

## **Underwood School District--Distance Learning Plan**

**Intent:** To educate and graduate the students of Underwood Public School through the end of the academic year while maintaining the health and safety of students, staff, and community.

Underwood School follows **The Underwood Way**. Everything we do is measured against the precepts of The Underwood Way which are to be Responsible, Respectful, and Ready. This plan is a working document that will be adjusted as needed to assure all students have equitable access to grade-level and subject-matter content and instructional supports, including assessment and evaluation of work. Measurable student progress is expected for all students.

For the purposes of this plan, **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. More specific subject-matter may be provided through content download (e.g., using laptops and smartphones) and communication by phone (e.g., conference calls and one-on-one calls). Depending on grade level, materials used may include books, textbooks, workbooks, worksheets, email, television (e.g., DVD, cable, streaming), and Internet content (e.g., websites, games).

In addition, instructional methods used include the following:

- Synchronous online learning (e.g., chat, streaming, video, instant messaging, web conferences).
- 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).

**This plan outlines a full continuation of services.**

***Address how the school district will manage being moved into a higher threshold or risk level, as determined by the Department of Health.***

### **Health and Safety Considerations**

All school personnel will follow recommendations of NDDoH and CDC in order to ensure personal well being and the safety of others. All staff will communicate any personal COVID-19 related concerns to the superintendent. All staff will communicate non-COVID-19 related concerns to their building principal. Underwood School will continue to collaborate with NDCEL, NDDPI, and CREA throughout the extended learning process to help with problems that will arise to find a suitable solution for all of our students and staff.

Underwood School / Avera eCARE services are still available for health care needs of all staff and students. Families in need of eCARE nursing services, physical or behavioral, should call the school offices during regular business hours.

**Pandemic – Epidemic Extended School Closure Job Roles:**

Job descriptions for all staff remain intact with alterations as indicated below.

**Administration:**

- Identify essential personnel.
- Set alternate office hours.
- Ensure execution of distance learning plan.
- Prepare and implement reintegration plan as closure concludes.

**Secretaries:**

- Be familiar with all aspects of the district's distance learning plan.
- Follow the schedule for alternate office hours as designated by the superintendent.
- Assist administration as directed.
- Assist students and families as needed.

**Custodians:**

- Follow recommendations from superintendent and/or supervisor for alternative work hours and expectations. Provide cleaning services to assure the building is clean and sterilized.

**Food Service:**

- Prepare for and coordinate food distribution program. This program is providing lunches and breakfasts as long as the distance learning program is in place.

**Certified Staff:**

- Execute distance learning plan.
- Set daily schedules/office hours and inform students (families).
- Special Education teachers (including 504) will work with regular education teachers to determine appropriate modifications for distance learning.

**Paras/Aides:**

- Assignments vary depending on the nature of duties and the needs of individual students (families). Execute duties as assigned by administration and/or supervising teacher(s).

**Tech Department:**

- Implement help desk operations with link on Underwood School Website--[www.underwoodschool.org](http://www.underwoodschool.org)
- Support staff, students (families) as needed.

**Drivers / Other:**

- Duties as assigned by the superintendent.

***How the school district will ensure that all students have access to an educator***

Educators will be interacting with all students PK-12, that they presently have enrolled in their classroom, on a regularly scheduled basis. This will be done depending upon grade level and present forms of communication that are already being utilized

including but not limited to the following: Google Meet, Google Classroom, Class Dojo, Remind, and telephone calls.

All students and parents have access throughout the day, Monday - Friday based upon individual teacher schedules that are posted in their Google Classroom, and/or communicated to their families.

### **Attendance Procedures**

***How educators will measure participation and attendance. Consider all subgroups: students with disabilities, English learners, students experiencing homelessness, students experiencing sickness, etc.***

Students PK-6 -- For all students, a minimum of three synchronous student interactions per week will each count as a full day of attendance. Evidence of asynchronous engagement, completed tasks/assignments, will count as a full day of attendance on days with no synchronous student interaction. Synchronous and asynchronous student interactions will be tracked for all students in an individual student interaction log.

Students 7-12 -- All students will check in daily with their class advisor using a Google Form. If a student fails to check in, the advisor will initiate contact with that student. Each student has access to a Google Classroom for each of their classes. Each class will meet weekly via Google Meet in each subject area synchronously. Evidence of asynchronous engagement, completed tasks/assignments, will count as a full day of attendance on days with no synchronous student interaction.

Homeless / At Risk -- All staff will continue to monitor evolving and emerging situations with our students (families) pertaining to homelessness during the COVID-19 pandemic. Our school counselor/homeless liaison will contact any at risk families. As part of the normal registration process for new families Underwood School will continue to monitor for homelessness / at risk situations, and provide services and support.

