



**New Town Public School**  
**Home of the Eagles**  
**New Town, ND**

**New Town Public School District #1**  
**Distance Learning and Plan**  
**2020-2021**

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*Mission Statement*

*Our mission is to create an environment which develops, nurtures, and reinforces the success of students, as well as all people served by the district, through the shared involvement of home, community, and school. Our purpose is to develop and provide quality curriculum to prepare students to think, reason, and thrive in a diverse society.*

*Philosophy Statement*

*New Town Public School District envisions schools where teachers learn together and students experience success through authentic, real-life learning activities, focusing on an appreciation of the diversity of society and an ever-changing world, thereby creating the greatest opportunities possible for students.*



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#### ***PANDEMIC – EPIDEMIC JOB ROLES***

##### **Overview**

In the event of an emergency, school personnel must be aware and familiar with their emergency response roles and responsibilities. School personnel emergency response roles are identified and described in this section. In those incidences involving localized emergencies normally concerning any school, the Pandemic Response Team (PRT), will be activated. Staff that are sick will be encouraged to stay home during this time. All higher thresholds or risk levels are communicated with the staff by the Superintendent and School Board of New Town Public School's based on the Department of Health's recommendation.

#### **SCHOOL DISMISSAL OR CANCELLATION**

Any decision about school dismissal or cancellation of school events will be made by the school board in coordination with local health officials. Schools are not expected to make decisions about dismissal and event cancellation independent of health officials. Dismissal and event cancellation decisions will be considered on a case-by-case basis using information from health officials about the local conditions.

#### **FACILITIES**

Common surfaces will be disinfected on a regular basis. Custodial staff will be extra diligent in classroom cleaning with increased sanitizing and disinfecting. Teachers will take actions to assist facilities/custodial staff in sanitizing and disinfecting hard surfaces with disinfectant wipes, bleach water, or other solutions in their classroom (desks, keyboards, door handles, all common surfaces, etc.). Throughout the summer, the entire building will be sanitized and cleaned by professionals.

#### **ESSENTIAL PERSONNEL**

Essential personnel will be required to report to work as directed by the Superintendent.

Essential personnel will be defined as the situation changes.

- **Non-Instructional Staff**  
Non-Instructional staff members will assist with emergency response duties as assigned by the School Administrator or designee.
- **Custodians**  
The custodians in the building will work on cleaning the building extensively. They will focus on frequently touched surfaces.
- **Secretaries**  
The secretaries in the building will be aware of the new attendance policy and any changes. They will continue to inform families and parents, as needed. They can make phone calls, as necessary, to update families on new information or to answer questions.
- **Counselors/Social Worker**  
School counselors and social workers will be available to help students that may need assistance. They will provide short lessons through distance learning for mental health and wellness while at home and check in with any students that need extra support.



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- **Instructional Staff**

Teachers are responsible for continuing their relationships with the students through phone calls, texts, emails, or other communications. They will provide online learning resources for the students and set daily office hours and time for collaboration with their grade level/department teams. The teacher will notify the student's parents and/or administration if they are concerned about a student that has not communicated with them daily. The teacher will be responsible for taking daily attendance based on the online login, class meeting times, or other communication form.

- **School Administrator**

The School Administrator or their designee implements the Health and Safety Pandemic Plan when notified of a pandemic. The administrator will identify essential personnel. They will help teachers and staff execute the distance learning plan for the school. The administration will monitor teachers' gradebook and student attendance through communication with the teacher and by checking the online platforms for participation. The administration will run office hours for parents, teachers, and families to ask questions or share concerns.

### ***COMMUNICATIONS PLAN***

Stakeholder groups will receive official statements and notices regarding school and the current community health crisis released through the office of the NTPSD Superintendent. Further communications will be disseminated by each building Principal as directed per the District Superintendent.

#### **Sample Communications – (Refer to the Departmental Action Timeline Section)**

In planning for distance education delivery, parents throughout the district will receive phone calls to determine their level of internet connectivity, their desire for the type of educational services that would best fit their circumstances and the form of communication they prefer to maintain with the teachers of their students i.e. text, email, phone, etc. Teachers have prepared materials to fit on-line platforms such as Microsoft Teams, Achieve 3000, ACT Aspire, Acellus, Khan Academy, ALEKS Math, Odysseyware, etc. Although it is not ideal, paper format versions and/or equivalent paper materials to accommodate learners without connectivity will also be prepared with specific guidance and instructions. NTPSD strongly encourages on-line participation during distance learning.

Our special education department will contact parents/guardians to arrange IEP meetings via telephone or video conferencing services so special education services can continue.

Contingency Learning Plans will be created for each student on an IEP and shared with parents, along with current IEPs which address all goal areas. Completed Contingency Learning Plans (CLPs) will be uploaded into TIEnet. Modified assignments that correlate with individual student goals and IEPs will also be sent home or will be provided online. Teachers who provide support services to learners with EL, Section 504, displaced, and special needs will be available to learners. They will provide supports according to IEPs, ELPs, 504 Plans, individualized needs, and CLPs, utilizing the student's preferred mode of communication.

#### **Sample Letters – Refer to Addendums 1-3**



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#### **LEVEL OF CONTINUATION**

##### **Purpose for the Plan**

The purpose of the Distance Learning Plan is to provide a unified template for New Town Public School District to transition from a traditional instructional delivery model to a “Distance Learning Platform” in the event of disruption of normal school operations. In order for every student to be protected in an emergency, the plan must be understood by each stakeholder group.

##### **Exposure to Content**

All learners will be provided access to grade-level core content and interventions support areas through the distance learning model, as they would be alternatively provided in the traditional onsite learning model. Each unit of opportunity learning activities includes instructional delivery, student practice sessions, tutoring support, direct communications access, and assessment measures to ensure conceptualization of content specific learning standards as identified through the North Dakota Department of Instruction.

