

FESSENDEN-BOWDON SCHOOL

Distance Learning Plan



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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.

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 Meet, Google Hangout, 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.

Pandemic – Epidemic Job Roles

PERSONNEL	ACTION
All	<ul style="list-style-type: none"> ● Take precautions as directed ● Encourage hand washing ● Adults that exhibit symptoms should remain home ● Students that are symptomatic should be kept away from well students and parents contacted.
Administrators	<ul style="list-style-type: none"> ● Normal School Operations ● Monitor attendance of students to determine the impact ● Promote attendance policies that reinforce students who are sick to stay home ● Be prepared to address large numbers of staff absences ● Prepare distance learning plan ● Identify essential personnel ● Set alternate office hours ● Prepare statements for stakeholders as needed ● Prepare press releases and manage media contacts ● Test communications systems to ensure they will be available when needed ● Create communications portal on district website ● Continue to prepare statements for stakeholders ● Maintain contact and monitor information from NDDoH and NDDPI ● Work with Wells District Health Unit as needed ● Provide information as needed for all stakeholders
Administrative Assistant	<ul style="list-style-type: none"> ● Be aware of absence policy changes to inform parents and families ● Follow recommendations from Wells District Health Unit director on how to assess essential staff wellness if in building

Custodian	<ul style="list-style-type: none"> ● Follow enhanced cleaning procedures as prescribed by your supervisor. ● Clean highly touched surfaces daily. ● Follow recommendations from supervisor for alternative work hours & expectations.
Teacher	<ul style="list-style-type: none"> ● Be prepared to provide instructional opportunities via distance learning. Prepare to be able to continue teaching from home/office. ● Begin reaching out to parents preparing them to learn in a distance learning environment ● Reassure your students and provide emotional supports as needed ● Direct additional supports as necessary including counseling services ● Set daily office hours and inform your students (families)
Technology Coordinators	<ul style="list-style-type: none"> ● Ensure operations of educational tools used for online learning ● Prepare to support teachers in providing instruction remotely ● Utilize Google Meet, Zoom to allow virtual conferences as needed for administrative and PLC groups ● Provide additional training and support as needed ● Prepare for implementation of helpdesk operations during closure ● Implement helpdesk operations ● Continue to support educators and students as needed
Food Service	<ul style="list-style-type: none"> ● Prepare for food distribution during closure ● Inform stakeholders as needed
Bus Drivers	<ul style="list-style-type: none"> ● Deliver meals daily ● Deliver materials to students weekly or as needed

Communication Plan

Our plan to communicate with students, parents and all stakeholders include letters, emails, updates on our school webpage and app, updates on our school Facebook page, and use of our alerting system. The Superintendent will advise on specific measures to be taken during this event to ensure consistent communication with stakeholders.

Sample Letter to Parents:

March 24, 2020

Dear Fessenden-Bowdon School Families,

As we venture into uncharted waters of mandated school closure, we recognize uncertainties linger. As always, Fessenden-Bowdon Public Schools primary concern is for the health, safety and well-being of our students, families and community. We believe that it is imperative that these needs are met first in order for students to continue to grow academically. The strength of FBPS education lies in strong relationships between schools and the communities they serve and teachers and the students that they serve. Although we might be socially distanced, it is our goal that we remain a connected community of learners.

Learning Opportunities

Teachers are working to establish clear communication around lesson plans, resources and activities that will allow all our students to continue to learn in the event of an extended school closure. This distance learning plan will begin this week. JH/HS teachers have developed a distance learning schedule that aligns with our existing class schedule. Please note that these are times teachers will schedule distance learning connections with the whole class through Zoom, Google Meet or other ways they choose.

Students must check their email or Google Classroom to know when they will be connecting. *The schedule will be included with this letter, but also available online under our COVID-19 resource page.*

Elementary *teachers have been reaching out to their classes to provide packets and learning opportunities.*

Technology Assistance

Please contact our Technology Coordinators if you are experiencing any issues with your device, or connecting to your class. Ms. Dietz can be reached at 701-680-7558. Mrs. Rau can be reached at 701-341-1535.

Material and Supply Weekly Deliveries

School materials will be delivered this Wednesday by our regular school bus drivers between 11:30-12:30. Beginning next week, delivery of school packets, books and materials will be on MONDAY'S from 11:30-12:30. Please make arrangements with your regular route driver if you will not be home to receive it, or if it can be left inside. All Fessenden and Bowdon city deliveries will also be made during this time. Please contact the school at 547-3296 Ext. 120, if you are not available to receive it and to make other arrangements to get your child's materials.

Meals Update

We will continue to offer meals for all students and children ages 1-18. In order to prepare meals and get them ready for delivery, you must sign up by 9:00 each day. It would be very helpful if you are able to plan and sign up for the entire week. <https://forms.gle/bbtuNsvurvpYAiGj8>

Counseling Services

We want to continue to offer counseling services if your child needs. You may reach out to one of our counseling staff to schedule a meeting using Google Meet or just a phone call. Ms. Pranke can be reached at 701-650-7599 and Mrs. Rau at 701-341-1535. You may also reach Mr. Hart at 701-952-8277.

Student coats/boots/hats etc

Please call the office to schedule a time to pick up your child's coats, boots, hats or any other items they would like.

Attendance

During an extended closure student engagement in learning opportunities is critical to a student's continued academic growth. Attendance shall still be monitored by teachers through student logins, completion of learning opportunities and through teacher phone calls with students and/or parents.

Updates and Communication

We will continue to update you through emails, the alert system, and posting to our webpage and Facebook. Please call us with any questions or concerns you may have.

We encourage students to work to the best of their ability and put forth a good-faith effort to engage with this opportunity as being "up-to-date" will be foundational to moving forward into a distance learning model.

We will continue to communicate as this situation develops. Our capacity in distance learning will grow together as we design systems and procedures to offer students learning opportunities that meet the needs of all our learners. Thank you for your patience, perseverance, and cooperation as we work to ensure that we are able to deliver high-quality academic experiences for your students through a distance learning model.

Sincerely,

Nancy Bollingberg
Superintendent

Level of Continuation

Full Continuation: Students will be able to access grade-level and subject-matter content. Instructional support is provided, including assessment and evaluation of work. Measurable student progress is expected. Materials and instructional methods used might include all those listed below.

Ensuring Student Success through Robust Relationships

The mission of the Fessenden-Bowdon Public School is the commitment to provide educational opportunities that challenge all students to reach their potential in a nurturing environment. Our goal with distance learning is to continue building a nurturing environment by developing

relationships with all kids, even in a virtual world. We believe this is critical in the educational success of every child.

Health and Safety Considerations

Health and safety of our students, staff, and community are paramount during a widespread health emergency. All actions Fessenden-Bowdon Public School takes will be balanced with guidance from local health officials, the North Dakota Department of Health, and community leaders. The District has reviewed the CDC guidelines and created appropriate protocols for cleaning, social distancing, accommodating for students who are at-risk.

