

# Bottineau Public Schools

COVID-19 Distance Learning Plan

Submitted to DPI – March 25, 2020

Revised - March 27, 2020

## District Communication Plan

District leaders should reference the District Communication Plan and Policies to ensure consistent communication with stakeholders. The administration will advise on specific measures to be taken during this event.

## Continuation of Educational Services

In the event of a pandemic / epidemic that significantly impacts how we are able to provide educational services Bottineau Public School District intends to address the following practices and processes to achieve our desired outcomes.

### **District Mission:**

The Mission of the Bottineau Public School District is to provide opportunities that allow all students to develop their potential intellectually, socially, and physically in a safe environment as they prepare to meet the challenges of a diverse global society.

### **Vision:**

Bottineau PSD will strive to be a school of excellence by providing a safe environment and current technologies to promote comprehensive student learning and success.

This will be accomplished by:

- Offering a well rounded and challenging curriculum.
- Encouraging participation in a variety of extracurricular activities.
- Offer quality professional development for staff that enhances instructional delivery and other support services.

### **Health & Safety:**

Health and safety of our students, staff, and community are paramount during a widespread health emergency. Bottineau PSD decisions will be made from a global perspective with

guidance from local health officials, the NDDOH, DPI, and information gained through meetings with community leaders.

## Student Attendance & Engagement

Attendance policies will change during a pandemic/epidemic event. The CDC provides guidance for schools on when to alter attendance practices and/or close schools. Bottineau PSD will utilize the following plans:

1. Attendance will be monitored through Distance Learning logins, phone check-ins, electronic communication, etc.
2. Attendance will be monitored through student engagement in asynchronous (i.e. projects, outside school day activities) learning sessions
3. Attendance will be monitored through student participation in synchronous (i.e. Zoom classroom lessons) learning sessions
4. Any combination of the above
5. Teachers/Grade Level Teams will monitor prolonged absences and disengagement and communicate with guardians to provide accommodations
6. Suspension of all attendance based incentives (Semester tests, perfect attendance awards)

## Educational Services

During any extended closure due to a pandemic/epidemic Bottineau Public Schools believes students benefit from delivery of educational services. These services provide our families and students with consistency and support.

### Zoom, Espark, Google Classroom, Chromebooks

Bottineau Public School can provide virtual training to our educators, quality instruction to our students, and support the unique health & wellness needs to both groups.

#### Zoom

Zoom is a virtual meeting room in which both staff and students at BPS will utilize. Staff will conduct weekly staff meetings virtually to ensure all components of distance learning are in place. Some teachers will conduct Zoom rooms with their students to deliver lessons. Principals will be invited to attend Zoom room lessons.

#### Espark

Elementary students will have math and reading classes through eSpark Learning. Students will complete an assessment to assess learning levels. Then teachers will assign standard specific activities that will be leveled to meet all students' learning needs.

#### Google Classroom

Students in grades 3-12 will participate in Google Classrooms. Teachers will assign standard specific assignments for students to complete.

#### Chromebooks

Students in need of a device will receive a Chromebook to utilize at home during distance learning. All students have a Bottineau Google Account to access these devices remotely.

## Preparing for Online Learning – Educator Skills

In the event of a pandemic-epidemic educators must possess the needed skills to ensure they can create, distribute, and support educational opportunities for our students. An assessment of educator skills has been conducted for additional training before an online learning environment can be fully implemented. On March 19-20, all staff attended onsite PLC training to ensure cross leveling of technology fluent assets. Bottineau Public School staff will participate in virtual learning opportunities provided through Zoom or independent links. BPS will also partake in online teacher training provided by the NCEC, EduTech and Peace Garden Special Services.

The PLC time will be utilized to continue our book read “two teachers in the classroom” to explore team teaching. This coincides with our extended closure plan for teachers to work collaboratively.

## Ensuring Quality & Equitable Educational Opportunities for Students

Bottineau Public Schools is leveraged to transition to an 100% online learning environment. Transition will be rapid and focus on providing the time to transition from a blended learning environment to one that is completely online. For the past five years Google Classroom has been the platform schoolwide for all grade 3-12 students. This has enabled us to move swiftly to the digital format, and even provide the “at home” work capability for the instructor to be remote as well.

## Student Access to Devices

Bottineau Public School will provide a Chromebook to all students needing a device during distance learning.

Deployment of devices will take place through our BHS library media staff. Deployment information will be sent out via social media platforms and phone calls to ensure that all students receive their devices in a timely manner.

