

DIVIDE COUNTY SCHOOL DISTRICT

Distance Learning Plan

Smart Restart

2020-21

School Board Approved

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## INTRODUCTION

The district's board of education, administration, and teaching staff are committed to the well-being of our students, and therefore, submit this plan to continue providing learning opportunities at Divide County School District. District staff is confident that this proposed plan for continuation of instructional delivery provides the foundation for making modifications from face-to-face instructional classroom settings to remote e-learning settings. Our foundations and core beliefs of respect, responsibility, honesty, accountability, teamwork, and empathy have guided the staff to develop an effective means of continuing quality education during the time of this pandemic crisis.

Our mission - "providing all students with the opportunity to learn and become responsible, productive citizens" has come to life as administrators, teachers, paraprofessionals, kitchen, custodial staff, and community members have come together to ensure that a quality, innovative comprehensive plan has been developed. We are confident this plan will continue to provide engaging, relevant, standards-based, and measurable learning opportunities as well as daily meals and technology support for all students in the district.

The elementary and secondary staff have collaborated to ensure that consistency and grade level and cross curricular collaboration will span from Kindergarten through grade 12. Students will be able to access grade-level and subject-matter content as delivered by their teachers. Instructional support is provided, including assessment and evaluation of student work. Measurable student progress is expected on a regular basis. Materials and instructional methods used may include broad content exposure and related supplemental content. While some methods of on-line instruction might differ from grade level to grade level, plans are in place to meet the needs of all students and to continue to provide the identified support and services for all students with Individualized Education Plans and 504 Plans. There are also plans in place to continue counseling services for all students, K-12.

The district plan includes weekly staff meetings that will allow staff to monitor progress and make adjustments as needed. On-going and open communication will occur with students, staff, parents, and the community. Professional development opportunities will be provided for teachers to continue teaching in this on-line learning platform and enhance teaching practices in various aspects, which will be continued in the future. This plan outlines a full continuation of educational opportunities which will replace instructional time in the traditional classroom.

## DISTRICT BELIEFS

In the event of a pandemic/epidemic that significantly impacts how the district will be able to provide educational services, Divide County School District intends to address necessary practices and processes which will ensure the continuation of quality educational opportunities for all students.

We Believe:

- All students are entitled equal access to a free and appropriate public education;
- Schools should promote scholarship, service, leadership, and character;
- Schools should provide students with a quality core curriculum along with opportunities to pursue interests in the arts, career and technical education, and physical education;
- Schools should equip students with communication, collaboration, critical thinking, and creativity skills;
- Schools should provide a system of support services that will allow all students to succeed;
- Schools should provide students with a safe, caring, and respectful learning environment;
- Schools should inspire students to succeed;
- Parents and the whole community are partners helping schools to achieve the mission and vision of the district;
- Health and safety of our students, staff, and community are paramount during a widespread health emergency;
- During a health emergency, all actions of the district will be balanced with guidance from local health officials, ND Department of Health, and community leaders;
- Ensuring safety may impact the intensity, location, and duration of services provided.

## DEFINITIONS

**Asynchronous Learning:** Learning opportunities that do not take place at the same time, but do allow for instruction, feedback, assessment, exploration, communication, collaboration, and more. Methods for asynchronous learning can include the use of instructional videos, discussion boards, work that is distributed to students and handed back in to teachers, interactive reading assignments, and many other methods.

**Distance Learning:** Based on the description provided by the North Dakota Department of Public Instruction, distance learning “includes virtual, online, ITV, alternate locations, instructional telephone calls, and all learning that is offered through alternate means rather than on-campus, face to face,” (NDDPI, Division of Student Support and Innovation, March 19, 2020).

**Equitable Learning Opportunities:** Providing supports, removing barriers, and implementing solutions so that all students have the access to resources needed to participate and be successful in all equitable learning opportunities. Our plan will allow

teachers and students to make connections between previous classroom learning experiences and the current distance learning plan.

**Office Hours:** At the high school and elementary, teachers in grades K-12 will schedule times when they are available to interact with students. Office hours might include synchronous video sessions, monitoring streaming discussions, timely responding to emails, or answering specific questions from students via phone.

**Synchronous Learning:** Learning opportunities that occur at the same time between teacher and student(s). Most often, this learning will take place with the use of Google Meet, Microsoft Office Teams, or Zoom conferences. It could also take place during chat sessions, and/or collaboration on interactive documents. Synchronous learning may occur between a teacher and one student, between a teacher and a group of students, or between a teacher and the class. We will also use synchronous learning for staff meetings and professional development.