##### **Examples of Opportunity Learning Activities (both low/no tech and tech capable):**

- Individual, small, and large group instructional delivery models – no/low and tech
- Computer science and coding activities (paper and online based)
- Social-emotional, inter-personal, and personal skill building activities
- Project-based learning activities to include multi-media demonstrations
- STEM and other cross-curricular collaborations to provide enriching activities
- Use of Minecraft for Education in varying subject/content areas
- Use of the NICERC Cybersecurity Curriculum for low- and high-tech STEM activities
- Use of personalized learning platforms that are Lexile & Quantile specific to needs

##### **Schedules**

- **Elementary teachers will utilize the following schedule:**  
8:10-9:00: Collaboration – team/staff meetings  
9:00-12:00 and 1:00-3:00 Student engagement: Log into each class and be present live online for instruction, supervision, monitoring, and support to students as needed.  
3:10 - 4:10: Opportunity Learning Activities/Attendance sent to the building principals, parent contacts, assessment of student work, grades, and verification of student engagement.
- **Middle School teachers will utilize the following schedule:**  
8:10-8:30: Materials and technology prep and collaborations  
8:30-3:45: Students will follow their assigned bell schedule: Log into each class and be present live online.  
3:45-4:10: Collaboration, grading, and prep
- **High School teachers will utilize the following schedule:**  
8:10-8:30: Collaboration  
8:30-3:46: Students will follow their regular bell schedules for instruction: Log into each class and be present live on line.  
3:46-4:10: Collaboration/working with students.



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***ENSURING STUDENT SUCCESS THROUGH ROBUST RELATIONSHIPS***

***We Believe:***

- *That a positive, supportive, and challenging environment is necessary to maximize student learning.*
- *That all students have worth and should be treated equally with dignity and respect.*
- *That each student has the right and the responsibility to a rigorous education that teaches both academic skills and applied life skills.*
- *That all students can learn and that students learn at different rates.*
- *That a student's education should include problem solving skills that will help the student solve personal and social problems as well as academic problems.*
- *That good attendance is critical for student success.*
- *That students are the center for all curriculum decisions and their voice is important in decisions that impact their learning.*
- *That all students should demonstrate an understanding, appreciation, and respect for the history and contributions of their own culture as well as other cultures within their communities, state, and society.*

***Teachers and Teaching – We Believe:***

- *That teaching is an important profession.*
- *That all teachers have worth and should be treated equally with dignity and respect.*
- *That it is important for teachers to get along with the students, parents, and the community members.*
- *That all teachers should demonstrate an understanding, appreciation, and respect for all cultures within their classrooms, their communities, the state, and society.*
- *That it is important for teachers to be good role models both personally and professionally.*
- *That teachers should treat students with respect and recognize the individual differences of all students.*
- *That the instruction teachers provide should help prepare students for life.*
- *That teachers motivate students and help students achieve success daily.*
- *That all students can learn and maintain high expectations for student achievement with the understanding that not all students learn at the same rate.*

***School District – We Believe:***

- *That all people have worth and should be treated equally with dignity and respect.*
- *That the district will provide safe, clean, healthy, facilities, and conditions.*
- *That the district will provide a child-centered curriculum that is sensitive to the cultures represented in the school community, state, and society.*
- *That policy will be developed with input from the community.*
- *That policy includes curriculum decisions and discipline.*
- *That the district will maintain high standards for the selection and retention of personnel.*
- *That a positive school climate is necessary for providing maximum learning and resources will be provided to ensure that a positive school climate does exist.*
- *That collaborative planning includes community, administration, teachers, students, and paraprofessional staff, and is important in maintaining open and honest communications among all parties in the educational setting.*



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In order to continue building/fostering relationships with students and families, teachers and administrators will be available according to schedules, and will implement best practices to openly communicate with students and families via their preferred/capability means:

- Contact with students through various pathways for communication (documented - daily and throughout the week) – office hours, check-ins regarding assignments, other educational supports, special needs support, EL support, 504 support, academic planning support, and social emotional & health needs/support
- Low/no tech options for communication – phone calls; emails; video phone calls; text messages; handwritten messages; minimal in-person visits with health and safety social distancing precautions observed and practiced as a last resort
- Technology options – Microsoft teams video conferencing for individual, small group, and large group lesson delivery and academic support sessions; video conferencing; video phone calls; email correspondence
- Social-emotional supports and services will continue for all learners of New Town Public Schools to promote and foster the development of interpersonal skills, health & wellness, coping skills, peer group interactions, character traits education, community building activities, personal reflective practices, individual and small group counseling, etc.

Teachers will notify parents/guardians and/or administration if they are concerned about a student who has not communicated with them on a regular and consistent basis. The teacher will be responsible for taking daily attendance based on the online progress, class meeting times, assignment submissions, or other communication forms.

Additionally, to maintain and grow professional relationships with colleagues, time for collaboration will be allocated for grade level/department team meetings for data and planning purposes.

### ***HEALTH AND SAFETY CONSIDERATIONS***

#### **Health & Safety**

The following emergency response actions refer to the Principal, Superintendent, or appropriate designee as the “School Administrator.” Although procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications, as necessary, to promote the health and safety of all students, staff, and personnel during an emergency. Every effort has been made to address the requirements for the special needs’ sub-population, where appropriate. It is the responsibility of the school administrator, individual teachers, and other classroom aides to ensure, EL services, hearing, sight, mobility impaired students, as well as other special needs students, are accounted for and students receive appropriate supports.

- **Scheduling of Teachers/Staff**  
All teaching staff are expected to social distance in their classrooms daily and use distance learning tools to contact their students.
- **CDC School Guide: How to Clean and Disinfect Schools to Help Slow the Spread of Infection**





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The goal is to prepare, not panic and to operate from facts and not fear. These basic prevention guidelines from Public Health officials across the nation are posted throughout the school and reinforced by teachers:

- Wash your hands often with soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer;
- Avoid touching your eyes, nose, and mouth with unwashed hands;
- Avoid close contact with people who are sick;
- Cover your mouth and nose with a tissue or utilize your elbow when you cough or sneeze. Dispose of tissue and wash your hands again;
- Clean and disinfect frequently touched objects and surfaces; and
- Most importantly, if your or your child has symptoms of the flu or any serious infection or virus, please utilize your best judgement to determine if your child should stay home or consult a physician to avoid exposing others.
- Reported illnesses have ranged from mild symptoms to severe illness and death for confirmed COVID-19 cases. Symptoms may appear 2-14 days after exposure and may include: fever, cough, loss of smell or taste, tiredness, and shortness of breath.
- All employees are encouraged to practice self-care and make health care decisions that fit their own personal circumstances.

- **Social Distancing**

Social distancing is a public health safety intervention used to reduce the likelihood of transmitting communicable disease. Social distancing involves minimizing exposure to infected individuals by avoiding large public gathering venues, adhering to spacing requirements in the workplace, and following proper personal hygiene practices.

The objective of social distancing is to reduce the probability of contact between persons carrying an infection, and others who are not infected, to minimize disease transmission, morbidity and ultimately, mortality.

Teachers will teach students about “social distancing”, and washing of hands, and how it relates to the school environment. This includes that students are not to share food from their trays, nor drinks or other food. Students will need to limit sharing of any personal items from pencils to cell phones.