## Assistive Technology

Bottineau Public School in partnership with Peace Garden Special Services will contact families with students that may require assistive technology to ensure continued access to quality education and services during any prolonged closure.

## Internet Access

Online learning requires access to robust internet services. Bottineau Public School residents, for the most part, reside in areas that have high speed internet provided via Turtle Mountain Communications or other providers. Families communicated with BPS to secure Internet services which were communicated with these providers and will be provided during this time.

## Ensuring Access

Before a closure each family should be surveyed to determine if they have Internet access. This information should be used to plan for an extended closure ensuring educational opportunities for all students.

In the event that access is not possible, alternate learning plans will be provided to students via paper/pencil methods, etc.

## General Education

Academic programming during a closure due to a pandemic/epidemic shall continue to deliver instruction aligned to our district's vision of a guaranteed and viable curriculum.

## Models of Instruction

### *PK Special Education*

During a full closure, ECSE staff will provide materials and guidance (modeled over Zoom) on meeting targeted skills through hands on and play-based activities.

Web-based resources/activities will be shared for supplemental guidance for families to integrate music, movement activities, etc.

Speech services will be offered individually utilizing Zoom.

Weekly individual communication will take place through providers.

### *Elementary (K-6)*

During full closure, teachers will utilize eSpark Learning for all of ELA and Math instruction.

Google Classroom will be utilized with students in grades 3-6 to provide additional learning opportunities in math and reading as well as other subject areas.

Zoom virtual classrooms will also be utilized.

Speech services will be offered individually utilizing Zoom or paper activities.

### *Junior High/High School (7-12)*

Google Classroom will be utilized with students in grades 7-12 to conduct all classroom activities including CTE courses.

Zoom virtual classrooms will also be utilized.

Speech services will be offered individually utilizing Zoom or paper activities.

### *CTE/Lab/Science*

CTE/Science/lab Courses will move to a distance learning platform that includes project-based learning.

Examples are as follows:

Building Trades - Will utilize a Zoom meeting to discuss drywall methods. Students will watch a video assigned by the instructor. After the video, students will identify their own project within their vicinity and repair this as the instructor provides feedback.

Assessments will follow the activities. <https://www.youtube.com/watch?v=xMkiUJXXxjM&feature=youtu.be>

Agriculture - Students are currently livestock judging. The instructor will broadcast a video of specific livestock and go through judging points. Students will do several on their own and utilize a Zoom meeting to discuss and share findings. They will then use a rubric to score their livestock and be evaluated by the instructor.

Marketing - The students are currently trying to market our school store products through a replication of Amazon. Students will use our current point of sale, hands on retail store to market school products. Assessments will follow the activities, based on the standards and objectives given by the instructor.

Accounting - Students will continue to work with their on-line accounting software and utilize Zoom and Google Classroom. These students will work in conjunction with the Marketing students providing business accounting services to the school store project (see above).

Foods - Foods class will utilize a menu planning list that coincides with an online shopping platform that is provided by the instructor. Once the ingredients are purchased students will watch them (via internet) as the instructor prepares/demonstrates to the students. Students will make a balanced meal based on what is in their pantry and viewed by the teacher through a recorded format.

Science/Lab - Instructors are utilizing virtual labs and student individual labs to develop a hypothesis and testing data of actual results.

An example would be: Students looking at water amount snow is currently holding prior to spring melt. They will gather snow and watch the rate of melt and determine water content. All lab sciences will develop similar plans and methods to provide hands-on education to these students. (See Lab Below)

<https://drive.google.com/file/d/1cAZ5JmOTM43x4p-Hy2UpbYeeOXmottXX/view?usp=sharing>

<https://drive.google.com/file/d/1SNdx65vozImRNBOhr9nHUKiOAY71stX5/view?usp=sharing>

## Progress monitoring

Monitoring student progress will be accomplished through eSpark as this system allows us to review student submissions and provide feedback.

PLCs will continue to meet weekly to monitor student progress and address learning gaps that are recognized. PLCs will have access to specialists to assist them in providing resources and support to students demonstrating academic needs.

Students have been divided into manageable groups to ensure effective monitoring by teachers and paraeducators on a weekly basis.

## Grading

Bottineau Public School District will continue to follow our policies, practices, and grading structure during a closure due to a pandemic/epidemic.