## **ON-LINE LEARNING INFRASTRUCTURE**

During a closure, it is the district's intent to deliver high-quality, grade level appropriate learning opportunities that align with North Dakota Standards. As this plan was developed, staff considered all the equitable and important components that must be considered in order to deliver a quality on-line learning environment to all students in grades K-12. The general focus of the on-line plan is on technology accessibility, instructional quality, and effective student engagement. These areas are described throughout this on-line learning plan which outlines how the district's staff will provide full continuation of learning opportunities for K-12 students through the time of school closure due to COVID-19.

### **Technology**

Technology will serve as a means for communication, delivery of content, professional communication, social-emotional learning, counseling services, assessment, data collection, and grading. Our first priority is to ensure that each family in our district has the necessary device and Internet access to participate in all equitable learning opportunities. More details are outlined in several sections of this plan.

### **Instruction**

Teachers at Divide County Schools have collaborated to ensure that instruction delivered in accordance with this plan will be aligned to priority state standards. Grade level instruction will be modified appropriately to meet the needs of all students in the district. These details are highlighted in this document and are integral to each teacher's instructional plans.

## **Engagement**

During an extended closure, student engagement in learning opportunities is critical to a student's continued academic growth. The necessity to teach remotely has inspired teachers to creatively plan lessons that are feasible and engaging for students when they are learning at home. The staff is confident that teacher and student expectations while implementing this plan will strengthen teaching and learning even when students return to the classroom. Information about how teachers will design engaging lessons are included in various sections of this plan.

## **ATTENDANCE PROCEDURES**

Staff will work to ensure that all students can access all information in a way and time that will work best for them. Because each teacher is using a variety of interactive online tools, they will be able to monitor participation by completion of work, participation in synchronous meetings, asynchronous contacts, commenting in the Google Classroom or the Microsoft Office Teams platform, and emailing and/or messaging the teacher. Students will be expected to attend classes daily and/or meet individually with their teacher on a daily basis. Attendance will be recorded daily in PowerSchool. If you know your child will not be attending classes that day, please call the school office to notify of the absence. Parents will be contacted by the school if student is not in attendance that day without prior parent notification.

## **Management of moving into a higher threshold or risk level**

DCSD staff will begin preparing at the beginning of the school year for the possibility of transitioning to distance learning. Each teacher will use the electronic learning platform designated by their school building from the beginning of the school year in all classes. Procedures will be in place for utilizing the technology appropriately to support learning and student engagement. Staff and students will integrate the learning platform technology into their everyday routines so if it becomes necessary to move to a higher risk level of instruction and possible building closure, student and staff will be prepared to transition seamlessly.

## **Ensuring that all students have access to an educator**

Each teacher in grades K-6 will set up a Microsoft Team for each of their homerooms. Each family will be given directions on how to access their team and join their class. Teachers and staff will be available to assist families to assure that they are able to access the platform and assist them with any technical difficulties. Teachers will go LIVE in Microsoft Teams video meeting function at least once per day to teach lessons requiring additional direction. Other assignments and activities will be available each day in the assignments section of Teams. Students requiring Title I or Special Education services will have additional one-to-one or small group instruction through the Teams video. Each student will have at least one teacher contact per day. This will allow students to ask questions and get assistance on an individual basis as needed. Also,

parents will be encouraged to reach out to their teacher or principal through Living Tree with any questions or concerns they may have.

Teachers in grades 7-12 will use Google Classroom for their classes. Students will be invited to all classes. Each family will be given directions on how to access their class. Teachers and staff will be available to assist families to assure that they are able to access the platform and assist them with any technical difficulties.

### **Measuring participation**

All staff will keep in touch with their building principal regarding any students who are falling behind in their assigned course work or who are not actively engaging in assigned learning activities. The first step will be for the teacher to reach out to the student or parent/guardian, and if there is no resolution, the principal will contact parents/guardian for further discussion.