- **A/B Scheduling of Teachers/Staff**

To further comply with social distancing protocols, if a staff member has contracted the virus, our District may be shifting to an A/B schedule for teachers to provide distance learning instruction on-site and off-site alternatively. All teachers will still be available during all scheduled instructional days regardless of A/B placement. Teachers may also opt to remain onsite apart from the A/B schedule to have appropriate access to materials, should they choose to do so. In the event we are ordered to a full building lockdown, all teachers would then provide instructional delivery remotely.



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- **Facilities**

Common surfaces will be disinfected on a regular basis. Custodial staff will be extra diligent in classroom cleaning with increased sanitizing and disinfecting. Teachers will take actions to assist facilities/custodial staff in sanitizing and disinfecting hard surfaces with disinfectant wipes, bleach water, or other solutions in their classroom (desks, keyboards, door handles, all common surfaces, etc.). Throughout the summer, the entire building will be sanitized and cleaned by professionals.

### ***ATTENDANCE PROCEDURES***

The attendance procedure is that teachers will regularly contact their students and log all communication. Teachers will ensure student attendance by recording and evaluating completed assignments, progress records for web-based curricula, or use of alternative methods of communication to contact the teacher for assistance. Students not in alignment with attendance protocols will be counted absent.

Teachers will submit daily progress and productivity logs to building principals every Monday morning. Additionally, administrators will be online to monitor student attendance, engagement, and progress as an additional layer of accountability. Communications will also be made by both teachers and administrators via phone, text, or email to assess the engagement of learners who have opted for the paper versions of opportunity learning activities.

### ***ENSURING EQUITABLE SERVICES FOR STUDENTS AND FAMILIES DURING CLOSURE*** **Preparing for Distance Learning & Staff Development**

Our teachers will be in the building preparing for continued learning if we are unable to educate the following week due to closure. The opportunity learning activities developed will be disseminated on the following week. This process is ongoing and will continue based upon further closure.

As part of these preparations, teachers will receive training/support as needed and are developing sites on distance learning platforms and equivalent paper versions of opportunity learning activities to benefit our learners to meet short and long terms goals for continued instructional delivery. This is pending in direct correlation with day-to-day updates received through the Department of Education and District mandates. Distance learning platforms include Microsoft Teams, Google Sites, and Planbook. Staff members have been issued all required technology necessary to develop and provide distance learning opportunities for all students.

Staff skills development in utilizing distance learning tools have been provided in the following formats/opportunities:

- NICERC PD learning session series – 2018-2019
- Microsoft Office PD learning session series – 2019-2020
- Teacher Peer Teaching Sessions for Online Platforms – 2019-2020

### **Student Development**

All students in grades K-12 have experience and exposure to both online classes, and/or online platforms prior to distance learning.



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The District will partner with Souris Valley Special Education Services to ensure access to students with accessibility needs.

**Sample Letters and Resources – Refer to addendums**

Every building principal will send out a letter to students and parents after it was determined that school closure length would be indefinite to inform both parents and students of our plan to continue educational services to all students. These letters will be distributed through several resources such as the school website, Facebook pages (4 total sites: district, high school, middle school, and elementary), and Twitter. The letters will also be distributed in paper form to parents when learning materials are delivered.

**Student Access to Devices & Internet Access & Ensuring Access**

Parents throughout the district will receive phone calls to determine their level of internet connectivity and their desire for the type of educational services that would best fit their circumstances and the form of communication they prefer to maintain with the teachers of their students i.e. text, email, phone, etc. Teachers have prepared (are preparing) materials to fit on-line platforms such as Microsoft Teams, Achieve 3000, ACT Aspire, Accelus, Khan Academy, Aleks, Odysseyware, etc. There will be paper versions or equivalent paper material to accommodate learners.

We are working collaboratively with Reservation Telephone Company (RTC) to provide hot spots throughout the reservation and free internet service to those in need. In addition, the superintendent is working with local internet service providers to ensure that internet services are not interrupted.

Families with adequate access to internet services and devices can access learning/instructional materials online. Such materials are available to access through student K12 email addresses, Microsoft Teams applications, and other online learning platforms.

Families without adequate access to internet services and devices will be provided with paper versions of equivalent instructional materials and activities. Communications will be established through alternative means such as phone calls, text messages, handwritten communications, video phone calls, etc. Our District worked with the MHA Nation to provide learners without devices access to devices.

**Access to All Classes/Courses**

If on-line learning is not available at a household paper/pencil activities will be provided. HS & MS students can access Microsoft Teams, along with Elementary students having access to Google Sites, and PlanBook. Email information will be attached to the materials delivered to students. Families and students may contact offices to retrieve login information. Staff will also be preparing “How to” videos for parent/student use that will be posted through communication channels for all stakeholders.

**Services Assurances to Students with Needs**

- **AT-RISK**

At Risk Students, are defined as students who received Title I services during the school year. To ensure equitable services to these students during a closure Title I teachers will provide additional supports to general education courses. These supports are as follows:



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- **TELE-HEALTH**

Students who are currently in rotation with Dr. Meunier will continue regular appointments via telephone in order to ensure medication refills and continue psychotherapy.

- **S.O.A.R.**

The Speak Out and Represent (SOAR) Council meets daily and hosts an online forum to answer questions and provide psychoeducational material and resources to the community. They will host three weekly, movie streaming sessions, which gives parent(s)/guardian(s) access to a coping toolkit, which corresponds to the movie. The movies include topical content, such as anxiety, the impact of social media on the brain and subsequent behavior and bullying.

- **BACKPACK PROGRAM**

Displaced and participating students will continue to receive free snacks/meals on weekends.

- **LEARNING MATERIALS (BOTH ONLINE, AND HARD COPIES)**

Microsoft Teams, Google Sites, Plan Book  
Books, printed/hard copies

- **TIPS AND ONLINE RESOURCES FOR PARENTS**

Second Steps (Social Emotional Parent and Student Resources)  
Guidance for parents to utilize online learning platforms

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

A Contingency Learning Plan is established to support continued work towards IEP goals and Section 504 supports in the event of school closure where distance learning is in place for all students. The Contingency Learning Plan addresses resources and activities provided for the student, location of services, adaptations, and supports that would be implemented in the event of an extended school closure. The student's Contingency Learning Plan will be developed with the input of the parent and/or guardian alongside the special education teacher and related services providers. The student's Individualized Education Program will resume once school reopens. New Town Public Schools will contact families with students that may require assistive technology to ensure continued access to quality education and services during any prolonged closure.

