



# Oakes Public School District #41

## Distance Learning Plan March 23, 2020

### **ATTENDANCE PROCEDURES**

- ❑ OPS is prepared to educate our learners in the current threshold and risk levels. Additionally, OPS can utilize our digital technologies as well as employing alternative teaching styles to accommodate future enhancements if/when we are moved to a higher threshold or risk level as determined by the Department of Health. District #41 will continue to collaborate with ND DPI, NDDOH, NDCEL, DC Health, DC Emergency Management, Sanford Health, Oakes Community Hospital and the city of Oakes, to ensure that we are following recommendations based on the current risk level.

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

Oakes Elementary Teachers in grades K-3 will be responsible for providing learning opportunities for their homeroom students. They will present activities that incorporate learning and application in all content areas. In cases where students typically receive instruction from different teachers, teachers will partake in collaboration time to prepare appropriate direction based on individual student needs with input from all team instructors.

1. When possible, we will try to offer cross-curricular learning opportunities
2. Reading (with actual books or online) and writing will be a priority.
3. Although online resources are nearly infinite, some of our families do not have access to these resources; teachers will take this into consideration and prepare alternative learning activities for these students.
4. Devices will be sent home to families. OPS is 1:1
5. Expectations will be realistic, and activities will be meaningful.
6. Teachers will be available for support during the hours that school is normally in session (phone, email, text, online chat, etc.). If teachers, so choose, they will also be available during extended hours.
7. All modifications and accommodations normally afforded for IEP, 504, and ELL students will be recognized and offered.
8. Teachers will share their plans for the week with the elementary principal via a shared folder in OneDrive.

Oakes Elementary Teachers in grades 4-6 teach in a departmentalized structure. They will be responsible for providing learning opportunities for the students they would typically teach during the normal school day. They will present activities that incorporate learning and application in individual content areas and will also strive to offer activities that include all content areas together. Teachers will partake in team

determined collaboration planning time to prepare appropriate instruction based on individual student needs with input from all team instructors.

1. When possible, we will try to offer cross-curricular learning opportunities
2. Although online resources are nearly infinite, some of our families do not have access to these resources; teachers will take this into consideration and prepare alternative learning activities for these students.
3. Devices will be sent home to families. OPS is 1:1
4. Expectations will be realistic, and activities will be meaningful.
5. Teachers will be available for support during the hours that school is normally in session (phone, email, text, online chat, etc.). If teachers, so choose, they will also be available during extended hours.
6. All modifications and accommodations normally afforded for IEP, 504, and ELL students will be recognized and offered.
7. Teachers will share their plans for the week with the elementary principal via a shared folder in OneDrive.

Elementary students do not take their devices home under normal circumstances. However, for a prolonged closure of schools, the devices will be sent with the students and will have posted assignments. The students can complete the work either electronically or on paper to turn in to the teacher by special arrangement. Teachers will be available from (8:15-3:45) to support student learning and answer any questions.

Special Education and 504 students will be provided the accommodations and modifications outlined in their IEP. Special Education teachers will work with regular education teachers to determine appropriate modifications for any electronic/home-based learning materials. These assignments may include Gen Ed. teacher assignment or it could be something completely different related to one of the student's goals. All teachers and co-teachers will be available from (8:15-3:45) to support student learning and answer any questions.

In grades 7-12, teachers will work individually or in grade-level teams to come up with home-based "Opportunities for Learning."

1. Teachers may offer cross-curricular learning opportunities in content and/or grade-level teams
2. Students can access materials in a variety of formats (i.e., online offerings, book pick-up times, etc.).
3. Although online resources are nearly infinite, some of our families do not have access to these resources; teachers will take this into consideration and prepare alternative learning activities for these students.
4. Devices will be sent home to families. OPS is 1:1
5. Expectations will be realistic, and activities will be meaningful. Quality over quantity.
6. Teachers will be available for support during the hours that school is normally in session (video, phone, email, text, online chat, etc.). If teachers so choose, they will also be available during extended hours.

7. All modifications and accommodations normally afforded for IEP, 504, and ELL students will be recognized and offered.
8. Teachers will share their plans for the week with the high school principal via a shared folder in OneDrive.

All 7-12<sup>th</sup> students can take their devices home (OPS is a 1:1 district).

Special Education and 504 students will be provided the same accommodations and modifications outlined in their IEP. Special Education teachers will work with regular education teachers to determine appropriate modification for any electronic/home-based learning materials. These assignments may include Gen Ed teacher assignment, or it could be something completely different related to one of the students' goals. All teachers and co-teachers will be available from (8:15-3:45) to support student learning and answer any questions.

