

# LUVERNE PUBLIC SCHOOLS DISTANCE LEARNING PLAN MARCH 30, 2020



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# INTRODUCTION

Dear Parents and Families,

Thanks for all of your patience and understanding with our transition to distance learning. Over the past two weeks, staff have been working on the most effective methods for supporting and directing student learning during school closures. We remain optimistic that we will be able to continue the good work that we have done through the first three quarters of the school year. We are aware of possible challenges related to distance learning and ask that students, parents and families continue to work with us to meet any challenges.

Although our method for delivery will change, our mindset towards student growth will not. We will plan to find ways for students to continue learning and growing. Our focus will be on solutions that are the most likely to positively impact the greatest number of students while meeting the needs of all students. All of the stakeholders involved will continue to practice patience, flexibility, and empathy through this situation.

Communication during our time of distance learning will be important. Our staff is still working regular hours in the district or remotely. Please do not hesitate to call or email should you need assistance with materials, technology or other resources.

As a district we will continue to communicate on a regular basis through direct email, social media applications, and direct phone calls. As we begin our transition into distance learning we are anticipating adjustments after assessing the effectiveness of our plan. According to the current Executive Order we are planning distance learning to be in place until at least May 4. More specifics on timing and length of distance learning may be available as time goes on.

Superintendent



Craig Oftedahl

## DISTANCE LEARNING DEFINED

Students engaging in distance learning have access to appropriate educational materials and receive daily interaction with their licensed teacher(s).

As we develop our distance learning model, there are Federal and State requirements that must be followed. This means that students need to be able to participate in their learning equitably and have access to all relevant services and supports (EL, Title, SPED, interventionists, etc. . .). This includes:

- 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) or 504 Plan 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 your distance learning model and the district's expectations.
- Programming options for school nurses, school counselors, school psychologists, school social workers, paraprofessionals, other school specialists and cultural liaisons.
- Tracking the attendance of both students and staff.
- Ensuring the distance learning model in use is secure and will not allow for the release of protected student or staff information.

Each site will need to determine the most appropriate way to communicate and provide instruction for each student which could include some/all of the following:

- Paper packets or worksheets, which could be distributed daily by bus route or collected several times a week at a central location
- Textbooks
- Telephone instruction
- Online resources (take into account availability of broadband)
- Instruction via the school's learning management system (LMS)

LPS will offer a Blended Learning model, which includes both an **Asynchronous Learning Environment** as well as **Synchronous**, real-time, engagements. An Asynchronous Learning Environment is a learning environment that does not require participants, teachers, and students to be online at the same time. Synchronous, real-time engagements are opportunities for students to participate in engagements with their teachers and classmates at an established time to allow for interactions in real time.

# STUDENT ATTENDANCE

We will be taking daily (not hourly) attendance with our students and will continue to follow the school calendar that has already been put in place for any days off.

## High School/Middle School Attendance Procedure

- Each morning before 9:00 a.m., students' Advisory Teacher will post the daily form in their **Advisory Google Classroom** for the student to complete.
- The Google Form will have 5 questions for students to complete. We would like students to complete the form indicating they have been active throughout the day working on course lessons.
- At 3:30 p.m., teachers will log in to Infinite Campus and record their attendance for the students in their advisory period.
- Any student that fails to complete the attendance form before 3:30 will be considered absent for that school day.

## Elementary School Attendance Procedure

- Each morning by 9:00 a.m., classroom teachers will send a morning message to all students through **Seesaw. This message will require a response.**
- At 3:30, teachers will log into Infinite Campus and record the attendance for the day based on student responses to the Seesaw message or participation in class activities.
- Any student that fails to complete the attendance form before 3:30 will be considered absent for that school day.

# TECHNOLOGY INFORMATION AND SUPPORT

A large majority of our Distance Learning Plan involves the use of technology. We are aware of possible challenges and will work to meet the needs of our students and families. The learning curve for technology may be sharp and we hope to offer support for software and hardware. We are confident that our learners will be willing and able to adapt to our learning through technology resources.

We are partnering with local internet providers in an effort to provide internet access to any family that doesn't currently have access. Please make sure to contact either school office 507-283-4491 if you do not have internet access. This information will be relayed to our technology staff as they work closely with local internet providers. In the event that we are not able to coordinate internet access, your child will receive an alternative means for participating in learning.

We are also aware that families may need devices (chromebooks or ipads) to support distance learning. We are working to identify any families that may need devices and loan out school owned devices for the time of distance learning. Please contact the either office or email directly to [j.phelps@isd2184.net](mailto:j.phelps@isd2184.net) for any device needs.

# LEARNER EXPECTATIONS

Our distance learning plan will require learners to have a certain amount of self-discipline and motivation. We see our students willingness to work and learn on a daily basis and are hoping to have students continue those work habits through distance learning.

- Learners will be spending approximately 2-4 hours per day (or 10-20 hours per week) completing assigned lessons, activities and experiences.
- Time spent per day may change based on grade level.
- We have a variety of different methods between grades K-12 for learning management. However we have made efforts to standardize learning management at grade and school levels. The basic structure is as follows.