The district works with students in early childhood, ages 3 to 5 by collaborating with the TAT Head Start program. This collaboration will continue. The services will continue. Currently, the Head Start building is open for services. Once their building is no longer available, the teachers and staff will closely communicate with the Head Start staff through phone calls, online video conferencing, and emails.



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Our district has been working closely with Souris Valley Special Services to receive guidance in ensuring that all IEP and Section 504 Plan services for all learners will continue. Modes of communication will occur via video conferencing and other online platforms. Special education teachers, 504 coordinators, and other support teachers will be working closely with families to provide individualized materials for the students.

Section 504 meetings, annual IEP meetings, and 3-year evaluations will be held via phone call, virtual meetings, Facetime, or other video conferencing means.

Special education teachers, certified special education aides, and parents will work together to provide at home services to students while following all safety protocols. Copies of the exercises for our OT/PT students were sent home with parents as an additional support. Speech services will continue to be met through video conferencing and other online platforms. Students with severe special needs, EL learner needs, and Section 504 Plan needs will be provided their current assistive technology to support learning, physical therapy, and other needs.

#### **English Language Learners**

- All EL students will receive individual learning materials that will be monitored by the EL teacher.
- All EL students will receive services by personal contact by the EL teacher. Also, they will be assigned learning activities via Microsoft Teams and specific tutorials on regular academic work.
- Additionally, EL staff shall communicate with each EL student's family to address individual necessary supports.

#### **School Counseling & SEL Support Services**

The high school counselor facilitates the delivery of Social Emotional Learning (SEL) through the SOAR peer mentoring group. A social media page was created to promote our SOAR Teams classroom, giving access to all community members to check-in regarding questions, resources and assignments. Students have one-on-one access to the counselor via telephone or video chat. Daily video chats are scheduled from 2:30 to 3:30 Monday-Friday to allow the student body, parent(s)/guardian(s) the opportunity to connect and communicate. SOAR videos, SEL curriculum and activities will be presented through social media and email. Hard-copy materials are available to account for equity in resources.

The elementary and middle schools implement the 2<sup>nd</sup> Steps social emotional curriculum as part of their daily instructional core. Additionally, talking circles are used weekly in homeroom classes to promote a positive and collaborative classroom community building experience to support learners. Social workers and school counselors provide one-to-one and small group support to learners. These services will continue through the distance learning model for instructional delivery via all methods of communication – online and through other communication pathways.

Students who have been receiving counseling services will still have counseling services available to them. One-on-one sessions can be done through audio or visual conferences. We



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recommend you check with your counselor if you utilize outside resources. For college and career development, the counselor will be available 8:10 to 4:10, including contacting students to register for high school classes next year. Registration will proceed by grade level working from juniors to incoming freshmen.

### ***HIGH-QUALITY, EFFECTIVE, STANDARDS-BASED EDUCATION***

#### **Provisions for Instructional Support**

- **Assessments**

Examples of Opportunity Learning Activities (both low/no tech and tech capable):

- Individual, small, and large group instructional delivery models – no/low and tech
- Computer science and coding activities (paper and online based)
- Social-emotional, inter-personal, and personal skill building activities
- Project-based learning activities to include multi-media demonstrations
- STEM and other cross-curricular collaborations to provide enriching activities
- Use of Minecraft for Education in varying subject/content areas
- Use of the NICERC Cybersecurity Curriculum for low- and high-tech STEM activities
- Use of personalized learning platforms that are Lexile & Quantile specific to needs

Administration, and teachers alike will use the above resources, as well as quantitative, and qualitative assessment tools such as daily assignments, rubrics, check-in's, do now's, and bell ringers.

Students can and will demonstrate progress by completing assignments similar to those above. They may complete assignments using any platform including Microsoft Teams, Google Sites, Planbook, or pen and paper, which includes video conferencing between students and teachers.

- **Grading**

Report cards will be issued at the end of each nine (9) week grading period. The following are the grading scales used in the district.

Elementary grading:

- 100-90%     A ADVANCED (4)
- 89-80%     B PROFICIENT (3)
- 79-70%     C BASIC (2)
- 69-60%     D BELOW BASIC (1)
- 59%-below   F FAILURE (0)



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Middle School/High School regular classes:

- 100-93%      A ADVANCED
- 92-85%      B PROFICIENT
- 84-77%      C BASIC
- 76-69%      D BELOW BASIC
- 68%-below    FAILURE (No Credit-High School Only)
- INCOMPLETE

The following grading system applies to the advanced college prep classes listed. Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus, Trigonometry, Chemistry, Physics, English III, English IV, US History, Problems of Democracy, & any AP Class.

- 100-90%      ADVANCED
- 89-80%      PROFICIENT
- 79-75%      BASIC
- 74-69%      BELOW BASIC
- 68%-below    FAILURE (No Credit High School Only)

### **Academic Progress Monitoring**

Individual teachers will monitor distance learning engagement on a regular basis to determine if learning standards are conceptualized and evidenced through assignments submitted, group discussion, and other means of assessments

- Classroom discussions
- Completion of assignments
- Monitoring of progress and student access to assignments

If a student has been academically disengaged for more than 1 day the teacher will contact the parent/student to determine how to best support them in reengaging in opportunity learning activities.

Delivery of instruction will be ongoing:

- Paper materials will be delivered/collected on the first school day of each week
- Online platforms

Instructional materials will be due on a weekly basis.

Teachers will submit daily progress and productivity logs to building principals every Monday morning. Additionally, administrators will be online to monitor student attendance, engagement, and progress as an additional layer of accountability. Communications will also be made by both teachers and administrators via phone, text, or email to assess the engagement of learners who have opted for the paper versions of opportunity learning activities.



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***STUDENT MEALS***

The school will provide Grab-and Go Breakfast and sack lunches for all students in grades K-12 on all days missed because of the crises. Parents can drive to the East door entrance of the Middle School/High School lunchroom. There will be “drive-through” set up in the parking lot for parents to pick up the school meals. Grab and Go breakfast will be available from 8:30 to 9:30 AM. Sack lunches will be available from 11:30 to 1:00 pm.

The Middle School and High School noon and after school concessions will cease until further notice.

If the State determines that there is a danger in distributing food because of an increase of the severity of this crisis, the school board and superintendent will make appropriate changes, which may include limiting or stopping the food distribution.

***HUMAN RESOURCES PROCESSES, PROTOCOLS, AND POLICIES***

**Overview**

During any crisis, including a pandemic supporting our educators and support personnel, it is necessary to continue to provide quality and consistent educational services to our students. Continual evaluation and pandemic 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 HR services at remote/home. These operational plans shall be organized by the business manager and submitted to the Superintendent for review and approval.

