

Jamestown School District Distance Learning Plan

BOARD APPROVAL ON AUGUST 17, 2020

LAST UPDATED ON AUGUST 19, 2020

INTRODUCTION

The following Distance Learning Plan was submitted to the Department of Public Instruction on March 24, 2020 in advance of the Jamestown Public School District implementing a distance learning and virtual learning plan for K-12 students and in accordance with North Dakota Department of Public Instruction interim guidance and Governor Burgum's Executive Orders. The following plan was updated based on the July 14, 2020 Executive Order on Reopening Schools.

Intent: To educate and graduate the students of North Dakota through the end of the academic year while maintaining the health and safety of students, staff, and community.

Equity is a critical consideration. If educational services are being delivered to students in any form, for plans to be approved, those services must be provided to all students.

For the purposes of this guidance, distance learning includes virtual, online, ITV, alternate locations, instructional telephone calls and all learning that is offered through alternate means rather than on-campus, face-to-face. More specific subject-matter could be provided through content download (e.g. using laptops and smart phones) and communication by phone (e.g. conference calls and one-on-one calls). Depending on grade level, materials used might include books, textbooks, workbooks, worksheets, email, television (e.g. DVD, cable streaming), and Internet content (e.g. website, games).

An emergency leadership team was assembled to include all administrators and directors as well as a Central Office support staff to draft guidance for the district in normal operations during the pandemic as well as outlining school and staff expectations for an extended closure. These guidelines were updated in accordance with the Department of Public Instruction guidelines, reviewed by the Re-Entry Planning committee, and brought forward to the Jamestown School Board for approval on August 17. This will be a living document, which, will evolve as necessary to provide the best possible instruction in the event that the distance learning plan is needed.

The district engaged in action planning by employee classification to ensure guidance is in accordance to recommendations and protocols of the CDC. This plan outlined and defined clear COVID-19 threat levels and entailed reopening policies when appropriate. Furthermore, the plan ensured appropriate guidelines and expectations are in place in the event of school closure and reopening.

Despite the closure of schools, the district remains fully committed to continuing to fulfill our district's mission and vision and operating with the same core values.

District Mission

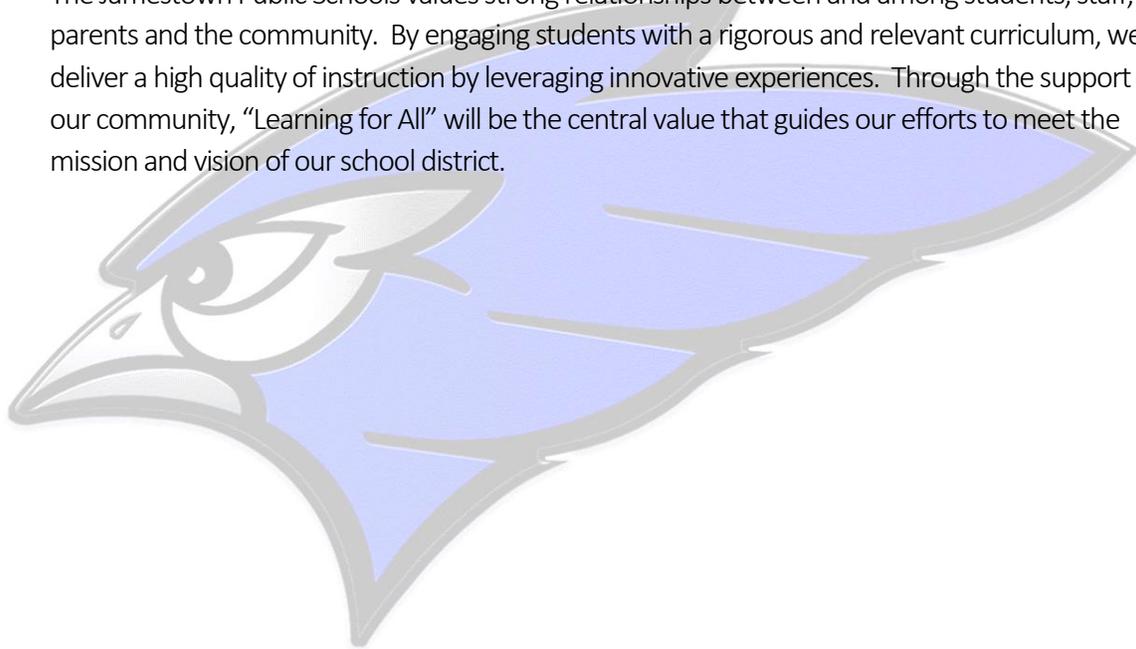
Engaging students with challenging and innovative experiences to prepare them for future success.