## Counseling & Student Support Services

Bottineau Public Schools will continue to offer school guidance counseling. Additionally, the counselors will adhere to the ASCA virtual learning guidance and ethics, which have been reviewed and addressed across all platforms.

ASCA Guidance -

[https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS\\_Virtual.pdf](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Virtual.pdf)

### Mental Health Crisis Line

The district shall implement a hotline for students and families to call our counselors. This will be posted on the district website. They will direct people to our contracted counselor for mental health.

### Outside Support

Students receiving services from outside agencies will be able to continue through virtual services.

### K-12

School level and/or grade level courses will be created and be accessible by school counselors and building principals. These shall allow counselors to provide broad counseling courses or small group/individual sessions as they are needed.

At the high school, grade level career courses shall provide a conduit for counselors to schedule courses, advise students on college/career, and promote scholarship opportunities.



## Services Assurances to Disadvantaged Populations

Ensuring high-quality, age appropriate instruction for all students is always our goal , including during a pandemic/epidemic closure. Special considerations shall be made for disadvantaged and unique populations.

### PreK Special Education

Follow the recommendations set forth in the Special Education / 504 section below.

### At Risk Students

At Risk Students are defined as students who received Title I services during the school year. To ensure equitable services to these students during a closure, Title I teachers should communicate with classroom teachers to provide additional support as needed to support general education courses. These supports could be:

- Learning materials – take home bags
- Books
- Assisting parents in supporting their students while at home.
- Parenting tips and online resources
- assigning a paraprofessional in the same class as the at risk student and providing guidance through lessons in a mentor capacity.

### Special Education / 504

Students receiving special education services through an IEP are unique and require special services in the event of a closure. Bottineau PSD will work in conjunction with Peace Garden Special Services to ensure our special education 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 will collaborate on each IEP goal and determine how best to meet these goals through distance learning. 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. Ongoing communication with families throughout the closure will also be delineated.

#### *Communicate & Plan*

Building principals, 504 case managers and/or SPED case managers shall connect with students and families concerning continuation of services. This communication should be done in a way that ensures access by all parties normally part of the IEP team. Case managers should pay attention to:

- Restarting of services
- Duration and scheduling of services

- Educational services being provided

#### *Notice to Change without an IEP Team 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 with an on-site and/or online learning model to be prepared for both scenarios.

#### *Hosting an IEP Meeting*

If feasible, the IEP team will review and complete necessary planning for each student with an IEP. If feasible and meeting the accessibility concerns of participants IEP meetings may be conducted virtually.

#### *Services at School*

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

- Online learning through eSpark, Google Classroom, Zoom, etc.
- Additional supports provided remotely (Google Classroom, Zoom, phone, email)
- Individual or small group instruction on school property. This is only allowable following guidance by state and local health officials. At such time, as the safety of students or educators is compromised, support will follow our distance learning plan.

#### *English Language Learners*

EL students and the services they receive are unique during a closure. Online educational opportunities shall be provided via espark courses. However, EL staff shall communicate with each EL student's family to address individual supports necessary. In addition, translation services shall be provided to EL families.

## Student Meals & Feeding

Students who receive free or reduced-price meals during the school year are particularly vulnerable during a long-term closure. To address this need for these, and all our students, Bottineau Public School shall develop a meal plan to support all students. Bottineau Public School will follow guidance from NDDPI and USDA in the distribution of student meals.

### Signup Parent Notice

Free lunch is available to all children ages 1-18

**\*\*Please note that sign up needs to be done 1 day prior to picking up meal(s).**

For Example: If you want lunch on Tuesday, you will need to sign up by 12:00 p.m. Monday to receive meals on Tuesday.

Signup is available from 6am to noon, Monday - Friday.

Our daily menu will consist of : A sandwich, a fruit and a vegetable, 1% white milk and a snack.(At times we may substitute the sandwich with frozen entrees. In that case, we will provide appropriate heating instructions.)

Please sign each child's name and specify the zone in which you will be picking up their free meal.

Currently we will be distributing lunches at the 2 following locations:

Zone#1 will be at East side of HS building, Door #10 at 12:00 p.m.

Zone#2 will be a bus delivery by CK trailer court entrance at 12:00 p.m. and Southbrook trailer court entrance at 12:15 p.m. Parents/children will need to go to the bus to pick up meals.

When you arrive, please be courteous and patient. Please follow the current recommended social distancing guidelines. Currently, the CDC recommends 6 feet between people.

