



Fordville-Lankin Public School Distance Learning Handbook

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All:

- Take precautions as directed
- Encourage hand washing
- Adults that exhibit symptoms should remain home
- Students that are symptomatic should be kept away from well students and parents contacted.

Administrators:

Normal School Operations

- Monitor attendance of students to determine the impact
- Promote attendance policies that reinforce students who are sick to stay home.
- Be prepared to address large numbers of staff absences.
- Prepare distance learning plan in the event of a prolonged closure.
- Prepare shared communications folder for district administrators to share information.
- Attend district administration meetings to ensure consistency of messaging.
- Prepare statements for stakeholders as needed.
- Prepare press releases and manage media contacts.
- Test communications systems to ensure they will be available when needed.
- Create Remind communication tool.

Extended Closure

- Continue to prepare statements for stakeholders.
- Continue to attend district administrative meetings to ensure consistency of messaging
- Identify essential personnel.
- Set alternate office hours.
- Execute distance learning programs.

Secretary:

- Be aware of absence policy changes to inform parents and families.
- Assist keeping symptomatic students away from well students and contacting parents.
- Follow recommendations from administration on how to address student illness.

Custodian:

Normal Operations

- Ensure adequate supplies to support cleaning and disinfection practices.
- Follow enhanced cleaning procedures as prescribed by your supervisor.
- Routinely clean and disinfect surfaces and objects that are frequently touched (e.g., doorknobs, light switches, classroom sink handles, countertops).

Extended Closure

- Follow recommendations from supervisor for alternative work hours & expectations.

Teachers & Specialists:

Normal Operations

- Students that are symptomatic should be kept away from well students and parents contacted.
- Be prepared to provide instructional opportunities in the event of a closure. Prepare to be able to continue teaching from home/office.
- Begin reaching out to parents preparing them in the event of a closure
- Reassure your students and provide emotional supports as needed.
- Direct additional supports as necessary including counseling services.

Extended Closure

- Execute distance learning plan
- Set daily office hours and inform your students (families)

Tech Department:

Normal Operations

- Ensure operations of educational tools used for online learning.
- Prepare to support teachers in providing instruction remotely.
- Provided additional training and support as needed.
- Prepare for implementation of helpdesk operations during closure.

Extended Closure

- Implement online classes.
- Continue to support educators and needed.

Food Service:

- Prepare for food distribution as needed if a closure occurs.

Communication Plan

In the event of a pandemic/epidemic that remarkably impacts how we will deliver educational services, Fordville-Lankin Public School intends to address the following practices and processes to achieve our suitable outcomes.

District Mission:

Fordville-Lankin Public School's Mission is to empower all learners to succeed in our ever-changing world. We strive to ensure that every student at our school receives and equitable education and has equal access to learning and instruction during the COVID-19 pandemic. We will provide an emphasis on social, emotional, and educational needs of our students by offering the appropriate educational services.

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 & Safety:

Health and safety of our students, staff, and community are paramount during a widespread health emergency. All actions Fordville-Lankin Public School takes will be balanced with guidance from local health officials, the North Dakota Department of Health, and community leaders.

Overview:

Fordville-Lankin Public Schools continually prepare instructional plans that will allow meaningful and relevant learning to take place while schools are closed. Schools are expected to develop lessons utilizing a distance learning model for grades prekindergarten through 12. The North Dakota Department of Instruction and the State

of North Dakota are committed to continuing to provide stable funding and reliable support and technical assistance to schools. Our school will provide synchronous and asynchronous online learning whenever possible to ensure the success of our students.

When all staff are expected to report to work, it is important to follow all COVID-19 guidelines. Staff members with a preexisting condition or compromised immune system should consult with their physician.

Level of Continuation

Distance Learning

Fordville-Lankin Schools will be continuing on with instructional classes full-time during the COVID-19 Pandemic. Students engaging in distance learning will have access to appropriate educational materials and receive consistent interaction with their licensed teacher(s). Fordville-Lankin will dictate the distance learning expectations and they will be communicated to students and parents. This may include messaging from the school administration, or directly from the student's teacher. School administration can be reached during regular school hours by calling the school or their personal cell phones.