K-6 Students will be progress monitored using the following guidelines:

- Daily LIVE lessons each day with the students' classroom teachers.
- Each student will have at least 1 individual contact from a staff member each day. These phone or video contacts will be made by one or more of the following: classroom teacher, Title I teacher, SPED teacher, Music teacher, PE teacher, librarian, paraprofessional, or principal.
- Daily assignments, resources, links, videos, and other resources will be posted daily for student access in their Team.
- Kindergarten teachers will assess students' weekly progress during group and individual check-ins. To assess and evaluate progress, teachers in Grades 1-6 will submit a minimum of two assignments per week for each subject. Students will also have opportunities to participate each day in LIVE classes and with activities posted in Teams.

As written elsewhere in this report, students in grades 7-12 will submit a minimum of two assignments per week that will be used to assess and evaluate progress. Students will be expected to participate each day in scheduled classes according to activities teachers have posted in the Google Classroom.

For students receiving special services, the special services instructors have developed plans to ensure that each student is receiving required services according to IEPs and 504 plans.

### **Measuring attendance**

Attendance will be measured each day through the following procedures:

- K-6 Students will check in through their daily Classroom LIVE time or their individual student contact time as scheduled by respective teachers.

- Students in grades 7-12 will be present during their designated class period according to the class schedule-via Google Meet or Google Classroom Stream.

All teachers, as indicated above, will record attendance in PowerSchool after each scheduled class period/meeting time for a respective day. The principal will monitor and follow up daily attendance according to regular district attendance procedures.

### **Students with disabilities**

Special Services teachers will check in with the students in their caseload daily and record attendance in PowerSchool according to the guidelines written above.

### **English Language Learners**

English Language Learners are enrolled in a regular classroom, and their attendance will be monitored by the regular classroom teacher with support by the English Language teacher, and counselor if needed.

### **Students experiencing homelessness**

Our district anticipates increased support needs for students experiencing homelessness related to anxiety and trauma due to the pandemic. Our district will monitor evolving and emerging recommendations specifically pertaining to homeless students during the COVID-19 pandemic.

Divide County School Homeless Liaison will make initial contact with students and parents to ensure they are aware of the on-line learning opportunities.

Ongoing communication via telephone will encourage students and parents to reach out if their living situation changes and to access additional support to promote every student's ability to participate in distance learning to include obtaining a computer and internet access.

Students and parents will be given the phone numbers of the Homeless Liaison to report difficulties participating in distance learning to use in connecting with school personnel who can help troubleshoot or identify options. The district will maintain regular contact with the local social service agencies regarding ongoing or emerging needs and to connect to resources that can assist students and families experiencing homelessness.

### **Students experiencing sickness**

If sick or unable to participate at the designated time, parents/guardians are instructed to call the school by 9 a.m. in accordance with the student handbook.

# EDUCATIONAL STAFF EXPECTATIONS

## Professional Development

Professional development will be specifically targeted to what teachers need to successfully implement online teaching and enhance learning for all students. The elementary staff has spent extensive time expanding their knowledge of features within the O365 platform, specifically Microsoft Teams. Time was spent training staff in how to manage the basics to operate their classroom from a distance. Staff will continue to meet within Teams for staff meetings and specific training to further expand our proficiency in the use of Teams.

In addition to the required meeting times, a team will be set up for DCE Teachers for professional learning that includes teaching resources, Teams tutorials, and other professional development resources.

Professional development will be offered using tutorials within the Teams App. Training to support teachers in using Teams will also be available through Some of these trainings include:

- A Student View of MS Teams
- Creating Online Classroom Utilizing Microsoft Teams

Staff will also be given the opportunity to participate in the course offerings made available through NDCEL and CDE. These include:

- North Dakota Distance Learning
- K-12 Online Instructional Methods

Professional development for 7-12 teachers will focus on what is necessary for teachers to know to successfully implement online teaching and enhance learning for all students. Moving forward, the staff will meet in small groups, as social distancing recommendations allow, on a weekly basis to share successes, challenges, and ideas for improvement.

The ability to implement this plan rests heavily on continued professional learning and curriculum planning by our staff. All teachers have received previous training on how to effectively integrate technology into instruction and how to use the Google tools to increase communication and engagement as well as to build relevance and opportunities for global learning into instruction.

In addition to the required meeting times, a Google Classroom for professional learning that includes teaching resources, and other professional development resources will be available for staff.

Topics that we will address in the near future for Professional Development

- Assessing student learning in a distance learning setting
- Using Google Meet in creative and effective ways
- Increasing student engagement through innovative practices in a distance learning setting
- NDCEL distance learning opportunities

In addition to the topics listed above, we will invite teachers and administration to suggest topics that will improve teaching and learning in the distance learning format.