Attendance Procedures

Attendance policies will transition during a pandemic/epidemic event. The CDC provides guidance for schools on when to alter attendance practices and/or close schools. During an extended closure student engagement in learning opportunities is critical to a student's continued academic growth. Attendance shall still be monitored by teachers through student logins in asynchronous learning experiences and participation in synchronous learning experiences. Any student demonstrating prolonged absence or disengagement is a cause for concern. Teachers/Principal shall contact that student's guardian to seek input and assist them as needed to ensure student participation.

Ensuring Equitable Services for Students and Families

Preparing for Distance Learning

During any extended closure due to a pandemic/epidemic Fessenden-Bowdon Public Schools believes students benefit from delivery of educational services. The District will utilize computers, iPads, Chromebooks, personal devices, paper packets, etc. to deliver lessons to students. The District is preparing delivery through Google Classroom, Google Hangouts, Google Meet, Zoom, email, and telephone check ins to ensure that students have regular personal contact with their school instructional and support staff. Teachers have identified the learning targets that are aligned to the North Dakota State Standards which need to be the focus of instruction addressed during 4th quarter. These services provide our families and students with consistency and support.

Staff Development

In the event of a pandemic-epidemic educators must possess the needed skills to ensure they can create, distribute, and support educational opportunities for our students. Every effort shall be taken to elevate and prepare for online instruction before a full closure. Fessenden-Bowdon Public Schools will utilize Google Classroom and Zoom to train our educators.

1. The District has been preparing staff to engage in Distance Learning through professional development since 2010 when we implemented Google into our district. We have provided extensive training to staff on utilizing tools to provide an online or distance learning opportunity for students.
2. The staff engaged in Distance Learning through professional development during the past week. Staff will continue to participate in distance learning professional development through weekly virtual staff meetings and PLC's.
3. Training will also be provided by the Technology Coordinator, support offered by EduTech and NESD to provide ongoing teacher support for Distance Learning, including courses for Distance Learning Teaching, Sandboxes for Distance Learning Tools, and Virtual PLCs.
4. The Library Media Coordinator/Technology Coordinator has developed a Distance Teaching and Learning resource page for staff.
<https://sites.google.com/fessenden.k12.nd.us/fessenden-bowdonlibrary/teacher-resources/distance-learning>
5. During the week of March 16th, staff determined the best method for delivery for their classroom. It was determined grades one through six would use Google Classroom because those grade levels had experience with Google Classroom and Google Suite. The best method for delivery for prekindergarten and kindergarten was determined to be a website with assignment links, videos for instruction, and links for synchronous learning, as well as Zoom meetings with students and parents. Grades Pk-4 would also use packets of resources that will be delivered to students weekly.

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.

6. Teachers identified the learning targets that are aligned to the North Dakota State Standards which need to be the focus of instruction addressed during 4th quarter.
7. The Principal will hold weekly staff meetings to address any concerns and keep staff updated. PLC's will meet virtually throughout the week to collaborate on developing lessons that focus on student needs. They will discuss student progress and student needs.

8. Virtual Professional Development Opportunities: Additional high quality professional development will continue to be offered virtually to teachers. Our district has been participating in a two year training on CHAMPS, through our REA, NESCS. We will continue this professional development for our staff, virtually, by attending the NESCS virtual inservice, “The Virtual Classroom: Using Champs for Online Learning”, on March 30th. This workshop will provide teachers the skills needed to teach students through a digital platform which may be daunting for those less experienced with online education. This inservice will show educators how a simple framework (one that’s been used for decades in traditional classrooms) can be applied to this new, virtual reality. The focus will be on how to clarify expectations for student behavior during virtual learning activities.

Another virtual professional development opportunity will be “Engaging All Students” with Brian Mendler. We had planned to have Brian Mendler come to our school for an inservice with students and staff on April 15th. Mr. Mendler is willing to provide this inservice virtually for both students and staff! We will set up a “virtual assembly” for all kids grades 5-12 and they will connect during this time to chat with Brian Mendler. Teachers will also connect with him through Zoom for their two hour professional development as originally planned. We will have the chat room open so teachers and students are able to interact with him.

9. Refer to the section, “[High-Quality Effective & Standards Based Opportunities for Student Development](#)” for details regarding further grade level, class, and course expectations.

Expectation for Student Engagement in Distance Learning

1. Grades PK-K = 45 minutes per day
2. Grades 1-2 = 60 minutes per day
3. Grades 3-4 = 90 minutes per day
4. Grades 5-8 = 120 minutes per day
5. Grades 9-12 = 120 minutes per day

Grades 5-12 will be broken down by subject area - ELA/Social Studies = 55 minutes - Math/Science = 50 minutes - PE/Specials 15 minutes

Student Access to Devices

Fessenden-Bowdon Public School provides a Chromebook or Surface to all students grades K-12. Measures will be taken to ensure all students have their device during a closure.

1. Devices will be delivered to students with their chargers prior to the online roll out of learning opportunities.
2. Principals will arrange times for parents/students to pick up other devices they may need in ways that follow recommended guidance to protect from pandemic/epidemic.

Google Classroom & Chromebooks

Fessenden-Bowdon Public School can provide virtual training to our educators, quality instruction to our students, and support the unique health & wellness needs to both groups through Google Classroom.

The Fessenden-Bowdon School District launched a 1:1 program in 2007, and have embraced the distance learning opportunities since then. This ensures every student PK-12 has a personal learning device. Our district uses Google Classroom to provide online experiences for all grade levels.

Google Classroom

Google Classroom can be used K-12. Google Classroom allows us to provide a challenging learning environment that is adaptable to the unique needs of all our students with a focused solution.

Google Classroom also provides us extensive tools to provide professional learning to our educators to prepare for and continue instruction during a closure. Google Classroom provides video conferencing tools through Google Hangout and Google Meet within its suite of products.

Chromebooks & Surface Devices

Fessenden-Bowdon Public School leverages the power of the Chromebooks and Surfaces in our classrooms. All students receive a Chromebook or Surface upon enrollment, depending upon their need.

Assistive Technology

Fessenden-Bowdon Public School in partnership with East Central Special Education Unit will contact families with students that may require assistive technology to ensure continued access to quality education and services during any prolonged closure.

Internet Access

Online learning requires access to robust internet services. Fessenden-Bowdon Public School residents, for the most part, reside in areas that have high speed internet provided via Midco or other providers. However, parts of the district do not have high speed capabilities either by landline or cellular.

Our district has the infrastructure and professional capacity in place to support eLearning days as an emergency measure this spring 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 should reach out to the school administration to make these arrangements.

Ensuring Access

The District surveyed families and had 95 out of 96 responses. These responses indicated that 2% of families did not have access. We are currently working with our local telephone providers to help these families have access during our school closure.

No Access Options

I have contacted families who do not have access to discuss connection options. I have worked with NDTC and DAKTEL to provide services to these families. This will remove all barriers allowing all students access to the online classroom. If the family refuses installation of temporary access, the District will work with the family to ensure continued learning through other means.