**HR Policies & Procedures**

Before the event of a full closure of schools and district operations due to a pandemic/epidemic preparation the HR Director shall present a plan on how to address sick leave, personal leave, and leave without pay to the Superintendent for approval. The school board may wish to suspend policies that limit or prevent operational efficiency or conflict with emergency declarations or guidance from community health officials.

**Employee Leave and Assignments during a Pandemic**

The School District will comply with Federal and State Law concerning employee leave.

The district will pay all staff who report to work during the school closure. Work assignments and location may vary during a pandemic.

The Superintendent will generally prepare a long list of projects for staff to work on in order to maintain their hours.

- Teachers will continue with teaching plans and reaching out to students and parents.
- Records Officer/Secretary will perform their regular duties and other duties assigned by the Superintendent
- Paras will help teachers with their lessons and perform other duties i.e. book studies assigned by the Administration/Superintendent





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- Bus drivers will disinfect buses, help deliver meals and assignments and perform other duties assigned by the Transportation Manager and Superintendent
- Facilities will perform regular duties in addition to other duties assigned by the Facilities Manager/Superintendent.
- Kitchen staff will prepare meals and perform other duties assigned by the Kitchen Manager/Superintendent
- Business office personnel will continue normal duties performed and others as assigned by the Business Manager

Classified employees who refuse to report to work or complete assignments, will have to go on leave without pay. Employees can request to be taken off payroll for the time being if they know they wouldn't be available to the district during this period. This will be deemed a temporary termination. After 2 weeks of refusal to report to work or complete assignments the person will be terminated.

Certified employees who refuse to report to work or complete assignments will be subject to discipline up to and including termination.

While at work, all employees will take the necessary precautions advised by the CDC and required by the school district i.e. staying 6ft apart, hand washing and frequent sanitization.

In the case of a stay at home order from the Governor: The situation will be re-evaluated.

In the case of an increase or decrease in pandemic cases in the area: The situation will be re-evaluated.

For guidance on school closure refer to the District Health and Safety Pandemic Plan.

### **Federal Programs & Funds**

New Town School District will continue to comply with guidance and regulations of all federal programs that affect the New Town School District.

### ***DEPARTMENTAL ACTION TIMELINE***

#### **Technology**

All devices will have increased sanitizing and disinfecting measures. Teachers will be given electronic compatible cleaning supplies. Computer labs will be cleaned after every use.

#### **Business Office**

When it is foreseeable (cold and flu season) that increased sanitizing and disinfecting supplies may be needed those supplies will be ordered in advance so that teachers will have access to cleaning supplies.

#### **Transportation**

Bus seats will be sanitized and disinfected on a regular basis.

#### **Facilities**

Common surfaces will be disinfected on a regular basis. Custodial staff will be extra diligent in classroom cleaning with increased sanitizing and disinfecting.



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***BUILDING ACTIVITY AND SCHOOL SPONSORED EVENTS***

All building activities involving student and school sponsored events including extracurricular activities and practice have been suspended until September 19<sup>th</sup> 2020 at which time the situation will be reevaluated.

2020-2021 Football season has been cancelled.

In order to limit exposure and keep groups smaller the following actions will be taken until we receive further directives and guidance from the Governor, the NDDPI, the NDHSAA, and the State Department of Health.

In addition:

- Non-employees will not be allowed in classrooms
- No open gym after school or on weekends
- No access to the weight room after school and on weekends
- No fund-raising activities
- No community events sponsored by the school
- No field trips
- No school sponsored employee travel (workshops, trainings, etc.)
- No Saturday Academy sessions will be held until further notice
- Recesses will be staggered to limit the number of students congregating in any area.
- Lunch periods will be broken down to accommodate smaller groups to support social distancing

If school closure occurs the following will apply:

- No student or staff are to be in the building while environmental cleaning takes place. Only the cleaning staff with appropriate precautions will be allowed in the building.
- The school will provide grab-and-go breakfast and sack lunches for all students in grades K-12 on all days missed because of the Pandemic crisis. Parents can drive to the east door entrance of the middle school/high school cafeteria. There will be “drive-through” set up in the parking lot for parents to pick up the school meals. Grab-and-go breakfast will be available from 8:30 to 9:30 am. Sack lunches will be available from 11:30 to 1:00 pm.
- In the case of a long-term school closure, the State may direct school districts to provide independent learning materials for the students. Where applicable, students will use existing web-based programs including but not limited to ICU, Microsoft Teams, Google Classroom, Acellus, Pearson CREAM, and Achieve 3000, where students can complete learning activities submit to the school for grading. Additionally, teachers may prepare learning hard-copy materials and study guides with the appropriate study materials. If this process is adopted, then students will be responsible to complete and submit assignments for grading.

***If the district closes schools in response to an outbreak, they should make every effort to make up missed hours of instruction, including using scheduled vacation days, professional development days, and other planned school closure days. If the board feels we cannot make up the minimum hours of instruction, the Governor’s Office may grant school districts emergency waivers.***



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Addendum I - Elementary Letter text:

Dear Elementary Families:

As always, Edwin Loe Elementary School's primary concern is for the health, safety, and well-being of our student, 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 our elementary school education lies in strong relationships between school and the communities they serve and the teachers and students that they serve. Although we might be socially distanced, it is our goal that we remain a connected community of learners.

We encourage your student to be active, read, write, and practice math each day. School will begin on August 19, 2020, but we will be following our distance learning plan. We will follow our distance learning plan until September 21<sup>st</sup>, at which time the school board will reevaluate and give us a decision on how to move forward. 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.

Additionally, students who receive special education services are also familiar with the website resources listed in this document. Please consider your child's instructional level when using these resources. Your child's instructional level may be different than their grade level. If you do not have access to a computer, please follow the suggested non-digital options in this letter. Special education case managers will be calling you to discuss the specific, individualized programming needs for your child. Phone calls may come up as restricted so please answer those calls as you are able. Together, we will meet your child's Individualized Education Plan (IEP) goals.

Our staff is working very hard to find ways to help our students continue learning. Have a nice day and please stay healthy.

Sincerely,

Jenell Bear  
Elementary Principal  
[Jenell.bear@k12.nd.us](mailto:Jenell.bear@k12.nd.us)

Michael Burry  
Assistant Principal  
[michael.burry@k12.nd.us](mailto:michael.burry@k12.nd.us)

Amy Dana  
Assistant Principal  
[amy.dana@k12.nd.us](mailto:amy.dana@k12.nd.us)



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### **DIGITAL OPTIONS**

Here are some websites that your students are already familiar using. These resources can all be accessed from your school's library webpage or the student login portal.