### **Human resources policies and procedures**

Divide County School District will follow regular procedures for staff requesting professional leave, personal leave, and sick leave. If an employee is required to quarantine due to COVID-19 exposure but is not ill the following options are available:

1. Teacher teaches using a virtual option
2. FFCRA (cumulative)
3. Sick leave
4. FMLA

Employees at high risk requesting a change in duties or location will be required to complete the necessary ADA paperwork with their physician to determine the most reasonable accommodations.

## **ENSURING EQUITABLE SERVICES**

### **Ensuring all students have access to devices**

Every family in the Divide County School District will be surveyed to determine whether each student in the family has access to a reliable device that can be used for on-line learning. For families of grades K-6 who indicate they do not have a device, the school will loan an iPad to them. All students in grades 7-12 will be issued a school-owned Chromebook at the beginning of the year.

If a loaned device becomes dysfunctional, the student/family may return the device for repair and pick up a replacement in order to continue access to their on-line learning opportunities.

### **Ensuring all students have access to high-speed Internet**

Every family in the Divide County School District will be surveyed to determine whether each family has access to reliable, high-speed Internet. Last spring, approximately 94% of the district's families had access to the internet.

Parents will be encouraged to reach out to the building Principals to make arrangements at any time during this period of distance learning if a device fails or there is a loss of internet access.

### **Students requiring assistive technology**

Students who require assistive technology will be contacted by their Special Services case manager and provided the equipment that is needed to fulfill their needs as indicated by their IEP and/or 504 plan.

### **Transitioning to on-line learning environment**

At the beginning of the year, staff and students will begin utilizing their designated online learning platform as part of the everyday classroom procedures and instructional methods. This will allow staff, students, and families to become familiar with the technology and how to utilize the various applications. In the event of an extended building closure, staff and students will be fluent in the use of the online learning platform.

### **Social Emotional Learning**

Divide County Elementary Staff was part of the “Every Moment Counts” training initiative last year. The focus of this initiative was to build capacity of rural educators to promote positive mental health in their classrooms and school settings. We will continue to provide support for our students’ social emotional learning through the following:

- Embedding positive mental health strategies in every day lessons;
- Read Project Wisdom messages over the whole school announcements each morning on Microsoft Teams;
- Continue guidance counselor services for all students through Teams and phone contacts;
- Provide access to parents to Every Moment Counts website and Action for Happiness website.
- Middle School and High School teachers, grades 7-12, will include a link to the Counselor’s Google classroom, which will have social-emotional learning resources.
- Middle School and High School teachers, grades 7-12, will meet synchronously with each class according to a set schedule. This will be a time for teachers to
- maintain and strengthen relationships with and among students.

### **Ensuring all classes/courses have the ability to provide instruction**

When considering processes for ensuring both equity and access to high-quality, age appropriate instruction at each level, the staff reviewed teacher readiness and accessibility of resources to all students.

## **Teacher Readiness**

Elementary teachers are continuing to train utilizing the tutorial resources within Microsoft Teams, training videos and workshops through EduTech, and professional development opportunities sponsored by NDCEL.

Each teacher at DCE is included in a DCE Teacher Team where continued professional development resources will be made available to staff as we continue throughout the school year. Additional learning resources and links that can be used to supplement lessons will be available to teachers on this team.

Several 7-12 teachers are using the Google Classroom Suite and will ensure that all classes they teach have a Google Classroom. This platform will allow them to utilize websites with assignment links, videos for instruction, and links for synchronous learning.

Teachers will be enrolled in a Professional Development Google Classroom with access to create and access resources, demonstration videos for using different parts of the Google Classroom Suite, recording videos, and other skills that might be useful to teachers who will be using new tools. This shared folder also contains links to a variety of resources that can be used to enhance content-specific lessons with learning opportunities that include virtual museum tours, interactive science experiments, math practice, and more. We will continue to add to this folder and share experiences with resources.

Each teacher will develop a plan that will allow teaching and learning to continue in each content area in a way that will build on previous learning and continue to build the knowledge and skills that are identified in the content standards. The emphasis on learning will be to focus on crucial learning objectives in rich and engaging ways.