### **Educational Staff Expectations**

***How the school district plans to provide professional development to educators to prepare them for the transition into a distance learning environment***

A homework assignment that our staff was given before coming in to work on what they were going to do to transition to distance learning was to watch the following link -

<https://www.youtube.com/watch?v=w6zVnBhqBUI&feature=youtu.be> This link will also be shared out on our Underwood App, and the link will be on our website. This assignment was discussed during the staff development time listed below.

## **Staff Schedule**

For opportunity learning days teachers will utilize the following schedule:

- A. 8:00 - 8:30 am - virtual meeting &/or collaboration time.
- B. 8:30 Opportunity learning daily interaction plan updated in Planbook or other approved method.
- C. 8:30 am - 12:00 pm - Up to 4 ½ hours for student engagement, instruction, supervision, monitoring, support, verification/assessment, and preparation.
- D. 12:00 - 1:00 - Duty Free
- E. 1:00 - 4:00 - Up to 3 hours for student engagement, instruction, supervision, monitoring, support, verification/assessment, and preparation.
- F. Flex Time: Staff may flex time as needed, at their discretion, to accommodate needs of students & families outside the regular duty hours outlined above..

## **Staff Development**

Staff development was provided to all staff on March 23-25. Training and tutorials for Google Meet and Google Classroom were provided during this training time. Underwood School has two teachers and two principals who provide on-going tech support and on-going training to all staff through help-desk implementation and personal communication.

On March 23, our elementary principal participated in a training the trainer session with CREA staff on how to implement Microsoft Teams for admin and staff. In addition, CREA has created professional development opportunities on distance learning which are available to all certified staff.

Our principals are meeting weekly with full staff, and more often as needed with individual staff. In these virtual meetings, they are incorporating staff from the CREA and other outside sources as needed. Staff in need of further training to implement their distance learning curriculum will be addressed by administration providing training opportunities as needed.

### ***The school districts' process to revisit human resources policies and procedures to provide adequate flexibility and guidance regarding sick leave, personal leave, and leave without pay***

The Underwood Public School board is scheduled to meet on Monday, March 30. The Superintendent's recommendation to the board is to continue to pay all staff their normal compensation throughout the current period of distance learning.

Underwood Public School will follow all laws and regulations regarding sick

leave, personal leave, and leave without pay based on District and NDSBA policy, FMLA and Federal and state mandates.

### **Ensuring Equitable Services**

#### ***How the school district has assured that all students have access to a device, if necessary***

Chromebooks have been distributed for all students grades 2-12. Teacher prepared individualized student learning packets will be distributed weekly to all PK-1 students. Distribution will occur in conjunction with the daily lunch program. The student learning packets do not require the use of a technology device. All PK-1 students (families) have the means to continue utilizing previously established forms of electronic communication (Class Dojo and/or Remind, and Google Meet) that will provide for effective teacher/parent and/or teacher/student interaction during the period of distance learning.

#### ***How the school district has assured that all students have access to reliable, high-speed internet, if necessary***

All families were contacted and surveyed to determine if they had internet access. West River Telecommunications was contacted and they will provide free internet access to any family without internet.

#### ***How students who require assistive technology have access to appropriate device(s) to meet needs***

Underwood Public School, in cooperation with Souris Valley Special Services, and families, has ensured that all students will have access to all assistive technology that was utilized in the general and special education classroom setting prior to the extended distance learning.

#### ***How a school will transition all students into a distance learning environment This should include areas of social emotional learning and scaffolding for operation in a distance learning model.***

The following steps are being implemented to ensure a successful transition from the classroom setting to distance learning.

- Staff met to prepare for distance learning.
- Information is provided to all families with an overview of the distance learning plan, codes to Google Classrooms, and other necessary resources.
- Teachers are gradually introducing students (families) to the distance learning format with opportunities for parent and student interaction utilizing simple engagement and learning activities.
- Teachers are sharing attendance-taking procedures with students (families) following the protocols listed in the Attendance Section of this plan.
- Teachers will scaffold by adjusting time, pace, and means of delivery based on age/grade level, individual student ability, and available resources and support.

- Information regarding SEL in our distance learning plan is included in the counseling section below.

***Provisions for addressing the unique needs of all grade levels, classes, and courses***

***Address processes for ensuring both equity and access to high-quality, age-appropriate instruction at each level including:***

***Pre-K (if applicable), Elementary, Middle School, and High School (Credit-Bearing Courses) CTE/Science/lab courses should be addressed in a separate section of the high school plan.***

In Pre-K students will receive weekly packets with activities focusing on gross motor skills and academic points of emphasis. Teachers will adjust time and pace based on individual student ability, and available resources and support. Students will receive three synchronous interactions weekly via Class Dojo, Remind, and/or Google Meet.