#### **Storyline Online**

This site contains a variety of picture books that are ready aloud to students. No login is required for this site.

**Dreambox** - This site contains math practice for all students at their level. See Dreambox instruction sheet for more details on student access. If you would like to access Dreambox on an iPad you can find those instructions here.

**Math Investigations** - This site contains math games that teachers have been using in their classrooms that follow daily math practice. Search by grade level to find the games appropriate for your student. There is no login for this site.

**Kinder Corner Home Link Videos** – This link will take Kindergarten students to the SFA Kinder Corner videos. It will reinforce concepts already taught.

### **NON-DIGITAL OPTIONS**

We understand that not everyone has access to online learning right now, and that's O.K.! Students don't need computers to learn. Whether you can get online or not, here are some other activities that you can do to keep the learning happening!

#### **Writing**

Write something every day! You could journal, write a story, make a list, make a comic, etc.

#### **Math**

Practice basic math flashcards, dice games, dominos, measure while cooking, play war with cards, etc.

#### **Social Studies**

Read about current events online or in print.

#### **Reading**

Read books, newspapers, magazines, or check out an eBook or electronic book through the school library catalog. Try to read at least 20 minutes every day.

#### **Science**

Build a chain reaction, make a marble run, build a tall structure, play with some liquids in the kitchen, etc.

#### **PE**

Go for a walk, shoot some baskets, jump rope, etc.



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Addendum II - Middle School Letter text:

Dear Families and Students of New Town Middle School,

July 28<sup>th</sup> 2020

First, we hope all is well with you and your families during this time of uncertainty, due to current public health events. Be assured, New Town Middle school is working to provide a continuation of educational services so that all of our learners will continue to thrive despite the changes that are occurring within daily life. Our school is moving toward implementing a school restart for the 2020-2021 year. *School is in session beginning August 19<sup>th</sup>, 2020.*

As we resume the school year, know that your family’s health and safety are our priority. In order to maintain social distancing for the sake of all, our school has worked to develop delivery formats to include online and in-person formats to provide students with enriching educational materials. New Town Schools will begin the 1<sup>st</sup> quarter with online/paper instruction. The community health situation will be monitored and decisions for in-person classes will then be determined.

**Parent Questions: “What site do I use to access my child’s online learning system?”**

**Online platform for all classes – Students will be provided paper packets and can access Microsoft Teams starting August 19<sup>th</sup> 2020 using their student emails. All students have used their emails during the regular year. Email information will be attached to the materials delivered. You may also call the MS office to retrieve login information. Also, look for our “How to” video that will be posted on our MS Facebook page for your use.**

New Town Middle School – Additional Learning Resources	
Low/No Tech Options	Internet/Technology Options
<ul style="list-style-type: none"> <li>Educational board games</li> <li>Yahtzee</li> <li>Dice and card games</li> <li>Scrabble and Boggle</li> <li>Reading books and eBooks</li> <li>Reading online and paper magazine articles</li> <li>Nature walks and other outside activities</li> <li>Cooking using measurements</li> <li>Household chores for physical activity</li> <li>Just Dance and other workouts</li> </ul>	<ul style="list-style-type: none"> <li>Achieve 3000 – Reading/ELA – <i>all MS students have logins for this website</i></li> <li>ALEKS math - <i>all MS students have logins for this website</i></li> <li>CNN10 – social studies, current events</li> <li>Prodigy – math made fun video game</li> <li>Khan Academy – all subjects, great for math</li> <li>Code.org – computer science, coding</li> <li>NASA.gov/STEM – STEM activities</li> <li>National Geographic Kids – geography</li> <li>American History for Kids – early US history</li> </ul>
<p><b>Special Education:</b> Case managers will be reaching out to parents to gather information on student availability and how to best communicate with families. The case managers will be planning lessons and activities to facilitate special education services through distance learning. Parents, special education teachers may be using different platforms to connect with you. Phone calls may come up as restricted so please answer those calls as you are able.</p>	



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We'd like to thank you for your patience and look forward to communicating with you. We will also keep you informed of any programming changes should they develop. "Teamwork makes the dream work!" and we are all here to ensure our Mighty MS Eagles are successful and prepared to SOAR in life!

Sincerely,

Zachary Slayton, NTMS Principal

701-627-3660

[Zachary.Slayton@k12.nd.us](mailto:Zachary.Slayton@k12.nd.us)



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Addendum III – High School Letter text:

August, 19, 2020

Dear New Town High School Parents and Guardians,

The current Covid-19 pandemic we are facing will affect how your son or daughter receives their education in the near term, and that could extend longer as determined by declarations mandated by the President, Governor, and Tribal authorities. As always, the health and safety of your child and our faculty is most important to us all. If everyone is flexible, we feel confident that we can deliver a quality educational product to your student in a variety of ways, depending on your access to technology. To that end, our office staff will be calling all families in the coming days to find out what format works best for your situation.

Our teachers will be at school each day preparing both online and paper & pencil lessons that can be done at home. Students taking the online option will be expected to use the Microsoft Teams or Zoom formats for their classes each day at the times specified to have daily contact with their teachers. Verification of the students “attendance” will be checked each day.

For those of you that have internet the process is quite simple—they complete the work online in the way specified by the teacher—and then send it back to that teacher for grading. New lessons and reviews from old ones will be periodically sent out, and the graded work will be sent back online. Our school has used Odyssey online platforms for several years for credit recovery, so most of our students are very familiar with it already. Our social studies and English departments in the 9-10<sup>th</sup> grades also use the Achieve 3000 online system that has proven very successful with our students. A lot of teachers will be using Microsoft Teams to send out work. This system can also be used with any device with internet access including smart phones.

We are aware that not all of you have internet access, or phones with unlimited data on them. Our school is just now working on a “reverse busing” program by which our bus drivers—many of whom are high school teachers—will be using their regular route using a system to bring lessons out to the student and then picking up completed work to be given to the teacher to be graded. More information will be coming soon, so check back on the web site for more details as they become available.

We’ve also asked our teachers to communicate with their students and parents using the method that is most comfortable for you—by phone, email, or text. Our staff will be asking you these questions when they contact you so we can do this in a more efficient way. We learned much from our distance learning experiences last spring so we are making changes this fall to make it more efficient.