Bottineau Public School would like to thank you for your patience and understanding during this unexpected COVID-19 situation. We are trying our best to help our community distribute these lunches in the best way possible.

## Supporting Our Employees

During any crisis including a pandemic/epidemic supporting our educators and support personnel is necessary to continue to provide quality and consistent educational services to our students. Continual evaluation and emergency planning for the business office will be necessary.

## Business Office Operations

Before the event of a full closure of schools and district operations due to a pandemic/epidemic preparation shall be made to ensure continuation of payroll, funds receivable, funds payable.

These operational plans shall be organized by the business manager.

Bottineau School Board has assigned Superintendent authority to make decisions regarding classified and certified staff during the duration of the COVID-19 closure. These payments shall be made as prescribed in our 2019-2020 expenditure budget.

## Policies & Procedures

Superintendent shall present a plan on how to address sick leave, personal leave, and leave without pay to staff.

The school board has granted the superintendent emergency powers during the COVID-19 closure.

## Federal Programs & Funds

Bottineau School District will continue to comply with guidance and regulations of all federal programs that affect the Bottineau Public School District, including pay of employees under federal program allocations.

**Bottineau Public School District**  
**Distance Learning Plan Addendum**  
**March 30, 2020**

**Educational Staff Expectations**

Bottineau Public School District (BPSD) is a Professional Learning Community (PLC) district. The PLC is the foundation of our school improvement strategies and this will not change in an online learning environment. We believe it becomes more important to collaboratively prepare for this type of learning. We believe the PLC is a powerful tool that will help teachers learn from each other and will help the district transition to an online learning environment. Each PLC will identify a weekly PLC time. The PLC will collaborate over Zoom and will set a recurring time to allow administrators and others to join in on their work.

Meeting Structure:

Elementary

- Full Staff Meeting: Thursday at 9am
  - Agenda  
([https://docs.google.com/document/d/1yX1iXf82QrUwZQg1FPOW9i67tW\\_ihmg5UeWyoWwG77I/edit?usp=sharing](https://docs.google.com/document/d/1yX1iXf82QrUwZQg1FPOW9i67tW_ihmg5UeWyoWwG77I/edit?usp=sharing))
- Grade-Level PLC Meetings: Tuesday and Wednesday (Times Vary)
  - Schedule:  
(<https://docs.google.com/spreadsheets/d/1XG90moRAiHs81a0o76r9thJRFZHHTq2U8WgkWM-mpJY/edit?usp=sharing>)
  - Agenda:  
(<https://docs.google.com/document/d/1Jc0kCToZ0RdjbJ84eAheTGUzuRWiy3Y2XNZ4jHWEpnc/edit?usp=sharing>)

Junior High/High School

- Full Staff Meeting: Tuesday and Thursday at 8am
  - Agenda:  
([https://docs.google.com/document/d/1kG-eB3\\_\\_YkuGokJ21ELhWH5NMdivk5pEIFxwnRuJb8w/edit?usp=sharing](https://docs.google.com/document/d/1kG-eB3__YkuGokJ21ELhWH5NMdivk5pEIFxwnRuJb8w/edit?usp=sharing))
- PLC Content-Area Meetings: Wednesday at 8am
  - Agenda:  
([https://docs.google.com/document/d/1pRoYJxGtnPH\\_JXjW16tN91ba4-fULaSdgc1R2p9B7Qs/edit?usp=sharing](https://docs.google.com/document/d/1pRoYJxGtnPH_JXjW16tN91ba4-fULaSdgc1R2p9B7Qs/edit?usp=sharing))

## District

- Special Education Site-Based Meeting: Wednesday at 1pm
  - Agenda:  
<https://docs.google.com/document/d/1G7eTygU4QPJMEcg8-eHUcy1Qi9Lwt9iKXVRaN0o0RE/edit?usp=sharing>
- Administration Meetings: Daily at 7:30am
  - Agenda  
[https://docs.google.com/document/d/1TXuuU4HNU0s90tWn7rrgr3WfRKlc\\_U-DCUGkAWMUaz8/edit?usp=sharing](https://docs.google.com/document/d/1TXuuU4HNU0s90tWn7rrgr3WfRKlc_U-DCUGkAWMUaz8/edit?usp=sharing)

The North Central Education Cooperative team recognized that we needed to build overall teacher capacity quickly to be successful in an online learning environment. The NCEC team will lean on our local experts initially and may branch out to Edutech and other state, regional, or national trainings. The following schedule was created.