In grades K & 1 teachers are providing weekly packets focusing on priority standards in core academic areas. Teachers are committed to offering personalized learning opportunities to our students during this time of distance learning. Teachers will adjust time and pace based on age/grade level, individual student ability, and available resources and support. Students will receive three synchronous interactions weekly via Class Dojo, Remind, and/or Google Meet.

[Sample Weekly Schedule:](#)

In grades 2 & 3, teachers will emphasize priority standards in math and ELA, age appropriate subject area instruction with opportunities to apply skills and knowledge in all content areas. Delivery of instruction will be through programs noted above in the Ensuring Equitable Services section. Teachers are committed to offering personalized learning opportunities to our students during this time of distance learning. Students will receive three synchronous interactions weekly via Google Meet.

[Sample Homework Form:](#)

In grades 4 - 6, we are a partially departmentalized school, instruction will be coordinated on a rotational basis (M-Math, T-ELA, W-Science, Th- Social Studies, F-Music/PE) with a cross curricular focus. Teachers are committed to offering personalized learning opportunities, based on priority standards, to our students during this time of distance learning. Teachers will adjust time, pace, and means of delivery based on age/grade level, individual student ability, and available resources and support. Students will receive three synchronous interactions weekly via Google Meet.

### [Sample Parent Letter:](#)

As a baseline expectation in elementary, students will engage in synchronous interactions for a minimum of 60 minutes per week (Three twenty-minute interactions). These interactions will occur through the platforms previously described. Synchronous interactions will be scheduled on a class/individual student basis within the constructs of the teacher schedule referenced above under Staff Schedule. Asynchronous task/assignment opportunities for individual students will be designed for a minimum average engagement of 120 minutes per day. PK - 6 interactions will be tracked utilizing individual student interaction logs.

### [Sample Student Interaction Log:](#)

In grades 7-12 teachers will focus on priority standards and adapt lessons to their online learning model. Teachers will utilize cross curricular assignments where possible and adapt lessons to each student's learning needs. Students in grades 7-12 will meet synchronously with staff following a schedule based on each subject area (M-Math, T-ELA, W-Science, Th- Social Studies, F-Electives). Synchronous interactions will be scheduled on a class/individual student basis within the constructs of the teacher schedule referenced above under Staff Schedule. A baseline level of engagement for students will be on average 150 minutes per day. Teachers will adjust time, pace, and means of delivery based on age/grade level, individual student ability, and available resources and support.

Teachers at all levels will continue to focus on priority standards to assure students are choice ready and prepared for the next grade level.

Underwood Public School is working with CRACTC, GWN and our other REA's to continue to provide quality instruction for our CTE courses. Students have been notified to keep in touch with their CTE instructors to stay up to date on any changes. Students enrolled in these courses are continuing an online, ITV, or blended model. Underwood Public School is also working with our students who are enrolled in a dual credit course through the university system. Our Principal will be in communication with these instructors to assure our students are meeting the expectations provided to them and that credits are earned. As a district we want to continue meeting our students' individual interests through CTE, College, and Career courses.

### [Sample Teacher Check in](#)

#### ***Special Education Considerations - Individualized Educational Plans (IEPs) and 504s:***

***All educational decisions for students with IEPs must be made on an individual basis and be consistent with the Individuals with Disabilities Education Act (IDEA) and the North Dakota Department of Instruction's Office of Special Education guidelines. For information regarding Special Education refer to the***

## ***Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019***

***Procedures for ensuring each student on an IEP or a 504 plan will receive individual consideration***

***Additional guidance will continue to be updated and shared as available.***

### **Special Education / 504**

Students receiving special education services through an IEP are unique and require special services in the delivery of distance learning. 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. Underwood School will continue to work with Souris Valley Special Services in order to ensure compliance with Federal regulations.

### **504 Accommodation Plans**

Underwood School will continue to abide by the accommodations set forth in a student's 504 plan. Our 504 Coordinator is making all 504 plans available to staff, and providing any resources needed to assure accommodations are being met.

### **Communicate & Plan**

SPED case managers and/or 504 case managers shall connect with students and families concerning continuation of services. Special education and related service staff will communicate with parents by phone, text, email, and/or online video meeting at the start of the e-learning experience to ensure that materials are accessible to each student. Case managers should pay attention to:

- Resumption of services
- Duration and scheduling of services
- Educational services being provided

### **Notice to Change without an IEP Team meeting**

Following guidance our case managers will be in contact with each IEP students' guardian to plan for services and accommodations. Plans should be made for continuation of services within a distance learning model.