School counselors will be working out a schedule for each class in order to meet their social and emotional learning goals. Your counselor will notify you of that schedule.

Fordville-Public Schools Guidance on Distance Learning

Fordville-Lankin expects that students who participate in distance learning have full access to appropriate educational materials. Fordville-Lankin will maintain educational continuity for schools and programs. Our school has developed delivery models that ensure our communication with parents and students.

Our plan to ensure equal access to all students:

- Ensuring all students in the school or district will have equal access to the learning and required materials, including technology.
- If using an online learning system, ensure it can effectively support the district's unique learning and teaching needs, including the ability to provide differentiated instruction as well as one-on-one support for students who need it. Regardless of where the learning is happening, supports identified on a student's Individualized Education Program (IEP) (more detail below) or 504 plans must be provided. Individual Learning Plans for English Language Learners must also be followed.
- Providing training to staff, students, and parents/guardians on implementation of our distance learning model and the school's expectations.

- Programming options for school counselors, special ed teachers, paraprofessionals, other school specialists.
- Administration will monitor distance learning activities and will be available to visit with parents in regard to any concerns.
- Ensuring the distance learning model in use is secure and will not allow for the release of protected student or staff information.
- Fordville-Lankin will provide materials for students to continue their learning. Our school plan will determine the most appropriate way to communicate, provide instruction, and make technology available where applicable for each student which could include some/all of the following:
 - Paper packets will be made available if online face-to-face learning isn't possible.
 - Telephone support
 - Instruction via the school's learning management system - Google Suite, Microsoft Teams, and Remind.

Due to the varied nature of expectations for students at various grade levels, teachers will notify students and parents of the distance learning expectations, including access to materials, deadlines, and how additional support can be received.

Elementary Education

Distance learning will start March 18, 2020 and look as follows:

A recommended Monday thru Friday schedule is as follows, to help students stay in a school-like routine:

9:00 - 10:00 Get ready for the day/Chores/morning walk/play
 10:00 - 11:00 Academic time
 11:00 - 12:00 Creative time/Art/music
 12:00 - 12:30 Lunch
 12:30 - 1:00 Chores
 1:00 - 1:30 Fresh air/PE time
 1:30 - 2:00 Read to self/with an adult/Storytime
 2:00 – 3:00 Academic Time

Specific ideas for activities in the following areas will be provided for the elementary students:

Reading
 Writing
 Math

Movement
 Music
 STEAM

Social Emotional Learning

Information will be provided by each teacher and will include links to numerous online sites. Class Dojo will be utilized to provide assignments and virtual contact with students. Each teacher will be in touch with families regarding assignments and other on-going communication. Each teacher will contact their students with a phone call, Facetime, or by means of another virtual program daily. Teachers will be available for phone calls during regular school hours.

Elementary teachers will be utilizing unit-specific packets that are based on the planned curriculum and integrate them with lessons that students are currently learning in class. In comparison to online instructional tools, hard copy packets have the benefit of not requiring technology for use. However, they will also use Zoom or Google Meet to reach the students daily.

Grades 7 – 12

Teachers will utilize online-delivery of instruction starting March 18, 2020 and looks as follows:

Monday thru Friday

8:35 Period 1
9:39 Period 2
10:33 Period 3
11:27 Period 4
12:47 Period 5
1:41 Period 6
2:35 Period 7

Teachers in grades 7 – 12 will utilize Google Classroom, Google Meet, or Zoom to communicate with their students and provide assignments. Several of the teachers will also include textbook assignments along with paper worksheets for the students to complete.

Music Class Curriculum:

Pre-k through 6th grade will be provided with 60 minutes per week. Their curriculum will consist of studies, reading, activities, and online lessons. They will be provided with all the necessary materials.

7th through 12th grade music will be 60 minutes per week if a music teacher is present. Their curriculum will be comprised of music reading, music history, watching online documentaries, completing worksheet handouts, etc. They will be provided all the necessary supplies to complete their curriculum.