District Vision

Jamestown Public Schools supports a safe, educationally rigorous, and collaborative environment. Our vision is to prepare students for tomorrow's challenges by practicing skills such as collaboration, communication, creativity, and critical thinking. We believe all students should have personalized, authentic experiences that integrate with the community for meaningful learning. As an essential contributor to the growth of our student's intellectual, social, and personal well-being, we will positively impact our community and society.

Our Values

The Jamestown Public Schools values strong relationships between and among students, staff, parents and the community. By engaging students with a rigorous and relevant curriculum, we will deliver a high quality of instruction by leveraging innovative experiences. Through the support of our community, "Learning for All" will be the central value that guides our efforts to meet the mission and vision of our school district.



Communications Plan

On July 14, 2020, Governor Burgum, through Executive Order, directed all schools to develop a Health and Safety Plan and update the existing Distance Learning Plans. The Jamestown Public School District established a Communications Plan on July 15 to engage and communicate with stakeholders regarding the process to develop and implement the Health and Safety Plan and Update the Distance Learning Plan.

Stakeholder Communication Throughout the District

The Jamestown School District utilizes the Blackboard Connect program to engage families through automated phone calls, text message, emails, app notifications, and social media. This communication has occurred, and will continue to occur, regularly as the district continues throughout the school year. This will be the key communication tool to bring awareness to families.

A parent input session was held on August 5th along with scheduled parent informational sessions by building during the week of August 10 – 14. The purpose of the parent input session was to gauge overall approval of the Health and Safety Plan and an opportunity to share opportunities to improve. The informational sessions provided the necessary implementation plans by building for families to recognize the measures enacted at the specific building location.

The district has established an Alert Center on the school district website, which houses all previous communications and resources available to families. This Alert Center will maintain a prominent location on the district's home page and will be continually be updated throughout the pandemic.

Staff Communication

The district primarily uses both email and videoconferencing opportunities to communicate and receive input from staff. On August 5th, the district provided a staff input session on the Health and Safety Plan prior to board approval. The building principals were also encouraged to provide staff informational meetings prior to the parent informational sessions during the week of August 10-14.

Instructional Methods

The instructional methods used might include the following:

Synchronous online learning opportunities, such as chat, streaming, video, instant messaging, web conferences, etc.

Asynchronous online learning with capability for remote communication and assessment, such as email, or, learning management systems (LMS).

The process of transitioning into a distance learning environment is detailed in the district's Health and Safety Plan. While Operations and Management are determined by the NDDoH phase designation, the instructional plan is determined independently to ensure that planning is consistent with the specific needs of the Jamestown School District. The Jamestown Virtual Academy (JVA) will be made available to all students regardless of risk level.

Instructional Plans

The instructional plans for the district in the 2020/2021 school year will be determined on a regular, and as needed basis by a team of stakeholders. The district will initially strive to meet bi-monthly, but will adjust, as needed, to meet more or less frequently. Instructional plans will be communicated with as much time as possible to ensure the least amount of family disruption. Instructional Plan infographics can be found in the Appendix of the Distance Learning Plan.

Instructional Plan 1: All K-12 levels will implement traditional daily instruction on campus.