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As always, feel free to call any of us in the office and we will try very hard to help you. We always have someone in the office from 7:30 am—4:30 pm each day—M-F. Our number here is 627-3658. You can also call me by cell at (701) 202-6075.

Sincerely,

John J. Gartner, NTHS Principal





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*DISTRICT PRODUCTIVITY LOG AND LESSON PLANNING SAMPLES*

*Productivity Log Sample*

New Town Middle School – Distance Learning Productivity Log					
Teacher Name:		2019-2020	Remaining Quarter #4 – Flexible hours optional provided hrs. met		
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Planning Week</b> <b>March 23 – March 27</b>	<b>Example</b> 8:10-9:00 Materials and Technology Prep – set up for webcasting, gathered demonstration materials for live lesson, converted files for... graded 24 assignments 9:00-10:00 Student/Parent Contacts, 32 successful via text, 40 via email, etc., online student and small group consultations with 38 students via live webcast 10:00-12:00 Live lesson session with 66 students attending online throughout the period, started 3 times for those tuning in at different times <b>Lunch</b> 12:45-3:00 Online individual and small group consults via video conferencing and grading of submitted/returned work, met virtually with 48 learners and parents to answer questions and tutor 3:45-4:10 grading and prep	<b>Example</b> Note: You must include a mini schedule of your availability to learners and post in many places on your Teams pages: 8:10-9:00 Materials and Technology Prep 9:00-10:00 Student/Parent Contacts and Student Tutoring 10:00-12:00 Live lesson Sessions for ALL <b>Lunch</b> 1:00-3:00 Online individual and small group consults via video conferencing 3:45-4:10 Grading and Prep ***Flexible hours options might be from 10 am – 6 pm if you choose, for example. I do not recommend going past 7:00 pm. We want to be available to parents who might work in the day.			
	<b>Week #1</b> <b>March 30- April 3</b>				
	<b>Week #2</b> <b>Spring Bk.</b> <b>April 6 – April 10</b>				



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*Productivity Log Sample*

Teacher: Reimer

Week: 3/23/-3/27

**Monday**

**Activities Completed-grading, uploading, planning**

- Created a Team for Period 1, 2, 4, 5, 6, 7
- Staff meeting at 9 with Bluestone
- Staff meeting with Gartner at 10
- Meeting with Appetegey at 10:30
- Met with Mrs. Grizzle about alternative plans
- Added students to my teams 1, 2, and 4
- Set up a Zoom account and planned a lesson for period 6
- Sent a plan out to teachers from Hettinger
- Sent out several texts to reach out to students
- Attended planning meeting

**Tuesday**

**Activities Completed-grading, uploading, planning**

- Added all activities to my POF Teams
- Created a packet for POF to use if necessary
- Cover Letter/Plan/Expectations sheet for POF completed
- Staff meeting from 9-10
- Cover Letter/Plan/Expectations sheet for Senior Seminar completed
- Copies made for Accounting 2
- CTE Admin meeting at 1:30
- Plan meeting at 2:30
- Alternative plans done for:

**Parent/Student Contacts**

Nam--text mother
Name--text
Name -answered an email from her father
Name-assisted with assessment via text
Name-texted me about assignments in OW
Name-text about progress
Name-via FaceTime on her work
Name-contacted me for help
Name-texted me for help
Name-texted for help
Name-emailed his father and mother

**Tuesday Contacts**




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*Lesson Planning Sample A – MS Teacher Letter & Daily Schedule for Life Science*

**Berwick's Schedule:**

I will be at school from 9-5 every day, my schedule will be as follows, but I will be available on Microsoft Teams, email, and text from 8:00 a.m. until 7 p.m. I will do my best to respond to any students or parents as soon as possible, but please bear with me as I am adjusting to the learning curve as well 😊

**8:00-9:00** Breakfast, Check Emails, Teams, Zoom, etc.

**9:00-11:00** Grading, daily log updates, individual conferences with students and parents

**11:00-11:30** Lunch (still available on Teams, Email, Text/Phone)

**11:30-1:00:** Continue individual conferences with students, clarify questions, parents, etc. set up materials for lesson at 1.

**1:00-2:00:** Zoom/Video Lesson/Lecture for all students, invite all students to attend and follow along

**2:00-3:00:** Review completed assignments, grade if needed, more individual conferences if needed, call students that have not checked in

**3:00-4:00:** Post a daily review for students that missed Zoom/Video Lesson/Lecture session, review what was discussed, and practice problems

**4:00-5:00:** Finish out day by prepping for the following day, gather materials, assignments, and PowerPoints for the following day



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*Lesson Planning Sample A – MS Teacher Lesson Planning for life Science*

<b>New Town Middle School – Distance Learning Productivity Log</b>					
Teacher Name: Berwick 7 <sup>th</sup> Grade		2019-2020		Remaining Quarter #4 – Flexible hours provided hrs. are met	
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week #1</b> <b>March 30-</b> <b>April 3</b>	<p>Upload Daily video with plans for the coming weeks, explain to students' what assignments and their work will look like and contact information— Introduce what I know about the virus, and what research I've found. Remind students to use .edu, and .gov, not .com</p> <p>First assignment will be to research the corona virus, and write 2 paragraphs, or upload a video about their findings: a paragraph about their findings (what is it, where did it come from, has it mutated, how many cases in ND, the symptoms, preventions, etc., the second paragraph will pertain to what they can do as a student, friend, daughter, son, brother sister, etc. to help stop the spread, and prevention techniques.</p>	<p>First assignment will be to research the corona virus, and write 2 paragraphs, or upload a video about their findings: a paragraph about their findings (what is it, where did it come from, has it mutated, how many cases in ND, the symptoms, preventions, etc., the second paragraph will pertain to what they can do as a student, friend, daughter, son, brother sister, etc. to help stop the spread, and prevention techniques.</p>	<p>Final review of abiotic vs. biotic, use document camera, and post final review</p> <p>Upload Daily video, and PowerPoint with worksheet (identifying certain abiotic and biotic factors within said ecosystem)</p>	<p>Ecosystem Quiz/Abiotic/Biotic</p> <p>Scan and Upload</p>	<p>Review Quiz, and Revise as needed</p> <p>Upload Daily Video with document camera, revisiting each step, and problem</p>



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## Lesson Planning Sample – 5<sup>th</sup> Grade Lesson Planning