Access to All Classes/Courses

During a closure it is our intent to deliver high-quality, grade-level appropriate learning opportunities that align with North Dakota Standards

<https://www.nd.gov/dpi/districtschools/k-12-education-content-standards>

Services Assurances to Students with Needs

Special Education and 504

Students receiving special services through an IEP or a 504 plan are unique and require special services in the event of a closure. From a Supplemental Fact Sheet Addressing the Risk of COVID-19 in Schools developed by the US Department of Education, "the Department encourages parents, educators, and administrators to collaborate creatively to continue to meet the needs of students with disabilities. Consider practices such as distance instruction, tele-therapy and tele-intervention, meetings held on digital platforms, online options for data tracking, and documentation. In addition, there are low-tech strategies that can provide for an exchange of curriculum-based resources, instructional packets, projects, and written assignments."

Communications and Plans

Fessenden-Bowdon School District will work in conjunction with East Central Special Education to ensure our special education case managers and service providers are meeting (virtually or by phone) to collaborate with parents/guardians on a contingency learning plan for their child. The parents/guardians, case managers, and service providers will collaborate on each IEP goal and determine how best to meet these goals through distance learning. Teams will take into consideration the student's preferred learning method, ability for independent work, access to adult support, adaptations/accommodations, assistive technology needs, how progress will be monitored, and where services will take place. Ongoing communication with families throughout the closure will also be delineated.

Documentation of the contingency learning plans will be completed and shared with parents on a Prior Written Notice of Special Education Action. These forms will be sent digitally or by mail, if requested, to each family. Further changes to services can be discussed and documented as needed. Learning plans will consider both synchronous online learning (e.g. chat, streaming, video, instant message, web conferencing) or asynchronous online learning with capability for remote communication and assessment (e.g. email or learning management systems that deliver, track and manage classes or projects).

Distance learning for special needs students may include virtual learning, web-based sites, online services and telephone contacts. Contingency learning plans could also utilize textbooks, workbooks, worksheets, documents made available on technology devices, online resources and other Internet content.

Case managers will be available through virtual meeting hours to be established by each case manager. During this time, case managers will be accessible to support families and students. This may be done through telephone, teleconference or any online platform. IEP meetings will be scheduled through virtual methods as needed. Progress reports will be provided to parents to assist in determining progress with IEP goals.

It may be necessary to adjust special education and related services, such as physical therapy, occupational therapy, and speech services, while students are receiving distance/virtual learning. Any changes to services will be reflected in the child's individualized contingency learning plan. The ability to provide related services will be determined based on school closures, risk assessments, and student needs.

While the contingency learning plan is utilized during school closures, the student's IEP will remain in place and services defined in that document will be resumed once students return to school.

East Central Special Educ. Unit (PK Special Education)

During a partial or full closure, teachers will communicate with families through email, phone, Zoom to provide services and support. We shall organize learning opportunities through learning kits/packets. Packets were delivered to students by case managers; additional materials will be provided as needed. Materials were provided to students and case managers will update parents with weekly lesson plans utilizing the various instructional kits that were delivered to homes (see special education section for more information as case managers all follow those procedures as well).

Contingency Learning Plan from East Central Special Educ. Unit

East Central Contingency Learning Plan Expectations Special Education Certified and Classified (OT/PT)

Purpose: In order to provide equitable access to special education and related services, Contingency Learning Plans will be collaboratively created by case managers, service providers, and parents to determine how best to meet IEP goals and services in the absence of traditional school.

East Central Expectations
<p>Contingency Learning Plans</p> <ul style="list-style-type: none">● A contingency learning plan will be created for each student on an IEP and shared with parents, along with current IEP, to address all goal areas.<ul style="list-style-type: none">○ Completed Contingency Learning Plan must be uploaded to TIEnet.● Contingency plan addresses:<ul style="list-style-type: none">○ IEP Goals including parent input on how each goal will be addressed○ Distance Learning Location○ Adaptations○ Access to adult to support this learning○ Progress monitoring● Discuss time students will spend accessing general education content & time spent accessing specially designed instruction to target IEP goals. It is recommended to have a gradual implementation of work towards IEP goals; consider providing work that is at the student's

independent level. Think about what is reasonable for the student at this time given their individual circumstances.

Due Process Documentation

If Contingency Plan is agreed upon and Distance Learning takes effect:

- A Prior Written Notice of Action must be completed and shared with parents documenting collaboration on the contingency learning plan (more guidance to follow)

If a Contingency Learning Plan is NOT agreed upon or the parent refuses:

- That is okay.
- The student's IEP must meet when school reopens to discuss Compensatory Services.

Lesson Plans for Families

- In order to address each goal, lesson plans will be created to provide students and parents/guardians details on how each IEP goal will be addressed.
- Students may have online interventions, recorded lessons, and/or resources addressing their IEP goals allowing for individualized instruction matched to their present level of performance.

Progress Monitoring

- Monitor student progress on contingency learning plans by communicating with all students and/or families on your caseload/service load. Discussions around progress on goals, finding books and resources to read that are high interest, maintaining and continuing to build relationships with students to provide familiarity and comfort. For students who have multiple service providers, please develop a common method to communicate with families.
 - Case manager will attempt a different mode of communication if students/families are non-responsive or lack of progress is seen.
 - Measure progress by reviewing student data **weekly or bi-weekly**, using information to inform weekly communications and adjust student daily work goals as needed.

Additional Resources

Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak (March 2020)

<https://sites.ed.gov/idea/idea-files/q-and-a-providing-services-to-children-with-disabilities-during-the-coronavirus-disease-2019-outbreak/#Q-A-1>

Online resources:

<https://docs.google.com/document/d/1r6iJ2K6IAqe3XYJufUIXUTjAuSNa0l3cYwo1yKXs-i4/edit?usp=sharing>.

English Language Learners

At the present time there are no English Language Learners enrolled nor do we project to have any. The district will use the statewide home language survey (completed by all parents at registration, to identify potential EL students. District administration will review the HLS along with checking academic progress and screening assessments (WIDA Screener/WIDA MODEL), from previous schools to determine placement and needs.

Homeless Population

At the present time we do not have a Homeless population, nor do we anticipate any. If we have a student in this population enter our district during a closure, the district will follow our district policy FDB: EDUCATION OF THE HOMELESS STUDENT to provide them services.

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. They will connect with students individually or in small groups.

At Risk Students

Schoolwide Title/MTSS Academic Plan

The Fessenden-Bowdon School is a Title I Schoolwide program. Our program Strategist/MTSS Coordinator will continue to work with all classroom teachers to help support all students during this distance learning opportunity. Our strategist and paras will be in contact with the students/parents to set up virtual times to meet with students that need interventions. Meeting times will be determined by individual student needs, on a daily basis. Additional supports may include:

- Learning materials – take home bags when still possible
- Books
- Assisting parents in supporting their students while at home
- Parenting tips and online resources
- Zoom meetings to facilitate parent feedback and collaboration
- Student FOCUS time (district MTSS academic plan) Continued access to district wide intervention programs for all students: IXL and Reading Plus

High Quality, Effective & Standards Based Opportunities for Student Development

Fessenden-Bowdon Public Schools is making every effort to transition to a blended learning environment in grades PreK-12. Having a digital learning device in each students' hands and leveraging the power of Google Classroom offers our teachers and students a great advantage to make this happen. Transition will be rapid and focus on providing the time to transition from a blended learning environment to one that is primarily online.