Instructional Plan 2: Due to the environment, varied student and family needs, enrollments and differing facilities the following breakdown will be used:

Elementary: Traditional daily learning with increased safety protocols

Middle School and High School: Modified on-campus instruction with hybrid (AB) schedule to limit daily enrollment using (A-L for Cohort A and M-Z for Cohort B)

Instructional Plan 3: Due to the environment, varied student and family needs, enrollments and differing facilities the following breakdown will be used:

Elementary and Middle School: Modified on-campus instruction with hybrid (AB) schedule to limit daily enrollment (A-L for Cohort A and M-Z for Cohort B)

High School: Further modified on-campus instruction with hybrid (AB) schedule to limit daily enrollment using (A-F for Cohort A1 and G-L for Cohort A2 and M-R for B1 and S-Z for B2)

Instructional Plan 4: All K-12 levels will implement distance learning.

Providing Services to Needy Populations

The Jamestown School District ensures high-quality, age-appropriate instructional for all students. Unique populations and sub-groups will continue to be supported through special considerations. This includes Pre-K – Grade 12 students on Individualized Learning Plans, students on 504 plans, students receiving Title I services, including those in private education, and English Learners.

The needs of students in special populations will be met through a variety of strategies adapted to the unique needs of each child. Students in these populations may be provided additional services and supports, daily in-person instruction, small grouping, or other strategies that best address academic, social, and health and safety needs.

Families with students in special populations should contact their building principal and/or case manager to discuss these options and to appropriately plan for their child’s instructional model.

Due to the smaller enrollment and individualized schedules, Pre-K special education and Transition House programming would be determined independently of the other levels in phases Blue, Green, and Yellow by the special education director in consultation with the superintendent and local health officials. In phases Orange and Red, a limited schedule, smaller groups, or other strategies, including program closure, may be considered.

Special Education

Through Notice of Changes to IEP Without an IEP, the district will provide opportunity for parent participation and staff will select main goal area(s) to can be worked on through distance/virtual education. Case managers will review each student’s goal(s) and objective(s) on current IEP and create deliverables for a 2-week period of time with a focus on review of existing materials in an effort maintain existing knowledge and skills. Special education teachers will be working in coordination with the general education teacher to ensure materials meet the goals and objectives of each student and provide accommodations and modifications, as necessary. Teachers are encouraged to supplement any materials with online resources.

The instructional materials sent to students, either through distance or virtual education, will be specific to work in the goal area and data collection will be done through remote contact with parents/caregivers and through artifacts. The priority goal areas will be Literacy, Math and Social Emotional Learning. The time frame for learning will be individualized based on each student’s unique learning needs.

Case managers will be available through virtual meeting hours. During this time, case managers will be accessible to support families and students. This may be done through telephone, teleconference or any online platform. IEP meetings will be scheduled through virtual methods. In addition, all case managers will meet with each family they case manage a minimum of one hour.

Necessary meetings, such as the annual IEP meeting, will continue to be held. Case managers will communicate with families throughout the school closure and prior to the beginning of distance/virtual learning instruction, during instruction, and when the extended closure has been completed.

It may be necessary to adjust special education and related services, such as physical therapy, occupational therapy, and speech services, while students are receiving distance/virtual learning. Any changes to services will be reflected in the child's IEP per an individualized contingency plan. The ability to provide related services will be determined based on school closures, risk assessments, and student needs. Students may be provided services and instructional supports through online, face-to-face, individual and small group methods. If necessary, professional and support staff may travel to a home or other location to provide educational or related services. These methods may be explored and utilized only in accordance with CDC guidelines and through further guidance with state and federal regulations as outlined in the Individuals with Disabilities Act (IDEA).

Upon the completion of the school closure, the district will determine if the closure has impacted each student. This will be determined through progress monitoring and applying regression/recoupment measurements. Additional services may be utilized to support the child's learning based on those measurements.

Section 504

The district will continue to follow each students' team-developed 504 plan as applicable to distance/virtual learning. The district will ensure that a student who has a 504 plan will have equitable access to the general education curriculum and instruction of the distance/virtual learning plan. The district will, as necessary and as requested by students and parents, revise 504 plans to accommodate for virtual learning.