Grade Level	Learning Management System
Pre- K (Discovery Time)	Facebook group and email
Kindergarten	Paper Packets and Seesaw
Grades 1-5	Seesaw Application
Grades 6-12	Google Classroom

- Learners will be responsible for checking their learning management systems for assignments and due dates.
- Learners are expected to complete the daily attendance procedure each school day. This point of contact will be considered daily attendance.
- Make a schedule for the day, this is something that can be flexible for your own learning and will help you organize your day and manage your learning plan. We will be sharing sample schedules with students and parents in coming days.
- Assignments and standards will be graded through Infinite Campus similar to during traditional instruction and may be marked as “missing” if not completed by the due date.
- When using meeting sites such as “Zoom”, learners and parents need to be aware that sessions will be recorded and possibly posted for future reference. Learners need to use school acceptable language, take turns asking question, and practice active listening skills. Learners have the option to turn off cameras and mute themselves when not asking questions.

## **PARENT/GUARDIAN EXPECTATIONS**

- Parents are encouraged to check-in with their learners and monitor their progress. We suggest that parents continue to encourage as much independent student work as possible. We understand that the amount of independent work that students can complete will vary from student to student and by grade level of learners.
- Help your learners develop a daily schedule and a routine for doing school work.
- Attendance is taken daily by learners completing specific tasks. Please help to make sure that learners complete attendance EACH school day.
- Contact teachers with questions (office hours and communication are covered later in this plan) and encourage learners to do the same.

## **TEACHER EXPECTATIONS**

- Teachers must take daily attendance for their class or advisory group.
- Teachers will be available for parent and student contact during the school day from 9:00 – 3:00. Any correspondence by teachers outside of that time is voluntary. Teachers have been asked to respond to any questions within 24 hours.
- Teachers will be expected to check in regularly with learners and offer a variety of ways to provide support.
- Teachers will continue to address grade and course level Minnesota Academic Standards in a similar scope and sequence that was planned during the time of Distance Learning.
- Teachers will continue to collaborate with grade level and department teams to design Distance Learning activities for students.
- Staff will develop high-quality learning experiences for our learners.
- Staff will create daily/weekly learning plans and post them in an organized manner.
- Continue to monitor student learning through assessments and provide feedback to learners and parents when appropriate.
- Keep the amount of work for students at a manageable level.

# STUDENT SUPPORT SERVICES

**Student Counseling and Social Worker:** Our school counselors and social worker will be available throughout our distance learning time. Contact either counselor or social worker directly at the following emails. [s.schepel@isd2184.net](mailto:s.schepel@isd2184.net), [a.cook@isd2184.net](mailto:a.cook@isd2184.net), [m.atkinson-smeins@isd2184.net](mailto:m.atkinson-smeins@isd2184.net)

**Health Services:** Health services will be available during distance learning time. Please reach out to [p.paquette@isd2184.net](mailto:p.paquette@isd2184.net) if you need help with resources or have questions concerning health issues. Still be in contact with your primary care provider for major medical concerns.

**Special Education:** As our staff are provided more guidelines regarding due process and paperwork during this time, we will be notifying families. The minutes of work expected are lower than that currently on the IEPs, as suggested by MDE.

- **Special Education Services:** Special Education teachers will provide a portion of IEP services to students in a variety of ways, including both technology and paper/pencil formats. We want to ensure individualized instruction is provided, thus the special education staff will be contacting each family to discuss individualized distant learning plans and services for each student and their family. Special education teachers will have, at minimum, weekly contact with each student on their caseload. Families will be provided special education teacher contact information for distant learning.
- **Speech Services:** Materials/activities for the upcoming week will be emailed to parents the weekend before so you are ready to go Monday. Families will have the flexibility to decide when in the week to complete the therapy tasks, but they will need to be completed by the end of the week. Zoom or FaceTime will also be used for periodic data collection and progress monitoring.
- **English Language Services:** Mr. Brinkman will continue to be in contact with students that participate in EL services. He has connected directly with families and students that he works with regularly.

## CARE FOR CHILDREN OF FAMILIES OF EMERGENCY WORKERS

We will be offering day care for district enrolled students between grades K-5 for families of health care professionals and emergency workers. A specific list of professions that qualify is listed in the executive order.

The program runs from 6 a.m. until 6 p.m. and will take place in the elementary gym. Eligible families can still continue to complete the form below to sign up. If you need more details please contact the elementary office at 507-283-4491

<https://forms.gle/HizJseG9kwpNFY1HA>

# NUTRITION

Our district will continue to provide meals for all children who need them in a way that best works for our community. General information concerning delivery locations and times is listed below. All families interested in meals please complete the following form for our planning purposes.

<https://forms.gle/AZ3SQYxuvBUC8Fit7>

Location	Time
Rock Cuntty Fairgrounds Parking Lot	11:30-11:45
Luverne Area Aquatics Center Parking Lot	11:30-11:45
Blue Mound Ice Arena Parking Lot	11:45-12:00
Rock Creek Town Homes	11:45-12:00
Luverne Elementary School Parking Lot	12:00-12:15