STANLEY PUBLIC SCHOOL
“HOME OF THE BLUE JAYS”

Smart Restart
Learning Plan
Our Motto
Empowering learners. Inspiring success.

Our Mission
Preparing today's students to succeed in tomorrow's world.

Our Vision
Stanley Community schools believe in creating relationships and opportunities that will provide skills necessary for learners to become successful through a culture of growth and lifelong learning.

Priorities
Stanley Public Schools will continue to work with state agencies and community partners to collaborate to achieve common goals. We will be focusing on these key priorities:

- Health and Safety of Staff and Students
- Equity and Inclusion
- Meeting the Needs of Diverse Learners
- Fiscal Accountability and Measurable Results

Purpose
Ensure that every student in Stanley Public Schools receives an equitable education and has equal access to learning and instruction during the COVID-19 pandemic.
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<th><strong>DEFINITIONS</strong></th>
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<tr>
<td><strong>Distance Learning</strong></td>
<td>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 could be provided through content download (e.g., using laptops and smart-phones) and communication by phone (e.g., conference calls and one-on-one calls). Depending on grade level, materials used might include books, textbooks, workbooks, worksheets, email, television (e.g., DVD, cable, streaming), and Internet content (e.g., websites, games).</td>
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<td><strong>Hybrid</strong></td>
<td>Students attending school on alternate days, so some students are learning part-time in school and some students are learning part-time at home. Based on conditions, hybrid schedules could be implemented in a single school, within a cluster of schools or districtwide.</td>
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<td><strong>Synchronous Online Learning</strong></td>
<td>Instruction provided by the school that occurs at the same time, but not at the same place (e.g., chat, streaming, video, instant messaging, web conferences).</td>
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<tr>
<td><strong>Asynchronous Online Learning</strong></td>
<td>Learning that occurs on the student’s schedule with capability for remote communication and assessment (e.g., email or learning management systems that deliver, track, and manage classes or projects). The materials and teacher are provided by the school.</td>
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<td><strong>Learning Management Systems (LMS)</strong></td>
<td>A learning management system is a software application for the administration, documentation, tracking, reporting, automation and delivery of educational courses, training programs, or learning and development programs. (i.e., Microsoft Teams, SeeSaw, etc.)</td>
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<td><strong>Individualized education plan (IEP)</strong></td>
<td>The Individualized Education Program, often called the IEP, is a legal document under United States law that is developed for each public school child in the U.S. who needs special education. It is created through a team of the child's parent and district personnel who are knowledgeable about the child's needs.</td>
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**Individual Learning Plan (ILP)**

An individualized learning plan is both a document and a process that students use – with support from school counselors, teachers, and parents – to define their career goals and postsecondary plans in order to inform their decisions about their courses and activities throughout high school.

**Homeschooling**

A method of learning where all instruction and learning materials are provided by the family. The school is not involved. In order to homeschool your child, the school will need an Intent to Homeschool paper filed at the district office, along with a copy of the homeschooling parent’s high school diploma. More information can be found at [https://www.nd.gov/dpi/parentscommunity/parents/home-education](https://www.nd.gov/dpi/parentscommunity/parents/home-education)

## INTRODUCTION

In March 2020, Stanley schools closed its school buildings for in-person learning due to the outbreak of COVID-19 and related public health orders. For the remainder of the spring semester, students engaged in remote learning throughout the district. While our preferred model of instructional delivery is a traditional face-to-face educational environment, we anticipate continued public health restrictions throughout this upcoming school year. The purpose of this Learning Plan is to maximize in-person learning opportunities. Stanley Public School District has crafted a plan that allows us to respond quickly to changing local, regional, state and national conditions. As conditions change, we may be forced to change how we provide instruction during the school year. Stanley’s Learning Plan includes a system that outlines what students, staff and parents can expect under different conditions. It should be noted that different schools may be at different levels of risk and so the implementation of education may vary from school to school at times.

- **Phase I:** Stanley schools will reopen with all students attending school full time, either face-to-face or through online learning.