**☐ How will educators measure participation and attendance?**

All assignments for grades 4-12 will be posted online using our learning management system, Schoology. Assignments for grades K-3 will be communicated to students and families by homeroom teachers using the platform of their choice. The activities will need to be completed and turned in either electronically or in an alternative format prearranged with the teacher to verify the student's participation.

In the elementary (K-6), completed assignments will verify participation and attendance.

In high school (7-12), teachers will be responsible for daily check-ins with students.

Participation in Schoology/assignments, Zoom Meetings, Email/communication will all be utilized to ensure attendance.

## **EDUCATIONAL STAFF EXPECTATIONS**

**☐ How will the district provide professional development to educators to prepare them for the transition into a distance learning environment?**

Oakes Public School is one of five districts currently undertaking a shift in instruction to Personalized Competency Based Learning. Our teachers have been participating in professional development focused on student agency, family engagement, portrait of a graduate, and growth mindset for the last two years. The skills and information they have gained during this time period have allowed them the ability to transition to distance learning fairly easily.

Our school implemented a one-to-one technology initiative two years ago allowing each child to have a device. Teachers have been participating in professional development centered on converting instruction to include technology seamlessly into the content areas. Our technology team has provided training on the learning management system, Schoology, which has allowed our teachers to employ this platform to present instruction throughout this school year already. Having this platform at our disposal and having experience using it as both educators and students provided the unique ability for our school to transition into a distance learning environment quickly. As a team of educators, we feel that we will be successful in this endeavor as we already have all the pieces in place to move forward with confidence.

Our technology team can be reached throughout the day by email, phone, or text. The tech team will also be available at the school to provide assistance every day from 9-2.

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

The OPS Board voted on March 19, 2020, to continue paying all staff their average compensation until school returns to normal. OPS will follow all laws and regulations regarding sick leave, personal leave, and leave without pay based on NDSBA policy, FMLA, and federal and state mandates.

## **ENSURING EQUITABLE SERVICES**

- How will the school district assure that all students have access to a device, if necessary?**

Elementary students do not take their devices home under normal circumstances. However, for a prolonged closure of schools the devices will be sent with the students. All 7-12<sup>th</sup> students can take their devices home (OPS is a 1:1 district)

- How will the school district assure that all students have access to reliable, high-speed internet, if necessary?**

Our district has partnered with the local Internet provider, Dickey Rural Networks (DRN). DRN is providing free Internet service to families that need it during school closure. Alternative instruction formats will be provided for students whose family refuses free Internet or the use of school devices.

- How will students who require assistive technology have access to appropriate device(s) to meet their needs?**

Special Education and 504 students will be provided the same accommodations and modifications outlined in their IEP. Special Education teachers will work with regular education teachers to determine appropriate modification for any electronic/home-based learning materials. These assignments may include Gen Ed teacher assignment, or it could be something completely different related to one of the students' goals.

- How will the school district transition all students into a distance learning environment?**

Our elementary staff members are conscious of the need to provide interaction with our students beyond academics. A goal of our staff is to interact with our students face-to-face at least once a week using technology platforms that we have available for our use (Zoom, SeeSaw, YouTube, etc.) Our Portrait of a Graduate provides guidance for implementing SELs throughout our curriculum. We will be intertwining these tenants within and throughout our distance learning programming.

7-12<sup>th</sup> students and teachers have extensive experience with technology, as OPS is a 1:1 district. 7-12<sup>th</sup> students and teachers have been utilizing Schoology (LMS) throughout the year, as well as regular email communication. Transitioning to a distance learning environment will not be as drastic of a change for OHS as compared to other school districts. Teachers will connect with students through a variety of platforms (Zoom, Teams, Schoology, Email, phone, etc.), both for content and for well-being checks, to continue to offer support and guidance in this alternative instruction model. Opportunities for cross-curricular assignments and real-world connections will continue to model our Portrait of a Graduate focus on communication, critical thinking, collaboration, and creativity.

❑ **How will the school district address the unique needs of all grade levels, classes, and courses?**

Student participation and agency will vary based on the grade level:

For grade K-3, the emphasis of instruction from our highly qualified instructors will be placed on reading and writing with opportunities to apply skills and knowledge in other content areas. Our school is committed to offering personalized learning opportunities; teachers will adjust time, pace, and means of learning based on our data gained throughout the school year. Our school uses standards-based instruction, assessment, and reporting which allows us to focus on individual student needs.

For grades 4-6, we are a departmentalized school, instruction from our highly qualified instructors for each of the five days during the week will be focused on a different content area. M—Cross-Curricular, T—Math/Art, W—Reading/Writing, H—Social Studies/Science, F—PE/Music. Our school is committed to offering personalized learning opportunities; teachers will adjust time, pace, and means of learning based on our data gained throughout the school year. Our school uses standards-based instruction, assessment, and reporting which allows us to focus on individual student needs.