These trainings will be held in the NCEC educational hub and will be accessible for all regional educators.

<https://www.nceceducationalhub.com/course/view.php?id=132#section-6> (E – Learning Resources)

<https://www.nceceducationalhub.com/course/view.php?id=131> (Zoom)

BPSD will continue to adhere to all school policies, state law, and national law as we transition to an online learning environment. The district will ensure the continuation of payroll, funds receivable, funds payable, and human resources services remotely if needed. The district has established a secure connection at the home of the District's business manager.

BPSD has approved paying classified and certified staff during the duration of the COVID-19 closure. These payments shall be made as prescribed in our 2019-2020 expenditure budget. The school board may wish to suspend policies that limit or prevent operational efficiency or conflict with emergency declarations or guidance from community health officials. BPSD will continue to comply with guidelines and regulations of all federal programs that affect the Bottineau Public School District.

### Transition of All Students into a Distance Learning Plan

This begins with effective communication from administrators to teachers/para's and then from the school to stakeholders. The school district has been meeting continually during this week as a staff and has issued daily updates that include information about our distance learning planning, technology deployment, free WIFI access, food service programming, virtual library book access, and general updates related to Covid-19.

BPSD will not leave this to chance. Direct support for students through Zoom and phone conferences will be our real-time connection to our students and parents. Our offline communication through Google Classroom will allow us to communicate as well. We believe our synchronous (Zoom and phone conferencing) and asynchronous (Google Classroom and eSparks) connections will ensure all parents and students understand how to navigate this transition.

Our plan ensures that ALL students have access to an educator or para that will advise them on how to navigate this transition. As mentioned, there will be at minimum check-ins virtually on Zoom or conference calls weekly. These meetings will focus mostly on their social and emotional wellbeing. We recognize that every family and every student is handling this hardship differently. We recognize that and will ensure that we are focused on the student's overall welfare.

Google Classroom will have a consistent design and websites will be easy to navigate, clear and concise, and provide clear direction for the student and parent. Websites will be streamlined and user friendly for all stakeholders. Need to know the information will be defined. Nice to know and additional information will be available for those that wish to explore the topic in greater detail.

Teachers will use alternate resources as needed and as deemed appropriate for the subject area. PowerSchool will be utilized for all students and parents (collected, missing, etc.). Students in grades K-6 will be provided a pass/fail grade for accountability purposes. Students in grades 7-12 will follow the traditional grading scale (A, B, C, D, and F).

All staff (administrators, teachers, counselors, support staff and coaches) will have office hours for assistance, guidance, or just a place for students to check-in and visit with their teachers. These will be posted on their individual websites.

### **Early Childhood Special Education (ages 3-5)**

During a full closure, ECSE staff will provide instruction specifically designed at the individual student level to ensure that instruction on IEP goals can continue with a high level of fidelity. For some ECSE students, the Zoom platform is appropriate for meeting the learner's needs and will be utilized to deliver instruction. In other cases, hands-on, play-based materials will be provided, with instruction on how to use those materials to promote maintenance of targeted skills. In these instances, Zoom will be used more so as a platform to model instructional practices and techniques for parents/guardians. This is especially important for showing how we accomplish instruction with fine motor and gross motor tasks, as well as any tasks requiring hand-over-hand, partial or full assistance. Relying solely on web-based instruction for our population proves difficult as we have a multitude of obstacles with that form of instruction when looking at our current ECSE population, including visual impairment, limited attention span, limited computer/device/technology skills, and students with ASD who need skills and activities to more closely resemble the structure and routine of how they are taught in the classroom as opposed to learning in a new format.

On a weekly basis, the ECSE teacher and related services personnel (OT, PT, SLP-A) will contact parents/guardians to address immediate concerns, provide assistance and adjust instruction practices as needed. Zoom instruction, and zoom modeling of teaching techniques/methods to assist parents, will also be provided on a weekly basis.

Web-based resources/activities will be shared as supplemental ways to integrate music and movement activities, promote literacy and to support maintenance of skills such as letter knowledge, number knowledge, counting, colors, shapes, etc.