Student Expectations for Grades 7 – 12:

- Follow the guidelines established by their teachers for distance learning.
- Log into their teachers' learning platform or send communication to their teacher to be identified as present for each learning day.
- Engage in and complete assignments online and paper as posted by teacher.
- Submit completed work by expected due date.
- Contact the teacher with any learning issues or needs.
- Email or call the school counselor to help with college/university applications, FAFSA questions, etc.
- Email or call the school counselor if emotional support is needed.
- Spend at least 30 minutes per class completing the required assignments.

Teacher Expectations for Distance Learning as they apply to each grade level:

- Participate in online professional development and training.
- Contact students outlining the Distance Learning Plan expectations for them.
- Meet the expectations of the current content area they are teaching by ensuring they are reaching all students. Differentiate curriculum as needed.
- Update daily course work in Google Classroom by 8:35 a.m. each learning day.
- Ensure learning packets are ready if needed.
- Assign due dates for each activity or lesson.
- Provide contact information to your students.
- Set up a time each day that you will be available for questions/support/teaching between 8:35 a.m. and 3:30 p.m.
- Provide regular feedback to students (rubrics, feedback, constructive improvement recommendations, etc.)
- Hold daily interactive face-to-face lessons each day.
- Remind students that school counselors are available through email for all students and families to help with college/university applications, FAFSA questions, etc. Counselors are also available for families in need of emotional support.
- Maintain attendance and note incomplete assignments.
- Keep a record of assignments and enter them in PowerSchool. [GoogleDoc](#)

Information for teachers to access for an extended closure: [Extended Closure info](#)

Partial Re-Opening

In the event a determination is made that schools are to re-open; we will follow the guidelines set forth by the CDC and the NDDoH. A partial re-opening may include a split schedule, with ample time to provide intensive cleaning and sterilization between sessions. The District is committed to keeping all learning environments safe.

Partial re-opening will take place only upon strict recommendations from state and federal officials. Any plans for partial re-opening will be provided to staff and families no less than 48 hours in advance.

Providing High-Quality, Effective, Standards-based education

High quality distance learning experiences in Grades K-12

- The focus of instruction will be on content that relates to ND content standards with an emphasis on relevance, engagement, and connections to 21st Century Skills. While textbooks and online books will be used, instructional videos, simulations, games, short videos, and opportunities for collaboration will also be used. Paper based curriculum will also be used in order to limit screen time in the elementary.
- 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 online learning. In other cases, teachers have made logical and reasonable 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. Students will also have access to online books and other materials. In many instances, the online resources are ones that the 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 getting outside, doing simple investigations, interviewing family members, and other activities that will provide a variety of learning experiences.
- The technology platforms we will use – primarily Google Classroom, PowerSchool, Remind, Microsoft, Zoom, and Class Dojo all allow 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.

Health and Safety Considerations

Talking to Children about COVID-19

Concern over this new virus can make children and families anxious. It is very important to remember that children look to adults for guidance on how to react to stressful events. If adults seem overly worried, children's anxiety may rise. Adults should reassure children that health and school officials are working hard to ensure that people throughout the country stay healthy. Children also need factual, age appropriate information about the potential seriousness of disease risk, so the focus of conversation should be concrete instructions about how to avoid infections and the spread of disease. Teaching children positive measures, talking with them about their fears, and giving them a sense of some control over their risk of infections can help reduce anxiety.

As public conversations around coronavirus disease 2019 (COVID-19) increase, children may worry about themselves, their family, and friends getting ill with COVID-19. Parents, family members, school staff, and other trusted adults can play an important role in helping children make sense of what they hear in a way that is honest, accurate, and minimizes anxiety or fear. CDC has created guidance to help adults have conversations with children about COVID-19 and ways they can avoid getting and spreading the disease.

General principles for talking to children:

- Remain calm and reassuring. Remember that children will react to both what you say and how you say it. They will pick up cues from the conversations you have with them and with others.
- Make yourself available to listen and to talk. Make time to talk. Be sure children know they can come to you when they have questions.
- Avoid language that might blame others and lead to stigma. Remember that viruses can make anyone sick, regardless of a person's race or ethnicity. Avoid making assumptions about who might have COVID-19.
- Pay attention to what children see or hear on television, radio, or online. Consider reducing the amount of screen time focused on COVID-19. Too much information on one topic can lead to anxiety.