For Grades 7-12, student engagement and unique needs will be monitored by teachers in the following ways: assessment monitoring, duration, and participation in Schoology, participation in class meetings (Zoom), individual contact through email/phone.

Time/pace will be met and adjusted at an individual student level based on observations, conversations, and assessment data.

- CTE/Science/lab courses should be addressed in a separate section of the high school plan. The Southeast Region Career and Technology Center provides all of our CTE courses for 7-12 as well as our 7-12 counselor. Below is SRCTC's Distance Learning Plan.

Early in the week of March 16th, 2020 Southeast North Dakota (SRCTC) staff met to discuss plans for delivery of educational services in the Career and Technical Education arena for a minimum of two weeks, four weeks, and for the balance of the current school year, effectively eight weeks. All staff were charged with developing an alternative delivery format by March 23rd, with a full implementation date of Tuesday, March 24th. Several key tenants of the SRCTC staff and administration's efforts to support the continued educational efforts of SE North Dakota Schools include:

Development of refined electronic connection "class lists." This is important due to the fact that many CTE Instructors have students from multiple school districts and, in some cases, both ND and Minnesota in making sure that all students have access and contact. Teachers in the area Automotive Technology classes have access to a very robust curriculum that has been used for several years. The CDX On-Line curriculum is used at the Center locations in Wahpeton-NDSCS, Oakes, and Edgeley. Students will not only be utilizing this instructional platform but alternative activity-based exercises and traditional text-based materials. Teachers are working on video demonstrations and lab activities to engage students in hands-on, participative learning.

The two teachers in Chef Training, Oakes, and Wahpeton, will be using the KP Culinary, Online curriculum for classroom/theory instruction. This web-based, mastery format curriculum includes over 400 video links and video demonstrations as well as text, reading, and recall sections. In addition, teachers are making plans for a "food and meal in a box" which will not only be used for home-based chef training lab activities but also provide a weekly vehicle for a quality home-based meal experience. This teachable

moment activity should also help our high school students develop a greater sense of contribution and purpose during home-bound situations and family stress. Construction Technology students and serving their needs is one of our biggest challenges. Students in this program are extremely work and project-based in their needs and are at their best in this educational environment. We will be using the NCCER national Building Trades materials as the guiding instructional framework as we Commented [DR1]: presently do. Mr. Stone will be delivering supporting instructional materials that will be used including video demonstrations, remote hands-on activities, student-made video documentation, and more. We are hopeful that we can be in session for summer school and our planned summer Construction Technology class. Our Business and Marketing Instructor, Trista Gemar currently teaches the majority of her classes utilizing both ITV and a hybrid distance delivery model, so the transition to high quality, alternative delivery model is very workable for these students. Again, the model store and project-based instruction is a challenge, but a modification in student projects will minimize problems.

Our Health Careers and EMT Classes are based on three main instructional platforms on a normal day including ITV, Online companion delivery utilizing the LMS called BUZZ and dual-credit online in cooperation with NDSCS. The classroom/lab activities will need to be modified, delivered, and documented in new ways. The instructor confidence and experience level is very high and we believe the rigor and depth of these classes will continue at a high level.

All ten agriculture instructors are working closely with the respective schools they serve and with each other in the development and delivery of their courses. The high numbers of students in the Agriculture program are a challenge with many of these teachers seeing 75 to 100 plus students every day in what is usually a combination lab-based/theory-based learning environment. The National Ag. Instructors teacher network and National FFA have a variety of resources, lesson plans, and activities that will be used to supplement the teacher-directed instruction.

The Guidance Counselors have each developed a framework for serving their students in each respective districts and will provide their locally coordinated plan to the appropriate Superintendents.

CTE Staff who utilize the Greater Southeast ITV Network will be able to record classes for playback to their students, on their own schedule. These studios are also being made available to teachers who don't normally use this delivery method to record classes for delivery and subsequent access to their students.

The Center will provide devices as available such as laptops whenever appropriate should a student need such a device.

The Center will work with each school and our internet providers, such as DRN, to make sure that students are not denied access to electronic-based instruction. The Center will work with our member schools in terms of delivery of instructional materials and supplies to students for projects and activities such as the Chef Training meal projects through the lunch and breakfast delivery program.

Teachers are all working on developing assignments knowing that each school is using different delivery methods and most teachers are trying to use the same platform as the rest of the teachers at the school in the case of the Ag. Instructors, in order to make it easier and less confusing for the students.