## **Accessibility of resources to all students**

At the Elementary (K-6), access to resources include:

1. Daily LIVE lessons each day with the students' classroom teachers.
2. Each student will have at least 1 individual contact from a staff member each day. These phone or video contacts will be made by one or more of the following staff: classroom teacher, Title I teacher, SPED teacher, Music teacher, PE teacher, librarian, paraprofessional, or principal.
3. Daily assignments, resources, links, videos, and other resources will be posted daily for student access in their Team and in Living Tree.
4. Grades 1-6 will record at least 2 grades per subject each week. These can be from worksheets, quizzes, discussions, or linked activities. Kindergarten teachers will assess students' weekly progress during group and individual check-ins.

At the High School, grades 7-12, access to resources include:

1. Daily learning check-ins with guidelines, resources for instructions, and opportunities to use collaboration, creativity, communication, and critical thinking
2. At least two opportunities to grade meaningful and content-specific work each week – this could be through online quizzes, submission of online projects, meeting landmarks in larger projects, participating in live activities, etc.
3. Clear plans for appropriate ways to interact with each student. Teachers will use Google Meet or Google Zoom to provide opportunities for synchronous interactions. These meetings will be recorded for students who are unable to attend the live sessions. Teachers will also be available to answer questions posted in the Google Classroom Stream and by email. Each teacher provided students and parents with guidelines for how and when they can be contacted
4. For high school credit-bearing courses, especially CTE and science and laboratory classes, teachers are using resources that are aligned with the content standards and available, and as often as possible, familiar to all students. More details about these resources are described in the “High-Quality, Effective, Standards-Based Education section.”

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

### **Providing high quality on-line learning experiences in Grades K-12**

- The learning experiences in each content area will be a continuation of the regular school experience in which students will be able to access grade-level and subject-matter content. In some cases, students will be able to continue to work on projects and content areas that were taking place before the transition to on-line learning. In other cases, teachers have made logical and reasonable lesson modifications to allow students to continue to build proficiency and understanding in the content area. Instructional support through synchronous meetings, recorded explanations, and guided learning experiences will allow students to continue learning in a way that can be monitored and assessed.
- Instructional materials used will vary with each content area. Teachers may send home manipulatives such as art supplies and items to be used in science experiments. Students will also have access to online books and other materials which students have already used in the classroom. When new materials are used, the teachers will provide clear instruction and support. Teachers will also seek to include opportunities for students to learn content off-screen by exploring outdoors, doing simple investigations, interviewing family members, and other activities that will provide a variety of learning experiences.
- The content that teachers use to build their lessons aligns with North Dakota Content Standards. Teachers have been focusing on the content standards,

updating unit plans, and collaborating to determine how to strengthen current lessons. So, the opportunity to modify these lessons and units for online instruction will continue to connect to the standards in new and creative ways that will likely be used in years to come.

- The technology platforms to be used – primarily Google Classroom, Microsoft Teams, Living Tree, and PowerSchool, allow timely access to educators. Teachers are able to not only design, monitor, and assess learning, they can also participate with the students and provide consistent support. To make sure that students can participate in as many synchronous online activities as possible, the teachers have developed a spreadsheet so there are minimal overlap times.
- Each teacher has developed a plan to assess student learning and assign at least two grades each week, which will be posted in PowerSchool. Grades will be used to show evidence of learning that is linked to content standards.

### **Procedures if students are not making adequate progress**

The elementary K-6 staff will measure student progress with recorded grades two times a week for each subject being taught and will be doing virtual face-to-face discussions and instruction. If a teacher recognizes that students are not keeping up with assignments or are struggling with daily work and quizzes they will reach out to parents to make them aware. They will also make a plan to meet one-on-one virtually with those students to determine next steps for those individuals. Possibilities may include re-teaching virtually; online check-ins for assignments; or possibly a virtual tutor. If any students need interventions, the district's interventionist and Title I teachers will provide on-line tutoring and supplemental intervention instruction.

High School staff will assess and grade two assignments per week that are aligned to content standards. If students are not making adequate progress, teachers will reach out to students and/or parents to determine next steps. The HS principal will also be available to provide support and guidance. Although every effort will be made to support and help the student, if students do not make adequate progress when given these supports, alternative means of instructional delivery will be explored, such as intensive 1:1 tutoring via Google classroom, zoom, skype, etc.

### **Provisions for instructional support, including assessment and evaluation of work**

During delivery of on-line learning, teachers are using curriculum materials and online supplemental materials for instruction. They will be posting videos, as well as, having virtual classes that will be recorded for teaching lessons. Currently our teachers have the materials needed to teach virtually. Some programs that teachers will be using assess student work as it is completed; other assignments will be turned in through Google Classroom or by taking a picture and sending it to their teacher. Teachers have the equipment to assess student work virtually and to provide feedback to students after it is completed.