- Provide information that is honest and accurate. Give children information that is truthful and appropriate for the age and developmental level of the child. Talk to children about how some stories on COVID-19 on the Internet and social media may be based on rumors and inaccurate information.
- Teach children everyday actions to reduce the spread of germs. Remind children to stay away from people who are coughing or sneezing or sick. Remind them to cough or sneeze into a tissue or their elbow, then throw the tissue into the trash. Discuss any new actions that may be taken at school to help protect children and school staff. (e.g., increased handwashing, cancellation of events or activities).
- Get children into a handwashing habit. Teach them to wash their hands with soap and water for at least 20 seconds, especially after blowing their nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food. If soap and water are not available, teach them to use hand sanitizer. Hand sanitizer should contain at least 60% alcohol. Supervise young children when they use hand sanitizer to prevent swallowing alcohol, especially in schools and childcare facilities.
- Facts about COVID-19 for discussions with children: Try to keep information simple and remind them that health and school officials are working hard to keep everyone safe and healthy.

What is COVID-19?

- COVID-19 is the short name for “coronavirus disease 2019.” It is a new virus. Doctors and scientists are still learning about it.
- Recently, this virus has made a lot of people sick. Scientists and doctors think that most people will be alright, but some people might get pretty sick.
- Doctors and health experts are working hard to help people stay healthy.

What can I do so that I don’t get COVID-19?

- You can practice healthy habits at home, school, and play to help protect against the spread of COVID-19.
- Cough or sneeze into a tissue or your elbow. If you sneeze or cough into a tissue, throw it in the trash right away.
- Keep your hands out of your mouth, nose, and eyes. This will help keep germs out of your body.
- Wash your hands with soap and water for at least 20 seconds. Follow these five steps—wet, lather (make bubbles), scrub (rub together), rinse and dry. You can sing the “Happy Birthday” song twice.

- Keep things clean. Older children can help adults at home and school clean the things we touch the most, like desks, doorknobs, light switches, and remote controls. (Note for adults: you can find more information about cleaning and disinfecting on CDC's website.)

- If you feel sick, stay home. Just like you don't want to get other people's germs in your body, other people don't want to get your germs either.

What happens if you get sick with COVID-19?

- COVID-19 can look different in different people. For many people, being sick with COVID-19 would be a little bit like having the flu. People can get a fever, cough, or have a hard time taking deep breaths. Most people who have gotten COVID-19 have not gotten very sick. Only a small group of people who get it have had more serious problems.

- If you do get sick, it doesn't mean you have COVID-19. People can get sick from all kinds of germs. What's important to remember is that if you do get sick, the adults at home and school will help get you any help that you need.

- If you suspect your child may have COVID-19, call the healthcare facility to let them know before you bring your child in to see them.

Mental Health and Well-being

The stress of preparing for COVID-19 and school closure can increase the worry and anxiety of students, staff, families, and communities. The following resources and tips can be used by school and district leaders to protect your health and well-being of those you serve. Districts should work through plans for smooth continuity of services including school-linked mental health and other student supports.

Bullying and Harassment

COVID-19 is not at all connected to race, ethnicity, or nationality. School staff should be mindful that bullying, intimidation, or harassment of students based on actual or perceived race, color, national origin, or disability (including the actual disability of being infected with COVID-19 or perception of being infected) may result in a violation of state and federal civil rights laws. Fordville-Lankin will follow its policies to investigate what occurred when responding to reports of bullying or harassment. If parents and families believe their child has experienced bullying, harassment, or intimidation related to the COVID-19 outbreak, they should contact their school principal or their designee.

Mental Health Support Resources

The impact of our school closure often goes beyond academics. We need to be aware of and prepared to cope with the potential impact these closures will have on the mental

health and wellbeing of students, staff, and families. The following resources can help our school provide supports during school closure.