- **Phase II:** Building capacity will be limited to help ensure proper spacing. Some students will be learning in school and some students will be learning synchronously at home. We will target specific student populations that need additional support within the building, and we will have alternating A/B days for students.

- **Phase III:** Stanley Schools will close schools and shift to remote learning for all students.

Stanley School’s Learning Plan and Health and Safety Plan includes recommendations from health officials, and contains reasonable procedures to try and mitigate risks and minimize the spread of COVID-19. To accomplish our goal of reopening schools, it is imperative all students, staff and parents do their part by following health department guidance whether they’re at school or out in the community. Everyone will also need to monitor their health and stay home if they are feeling sick or showing symptoms of COVID-19.
ENSURING STUDENT SUCCESS THROUGH ROBUST RELATIONSHIPS

Our district motto is “Empowering learners. Inspiring success”. We believe it is necessary to foster robust relationships to fulfill our purpose.

Our first priority is to maintain relationships and the safety of our students and staff. We believe relationships are not just teacher-student, but also include teacher-teacher, student-student, teacher-parent, principal-teacher, supt.-custodian etc. As we continue navigating the waters of uncertain times, we will continue to live out our commitment to provide the best possible educational experience for our students using a variety of methods and means as the situation allows.

FACE-TO-FACE AND ONLINE LEARNING OPTIONS

Students will have the option to choose online learning education. Students who choose online learning education are expected to attend all required class meetings. All attendance and sick policies will be followed.

For those that come to the school for learning our goal is to create a seamless transition, as much as possible, when moving between in-person, face-to-face education, synchronous and asynchronous education, as students and staff come and go out of the building. As such, teachers will implement curriculum using standard tools and procedures that will facilitate learning in all environments. Students will be trained in the use of Learning Management Systems (ex. Microsoft Teams, SeeSaw, Flipgrid etc...) and applicable technology that will be used throughout the year in all environments. Tutorials will be provided for parents as needed as well.

STUDENT ATTENDANCE AND ENGAGEMENT

Attendance policies will be reflected as follows. Students who attend school face-to-face will have traditional access to teachers. Students who choose to opt-in to online learning will have access to teachers via email.

During asynchronous education, students will be provided times to live chat with teachers and may use email and learning management systems to interact with teachers. Asynchronous education means students work on a more independent level. They receive the same education but may not be at the same time as other students.

Phase I:
Students attending class in-person will adhere to the policies as outlined in the Student Handbook.
Students who opt-in for online education, will attend class remotely at the designated times.
Phase II:
Students attending class in-person will adhere to the policies as outlined in the Student Handbook. Students who opt-in for online education will attend class remotely at the designated times. Class sizes may be limited due to local/state restrictions; students may be given specific attendance days.

Phase III:
Attendance will be taken based upon completion of classroom assignments and engagement with class activities. Students who are unable to attend live events will have access to recordings of the event.

EDUCATIONAL STAFF EXPECTATIONS
We are committed to delivering quality education and to provide adequate training and support for all staff, students, and parents. All district policies will continue to be followed regardless of health emergency status. The administration will provide on-going communication and training with staff as needed, including staff meetings and individual conferences as appropriate.

Phase I:
Teachers teaching from the school:
- Teachers are available during regular school hours to work with students as normal.
- Teachers will answer email/LMS questions as much as possible for students engaged in synchronous online learning.
- Direct instruction will be recorded and uploaded to the LMS.

Teacher teaching remotely:
- The teacher will connect to their classroom via a secure online video platform.
- An adult supervisor will be present in the classroom to assist with classroom management and to assist students as needed.
- Direct instruction will be recorded and uploaded to the LMS.

Phase II:
Teachers teaching from the school:
- Teachers are available during regular school hours to work with students as normal.
- Teachers will answer email/LMS questions as much as possible for students engaged in synchronous/asynchronous online learning.
- Direct instruction will be recorded and uploaded to the LMS.