The current grading scale and guidelines will continue to be enforced according to the student handbook, except the incentive for semester test exemptions for exemplary attendance.

## **SPECIAL EDUCATION AND 504 CONSIDERATIONS**

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

Under Federal IDEA guidelines, every student requiring an IEP is entitled to receive a free appropriate public education (FAPE). This includes specially designed instruction based on a student’s unique needs. Instruction must be designed to ensure the student makes progress in the general curriculum and toward meeting their IEP goals.

Divide County School District Special Education teachers (PreK-12) have been working closely with Northern Plains Special Education Unit to ensure our special education case managers and service providers are meeting virtually or by phone to collaborate with parents/guardians on a modified learning plan for their child.

The parents/guardians, case managers, and service providers will collaborate about each IEP goal and determine how best to meet these goals through distance learning. Special Education teachers will work with regular education teachers to determine appropriate modifications for any electronic/home-based learning materials. Assignments may include general education teacher assignments, or may be completely different assignments related to individual student IEP goals. Teams will take into consideration the student’s preferred learning method, ability for independent work, access to adult support, adaptations/accommodations, assistive technology needs, how progress will be monitored, and where services will take place.

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

learning management systems that deliver, track and manage classes or projects). Each teacher has set up a Google Classroom through the Google platform.

District students whose IEP primarily consists of special education services, they will have synchronous and asynchronous meetings with their special education teacher. All special education teachers and co-teachers will be available from 8:00am - 4:00pm to support student learning and answer any questions via email, chat, or phone. All students will receive a 1:1 contact from Special Education staff a minimum of three times per week. Teachers will provide various means of contact – home phone #, cell phone #, and email address. Students and parents have received information needed to begin their on-line learning. The information includes Google Classroom information, tutorial information on Google Classroom, and directions on how to download the app for Thrillshare.

The District ensures that students with Individualized Educational Plans (IEPs) and 504 plans will receive continued services and accommodations and modifications as outlined in respective IEPs. All educational decisions for students with IEPs will be made on an individual basis and consistent with the Individuals with Disabilities Education Act (IDEA) and the North Dakota Department of Instruction's Office of Special Education guidelines. IEP meetings will be scheduled through virtual methods as needed. Progress reports will be provided to parents to assist in determining progress with IEP goals.

On-line learning for special needs students may include virtual learning, web-based sites, online services and phone contacts. Teachers will use Microsoft Teams to provide access to the general classroom curriculum. An on-line program, Acellus, will be provided to some students as their best means of on-line learning. Accelerated Reading (AR) will be available to all students to continue progressing toward reading goals. Contingency learning plans could also utilize textbooks, workbooks, worksheets, documents made available on technology devices, online resources and other Internet content. Each student has received a 3-ring note binder with detailed weekly lesson plans and lesson expectations based on each student's IEP. Progress monitor sheets have been included for each student and/or parent to record student success on lessons and various activities provided.

Attendance for classes will be monitored through Google Classroom. Students will be expected to meet with teachers during specific times throughout the day for specific classes. To ensure that all students are getting adequate and appropriate contact time specific teachers and case managers will make one-on-one contact with these students in this subgroup via: Google Classroom, phone calls, or emails.

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

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

### **PRE-K (3-5) SPECIAL EDUCATION:**

Our Pre-school students on IEP's will continue to receive services in a manner similar to our K-12 students. Materials will be sent home to students weekly. The pre-school special education teacher will also deliver synchronous instruction via ZOOM.

During a partial or full closure, teachers will communicate with families through e-mail, phone, and virtual platforms (i.e. Zoom) with our students to provide services and support. We shall organize learning opportunities through learning kits/packets and when possible offer virtual support services. Case managers will update parents with weekly contact utilizing the various instructional packets made available to parents. Asynchronous will be used for the majority of instruction. Synchronous contacts will be utilized primarily on a one-to-one basis for most related services with individual special needs students.

### **ENGLISH LANGUAGE LEARNER CONSIDERATIONS**

In order to provide appropriate scaffolding of instruction for English learners to ensure accessibility to content, the following measures will be taken.