North Dakota Department of Public Instruction - <https://www.nd.gov/dpi/nddpi-updates-and-guidance-covid-19>

ND Behavior Health & Human Services - <https://www.behavioralhealth.nd.gov/covid-19>

National Association of School Psychologist - <https://www.nasponline.org/>

Center for Disease Control and Prevention - <https://www.cdc.gov/coronavirus/2019-ncov/prepare/managing-stress-anxiety.html>

The Colorín Colorado Coronavirus: Multilingual Resources for School - <https://www.colorincolorado.org/coronavirus>

SAMSHA's Taking Care of Your Behavioral Health: Tips for Social Distancing, Quarantine, and Isolation During an Infectious Disease Outbreak - <https://store.samhsa.gov/system/files/sma14-4894.pdf>

Fordville-Lankin School's Re-entry Plan

https://docs.google.com/document/d/1le7Mo1aS3ZPYc4M3A6lQnUjM_MYLwoS78t2ExN-iZZk/edit?usp=sharing

Attendance Procedures

We know that each student is living in unique situations that might prohibit them from doing schoolwork during regular hours. Many of our students will be helping to care for younger siblings and doing other work at home. We are very aware of different student situations, so our goal is to teach students as best as we can without overwhelming them. As we developed our plan, we worked to ensure that each student could access all information in a way and time that will work 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, commenting on the Google Classroom, and emailing and/or messaging the teacher.

Measuring attendance

Attendance will be measured each day through the following mechanisms:

- Pre-K-6 students (or parents) will check in via online, face-to-face learning platform.
- Students in grades 7-12 will check in via Google Meeting or Zoom.

All teachers, as indicated above will record attendance by PowerSchool by 8 a.m. the following day, and the principal will monitor and follow up according to our regular attendance procedures. If sick, the students will be instructed to call the school by 9 a.m. in accordance with the student handbook. Teachers will monitor prolonged absences and disengagement and communicate with guardians to provide accommodations.

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

Measuring participation

In grades PreK-12, the staff will keep in touch with their building principal regarding any students who are not keeping up with the assigned work or who are not participating in the other learning activities. The first step will be for the teacher to reach out to the student or parent, and if nothing changes the teacher and/or principal will contact parents.

As written elsewhere in this report, students in grades 7-12 will submit two assignments a week that will be used to assess and evaluate their progress. Students will also have opportunities to participate each day in every class according to activities teachers post in the Google Classroom each day.

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

Ensuring Equitable Services for Students and Families during Closure

Fordville-Lankin Public School will utilize iPads, Chromebooks, personal devices, paper packets, etc.) to deliver lessons to students. Our school has prepared delivery through (Google Classroom, MS One-Note, Remind, Class Dojo, telephone check-ins, etc.) to ensure that students have regular personal contact with our school instructional and support staff.

Internet Services

Internet services are being arranged for families who have indicated they are without access. Until they have access, we will keep providing weekly packets to them in order to ensure an equitable curriculum for all students.

Student Access to Devices

Students in grades 7-12 have all been provided with a Chromebook. Students in the elementary grades can check-out an I-pad to enhance their packet curriculum.

The District will partner with Upper Valley Special Education Unit to ensure access that accommodates students with accessibility needs.

Access to All Classes/Courses

Fordville-Lankin's academic programming during this closure will continue to deliver instruction high-quality, grade-level appropriate learning opportunities that align with North Dakota Standards. Our school will continue to utilize the same curriculum the students were working on before the closure.

Elementary: Students will have some paper packets along with daily face-to-face lessons. Online resources will be utilized as needed. Students are able to check-out books from the library weekly. Teachers are responsible for finding appropriate books to send home.

Grades 7 – 12: They will provide the curriculum through Google Classroom, Google Meets, or Zoom and weekly packets if needed. They will supplement their curriculum with online activities and sites that will enhance their lessons.

ITV Classes:

- Period 1 – Sam and Vanessa take D. C. English from Mayville State University, ND.
- Period 4 – Robert W., Kelvin C., Emma H., and Addison S. take Spanish 1 from Thompson School in Thompson, ND. They will either take it by Pepit or ITV.
- Colton and Tyler take a virtual welding class run by Grafton Vocational Tech., Grafton, ND. They will maintain online video classes with the students and ensure their success with the class.

Services Assurances to Students with Needs

At-Risk (Title 1) The Fordville-Lankin School is not a Title 1 school.