English Learners

If in Instructional Plan 4, English Learners (EL) will access instruction through distance/virtual methods. These students will continue to be serviced by the EL instructor through virtual supports. Instructional plans 1-3 will allow for scheduling of in-person EL services. Additionally, the EL instructor will communicate with the family to address individual issues. The EL instructor will support the teacher of record to accommodate, as necessary, for the specific needs of the EL student.

At-Risk Students

At-Risk Students are defined as students who received Title I services during the traditional school year. To ensure equitable services to these students during the closure, Title I teachers will communicate with classroom teachers to provide additional supports as needed in general education courses. Supports could be, but are not limited to, learning materials sent home, assisting parents in supporting students at home, parenting tips, online resources, and communication with parents through virtual means.

Services to Students in Private Education

Title I and special education staff servicing private education students will communicate with, and provide support to, private school partners and students and families to ensure they can meet the educational needs of the students served in those educational settings.

Counseling Services

Counseling services will be made available through individual appointments, which may include virtual opportunities. Counselors met throughout the week of March 16 – March 20 to develop emergency protocols, available services, create a student [in-take form](#) for counseling sessions during extended closure, and develop guidance on ethical and legal considerations when providing virtual opportunities. In addition, counselors will be a part of providing continued virtual career and guidance lessons in the event of online learning.

Family and Student Virtual Access and Support

In the event that Instructional Plan 4 is utilized, each staff member will provide online office hours to be available for all student and families at least one hour per day. These services will be conducted to continue to cultivate strong relationships with students and families throughout an extended closure as well as provide a mechanism for student and family questions on learning opportunities and troubleshoot. Students in the Jamestown Virtual Academy will also be monitored and supported by JPS staff.

Social-Emotional Supports

The Second Step curriculum has been adopted at the K-5 level with the Seven Mindsets program available for Grades 6-12 to adequately support the social-emotional needs of students. Specific training and support for implementation will be made available during the 2020/2021 school year professional development days.

Staff will be made available, in any environment, to support the social and emotional needs of students.

Development of Virtual Learning Guidelines and Guidance for Staff

The district engaged a team of local staff and administrators with e-learning expertise on March 16—19 to draft virtual guidance for staff to plan and implement virtual learning. This guidance is housed in a shared cloud folder available for all staff. This includes a leveled virtual learning vision, implementation checklists, planning guides, family communications and other supports.

In a staff survey, the majority of teachers targeted Schoology training as a need for the 2020/2021 school year. Schoology training was provided in the summer of 2020 to build staff capacity in the online platform. An updated school calendar for the 2020/2021 school year has allowed for additional professional development opportunities to receive training and support to utilize Schoology.

ENSURING EQUITABLE SERVICES

The Jamestown School District has considered and implemented a plan that addresses the unique needs of all families and students when considering distance/virtual learning opportunities. During distance/virtual learning, students will be provided work from their teachers, across the same subject areas, through either distance or virtual learning experiences. The district has the infrastructure and professional capacity in place to support distance/virtual learning experiences as an emergency measure for an extended spring closure.

Technology and Connectivity Access

Internet Access

The district's Technology Department will work with service providers to waive setup fees and monthly charges for families in need as well as private donors and community groups who will provide access to families without existing services. In the event that connectivity is not available through these measures, the district will support access to connectivity for families using any distance learning measures. This includes students involved in a hybrid setting as well as those in the Virtual Academy.

Access for Devices

All students that do not have devices available at home to be utilized, will have access to a school district-owned device. Each family will complete a user agreement for home use and will be made available before any virtual learning opportunities are assigned. This includes those involved in a hybrid setting as well as those attending via the Virtual Academy.

Students in Grades 6 – 12 will be provided a device through the 1:1 initiative. Devices will be enhanced at the K-Grade 5 level to get as close to 1:1 as possible.

Assistive Technology

The Jamestown School District, through the special education department, will contact families with students that may require assistive technology to ensure continued access to quality education and services during any prolonged closure.

Technology Help Desk

The Jamestown School District will provide access to a technology helpdesk through the Jamestown Technology Department. This will be available throughout the day, on a scheduled basis, to ensure opportunities for families to receive technical support. In the event the district enters into Instructional Plan 4, the times will be from 8:00 AM – 10:00 AM Monday – Friday. If families are unable to meeting during those times, it can also be scheduled with the department on an individual basis.