Providing Experiences Of High Quality Distance Learning Experiences In Grades K-12

1. 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. While textbooks and online books will be used, instructional videos, simulations, games, short videos, and opportunities for collaboration will also be used.
2. 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. Teachers have adapted instruction to allow students to continue to build proficiency and understanding in the content area, while allowing students to continue to work on projects and content areas that were taking place before the transition to online learning. 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.
3. Instructional materials used will vary with each grade level and content area. In most instances, the online resources are ones that the students have already used in the classroom for all curricular areas. 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.
4. Teachers identified the learning targets that are aligned to the North Dakota State Standards which need to be the focus of instruction addressed during 4th quarter. They will continue to focus on the content standards, updating unit plans, and collaborating to determine how to strengthen current lessons. The opportunity to modify 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.

Models of Instruction Used for Distance Learning

Elementary (K-6)

Google Classroom, Google Suites, and Zoom will be used to virtually interact with students synchronously and asynchronously to provide services and support.

All teachers will continue to use Go Math (HMH), Reading Street (Pearson), Fusion Science (HMH), and Studies Weekly, which are curriculums aligned to the North Dakota State Standards, while developing lessons. These curriculums all have online resources which will allow teachers to continue a continuous cycle of review, instruction, and practice. When possible, teachers will try to offer cross curricular learning opportunities.

Instruction will be focused around new learning targets in each of these areas utilizing Google Meet or Zoom to engage with students both asynchronously and synchronously. Teachers will provide review and enrichment activities that allow all students to progress at their learning level. During these virtual lessons, teachers will assess student learning and monitor progress. Following assessments, teachers may schedule small group or individual lessons to provide additional support to ensure continued learning.

Classroom materials will be sent home to students on a weekly basis and delivered to all students (rural and city) on Monday of each week.

Junior High and High School (7-12)

Google Classroom and Zoom will be used to virtually interact with our students synchronously and asynchronously to provide services and support. The Fessenden-Bowdon School will use Google Classroom to deploy blended learning experiences every school day. Lessons will be modified to address essential learning targets, identified by teachers, in a 100% online/distance learning environment.

Teachers will utilize numerous resources to align state standards to content and assessments. Students will be able to access these materials through Google Classroom, along with various websites. Grade-level content will be adjusted and personalized for students based upon their unique needs. Progress monitoring will occur through various means which include: assignment completion, participation in Zoom or Google Meet meetings and discussions, duration of Google Classroom access, and quality of completed work, etc. Teachers will provide support/feedback, adjust instruction, and continue assessing the learning of our students. PowerSchool will continue to be utilized for grade reporting for our 7-12th students and parents.

Classroom materials will be sent home to students on a weekly basis and delivered to all students (rural and city) on Monday of each week.

Teacher Distance Learning Plans (PreK-12)

Pre Kindergarten

Pre-K students are being provided with various learning packets that contain numbers, letter, drawing, and writing activities. Because the Pre-K requirement for our district is two days a week, I will be providing a meeting with students through Zoom once or twice on Tuesdays and Thursdays. We will engage in social activities, such as our group share and song time. I will also read to them. I will include science investigation and math activities through demonstrations using Zoom. I plan to individualize instruction in some math and reading concepts by meeting in small groups or one-to-one. My students' families have also been given the login information for IXL, Happy Numbers, and EPIC for students to engage in digital learning in math and reading. I will be able to monitor student usage through these sites. Finally, I will be using SEESAW with my class to post videos and messages, while allowing students a platform to message me or send their own videos or drawings. Parent contact is through email and text. Devices are limited to what parents provide, but the school is providing iPads to those families who need access.

Kindergarten

Email correspondence is being maintained through both parent and student emails. I have started out with Screencastify videos explaining how Google Meet works, so that parents will be able to help their children get on this week. I have been individually Facetimeing with students one on one. Parents have been directed to my classroom website for resources and weekly lesson plans. They are free to contact me with questions through email or text at any time of day. The students have been instructed to spend daily time on IXL Math and Reading A-Z (Headsprouts and Reading Room). They are also directed to use EPIC and IXL Language Arts on their devices, along with choice Daily 5 activities, and sight word practice throughout the week. A weekly newsletter and student work packet is sent home containing a scaffolded review of both Language Arts and Math, along with a daily writing assignment at the beginning of each week. Science and Social Studies links are shared on the weekly lesson plans page from resources such as Mystery Doug, Brainpop, and Scholastic. A copy of these weekly activities is also printed out and sent home in the week's packet. I have asked parents to email or text pictures of student work to track attendance and participation. The next step is to implement Google Classroom by sending out a Screencastify video helping parents to better understand how the platform works. Communication between parents and myself has been key. I make a point to get in contact with at least 2 students daily. During this time, we can catch up, practice reading and reviewing sight words together, or work on questions that may have. The main goal is to keep a good relationship with my students throughout this time.

First Grade

In first grade we are continually working toward the standards. Each of the students had their Chrombook sent home, with the exception of one student who works better on an iPad. I use screencastify each day to teach the lesson and lay out expectations for the day. I explain to students, as well as parents, how to do each assignment. Each of the assignments are following the direction we were moving while in the classroom. Videos are posted to Google Classroom at 8am each morning. The students are able to log on to Classroom when they have time, which allows for asynchronous work time. Each week a packet goes home to the students. In the packet they find a schedule for the week and all of the materials they need. The materials are labeled with which day each page will have a lesson and instructions posted. The schedule also lays out a technology schedule. The students are rotating through many websites including: Epic!, IXL, Prodigy, Kids A-Z (Headsprouts and Reading Room), Freckle, and Reading Plus. My students have also been encouraged to write me PenPal letters to practice their writing. All of these websites make differentiating easy. My students are working at their levels on each of the websites. Between technology and packet work the students are completing approximately an hour of work per day depending on their skill level and pace. I have a schedule so that I can meet with each student via FaceTime or phone call at least once a week. Communicating with the parents has been what I have used to make sure students are getting what they need, but also to make sure the parents are getting all of the help they need. We meet as a whole class once a week via Zoom for social interaction for the kids, which allows for synchronous work time. We discuss things we have been doing during the week as well as answer any questions students or parents have. To take attendance and hold students accountable, I have kept track of assignments that have been turned in each day. Parents/students can upload assignments to Google Classroom, text me pictures of them, or email me pictures.

2nd Grade

I post a daily video, from Screencastify, to our Google Classroom that lays out my expectations for that day by giving instructions and teaching any new material. The lessons that I create continue to follow my reading, phonics and math curriculums. The students log in to Google Classroom each day to watch my video before starting their work. Students are able to work at their own pace but typically have about an hour to an hour and twenty minutes of work. The students have been using Reading A-Z (reading and writing room), IXL, Prodigy, Spelling City, Epic, Storyline Online, Splash Math and online task cards that I am able to push out to their Chromebooks. I also send home a weekly packet that includes a schedule for each day and reading, phonics, and math activities. The websites our school provides make it easy to differentiate with my students by providing learning opportunities at their level. I have been “taking attendance” by tracking what they are doing online and by pictures I’ve received of their

work. I communicate with students with phone calls and video chats. I communicate with parents through the Remind App.