Teachers teaching remotely:
- The teacher will connect to their classroom via a secure online video platform.
• An adult supervisor will be present in the classroom to assist with classroom management and to assist students as needed.
• Direct instruction will be recorded and uploaded to the LMS.

Phase III:
Teachers may teach from a remote location as required by the local health department and/or state mandates.
Teachers are available during regular school hours to work with students.
Teachers will provide synchronous and asynchronous learning opportunities.
Direct instruction will be recorded and uploaded to the LMS.

HIGH-QUALITY, EFFECTIVE, STANDARD-BASED EDUCATION

The District will ensure that all learning instruction, resources, and supplemental materials are aligned to ND Standards. The District will also ensure that students are equitably able to access and engage in online and in-person learning. Support will be provided to students who experience issues in accessing and engaging in learning. The district understands the need to scaffold instruction to meet the needs of individual students, students with special needs, and to reflect age and development of the students. Also, teachers will continue to monitor student progress and offer assistance and re-teaching opportunities as needed to support the learning of the students.

ENSURING EQUITABLE SERVICES

The Stanley School District believes students benefit from a continued delivery of educational services. These services provide our families and students with consistency and support. The school district will develop equitable learning plans for students as necessary and will monitor the progress of students with special needs/circumstances to ensure that they are able to access learning resources and engage in the learning process. Special attention will be paid to ensure that all students have access to electronic devices, tools, and internet access. Education teams will evaluate the needs of students on an individualized plan (i.e. IEP, 504, ILP), and students receiving Title 1 support to create plans and guide accommodations from teachers and ensure that they are receiving an equitable education. All educational decisions for students with individualized plans will be made on an individual basis and be consistent with the Individuals with Disabilities Education Act (IDEA), Section 504, and the North Dakota Department of Instruction’s Office of Special Education guidelines. Procedures for ensuring each student on an individualized plan will be continued while maintaining student and staff safety.

SCHOOL COUNSELING SERVICES

The District will continue to offer school counseling. The school counselor will ensure that they are trained in FERPA and HIPPA regulations in order to ensure student confidentiality through virtual and distance counseling. Additionally, the counselor will adhere to the American School
Counselor Association (ASCA) virtual learning guidance and ethics. Because the school counselor does not provide ongoing therapy, the counselor will provide a list of available outside mental health services, social/emotional and physical well-being support to share with parents and families.

**Phase I:**
The school counselor is available according to normal school schedule. Students may schedule times to meet with the counselor. The counselor will continue working with student groups. Synchronous, online education students may schedule a time to come to the school and meet with the counselor or meet with the counselor virtually.

**Phase II:**
The school counselor is available according to normal school schedule. Students may schedule times to meet with the counselor. Synchronous, online education students may schedule a time to come to the school and meet with the counselor or meet with the counselor virtually.

**Phase III:**
Students may contact the counselor to schedule times to meet with the counselor virtually. All virtual counseling sessions will follow procedures outlined by the State of North Dakota and ASCA. The school counselor webpage is available for all students.

**MUSIC/BAND/CHOIR**
We will consult with the department of health and professional music organizations to determine the safest method of instruction. As of this publishing, it is considered safest to not have students singing inside of a classroom. Students may sing outside and 6 feet apart. Music/band/choir will be utilizing alternative lessons at this point.

**PHYSICAL EDUCATION**
Students will be outside as much as possible; they will need to dress accordingly. Students will not share equipment that has not been sanitized. All equipment will be cleaned after each class period. Students will not be required to dress out for PE, but appropriate shoes will be needed for the floor.

**ASSESSMENT AND GRADING PROCESS**
The District will continue to follow our policies, practices, and grading structures. Students will be expected to follow timelines and turn in assignments by the due dates. We will continue to use the school board approved grading scale. Grades will be entered into PowerSchool. All students will be assessed through a standardized measure of academic progress (i.e. STAR) evaluation within the first four weeks of school and again in the second semester. Students
who opt-in for synchronous, online education will have to report to the school to be privately assessed within the first four weeks of school.