Learning Management System

The district supports the districtwide implementation of Schoology, the district-approved LMS. Schoology delivers, tracks and manages classes and projects and will be utilized across the district for provide in-class and online learning. The expectation will be that teachers use Schoology to ensure that, in the event of

movement into full or part-time virtual learning, that there will not be a loss of learning. In the event of full distance learning, school and teachers will communicate a schedule to ensure families are aware of academic expectations.

Along with the asynchronous learning activities through Schoology, teachers will connect, on a regular, and as-needed basis, with students to ensure that academic and social-emotional needs are met. This will include, but is not limited to, scheduled office hours in which a teacher is to be available to students and families.



Continuation of Services

Local school leaders have decision-making authority regarding curriculum and instruction. A school must show that it can provide adequate infrastructure in three areas: technology, instruction, and student engagement.

Full Continuation

Students will be able to access grade-level and subject-matter content. Instructional support is provided, including assessment and evaluation of work. Measurable student progress is expected. Materials and instructional methods used might include all of those listed throughout the Distance Learning Plan.

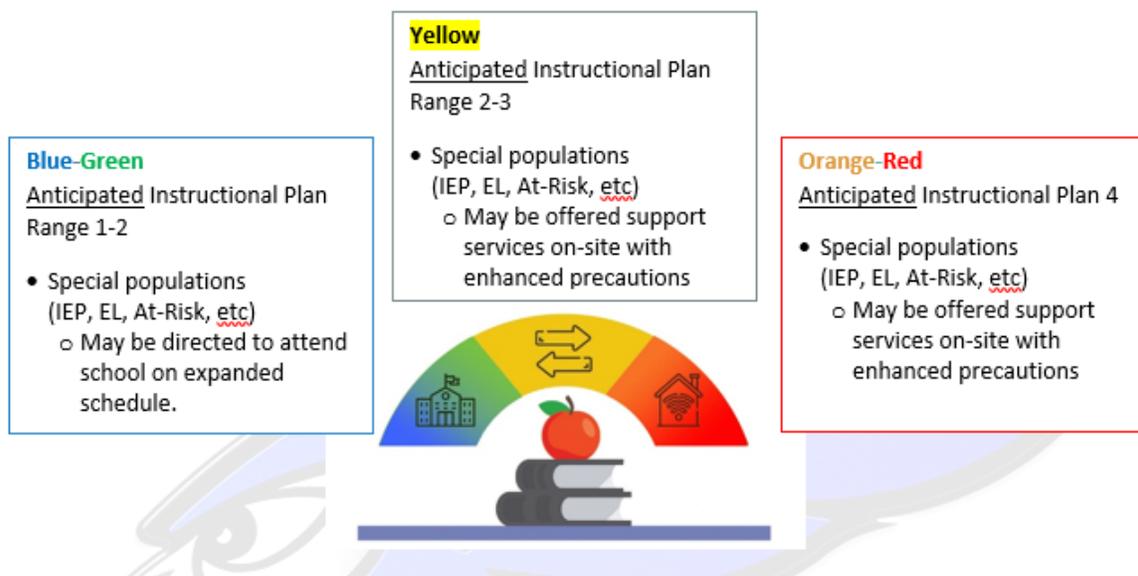


Health and Safety Guidelines

The Jamestown School District adheres to the guidance provided by the North Dakota Department of Health (NDDoH). These guidelines are the primary concern when considering the operations and management of the school district and individual buildings. The actions of the district will be balanced with guidance from the NDDoH, local health officials, federal guidelines, and staff and community leaders.

The Jamestown School District has developed a Health and Safety Plan, developed through a Re-Entry Planning Committee, which aligns with the distance learning plan. This planning committee included broad representation across all stakeholder groups. Input was gathered through virtual sessions from staff and families and should be referenced specifically for additional information related to the Health and Safety Guidelines.

The following is the matrix of anticipated instructional plans that will be utilized by phase designation, which includes expectations and allowances for special populations.