Third Grade

Students have learning opportunities for all subject areas with various platforms for engagement in our virtual classroom. Students use Chromebooks to access Google Classroom, which is the communication hub that lists the daily expectations. Those daily expectations are a combination of online videos, online assigned work, and hands on packet activities. The online resources used are IXL, Seesaw, Reading Plus, Readworks, Google Forms, Prodigy, Typing Pal, Spelling City, and Think Central. There are opportunities for both synchronized and asynchronous online learning. Throughout the week, recorded lessons through Screencastify are uploaded for students to view, work along with me, and complete assignments at their own pace. Communication with parents and students is fluent from Google Classroom and Remind. Our class is scheduled to meet weekly via Zoom (1 hour), but we will also be incorporating smaller group meetings on Google Meet. Students are aware that 1:1 meetings are always available as needed whether it is through a chat/email, online video, or phone call. Differentiated learning is happening through various means of practicing IXL skills with the intentions of supporting the weak areas, yet enrichment for strong areas. Between online and hands-on activities, students are engaged in many cross-curricular opportunities to nurture learning. Those assignments are recorded upon completion online or through uploaded photos to document accountability and attendance.

Fourth Grade

Through the use of their Chromebooks, the fourth grade students have multiple learning opportunities in our virtual classroom in all subject areas. I communicate daily, face-to-face via Zoom. I present the lessons for the day in all subject areas, taking questions along the way. I also post daily videos from Screencastify to our Google Classroom of the daily lessons. The daily lessons that I create will continue to follow my Reading, Language, Math, Science, and ND Studies curriculums. The videos of these lessons in Google Classroom provide the students and their parents feedback and guidance on the lessons being covered daily. Students are able to work together during our Zoom meetings, and at their own pace throughout the day. This work typically lasts an hour and thirty minutes. My students use and have access to their textbooks, workbooks, chromebooks, library books, a copy of [A Bridge to Terabithia](#) for our ongoing book study, Weekly packets-with extras to stay engaged as daily lessons are completed, Google-Chat, Google-Hangout, IXL, Reading Plus, email, Think Central for Math and Science. These resources provide opportunities for both synchronous and asynchronous online learning. Modifications for my students are still in place as they were in the classroom. To maintain confidentiality for those students, their modified instructions are given directly from me to the individual students and parents. I also incorporate links to IXL on Google Classroom to specific skills directly related to my learning targets. IXL

also helps me differentiate learning opportunities because it is designed for each child's specific needs at their own level covering essential state standards. The reports through this program allow me to see which skills are being worked on, the date and time each is worked on, and at what level each child is at. I take attendance through the IXL and Reading Plus reports, tracking the times spent engaged, and through the pictures I receive of the completed assignments. I record the completed work in Powerschool daily upon completion of activities in the online programs or demonstrated in the pictures of completed projects or assignments from my students. Powerschool is a tool that not only documents attendance and accountability, but it is also an effective tool to give parents a clear report of what their child has completed or has not finished yet. I communicate with my students in phone calls, video chats and email. My students have completed and continue to work on many activities which includes daily journaling in Google Documents. I believe this will help each student relay their feelings and emotions and provide them a sense of calm by getting their feelings out. Also with this activity, they can one day look back and read the history they have captured. We will also complete activities that take them outside to collect pictures of their pets, write descriptions for them, and share their stories in an email. Next week, we are going to start a 'Kindness 101' project.

5th/6th Grade Math/Science/Social Studies

Students have been receiving daily assignments and assistance through Google Classroom since March 24th. The objectives for each day are posted in the Classroom Monday through Friday and have attached videos (i.e. teacher, Khan academy, etc...) and reference materials (i.e. worksheets, websites, virtual math tools) to assist throughout the assignments. The classes meet with me daily for 1 hour on Google Hangouts, which allows for assistance to be given to the class as a whole. Students are able to pose questions individually through either Google Classroom or Hangout throughout the day. The online learning platform IXL is being used as an instructional tool and also to evaluate students' progress. With IXL's diagnostic we are able to differentiate each student's level and provide the appropriate instruction. This feature allows you to assess all the different standards for the classes and which areas to have the students focus on individually. IXL also allows students to access the voice assist feature which will read aloud the problems to the students. The social studies curriculum, Studies Weekly, has online access with videos, assessments and projects that can be delivered to the classes. IXL also has a science and social studies curriculum that is aligned with the North Dakota standards.

5th/6th Grade English Language Arts

The students use Google Classroom to access daily assignments and instruction. Each day of the week is laid out for the expectations of that student. I post my lesson plans for the week as a Google Doc for all students and parents to view so they are able to work and plan ahead. Online platforms used in my virtual classroom are: Google Classroom,

IXL, Typing Pal, Kahoot, Quizlet, EdPuzzle, Reading Plus, and Google Slides. These various platforms compliment both synchronous and asynchronous online learning styles. For reading minutes I'm using the online platform of Reading Plus, provided for our district. This places each student at their own level and is aligned with the ND content standards. I'm continuing to develop flipped/blended grammar instruction which I place on Google Classroom. I create a video via Screencastify modeling taking the notes of the specific grammar skill. Students follow along and take notes with me in their grammar notebook. During this video I walk them through IXL assignments (online learning platform/tool) that will be assigned. I use EdPuzzle in my grammar note videos as quick formative assessment checks. Writing is practiced by keeping a daily "I Survived the Coronavirus" journaling project, that focuses on the standards of production and distribution of writing along with researching. I plan on implementing Spelling City for the spelling curriculum. Each class meets daily with a teacher from 1:00-2:00 pm via Google Hangout. Students also interact with each other using Google Hangout. I hold weekly one-on-one conferences with my students via Google Hangout, and more often if needed. They have the option to share their screen with me which allows me to help them work out a problem in their assignment. This time allows me to maintain the relationships we have. The students know they can always contact me via email or Google Hangout from 8:30 am - 3:15 pm. I use the Remind App, email and phone calls to communicate with parents.

7-12 English

Students in 7-12 English will be focusing on reading and writing during this distance learning period. Daily reading assignments/questions will be posted using Google Classroom. Zoom sessions have been scheduled with classes and more sessions will be added as seen necessary by students and the teacher. Sessions will be 30 minutes each, which fits into the allotted time schedule. During the Zoom sessions, we will be discussing what they have read, anything they didn't understand, opinions, etc. Students will have discussion and comprehension questions to complete. Students will need to be prepared for discussion via Zoom. Students will have access to the teacher via text, phone call, email, Zoom or Google Meet sessions. Attendance will be tracked using Zoom meetings and if a student turns in daily assignments. Students will be assessed on their comprehension and quiz answers, as well as the thoughtfulness of their discussions. Lesson plans, Zoom schedule and assignments have all been posted on Google Classroom. Students are welcome to text/email/call with questions, and many already have.