The elementary English Language (EL) teacher at Divide County School District will provide support to EL students by maintaining contact with the classroom teachers regarding what content is being taught. The EL teachers will also support teachers, students and parents with modifying assignments or tests, using an online platform, emails, phone calls, or using interpreting assistance. These supports, regarding content, will reflect the EL student's Individual Learning Plan (ILP). We also have an elementary paraprofessional available to communicate with families in their native language. This will ensure someone on staff is able to answer questions that may arise.

### **FEDERAL TITLE CONSIDERATIONS**

As a Targeted Support Title I School, Title I teachers will be available to continue services through on-line tutoring. Elementary teachers plan to survey parents to determine what time of day their child would be available for synchronous and/or asynchronous tutoring. Teachers will continue to refer students for Title I services if students are struggling with this on-line learning platform.

## COUNSELING SERVICES

- DC staff **respect** and acknowledge that our students are experiencing many different emotions, responsibilities, and disruptions in their lives. We know that school is a stabilizing and important component of their lives, and we will work tirelessly to ensure that our instructional strategies for on-line learning allow for flexibility, compassion, and creativity.
- We rely on and value the **responsibility** that all stakeholders hold dear as they work diligently to meet the needs of all Divide County School students. We will also provide opportunities for students to demonstrate their **responsibility** as learners during this unprecedented time.
- We will find the balance between **accountability** and flexibility as we develop plans for teaching and learning. We know that even in times of crisis and change, accountability measures that are reasonable and meaningful can bring direction that can calm fears and increase purpose.
- We rely heavily on **teamwork** between all stakeholders to carry out our educational plan and we value the way that community members, students, and staff work effectively in countless ways to ensure the wellbeing of the students in our district.
- We have used **empathy** as a critical guide in the development of this plan to balance our desire to provide meaningful instruction with the strong awareness that our students and their families may be experiencing a variety of stressful situations that we must account for and address through counseling services, teacher-student interactions, and more.

Our school counselor has developed a plan for students and families to reach her through email, phone 965-2244 (home phone), or cell number – 701-206-1245. The counselor will also provide a variety of social-emotional learning activities and resources that will be revised frequently. Students will have the opportunity to set up individual counseling sessions with the counselor. Our counselor will also reach out individually to students who they had been meeting with on a regular basis. The counselor will use a HIPAA/FERPA approved format for online counseling sessions. Information for students in emergency and nonemergency situations will be available in the Counselor's Google Classroom and O365 Teams. In order to make sure that the students can find this information, all teachers will provide a link to the Counselor's Google Classroom. A paper copy of all the counselor's information was also sent home with the packet of information K-6 parents received. For students in grades 7-12, information about resources in the Counselor's Google Classroom was included in the newsletter sent home to all families in the school district. In addition, the link will be available on the school website.

### Nursing Services

Divide County School District refers students and staff health concerns to our local Crosby Medical Clinic and/or Divide County Health Services as deemed necessary. Advice and consultation are available to our teachers and students virtually with a phone call, email, or skype. A nurse will then schedule an online visit with the student

and/or parent/guardian. We will spread awareness of this through our newsletter and Facebook page. The student or parent will contact their teacher letting them know they need contact with a nurse, and the teacher will contact the school secretary who will make arrangements for contact.

### **Communication Plans**

#### **Families:**

Continued communication with parents will be made through the DC App, Living Tree, and through the emergency alert system. Parents have also been given all teacher and administration contact information. There will be designated office hours at the school office each day.

#### **Students:**

Teachers will communicate with students daily through video conferencing, emails, chats, and phone calls.

#### **Staff:**

Divide County School District staff will receive communication through email, DC App, Living Tree, and the emergency alert system.

#### **Meals**

Guidance from the Child Nutrition program will be followed.

## Sample Student Contact Log

All teachers will keep documentation of daily communications with students and families.

Teacher Name:

Student Name	Date	Live Time (ex. 9:00-10:00)	Student present during live time	Student Contact Time (ex. 2:30-2:45)	Successful Student Contact Time	Comments
1.			Y/N		Y/N	
2.			Y/N		Y/N	
3.			Y/N		Y/N	
4.			Y/N		Y/N	
5.			Y/N		Y/N	
6.			Y/N		Y/N	
7.			Y/N		Y/N	
8.			Y/N		Y/N	
9.			Y/N		Y/N	
10.			Y/N		Y/N	
11.			Y/N		Y/N	
12.			Y/N		Y/N	
13.			Y/N		Y/N	