The entire SRCTC staff is ready and able to serve our students in the best manner possible under these circumstances and will make sure that instructors continue to provide the quality teaching and learning opportunities all students deserve. The Center's decision to reach out and start the alternative instructional delivery of CTE classes on Tuesday the 24th is so the routine of the home school classes can be established. We don't want to add to a situation that will be overwhelming for some students that will already be stressed or challenged either personally, emotionally, or educationally.

## **SPECIAL EDUCATION CONSIDERATIONS**

### **☐ Oakes Public School District Distance Learning Plan in Special Education**

In order to meet the needs of all students, including students with special needs, the Oakes Public School District has developed a contingency learning plan protocol. A contingency learning plan is established to support continued work towards IEP goals in the event of school closure, where distance learning is in place for all students. Our case managers and service providers are meeting (virtually or by phone) to collaborate with parents/guardians on a contingency learning plan for their child. The parents/guardians, case managers, and service providers collaborate on each IEP goal and how best to meet these goals through distance learning. Teams will take into consideration the student's preferred learning method, the ability for independent work, access to adult support, adaptations/accommodations, assistive technology needs, how progress will be monitored, and where services will take place.

The Oakes Public School District Special Education Plan will be implemented at the full continuation level on April 1st, 2020. Special education staff and parents/guardians are encouraged to have a gradual implementation of work towards IEP goals, considering work that is at the student's independent level and what is reasonable for the student at this time, given their individual circumstances.

Monitoring student progress on contingency learning plans is imperative; the staff is asked to use both synchronous and asynchronous methods when communicating with all students and/or families on your caseload/service load on a weekly basis. See the definitions below.

Monitoring contingency learning plans, determining materials, and aligning instructional methods used might include the following methods:

Synchronous online learning:

- Real-time communication (e.g., face-to-face, phone communication, instant messaging, video chat, etc.) between two people or groups of people
- The office hours should take place to protect and respect the teacher's personal life yet also respect the unique needs of our families.
- Teachers will plan in accordance with the student contingency learning plans.

Asynchronous online learning:

- Communication occurring through email, videos, online learning platforms, discussion boards, etc. with the teacher playing the role of facilitator with and between students and families.
- Teachers will plan in accordance with the student contingency learning plans.

Definition of a Distant Learning Day

- Educator's time should be used to provide instruction, complete required paperwork, plan lessons, communicate with families and students, and prepare. Considering the

hardship that our families and educators are experiencing in this pandemic, we will utilize the guideline of flexible working hours.

- Both the elementary and secondary levels have designed flexibility in instructional delivery and communication with students and families through synchronous and asynchronous methods as guided by the North Dakota Department of Public Instruction (see definitions above).

Teams have flexibility in how the IEP goals and services are met. Some examples included:

- Educational phone calls with parents and/or students (Synchronous Online Learning)
- Virtual services/programming (Synchronous Online Learning)
- Paper packets or worksheets, which could be distributed daily by bus route or collected several times a week at a central location
- Textbooks
- Online resources (Asynchronous Online Learning)

Oakes Public School is committed to:

- Developing an individualized Contingency Learning Plan for every student who receives special education.
- Establishing guiding protocols so that a common understanding of high expectations for teachers to benefit individual student programming.
- Providing professional development, ongoing coaching/support, and guiding documents to teachers, parents, and students.
- As changes occur given guidance at national, state, and local levels, we are committed to supporting staff, parents, and students with a continued focus on individualized student programming.

## **ENGLISH LEARNER CONSIDERATIONS**

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

Oakes Public Schools implements a sheltered-instruction model for students with ILPs. Interventions provided as part of our MTSS/RTI programming will continue to be offered to students.

## **FEDERAL TITLE CONSIDERATIONS**

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

Oakes Elementary School is a Title I Schoolwide program. Our staff members can serve all students.

## **SCHOOL COUNSELING SERVICES**

- How will school counseling services be provided?**

The elementary and high school counselors have shared their contact information (email) with all parents/students to offer their services, as well as other resources that will help support students and families during this school closure. Counselors are available to talk on the phone, email, or through video-conferencing. The 7-12th counselor is continuing to communicate with students and parents based on needs and upcoming information (senior scholarships, Work Keys Testing, class registration, etc.).



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

### **☐ How will quality of the distance learning experience be assured?**

Oakes elementary school (K-6) is committed to offering personalized learning opportunities; teachers will adjust time, pace, and means of learning based on our data gained throughout the school year. Our school uses standards-based instruction, assessment, and reporting which allows us to focus on individual student needs.

The elementary staff will continually monitor participation, quality of work submitted and will provide feedback to students and parents. Through the use of selected online learning programming (IXL, Freckle, Fusion, etc...), teachers will be able to monitor progress, provide support, and adjust instructional needs for each student to personalize their learning.

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