7-12 Social Studies

Our social studies virtual learning classroom is structured around discussion, collaboration, and individual assessment. Lessons will be sent out covering the required

content, either through my recorded lectures, readings in their online text, or supplemental materials through Newsela, EverFi, etc. Students then will either complete discussion posts, in which they are required by the [rubric](#) to comment on one another's posts to foster discussion and collaboration. At least once a week, my classes will connect through Zoom with a planned agenda of discussion. In these discussions, we will either be going further and deeper with their classwork, discussing what they're covering next, or reteaching something they have struggled with. For larger groups, I will be utilizing the breakout group feature of Zoom to have focused, small group, discussion. Students will be assessed through quizzes locked on Google Classroom (high school only), their discussion posts, comprehension questions of their required reading, or other projects and assignments. Students will be kept up to date on when Zoom meetings are scheduled, assignments are due, etc. through my lesson plans which are shared on Google Classroom like they always have been and email. Students are encouraged to, and many already have been, emailing, calling, or texting me their questions. Link to Distance Learning Plan:

https://docs.google.com/document/d/1Yq72MiVK8ap5ljN-BCr_c1CBeSz8bf1z0iOn1R8IFMc/edit?usp=sharing

9-12 Math

Our Math classes will be meeting multiple times each week to discuss past assignments, teach new concepts, or communicate with each other. Students will be using multiple resources to engage in the understanding of new concepts, via IXL, online textbooks, hardcover textbooks, Khan Academy, Screencastify, etc. Students will be assigned classwork each week on different sections using their google classroom accounts. These will then get graded and returned on a weekly basis. Lesson plans will be posted on our online website just like they have been all year. Assignments will be discussed using Zoom/google meet sessions which will be held to assess the students' progress. Questions can be asked during these sessions, or directly through email or phone. Some lectures will be taught using Screencastify while others will be used from the online textbook. Students will be encouraged to use multiple online resources such as Khan Academy, IXL, and many others to aid in their learning outside of the classroom.

Jr. High Math/Science

Students have been receiving weekly Math and Science lesson plans, assignments, key concepts, and resources through Google Classroom. Students will have several resources to assist them in their Distance Learning (my online website, Khan Academy, IXL, videos through our online textbook, quizlet, Newsela, ect...). Classes will meet twice a week using Zoom for 30 minutes. These meetings consist of lecture time, student questions, and student connection. These meetings will be recorded and posted to Google Classroom for Student reference as needed. Classes are also meeting on Google Meet during planned IXL time. With the use of IXL, we are able to differentiate students' learning. Student assignments will be returned to me through emails. All

lessons are designed using our curriculum from HMH and aligns with our state standards. Attendance will be taken during our Zoom meetings, work returned, and by tracking their IXL time. Students are encouraged to email, call, or text me their questions at any time.

7-12 Science

Weekly Lesson Plans are posted on Google Classroom. Video lectures are also posted, along with assignment submission links. Each day, I host 30 minute Zoom sessions for each class. These Zoom meetings are not all required, they serve as an open “office hour”. Each class has at least 1 required Zoom meeting each week. This required Zoom meeting allows for assignment explanations and any questions to be asked. I also host open office hours on Google Meet from 1-3 pm each day. [Example Lesson Plans for Science](#).

Agriculture Education (CTE)

The Agriculture Education virtual learning classroom will feature many avenues of learning. The students will have chances to discuss the unit lessons or assessments by a variety of means including weekly Google Meet or Zoom meetings.

Lessons for each agricultural class will be sent out using one of four methods. The lessons will arrive for the students via the mycaert.com website which has been enabled for us this school year by the State CTE Department in Bismarck. I will also use Google Drive and Docs to send and receive lessons and assessments and will also be sending materials home via the bus which will take lunches and students materials weekly. All lessons on mycaert.com have assessment quizzes built into the website and I will be using that to not only review but for actual assessment purposes. During the week, I will be recording lessons using screencastify which the students will be able to listen to and watch at their convenience.

MYCAERT.COM has many agriculture units to choose from and within those units, I can choose to use lessons based on math, science and english standards. All of these units are also backed by National AFNR (Animal Food and Natural Resources) Standards. Within the assessment, many questions will deal with math relating to the subject content and will also have assessments where students will need to write out answers and expand their use in english.

Where possible, I will still have hands-on-learning for students. In the Gardening unit, I plan to send soil, seeds and pots home to students for them to start and keep daily records for.

Students will be kept up-to-date on upcoming lessons and assessments by using google mail and google docs. The students will be able to access the teachers website on

Fessenden-Bowdon.org where I will update what is happening in all of the agriculture classes. I have already had much contact with students wanting to meet on google meeting and google hangouts to discuss questions about their assignments and making sure they know the proper way to submit their work.

Family and Consumer Sciences (CTE)

1) Google Classroom

- a) Your Google Classroom will be the central location of all things to do with my classes.
- b) Zoom meeting codes, assignments, rubrics, bellringers, etc. will be posted daily on Google Classroom.

2) Weekly Lesson Plan Doc

- a) This document has been emailed to all of my students and posted to Google Classroom.
- b) This will be a working document with next week's schedule ready by the end of the day every Friday.
- c) **Zoom meetings** are scheduled on certain days during the assigned time for each class. Links to join are posted on your google classrooms.
- d) More detailed instructions for each day will be posted on Google Classroom.

3) Zoom

- a) Attending scheduled Zoom meetings will be critical to keeping up with the class.
- b) We will only have to meet once a week for most classes.
- c) Scheduled Zoom meeting links will be posted to Google Classroom.
- d) If you will not be able to attend a meeting, please contact me and let me know why.
- e) Zoom meetings will be recorded and stored. They may be posted to Google Classroom if necessary.
- f) APPRENTICESHIP ONLY: Your Zoom meetings have been combined to the 9:30 am - 10:00 am time slot. Moe and I have coordinated to make sure he does not schedule a meeting for the Fridays that we will be meeting.

4) Office Hours

- a) My office hours are from 1:00 pm - 3:00 pm.
- b) You may contact me for any questions you have or support you need. This time has been specifically cut out for student support.

- c) During this time I will be on an open [Google Meet](#) room titled 'Pifer'. This will be a great place for you to ask a face to face question.
 - i) Go to the link
 - ii) Click 'Join or start a meeting'
 - iii) Type 'Pifer' to join me
 - d) You may also call or text me at **XXX- XXX- XXX**.
 - i) If i do not pick up a call, please leave a message or text me and I will get back to you as soon as I can.
 - e) You can email me any time at sandy.pifer@fessenden.k12.nd.us. I check my email regularly.
- 5) Contact Group Support
- a) I will be checking in at least once a week with my list of students for moral support during this time.
 - i) Contact Group: Hannah L., Ellisa M., Ella A., Jennah L., Rachel C., Haleigh L.
 - b) All of us staff want to make sure that you know that we are here for you and we are learning with you.
 - c) If you are not on my list but would like me to check in with you, please reach out to me and I would be more than happy to add you to my personal list.
- 6) Organization & Communication
- a) This is a new learning experience for all of us, so please be patient and kind.
 - b) This will be a critical time for you to learn to stay organized. You will have video conferences to attend, self guided assignments to do, people to contact, etc.. You are responsible for keeping all these things in order by planning ahead and setting your schedule according to your needs.
 - c) Asking for help is going to be another critical skill you must learn at this time. I have told my classes over and over how important this is to learn and now more than ever is the time to put it into practice. There is no shame in needing help.
 - d) Check your emails, answer your phones, and take advantage of video meetings. Learn to effectively communicate with all the mediums we have given you.
 - e) This is going to be the perfect opportunity for you to learn these soft skills that will make you successful in your adult life and career. I am, personally, so excited to see how you will take this time and grow from it!