### **Early Childhood Special Education (ages 3-5) Links:**

Pancake manor <http://pancakemanor.com/all-videos/>

ABC Mouse on YouTube <https://www.youtube.com/channel/UCPvEbO2bI5x1MVLUuRJoZXg>

Jack Hartman on YouTube

<https://www.youtube.com/channel/UCVcQH8A634mauPrGbWs7QIQ>

Scholastic read alouds: <https://classroommagazines.scholastic.com/support/learnathome.html>

### **Elementary (K-6)**

Google Classroom, eSpark, and Zoom will be used to virtually interact with our students synchronously and asynchronously to provide services and support. Elementary teachers will organize learning events by remaining essential standards. They will organize learning opportunities around the premise of choice boards.

Teachers will utilize eSpark Learning for all of ELA and Math instruction. Espark automatically differentiates for students based on their current needs giving them targeted instruction in reading and math. Students will review and master new standards through a self-paced adaptive pathway. Immediate feedback is given. Via the teacher dashboard, our teachers are able to identify struggling learners and can adjust learning levels as appropriate and as often as needed. Teachers will do this by individualizing student learning targets, assigning activities that are specific to state standards.

<https://www.esparklearning.com/>

Research Based

<https://support.esparklearning.com/support/solutions/articles/1000281623-is-espark-research-based->

Kindergarten:

<https://pbskids.org/>

<https://www.abcmouse.com/>

<https://classroommagazines.scholastic.com/support/learnathome.html>

<https://kids.nationalgeographic.com/>



1st Grade:

<http://www.funbrain.com/>

<http://www.mathplayground.com/>

<http://www.splashlearn.com/>

<https://www.spellingcity.com/>

2nd Grade:

<https://www.spellingcity.com/>

Weekly YouTube book read: <https://www.youtube.com/watch?v=EshHID899Qc>

3rd Grade:

<https://drive.google.com/file/d/1ZKmAgRICXFmCyKlaxjzBq4ZAVSxG3l5F/view?usp=sharing>

4th Grade:

[https://docs.google.com/document/d/12y9RoNKJ26ef57dWe6qLN\\_6-JEUSbZQvzYBQ1ZvmiGc/edit?usp=sharing](https://docs.google.com/document/d/12y9RoNKJ26ef57dWe6qLN_6-JEUSbZQvzYBQ1ZvmiGc/edit?usp=sharing)

5th Grade:

<https://drive.google.com/file/d/10FPgCTIXGmDyzVPD-CBuBBDICCo9Bhx-/view?usp=sharing>

6th Grade:

<https://drive.google.com/file/d/1kEnNkW85kcLHjzGtUaKj37TBJivOKo-r/view?usp=sharing>

Physical Education:

[https://drive.google.com/file/d/10TyXgll\\_sP02gmBZKdLQ9y8kXnQ8fsJF/view](https://drive.google.com/file/d/10TyXgll_sP02gmBZKdLQ9y8kXnQ8fsJF/view)

Art Education:

[https://drive.google.com/file/d/1bdDec2aH14uel4YRtUXY\\_kIZv7KnaIPI/view?usp=sharing](https://drive.google.com/file/d/1bdDec2aH14uel4YRtUXY_kIZv7KnaIPI/view?usp=sharing)

## **Junior High (7-8)**

Google Classroom and Zoom will be used to virtually interact with our students synchronously and asynchronously to provide services and support. The Junior High will use Google Classroom to deploy blended learning experiences every school day. Teachers will organize learning events around the remaining essential standards.

Our Schedule is as follows: <http://www.bottineau.k12.nd.us/distance-learning/>

ND Studies:

[https://drive.google.com/file/d/1cbzK07KwISU-FQnKMJQZ\\_XwNk0IjKGp0/view?usp=sharing](https://drive.google.com/file/d/1cbzK07KwISU-FQnKMJQZ_XwNk0IjKGp0/view?usp=sharing)

English:

<https://drive.google.com/file/d/1la8ZGDqZjSsMmQsfe4WuDTKABMQdQ-Or/view?usp=sharing>

Math:

[https://drive.google.com/file/d/1KObWSsqT7grmXz994DGh9e71RjJFUo\\_e/view?usp=sharing](https://drive.google.com/file/d/1KObWSsqT7grmXz994DGh9e71RjJFUo_e/view?usp=sharing)

<https://register.hrw.com/hrw/userreg/userreg.jsp>

Science:

<https://drive.google.com/file/d/1sP95Gf3Zsf1Cwye6mgJtq4CZYhoQ1dkc/view?usp=sharing>

Agriculture:

<https://drive.google.com/file/d/1FKAlcLZeDx0uhBrjfrh8wqfgnCWW2rq/view?usp=sharing>

## **High School (9-12)**

Google Classroom and Zoom will be used to virtually interact with our students synchronously and asynchronously to provide services and support. The High School will use Google Classroom to deploy blended learning experiences every school day. Teachers will organize learning events around the remaining essential standards.