### **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 Online**



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

### **Resources**

<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>

### **English Learner Considerations – Individualized Language Plans (ILPs)**

#### ***Process for appropriate scaffolding of instruction for English learners to ensure accessibility to content***

Underwood Public School's singular ELL student will continue with unaltered ILP requirements during distance learning. The classroom teacher will continue implementing all ILP requirements which were developed with support from CREA's EL specialist. The teacher will meet synchronously with the student three times per week.

### **Federal Title Considerations**

#### ***Process for appropriate instruction to ensure accessibility to content, dependent on federal title designation***

#### ***Targeted-this needs to be specifically addressed in how Title I teachers will be providing instruction to identified Title I students***

Our targeted Title I teacher has provided a form (<https://5il.co/e8ab>) to all students, and asked them to complete it as a daily check-in. Supports will be provided as needed based on these daily check-ins.

### **Paying Federally Funded Staff During School Closure Guidance:**

***A state, district, or other recipient may use federal funds to pay its federally funded staff during a closure if it uses state or local funds to pay state and locally funded staff during the closure. For example, if state funds will pay state-funded staff during a closure, then Title I funds can pay Title I- funded staff, Title II funds can pay Title II-funded staff, IDEA funds can pay IDEA-funded staff, etc. It is important for districts to continue to pay paraprofessionals and other ancillary staff with state funds so federal funds can continue to pay federally funded paraprofessionals and ancillary staff.***

The Underwood Public School board is scheduled to meet on Monday, March 30. The Superintendent's recommendation to the board is to continue to pay all staff their normal compensation with the present designated funds throughout the current period of school closure.

Underwood Public School will follow all laws and regulations regarding sick leave, personal leave, and leave without pay based on District and NDSBA policy, FMLA and Federal and state mandates.

## **School Counseling Services**

### ***How school counseling services will be provided***

#### **School Counselor Lessons**

Videos will be posted once a week for each grade level. K-2 will be on Tuesday, 3-5 Wednesday, 6-8 Thursday, 9-12 Friday. Grades 3-12, will have their own google classroom. While K-2, will be using either Class Dojo, or Remind (whichever is already set up for those students). A list of topics to cover will be addressed during this time.

#### **Individual Meetings with Students**

The counselor will have a link for students to check-in daily and also a way they can schedule a meeting to talk. Teachers will contact the counselor if they feel a student should have support. If it is an emergency, suicidal thoughts, etc. please have the parent/guardian and/or student contact one of the numbers below. All staff will be diligent in addressing abnormal student behaviors observed during interactions.

National Suicide Hotline: 1-800-273-8255 or call 911

Warmline (free phone number for a volunteer-led peer listening line)  
651-288-0400

7Cups (free mental health chat) <https://www.7cups.com/>

The [Underwood School Counseling Procedures for During Distance Learning](#) have been sent to all parents via our school app. The link is also posted on our website.

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

Underwood School emphasizes age-appropriate, standards-based instruction, assessment, and reporting which allows us to focus on individual student needs. This instruction will be prioritized utilizing power standards to prepare students for the next grade level. We are committed to the continuation of personalized learning opportunities throughout the period of distance learning. Teachers will adjust time, pace, and means of learning based on data gained throughout the school year. This includes existing data as a starting point and data obtained through teacher-designed formative assessment throughout the indefinite distance learning period.

Elementary staff will continually monitor participation, the quality of work submitted, and will provide synchronous feedback to students and parents at a minimum of three times a week. Through the use of selected online learning programming (Freckle, Spellingcity, Quizlet, ESpark, Accelerated Reader, etc...), teachers will monitor progress, provide support, and adjust instructional needs to personalize learning for individual students by assuring learning of power standards for each student.

7-12<sup>th</sup> teachers will utilize numerous supplemental resources to align content with state standards and formative 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 Google Meet meetings and discussions, duration of Google Classroom access, quality of completed work, etc. Teachers will provide support/feedback, adjust instruction, and continue assessing the learning of our students.

### **Grades**

Underwood School will continue the use of PowerSchool for grade reporting under the same grading scale that we utilize during the traditional classroom setting.

### **Academic Progress Monitoring**

It is essential to track student progress, especially through a distance learning model. Our teachers will continue weekly grade-level Professional Learning Communities guided by the 4 questions (What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it?) to enhance distance learning instruction placing an emphasis on supporting students who are struggling academically, socially, or emotionally. If interventions are needed for students, they will be discussed during grade-level meetings and implemented individually or in small groups.

The MTSS leadership team will continue to meet on a weekly basis to evaluate the effectiveness of our distance learning system. We anticipate making changes to our practices as needed.