K-12 Music Virtual Instruction/Distance Learning Plan

General Guidelines:

For the most part, all music activities will be independent study (no set time) at the student's or parent's discretion. Private instrumental lessons and sectionals will be an exception to this guideline and are noted below.

Kindergarten through 2nd Grade - The assignments will be posted on the [Music Teacher Website](https://sites.google.com/fessenden.k12.nd.us/f-b-music/home), (<https://sites.google.com/fessenden.k12.nd.us/f-b-music/home>) and includes individual student accounts for graded assignments with our [Quaver Music](#) curriculum, additional music activities.

3rd - 4th Grade - Students will receive weekly online assignments will be posted on the [Music Teacher Website](#), and includes individual student accounts for graded assignments with our [Quaver Music](#) curriculum, as well as additional music activities.

5th - 6th Grade Choir - Students will receive weekly [Sight Reading Factory](#) assignments, as well as assignments from our [Quaver Music](#) curriculum.

5th Grade Music - Students will receive weekly [Quaver Music](#) assignments, as well as assignments. Bi-weekly video conference sectionals will be scheduled for 5-6 students at a time so each other's progress can be observed.

6th Grade Band - Students will video record assignments using Google Screencastify and submit them through Google Classroom. Students will also watch assigned instructional videos on their instrument.

7th-8th Grade Band - Students will video record assignments using Google Screencastify and submit them through Google Classroom. Weekly video conference sectionals (according to instrument) will be scheduled so students can observe each other's progress. Students will watch assigned instructional videos on their instrument.

9th-10th Grade Band - Students will have weekly video conference lessons with the instructor and work will be evaluated and assigned on a weekly basis. Students will watch assigned instructional videos on their instrument.

7th-12th Grade Choir - Students will receive weekly [Sight Reading Factory](#) assignments to be completed independently (40% of grade). Additionally, there will be four music appreciation units assigned as follows:

- 3/31 - 4/10; Music Theory with [ToneSavvy](#) (15% of grade)
- 4/13 - 4/24; The Historic Periods of Western Music: Baroque/Renaissance, Classical, Romantic, 20th Century. Students will watch instructional videos and complete assignments issues through Google Classroom. (15% of grade)

- 4/27-5/8; Music Icons of the 20th-21st Century. Students will watch instructional videos and complete assignments issues through Google Classroom. (15% of grade)
- 5/11-5/20; Music Project (to be approved by instructor) (15% of grade)

Health/Physical Education

Prek-4th Grade - Students have been supplied with various digital physical activity resources that can be utilized from their school supplied device. Students also have access to a physical activity log to keep track of their activities for each day. Parents/students will show progress in this log through email and text correspondence.

5th-6th Grade - Students have been supplied with various digital physical activity resources that can be utilized from their school supplied device. Students also have access to a physical activity log to keep track of their activities for each day. Parents/students will show progress in this log through email and text correspondence initially, and through Google Classroom within the next week. A weekly Zoom meeting will also be held to discuss physical activity and some standards-based resources for students to utilize.

7th-12th Grade - Students have been supplied with various digital physical activity resources that can be utilized from their school supplied device. Through Google Classroom, students have been assigned a Physical Activity Log that will be maintained as a running document between each student and myself. One-on-one correspondence will be utilized to ensure that students are staying motivated and that they are keeping up with their log. Zoom meetings will be held regularly as an entire class to discuss progress, self-motivation, and self-discipline as well as to supply them with standards-based Physical Education resources. Grading will be based on maintenance of their log as well as their participation in both Zoom meetings and one-on-one correspondence.

Lesson Plan Examples

6th Language Arts

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Spelling	25 minute silent reading & reflect on reading in GoogleClassroom	----- ---	25 minute silent reading & reflect on reading in GoogleClassroom	----- ---	25 minute silent reading & reflect on reading in GoogleClassroom
Grammar	Subj/Pred Edpuzzle video & quiz in GoogleClassroom IXL GG.2 & GG.3 *Tuesday	IXL X.3 (6th Grade) Identifying the simple subject & predicate [if you've already worked on this IXL, please start from zero] *Wednesday	IXL X.2 (6th Grade) Identifying the complete subject and predicate [if you've already worked on this IXL, please start from zero] *Thursday	IXL GG.7 Identifying independent or dependent clauses. USE GRAMMAR NOTEBOOK!! *Friday	----- -----
Writing/Roots	I Survived the Coronavirus Start your journal. - Google Slides Chapter 1: When I first found out about the coronavirus..... 2 paragraphs minimum	Scholastic news #1 Pick either scholastic news to read. When you're finished, answering all questions, take a picture of the answers and email them to me. *Wednesday	I Survived the Coronavirus Add to your journal Google Slides Chapter 2: What is the coronavirus? 2 paragraphs minimum	Scholastic news #2 Pick the last scholastic news to read. When you're finished, answering all questions, take a picture of the answers and email them to me. *Friday	I Survived the Coronavirus Add to your journal! Google Slides Chapter 3: School was called off on March 16, 2020 and I thought..... 2 paragraphs minimum

7-12 Social Studies

	Monday March 30	Tuesday March 31	Wednesday April 1	Thursday April 2	Friday April 3
1 st Hour Economics 8:30-9:00	Freakonomics Podcast		Discussion Posts Due Ch. 11 Lesson 2 11.2 WS due Fri.		WS Due Zoom Meeting - Discuss EverFi
1 st Hour ND Studies 8:30-9:00		Spanish Flu in ND Discussion Post due Thurs.		Discussion Post Due Great Depression in ND	
2 nd Hour 7th Grade US History 9:00-9:30	Paleo Indians in ND Migrations	Migration Questions Due	Paleo-Indian People and Tools	Paleo-Indian People and Tools Questions Due	Zoom Meeting – Paleo-Indians Native American Tribes in ND
3 rd Hour World History 9:30-10:00	29.2 Quiz Due 29.3 Lecture	29.3 & 29.4 Lecture	29.3 Quiz Due 29.4 Lecture	Zoom Meeting – Ch. 29 Discussion	Ch. 30 – Revolutions and Nationalism Intro 30.1 Lecture 30.1 Quiz due Monday
4 th Hour POD 10:00-10:30	12.2 & 12.3 Lecture	12.2 & 12.3 Quiz Due Marshall Court Case Studies Lecture	Marshall Court Case Studies Videos	Discussion Posts on Marshall Cases Due Zoom Meeting – Marshall Case Discussion	1st Amendment Case Lecture
5 th Hour 8th Grade Geography 10:30-11:00	Unit I - Geology and Time Lecture posted on Classroom	Geology and Time Questions Due	Unit I – Geology Geology of ND	Unit I – Geology Geology of ND	Zoom Meeting – Discussion of Geological Formations Geology of ND Questions due Monday
6 th Hour US History 11:00-11:30	20.1 Quiz 20.2 Lecture	Discussion Post Due – Fight on the Beaches Speech	Zoom Meeting – Ch. 20 Discussion	21.1 Lecture	21.1 Quiz 21.2 Lecture
Lunch	12:00-1:00				
Office Hours 1:00-3:15	Contact Mr. Locken With Any Questions	Contact Mr. Locken With Any Questions	Contact Mr. Locken With Any Questions	Contact Mr. Locken With Any Questions	Contact Mr. Locken With Any Questions