Special Education and 504

Fordville-Lankin Special Ed Teams will ensure that students with Individualized Educational Plans (IEPs) and 504 plans receive continued services. 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.

Our Special Education teachers (PreK-12) have been working closely with Upper Valley Special Education Unit to ensure that all students with IEPs and 504 plans will be provided the same 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. For students that have a majority of special education minutes, they will have synchronous and asynchronous meetings with their special education teacher. These assignments may include General Education teacher assignment, or it could be something completely different related to one of the students' goals. All SPED teachers will be available from (9:00am - 3:00pm) to support student learning and answer any questions via email or phone.

Our Pre-K through 12th grade students on IEP's will continue to receive services and materials will be sent home to students weekly. Special education teachers will also deliver synchronous instruction via ZOOM.

Upper Valley Special Ed Contingency Plan

The following Google Doc link provides a copy of the UVSE Contingency Plan

[UVSE Contingency Plan](#)

Communications and Plans

Case managers will connect with parents/guardians of students on an IEP or 504 throughout our partial or full closures.

Notice to Change without an IEP Meeting

Following guidance, our case managers will be in contact with each IEP student's guardian to plan for services and accommodations. Plans should be made for continuation of services within a "Services at school" and "Services Online" model to be prepared for both scenario

Hosting an IEP Meeting

If feasible, the IEP team will review and complete necessary planning for each student with an IEP. They will meet the accessibility concerns that participants might have if they IEP meetings is to be conducted virtually.

Services at School

Our district shall provide services to students based on the needs outlined in each child's IEP. Educational services and accommodations decisions shall comply with guidance from the DOE and NDDPI. These may include:

- Online learning through a platform being used.
- Additional supports provided remotely via phone, email, home visits, etc.
- Individual instruction on school property, following guidance by local health officials. At such time as the safety of student or educators is compromised supports will moved to an online platform.

Staff Development

PD training for the Online Learning Plans

The process of transitioning to online platforms for learning is to disseminate information and support the process of managing talent for those educators in the districts of the RRVEC. The overarching goal is to ensure that every teacher is prepared to meet school, district and state guidelines related to student achievement during a pandemic or otherwise.

Action Steps toward Virtual Learning Communities:

1. Develop priorities for PD with other schools/districts
2. Integration and support of the online learning platform
3. Transition from face-to-face to a community of learners online.
4. Partner with other entities with expertise like the local REA.
5. Train and/or solicit subject matter experts in topics such as standards-based grading and proficiency scales.
6. Define Courses/Classes based on end user needs.
7. Evaluate impact of new learning structure.
8. Determine an effective online learning platform.

Define Structures of Learning:

A technology-centric learning environment needs the following supports in place:

- Online Support and Course Design
- Technology as a tool for learning
- Self-Directed Learning
- Transformational Learning

Building Capacity:

Building capacity of an online learning cohort requires master teachers, instructional coaches, and administrators to facilitate the work in a virtual learning environment.

Virtual Learning Communities are valuable when the model is reflective of cohorts of educators that allow development of new skills, impacts classroom delivery and supports the whole school system.

Options for Virtual Learning Communities include both formal and informal learning for teachers.

Examples of informal include: Using a repository of resources provided by the local REA and viewing recorded professional development opportunities available and not limited to the following topics:

- Self-Care for Educators
- Prioritizing Standards
- Guaranteed Vocabulary
- Proficiency Scales
- Assessment (Formal/Informal)
- Strategies that appear in all types of lessons

Examples of formal include:

In the event that formal face to face professional development is not a viable option for the remainder of the school year, live webinars will be provided by the local REA including topics but not limited to:

- Formative Assessment and Standards Based Grading with Jeff Flygare
- Creating an Environment to Promote Student Agency with Mike Ruyle
- Proficiency Scales Workshop with Bev Clemmens

Compilation of E-Learning Resources for Educators:

E-Learning Websites for Teachers: https://docs.google.com/document/d/1U4leZ-99CiBRTLcQHW0-XbwVR7wC1AgSvyiqEf_P5N8/edit?usp=sharing

Additional Services provided through Distance Learning

English Language Learners

Our English learner teacher will communicate with families that may not speak English as a primary language to provide information, answer questions, and explain the distance learning plan. Communication will be made by phone call, email, or in writing. Google Translate is our resource for translation. Interpreters will be arranged as needed.