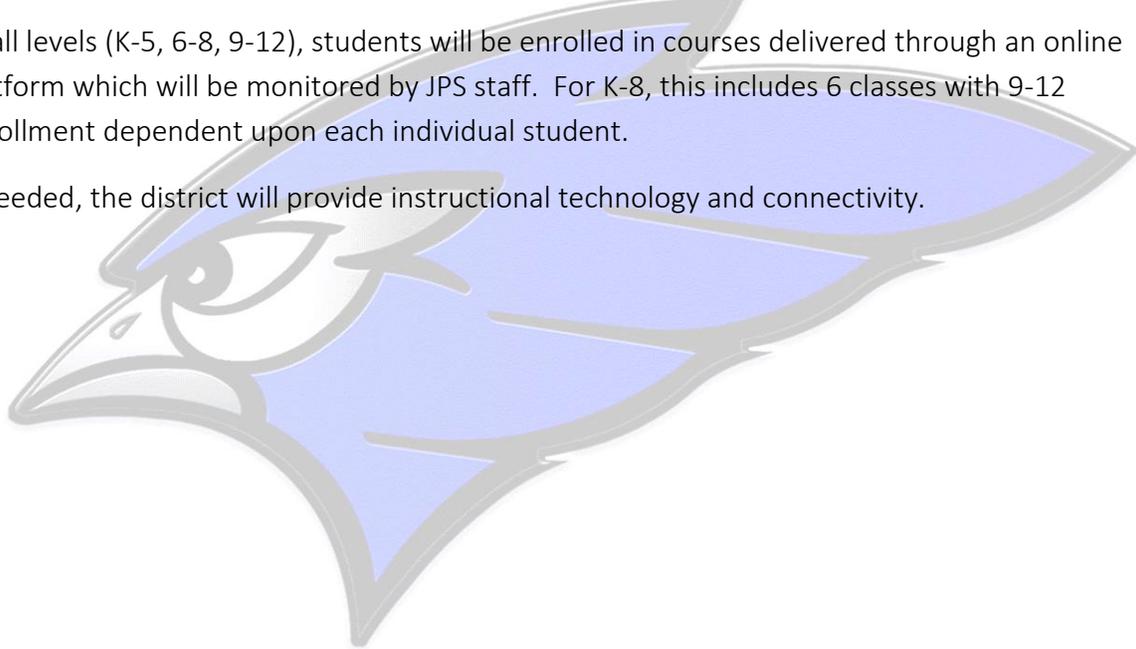
JPS Virtual Academy

The district will create a virtual academy to accommodate families that wish to continue with distance education. The district will open an application window between August 7 and August 14. Families who commit to the JPS Virtual Academy must do so for, at a minimum, one semester. Families in the Jamestown School District previously choosing to home educate are also eligible to participate in the JPS Virtual Academy with the school district assuming all costs upon registration.

Prior to enrolling, each family should consider the student's readiness to participate in this virtual academy through an assessment of technology skills, work and study habits, learning style, access or ability to access technology and connectivity, time management, interest/motivation, reading/writing skills, and student support. Families are encouraged to use the [Jamestown Virtual Academy Readiness Assessment Rubric](#).

At all levels (K-5, 6-8, 9-12), students will be enrolled in courses delivered through an online platform which will be monitored by JPS staff. For K-8, this includes 6 classes with 9-12 enrollment dependent upon each individual student.

If needed, the district will provide instructional technology and connectivity.



FOOD SERVICE, HUMAN RESOURCES, AND BUSINESS OPERATIONS

Food Service

In the event of virtual learning, all efforts will be made to ensure a meal is available for all students, up to age 18, within the community of Jamestown. Availability will be dependent upon federal programming and instructional plan. Students in a hybrid plan or those attending the Jamestown Virtual Academy will have access to meals. These may be free, reduced, or paid meals, which will be dependent upon eligibility.

Human Resources

The Jamestown School District will continue to adhere to all school policies, state law, and federal law if transitioning to a full or partial online learning environment. The district will ensure the continuation of payroll, funds receivable, funds payable, and human resources remotely, if necessary. The district has established protocols and will ensure secure connections for those needing to work remotely.