Our Schedule is as follows: <http://www.bottineau.k12.nd.us/distance-learning/>

History:

<https://drive.google.com/file/d/1HUdZ33GIEWeMKyke6aSIKC44BtZ4z3Tn/view?usp=sharing>

English:

<https://drive.google.com/file/d/15VYlb5eTjF9g9vNbnaBlrmftWnTzoiy/view?usp=sharing>

Science:

[https://drive.google.com/file/d/1nAVTH5Bw9xQKD\\_Eh73JNNRcNMWlx12n2/view?usp=sharing](https://drive.google.com/file/d/1nAVTH5Bw9xQKD_Eh73JNNRcNMWlx12n2/view?usp=sharing)

<https://drive.google.com/file/d/1NZpcujMK7J4ekfBKOM3hTAtFWc3uP-C8/view?usp=sharing>

<https://drive.google.com/file/d/1qz8hPK-OjN3kluU3SO91h2RICjmALkJE/view>

Math:

[https://drive.google.com/file/d/1rm\\_OC9y58XmpDvCoy6zWfsGZZpOjtDkG/view?usp=sharing](https://drive.google.com/file/d/1rm_OC9y58XmpDvCoy6zWfsGZZpOjtDkG/view?usp=sharing)

<https://drive.google.com/file/d/1-59VEpDXbLRXUSILePNuFjFidQIIV6Ub/view?usp=sharing>

## **CTE and Lab Sciences**

Google Classroom and Zoom will be used to virtually interact with our students synchronously and asynchronously to provide services and support. Our CTE and Lab Sciences will use Google Classroom and youtube.com to deploy blended learning experiences. These courses require hands-on learning opportunities that will now be addressed with the use of video lessons, virtual field trips and experiences, and real-world projects that can be completed at home.

### Example Activities for CTE and Lab Sciences:

Building Trades - Will utilize a Zoom meeting to discuss drywall methods. Students will watch a video assigned by the instructor. After the video, students will identify their own project within their vicinity and repair this as the instructor provides feedback. Assessments will follow the activities.

<https://www.youtube.com/watch?v=xMkiUJXXXjM&feature=youtu.be>

Agriculture - Students are currently livestock judging. The instructor will broadcast a video of specific livestock and go through judging points. Students will do several on their own and utilize a Zoom meeting to discuss and share findings. They will then use a rubric to score their livestock and be evaluated by the instructor.

<https://drive.google.com/file/d/1VxhL000eUY8amV3HtX5rA2WCNhDeITGQ/view?usp=sharing>

Marketing - The students are currently trying to market our school store products through a replication of Amazon. Students will use our current point of sale, hands on retail store to market school products. Assessments will follow the activities, based on the standards and objectives given by the instructor.

[https://drive.google.com/file/d/1rfJQpwha3Fm4j30jps39N3RC\\_0PB\\_CoX/view?usp=sharing](https://drive.google.com/file/d/1rfJQpwha3Fm4j30jps39N3RC_0PB_CoX/view?usp=sharing)

Accounting - Students will continue to work with their on-line accounting software and utilize Zoom and Google Classroom. These students will work in conjunction with the Marketing students providing business accounting services to the school store project.

[https://drive.google.com/file/d/1yzf2YFduYGnB3vF0eu5jGU2z80Y4i\\_mV/view?usp=sharing](https://drive.google.com/file/d/1yzf2YFduYGnB3vF0eu5jGU2z80Y4i_mV/view?usp=sharing)

FACS - FACS class will utilize a menu planning list that coincides with an online shopping platform that is provided by the instructor. Once the ingredients are purchased students will watch them (via internet) as the instructor prepares/demonstrates to the students. Students will make a balanced meal based on what is in their pantry and viewed by the teacher through a recorded format.

<https://drive.google.com/file/d/17inM6E517pS8EsWZ6HvH6hrewybowBLu/view?usp=sharing>

Science/Lab - Instructors are utilizing virtual labs and student individual labs to develop a hypothesis and testing data of actual results.