Google Classroom Discussion Rubric

Social Studies

	4	3	2	1
Quality of Answer	The student fully answers the original prompt.	The student answers the original writing prompt.	The student gives a somewhat vague or unclear answer to the original writing prompt.	The student misidentifies the question in the writing prompt and answers incorrectly.
Contribution to Discussion	Student contributes valuable and new information on the subject (including their opinion)	Student contributes some valuable and new information on the subject (including their opinion)	Student sometimes contributes valuable and new information on the subject (including their opinion)	Student rarely contribute any new or valuable information on the subject. (including their opinion)
Responses	The student responds to at least 2 classmates giving valuable insight, honest questions about their classmate's post, OR countering their classmate's point of view.	The student responds to at least 2 classmates giving insight, questions about their classmate's post, OR another point of view.	The student responds to at least 2 classmates giving a little insight, vague questions about their classmate's post, OR their point of view.	The student only responds to 1 classmate.
Discussion	Student makes several relevant comments/questions to classmates, contributing to class discussion	Student makes a relevant comments/questions to a classmate to contribute to class discussion	Student makes 1-2 irrelevant comments/questions while contributing to class discussion.	Students make more than 2 irrelevant comments/questions while contributing to classroom discussion
Punctuality	The student answers the writing prompt before the assigned time.	The student answers the writing prompt 6 hours after the assigned time.	The student answers the writing prompt 12 hours after the assigned time.	The student answers the writing prompt more than 12 hours after the assigned time.
Respect	Student is extremely respectful of differing opinions even if they do not agree with them	Student remains respectful of differing opinions even if they do not agree with them	Student is sometimes respectful of differing opinions even if they do not agree with them	Students show little to no respect for the opinions of others
			Total Points	/20
Comments:				

High Quality Distance Learning Daily Teacher Schedule- Grades PreK - 12

For Distance Learning days, each teacher will utilize the following schedule as a template:

- A. 8:00 - 8:30 am - daily collaboration, PLC and planning time
 - 1. Each PLC will complete the Google PLC meeting form
https://docs.google.com/spreadsheets/d/1eRCmx141QvqyR1JVY7SUeUrl9JSwFo_bRyOc2Eh2wUo/edit?usp=sharing
- B. Weekly - Teachers will deliver distance learning activities to students via Google Classroom, on their class website (i.e. Google Classroom, Google Meet, Zoom and/or by a packet that is delivered to the student each week
- C. 8:30 am - 12:00 pm - 3.5 hour block available for student engagement, instruction, supervision, monitoring attendance, and support to students as needed and determined by teacher
- D. 12:00 - 1:00 - Duty Free
- E. 1:00 - 3:15 - Verification/assessment of student work/engagement, planning, office hours
- F. Each teacher will submit a weekly update by completing a weekly update using a Google form.
<https://docs.google.com/spreadsheets/d/1vydINjq496OrbbOHpev7R6vFcUv6HSJq174CJ-W-S2c/edit?usp=sharing>
- G. On-line grade level and technology support is available to students by our Technology Coordinator
 - 1. *Notice sent to families: "Need help with student technology? Ms. Dietz has set up an assistance form which can be accessed here: <https://forms.gle/zjBQVCFwS1jWkcA79> Please complete the form to the best of your ability and we will contact you shortly to get your issue fixed!"*

Grades 7 - 12 Schedule

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.

Time	Roemmich	Locken	Wiesz	Fike	Mongeon	Reeves	Pifer	Moe	Loff
8:30-9:00	Business Math	Econ (MWF)/ ND Studies(TTH)			JH Stem (MWF)	Band (MWF) / Choir (TTH)	Apprentice		Health/ Fitness (MWF)
9:00-9:30	8th Algebra	SS-7	English 12	Math 8	Biology		Careers		PE 9
9:30-10:00		World History	English 9	Math 7	Science 8		Apprentice	Ag Business	
10:00-10:30	Geometry	POD	English 11		Physical Science		8th FACS	7th Ag	
10:30-11:00	Algebra I	SS-8	English 7		Chemistry			Const. Tech	Weight Training
11:00-11:30	Calculus	U.S. History	English 8	Science 7	Ecology		Food/ Nutrition	Ag. II	
11:30-12:00	Algebra II		English 10		Anatomy	7-8 Band (MWF)	FACS 1	Ag. I	7-8 PE (TTH)
12:00-1:00	Lunch								
1:00-3:15	Open Office Hours to Connect with Teachers								

CTE/Science Lab

During a full closure Google Classroom will be used to virtually interact with our student synchronously and asynchronously to provide services and support. Lessons will be modified to address essential learning targets in a 100% online environment. The courses that require hands on learning opportunities, such as CTE and Lab Science courses, will now be addressed with the use of video lessons, virtual field trips & experiences, Google Classroom and Meetings, Zoom, and real-world projects that can be completed at home. The Vocational Agriculture department will also utilize the online courses from the state provided online curriculum resource, MyCAERT.

Academic Progress Monitoring

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

PLC's and staff meetings will continue to meet weekly to monitor student progress and address learning gaps that are recognized. PLC groups will have access to specialists to assist them in providing resources and support to students demonstrating academic needs.

Grading

Fessenden-Bowdon School District will continue to follow our policies, practices, and grading structure during a closure due to a pandemic/epidemic. 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.

Student Meals & Feeding

Maintaining all students nutrition is critical during a long-term closure. To address this need for all our students, Fessenden-Bowdon Public School shall develop a feeding plan to support all families. Fessenden-Bowdon Public School will follow guidance from NDDPI in the distribution of student meals. Meals will be delivered each day those who sign up to ensure students are receiving adequate nutrition during a pandemic.

Human Resources Processes, Protocols, and Policies

During any crisis including a pandemic/epidemic supporting our educators and support personnel is necessary to continue to provide quality and consistent educational services to our students. Continual evaluation and emergency planning for the business office and HR operations will be necessary.

Business Office Operations

Before the event of a full closure of schools and district operations due to a pandemic/epidemic preparation shall be made to ensure continuation of payroll, funds receivable, funds payable, and necessary services remotely.

These operational plans shall be organized by the superintendent and business manager. Fessenden-Bowdon School Board has approved paying classified and certified staff during the duration of the COVID-19 closure.

Federal Programs & Funds

The Fessenden-Bowdon School District will continue to comply with guidance and regulations of all federal programs that affect the school district. The Fessenden-Bowdon School is a Title I Schoolwide program. Our program Strategist/MTSS Coordinator will continue to work with all classroom teachers to help support all students during this distance learning opportunity. Our strategist and paras

will be in contact with the students/parents to set up virtual times to meet with students that need interventions. Meeting times will be determined by individual student needs, on a daily basis. Additional supports may include:

- Learning materials – take home bags when still possible
- Books
- Assisting parents in supporting their students while at home
- Parenting tips and online resources
- Zoom meetings to facilitate parent feedback and collaboration
- Student FOCUS time (district MTSS academic plan) Continued access to district wide intervention programs for all students: IXL and Reading Plus