The Jamestown School Board may wish to suspend policies that limit or prevent operational efficiency or conflict with emergency declarations or guidance from community health officials. The Jamestown School District will continue to comply with guidelines and regulations of all federal programs that impact the district, staff and students.

The Jamestown School District will continue to comply with guidance and regulations on all federal programs utilized by the district.

The district engaged in an informational session on the Family First Coronavirus Response Act (FFCRA) on August 12 to ensure staff aware of protocols, FFCRA impact on available leaves, and the process to determine workforce accommodations. This presentation will also be included as Board Education at the August 17, 2020 school board meeting.

Before the event of a full closure to schools and district operations, the Human Resources director shall present a plan on how to address sick leave, personal leave, and leave without pay to the superintendent for approval.

Business Office Operations

Operational plans shall be organized by the business manager and approved by the superintendent.

PROVIDING HIGH-QUALITY, EFFECTIVE, STANDARDS-BASED EDUCATION

Across the K-12 continuum throughout all learning plans, the Schoology learning management system will be utilized to virtually interact with student synchronously and asynchronously to provide content, services, and support. Teachers will organize learning activities by content standards.

In the event that the district implements Instructional Plan 4, the expectation is to focus on a range of 4-14 hours per week of virtual/distance learning instruction depending on the grade level and ability level of the student. To limit screen time, guidelines have been created. The general expectation is early childhood and Kindergarten students will be directly engaged with instruction for 45 minutes daily, Grades 1-2 will be directly engaged with instruction for 60 minutes daily, Grades 3-5 will be directly engaged with instruction for 90 minutes daily, Grades 6-8 will be directly engaged with instruction for 120 minutes daily and Grades 9-12 will be directly engaged with instruction for 170 minutes daily initially eventually growing to 250 minutes daily. This can be adjusted, as necessary, to adapt to the existing environment and to provide an age-appropriate learning expectation.

Learning priorities will be focused around course essential learning outcomes. Students may have online, off-line, and hybrid learning activities. When the more traditional distance learning opportunities are utilized, specifically with younger students, all teachers will implement, at a minimum, one virtual learning experience per day. In addition, the district is supportive of new learning experiences and has directed staff to prioritize maintaining positive and effective relationships and reviewing existing knowledge.

Continued Parent and Student Communication with Teachers in Instructional Plans 1-4

The Jamestown School District will utilize synchronous communications through Zoom and asynchronous communication through Schoology to connect with students and families as well as more traditional communication channels, such as phone calls and emails.

Distance and Virtual Learning Support

Staff were engaged in collaborative opportunities throughout the week of March 16 – March 20, both in on-site and virtual experiences, to plan for distance/virtual experiences. Additional training in Schoology was made available in the summer of 2020 and will be embedded into the extended professional development days. The staff, in Instructional Plan 4, will prepare for, at a minimum, one-week of instruction at a time.

Staff experiences in supporting distance and virtual learning will be monitored by the building administrator. Additional support, including technical training, professional learning opportunities, and collaborations, will be scheduled, as necessary, to further build the capacity across the school continuum to provide high-quality instruction for all students.

Schedules

The following schedules will be implemented across the district levels. Individualization of these schedules are allowable as communicated to caregivers and students and with the approval of the building administrator.

District Daily Elementary Schedule

Opening Exercises: 8:00 – 8:30

English/Language Arts: 8:30 – 10:00

Online Office Hours: 10:00 – 12:00

Math and Science: 12:30 – 1:30

Social Studies: 1:30 – 2:30

Music/Physical Education/Counseling: 2:30 – 3:30 (rotating basis)

District Secondary Schedule

Monday: Periods 1, 2, 3, 4 (Online)

Tuesday: Office Hours and Periods 5, 6, 7 (Online)

Wednesday: PLC/Online Self-Paced, Virtual Academy Advisee, Office Hours, Online Self-Paced

Thursday: Periods 1, 2, 3, 4 (Online)

Friday: Office Hours and Periods 5, 6, 7 (Online)

Attendance and Grading Procedures

Through the base platform of Schoology, teachers will ensure access to an educator during distance learning experiences. Other applications, such as SeeSaw, will also be made available to support the learning needs of students.

