need for prompt feedback. Teachers will use the following for assessments and potentially other tools as well:

1. Distance learning quizzes/tests
2. Electronic/delivery of assignments
3. Online tools (IXL, ExactPath, MAPS, Stars, etc)
4. Regular actionable feedback
5. Class discussions
6. Any combination of the above

### Grades

The District's grading practices will follow the current grading practices as stated in the student handbooks to allow for Distance Learning to work in line with in person school.

### Academic progress monitoring

Monitoring student progress will be accomplished through Teams as this system allows us to review student submissions and provide feedback.

1. Teachers will be assigned a group of students to monitor in regards to attendance, progress and social emotional needs.
2. Teachers may hold Staff meetings to monitor student progress
3. Teachers will begin meeting in online PLCs provided by the district to discuss and plan for students not making progress as needed
4. Teachers will utilize online tools to monitor student progress and make adjustments through differentiated instructional formats for students not making progress.
5. Teachers will provide feedback and opportunities for mastery learning to ensure progress
6. Teachers will scaffold learning through its distance learning platform
7. Any combination of the above
8. Other considerations

### Student Meals & Feeding

We are looking into providing breakfast and lunch per the guidance from the Governors office to see if this is possible during a partial distance education and a full distance education system.

### Human Resources Processes, Protocols, and Policies

The District has approved an ongoing payment plan with considerations for all certified and classified staff.

1. The District will pay all staff throughout the closure if the funding is available from the State.
2. The District will pay all staff who report/work from home as needed throughout the closure if the funding is available from the State.

The District has reviewed its policies relating to staff leave and will monitor other policies that may need to be addressed to ensure operations amidst local health requirements or other state and/or federal requirements.