The Fordville-Lankin distance learning plan will reflect the language proficiency levels of K-12 English learner students. English learners will receive research-based, appropriately resourced supports to access content. Our English learner teacher will continue collaboration with content teachers for English language development.

Regarding content instruction, English learners will have access to core content instruction from a teacher licensed in that content area.

Students will be assisted to access a reliable internet connection and computer/l-pad as needed. Online learning resources, such as Khan Academy, may be accessed to provide videos in Spanish language. High School teachers will access online platforms such as Google Classrooms to provide small group instruction to students.

Fordville-Lankin elementary English language (EL) teachers will provide support to EL students by keeping in contact with the classroom teachers regarding what content is being taught. Our EL teacher will also support by helping 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). High School English Learner students will include using technology that English Learners have used during ESL skills class throughout the school year.

Our EL teacher will be available daily via phone between the 9 am to noon to provide support on tests and assignments from core classes. English Learners are familiar with going to the EL room as needed for support on assignments or tests during a face-to-face school day. Our English learner students and families will be contacted directly by their assigned EL teacher and content teachers.

School Counseling

The District will continue to offer school guidance counseling lessons. Additionally, the counselors will adhere to the ASCA virtual learning guidance and ethics, which have been reviewed and entered into our synchronous and asynchronous platforms. We will connect with students individually or in small groups by phone calls, Zoom, and Google Classroom.

- [Coping skills toolkit and ideas](#)
- [Stress and Coronavirus](#)
- [Mental Health and Cov-ID](#)
- [Printable booklet for elementary](#)
- [7 mindsets](#)

Academic progress monitoring

Assessments

Teachers will use the following for assessments

1. Distance learning quizzes/tests
2. Electronic/delivery of assignments
3. Online tools (Khan Academy, Scholastic, Spelling City, etc.)
4. Regular actionable feedback

5. Any combination of the above

Grades

Fordville-Lankin's grading policy is appropriate for Distance Learning and we will utilize it, grading assignments digitally and/or physically.

Procedure for when students are not making adequate progress

Grades pre-k through 6th, will take grades two times a week for each subject being taught and they will be doing virtual face-to-face discussions and instruction. If a teacher notes 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 reteaching virtually; online check-ins for assignments; or a possibility for a virtual tutor. If these students are ready for interventions, we will begin them immediately.

High School staff will assess and grade two assignments that are aligned to content standards per week. 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, they will not receive a passing grade in the course in which they are enrolled, thus they will not attain the credit for that class.

Provisions for instructional support, assessments, and evaluation of work

During this time, 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 grading policies will continue to be enforced according to the student handbook.

Student Meals & Feeding

Students and families will be provided food on a as needed basis or if requested.

Human Resources Processes, Protocols, and Policies

The Fordville-Lankin does not have a separate Human Resources Department, however the school board met on 3/16/2020 and went over the following...

The Fordville-Lankin District has approved an ongoing payment plan with considerations for all salary and hourly staff.

1. The Fordville-Lankin District will pay all staff throughout the closure
2. The Fordville-Lankin District will pay all staff who report/work from home as required throughout the closure
3. The Fordville-Lankin District will pay all staff who are available if the District's needs
4. The Fordville-Lankin District will pay for staff in the following manner:

The Fordville-Lankin District has reviewed its policies relating to staff leave and will monitor other policies that may need to be addressed to ensure operations amidst local health requirements or other state and/or federal requirements.

Athletics

Athletics, Activities, and Facility Use

With the announcement of no school by the State of North Dakota there will be NO athletic or activity events until further notice. These restrictions will be in place until otherwise notified.

This includes ALL practices, fundraisers, meetings, public access to workout room, or anything not listed that has a gathering. Any prior arrangements for school use will need to be canceled. Prom will be postponed until further notice.

Coach Recommendations:

Coaches and advisors should not be in contact with participants in a group setting until more information is presented. Coaches should encourage students to practice independent skills at home but should avoid group settings.