Attendance will be captured based on the engagement in and completion of online learning activities during distance learning. Schoology allows for integration with PowerSchool, which is the student information system of the Jamestown School District. Additional protocols for attendance include teacher monitoring during online sessions, engagement through asynchronous learning session, participation in synchronous learning sessions, engagement/completion of online learning activities. Teachers will monitor prolonged absences and disengagement and communicate with the family to provide accommodations as necessary.

Grading will be based on a student's performance as related to standards and will continue to be reflected through PowerSchool. Regardless of instructional plan, the same grading scale will be utilized.

In Instructional Plan 4, all test exemptions previously based on in-person attendance will be eliminated. Semester and final tests will continue to be mandatory if necessary to determine evidence of learning.

Collaboration and Coordination of Instruction

A foundational strength of the Jamestown School District is the ability to provide teacher collaboration and implementation of the Professional Learning Communities model. Jamestown School District staff have already been trained and are implementing standards-based education practices through Professional

Learning Communities. These PLCs will continue to operate to ensure high quality learning experiences. Each virtual team will determine the appropriate avenue to meet regularly. Online surveys will continue to be utilized to gauge which, and to what degree, the 4 Corollary Questions (What do we want students to know and learn, How do we know, What do we do when they don't know it, and How do we react when they do) are being considered during each meeting. These will continue to be monitored by the building administrator.

Staff have been trained, are implementing Standards Based Education practices, and are expected and monitored to ensure these high quality learning experiences continue virtually, as appropriate. These groups will continue to meet on a weekly basis, if implementing Instructional Plan 4, to monitor student progress and collaborate on addressing gaps in learning. Instructional coaches, specialized to the elementary, middle school, and high school levels, will continue to assist teachers by providing resource as well as guidance in data analysis and student supports.

Building administrators will coordinate staff, as necessary, either through virtual or face-to-face, to coordinate and collaborate on instruction. This may include the development of cross-curricular activities, development of virtual activities, utilizing online methods to connect with students, professional development, and research and discussion on available resources.

CTE and Lab Sciences

The Schoology learning management system will be utilized to virtually interact with student synchronously and asynchronously to provide content, services, and support. JPS CTE and lab Sciences will use this platform to deploy blended learning experiences every school day throughout instructional plans. These courses require hands-on learning opportunities that will be addressed, if needed, through the use of video lessons, virtual field trips and experiences, and real-world projects that can be completed at home.

Appendix

Instructional Plans

Instructional Plan 1: All K-12 levels will implement traditional daily instruction on campus.

	Monday	Tuesday	Wednesday	Thursday	Friday
All Students K-12					

Instructional Plan 2: Due to the environment, varied student and family needs, enrollments and differing facilities the following breakdown will be used:

Elementary: Traditional daily learning with increased safety protocols

	Monday	Tuesday	Wednesday	Thursday	Friday
All Students K-5					

Middle School and High School: Modified on-campus instruction with hybrid (AB) schedule to limit daily enrollment using (A-L for Cohort A and M-Z for Cohort B)

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A (Students A-L)					
Cohort B (Students M-Z)					

Instructional Plan 3: Due to the environment, varied student and family needs, enrollments and differing facilities the following breakdown will be used:

Elementary and Middle School: Modified on-campus instruction with hybrid (AB) schedule to limit daily enrollment (A-L for Cohort A and M-Z for Cohort B)

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A (Students A-L)					
Cohort B (Students M-Z)					

High School: Further modified on-campus instruction with hybrid (AB) schedule to limit daily enrollment using (A-F for Cohort A1 and G-L for Cohort A2 and M-R for B1 and S-Z for B2)

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A1 (Students A-F)					
Cohort A2 (Students G-L)					
Cohort B1 (Students M-R)					
Cohort B2 (Students S-Z)					

Instructional Plan 4: All K-12 levels will implement distance learning.

All Students K-12					
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