<https://drive.google.com/file/d/1cAZ5JmOTM43x4p-Hy2UpbYeeOXmottXX/view?usp=sharing>

<https://drive.google.com/file/d/1SNdx65vozImRNBOhr9nHUKjOAY71stX5/view?usp=sharing>

## Tier 2 and 3 Interventions

### Student Support Strategist Plan

The student support strategist will be working with parents and students on an individual basis to provide additional instructional supports on Zoom. This support includes small group instruction and coordinating instruction with the classroom teacher, parents, and students.

- Students will continue to receive supports for reading and math
- The strategist will work closely with classroom teachers to coordinate supports
- Small group instruction with approximately 3-6 students
- Will meet with students via Zoom at scheduled times (20 min/day twice weekly, as necessary, decided by the teacher)

Reading intervention will start on April 6th. Our MTSS Coordinator is developing a schedule for our literacy interventions that were developed this school year. We will deliver these supports and interventions virtually through Zoom. The coordinator is reviewing all teacher schedules and contacting students that were receiving Tier 2 and 3 support.

## Regional (NCEC) Lesson Planning Materials – All Grade levels and Content Areas

As a region, North Central Education Cooperative (NCEC), and our schools have been working together for the last two weeks to compile and share web-based resources that teachers can build into their e-learning platforms. Here are the resources by grade and content listed below:

Kindergarten:

[https://drive.google.com/open?id=1KhvtXmZgrS2GAn\\_62SN\\_bZP-7VoErI95Rd6yU3Ev\\_BE](https://drive.google.com/open?id=1KhvtXmZgrS2GAn_62SN_bZP-7VoErI95Rd6yU3Ev_BE)

Grade 1:

<https://drive.google.com/open?id=1PASTbyZpXtagqmLyjCohZfSkO6IDzHvBqn7X32KaEVw>

Grade 2:

[https://drive.google.com/open?id=1ZfBKwQzdiJM-Tbdqwj-w-lz6ps9DqL5Th\\_WDoHy45VM](https://drive.google.com/open?id=1ZfBKwQzdiJM-Tbdqwj-w-lz6ps9DqL5Th_WDoHy45VM)

Grade 3:

<https://drive.google.com/open?id=17tlns50XuGyJ6jaePOmjym069hEtxeEi60ggKDQq-4Y>

Grade 4:

<https://drive.google.com/open?id=1BcJDimTWnt0OGtCZ8Dm-tYLBQsQAdRVxokjCkGG6fKQ>

Grade 5:

<https://drive.google.com/open?id=1bexc-jVTZe2b1Hpl1pfkEceTmWBiQH06wgDMp9zbcvY>

Grade 6:

[https://drive.google.com/open?id=1EKl6Knz8ZhbPx-Ohgq1a9HuSsTJr1azhN\\_x0r4gwgnQ](https://drive.google.com/open?id=1EKl6Knz8ZhbPx-Ohgq1a9HuSsTJr1azhN_x0r4gwgnQ)

Grade 7/8:

<https://drive.google.com/open?id=1iC6ZAJgruQXvs4YXVGBvAl6Uyl9U-RFDsTfdSjHUrGg>

9<sup>th</sup>/10<sup>th</sup> Grade all Content Resources:

<https://drive.google.com/open?id=1s5lmuUmbm-Zjl9JLHSB9fnlSeUPWDI4N9-ZdlwhQJPg>

11/12 Grade all Content Resources:

<https://drive.google.com/open?id=1HOTqPjCIRymBZ2XJEEEn2XBxzQkXq9QdYW8XUofXd2ZM>

Physical Education:

<https://drive.google.com/open?id=1c04P9nZUEwPVhbQrbhGzmlalXUg43XI9h2F5c6e0kdo>

Music:

[https://drive.google.com/open?id=19cF4rPiXhVhIP0M3mxgZk8k\\_qtBwV2fG2BQxn40PxX0](https://drive.google.com/open?id=19cF4rPiXhVhIP0M3mxgZk8k_qtBwV2fG2BQxn40PxX0)

Art Education:

<https://drive.google.com/open?id=1VoiGoz4sAuXgueD-RwWMZSgr6tDQlsswcHZExsSZQVc>

Title 1:

[https://drive.google.com/open?id=1b7uEnZGG6dY1VeIZI9\\_2yi7ftV5pwC1M-7LidqHPYTc](https://drive.google.com/open?id=1b7uEnZGG6dY1VeIZI9_2yi7ftV5pwC1M-7LidqHPYTc)

Special Education:

<https://drive.google.com/open?id=1ONvKC6-1b3ZIPXYgLvPcOgIRFTXc3SPPfGMCUYMOLLg>