2019-2020  
5th Grade



03/29/2020 - 04/04/2020

Monday 03/30/2020	Tuesday 03/31/2020	Wednesday 04/01/2020	Thursday 04/02/2020	Friday 04/03/2020
<p><b>Math</b></p> <p><b>Saxon Lesson Review</b></p> <p>Saxon Lesson Review: Students work through the problems #1-30. Make sure to show your work.</p> <p>If online only: <a href="http://www.acellus.com">www.acellus.com</a> (select math)</p>	<p><b>Math</b></p> <p><b>Division Riddle</b></p> <p>Students solve each division problem. Use the remainders for each problem to solve the riddle. Make sure to show your work.</p> <p>If online only: <a href="http://www.acellus.com">www.acellus.com</a> (select math)</p>	<p><b>Math</b></p> <p><b>Saxon Lesson Review</b></p> <p>Saxon Lesson Review: Students work through problems #1-30. Make sure to show your work.</p> <p>online only: <a href="http://www.acellus.com">www.acellus.com</a> (select math)</p>	<p><b>Math</b></p> <p><b>Adding &amp; Subtracting Mixed Numbers</b></p> <p>For each problem given, students follow the steps used in the example to find their solution. Be sure to show your work in the space provided.</p> <p>online only: <a href="http://www.acellus.com">www.acellus.com</a> (select math)</p>	<p><b>Math</b></p> <p><b>Saxon Lesson Review</b></p> <p>Saxon Lesson Review: Students work through problems #1-30. Make sure to show your work in the space provided.</p> <p>online only: <a href="http://www.acellus.com">www.acellus.com</a> (select math)</p>
<p><b>Reading/Language Arts</b></p> <p><b>Reading Comprehension &amp; Verb Tenses</b></p> <p>Reading: Students read the selection "Peter Pan" and answer the questions that follow.</p> <p>Language: Verb Tenses</p> <p>Online only: <a href="http://www.acellus.com">www.acellus.com</a> (select ELA)</p>	<p><b>Reading/Language Arts</b></p> <p><b>Practicing Point of View &amp; How to Use Commas</b></p> <p>Reading: Students use pronouns to help determine point of view.</p> <p>Language: Students add commas where needed in the sentences and paragraph given.</p> <p>If online only: <a href="http://www.acellus.com">www.acellus.com</a> (select ELA)</p>	<p><b>Reading/Language Arts</b></p> <p><b>Inferences &amp; Evidence &amp; Mixed Grammar Review</b></p> <p>Reading: Students read a text of their choice. As they read, they take note of the inferences they are making. They then explain their reasoning using evidence from the text.</p> <p>Language: Students complete a mixed grammar review. Make sure to follow the directions for each part.</p> <p>online only: <a href="http://www.acellus.com">www.acellus.com</a> (select ELA)</p>	<p><b>Reading/Language Arts</b></p> <p><b>Using Context Clues &amp; Verb Tenses</b></p> <p>Reading: Students use context clues in a sentence to find the meaning of unknown words.</p> <p>Language: Students complete the verb sort identifying its tense.</p> <p>online only: <a href="http://www.acellus.com">www.acellus.com</a> (select ELA)</p>	<p><b>Reading/Language Arts</b></p> <p><b>The Story of Stuffed Elephant &amp; Mixed Grammar Review</b></p> <p>Reading: Students read the article and use information gathered to answer the comprehension questions.</p> <p>Language: Students use prior knowledge to answer each of the questions. Make sure to read the directions for each part.</p> <p>online early: <a href="http://www.acellus.com">www.acellus.com</a> (select ELA)</p>
<p><b>Science/Health</b></p> <p><b>Ecosystems Are Excellent</b></p> <p>Students read the two paired passages. When finished, answer the comprehension questions provided.</p> <p>Online only: <a href="http://www.acellus.com">www.acellus.com</a> (select science)</p>	<p><b>Science/Health</b></p> <p><b>Ecosystems: Compare &amp; Contrast</b></p> <p>Students look back at the paired passages from Day 1. Use the information in the two passages to complete the Venn diagram and short response task.</p> <p>Online only: <a href="http://www.acellus.com">www.acellus.com</a> (select science)</p>	<p><b>Science/Health</b></p> <p><b>Written Response</b></p> <p>Students follow the steps in the chart to answer the written response question. Be sure to look back in the passage from Day 1 to gather your evidence.</p>	<p><b>Science/Health</b></p> <p><b>Written Response</b></p> <p>Students follow the steps in the chart to answer the written response question for article two. Be sure to look back in the passage to gather evidence.</p> <p>online only: <a href="http://www.acellus.com">www.acellus.com</a> (select science)</p>	<p><b>Science/Health</b></p> <p><b>Narrative Writing</b></p> <p>Create a fictional narrative about Forest Lake's clean up day. Use information from both passages from Day 1 to discuss what characters may see in the ecosystem.</p>
<p><b>Social Studies</b></p> <p><b>Explorers: Ferdinand Magellan</b></p> <p>Students read about Ferdinand Magellan</p>	<p><b>Social Studies</b></p> <p><b>Ferdinand Magellan: Vocabulary Study</b></p> <p>Students, recalling what they read about Ferdinand Magellan, match each vocabulary word from the article with its correct definition.</p> <p>online only: <a href="http://www.acellus.com">www.acellus.com</a> (select social studies)</p>	<p><b>Social Studies</b></p> <p><b>Exploration Route of Ferdinand Magellan</b></p> <p>Students review the map showing the route of Ferdinand Magellan. Use the information gathered to answer the questions.</p> <p>online only: <a href="http://www.acellus.com">www.acellus.com</a> (select social studies)</p>	<p><b>Social Studies</b></p> <p><b>Explorer: Henry Hudson</b></p> <p>Students read the article and review the map shown for Henry Hudson and use the information to answer comprehension questions.</p> <p>online only: <a href="http://www.acellus.com">www.acellus.com</a> (select social studies)</p>	<p><b>Social Studies</b></p> <p><b>Henry Hudson: Vocabulary Skills</b></p> <p>Students refer back to Day 4 article and choose the best definition for each vocabulary term used.</p> <p>online only: <a href="http://www.acellus.com">www.acellus.com</a> (select social studies)</p>
<p>and answer the comprehension questions given. Make sure to write a complete sentence or two in your answers.</p> <p>online only: <a href="http://www.acellus.com">www.acellus.com</a> (select social studies)</p>	<p>online only: <a href="http://www.acellus.com">www.acellus.com</a> (select social studies)</p>	<p>online only: <a href="http://www.acellus.com">www.acellus.com</a> (select social studies)</p>	<p>online only: <a href="http://www.acellus.com">www.acellus.com</a> (select social studies)</p>	<p>online only: <a href="http://www.acellus.com">www.acellus.com</a> (select social studies)</p>

