

Burke Central School COVID-19 Response Plan

Emergency Response Plan Pandemic – Epidemic

Note this plan could change due to feedback and data received from both students and staff.

All Staff

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

Administration

1. Students to determine the impact
2. Report any significant elevations in absences to district administration or Front Office
3. Promote attendance policies that reinforce students who are sick to stay home.
4. Be prepared to address large numbers of staff absences.
5. Prepare distance learning plan in the event of a prolonged closure.
6. Execute distance learning programs

Business Manager/Secretary

1. Be aware of absence policy changes to inform parents and families.
2. Assist keeping symptomatic students away from well students and contacting parents.

Custodian

1. Normal Operations-Follow enhanced cleaning procedures as prescribed by your supervisor.
2. Clean highly touched surfaces daily.
3. Extended Closure-Follow recommendations from supervisor for alternative work hours & expectations.

Teacher

1. Normal Operations-Students that are symptomatic should be kept away from well students and parents contacted.
2. 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.
3. Extended Closure
 - Execute distance learning plan
 - Set daily office hours and inform your students (families)

Extended Stakeholders

1. Normal Operations
 - 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 communications portal on district website.
2. Extended Closure
 - Continue to prepare statements for stakeholders.
 - Continue to attend district administrative meetings to ensure consistency of messaging.
 - Set up district communications stage – backdrop, podium, camera.

Food Service

1. Prepare for food distribution if a closure would occur.
2. Work with public relations to inform stakeholders as needed.

Attendance policies for students

- Suspend Policy on physical attendance due to National Emergency declared by President
- Families that make decisions to keep students at home due to EPIDEMIC should be addressed on a case by case basis by building principals.
- Encourage families with symptomatic students to stay home. Any student with over a 100 degrees fever will be sent home.

District Communication Plan

District leaders should reference the District Communication Plan which states the Superintendent is the spokesperson for the school district.

Continuation of Educational Services

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

Burke Central Mission Statement

Support students emotionally and prepare them academically as they build confidence and strive for excellence.

Burke Central Vision Statement

Empowering students to dream big and improve themselves and their world.

Burke Central Beliefs

We believe all students have the ability to develop:

P-Pride

R-Resilience

I-Integrity

D-Determination

E-Empathy

Student Attendance & Engagement

Attendance policies will transition during a pandemic/epidemic event. The CDC provides guidance for schools on when to alter attendance practices and/or close schools.

Student Attendance Policy Considerations

Families that make decisions to keep students at home due to EPIDEMIC should be addressed on a case by case basis by building principals:

- Encourage families with symptomatic students to stay home.
- Suspend attendance incentives/testing requirements as needed.

Ensuring Equitable Services for Students & Families During Closure

During any extended closure due to a pandemic/epidemic, Burke Central Schools believe students benefit from delivery of educational services. These services provide our families and students with consistency and support.

Preparing for Online Learning Paper and Pencil– 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 in an online setting. An assessment of educator skills may be needed to evaluate the need for additional training in the initial phases of online instruction implementation.

Administrative Communications and Teacher Training:

Wednesday 18th 2020: Management team met and teachers were notified that they were to have an online platform, Google Classroom prepared for each class K-12. Additionally, teachers were asked to begin gathering ideas, websites, thinking, and planning how they could move their instruction to an online platform.

Monday 23rd Staff came in worked on online programing for students along with homework. Staff was asked to plan for the next weeks.

Tuesday 24th Food delivered and academic worked started.

Wednesday 25th Food delivered

Thursday 26th Food delivered

Friday 27th Food delivered

Monday 3rd Food delivered and school work pick up. Homework picked up.

Chromebooks

At this time, Burke Central Schools is one to one at the k-8. How to use Chromebooks.

Link: <https://www.pcworld.com/article/3168062/how-to-use-a-chromebook-10-must-know-tips-tricks-and-tools-for-beginners.html>

Student Access to Devices

A survey was administered to determine technology needs with each of our school families. Phone calls were made to those families that did not complete the survey and the results of the survey and phone calls determined which households needed internet access and which households needed devices. Burke Central school will provide Chromebook to all families that requested.

Internet Access

Online learning requires access to robust internet services. Burke Central families, for the most part, reside in areas that have high speed internet (fiber) provided via Northwest Communications Cooperative (NCC) or other providers. There have been a small percentage of homes identified that we are unable to get internet service to using NCC. Verizon Jetpacks have been assigned to families in those areas to allow student access

Ensuring Access

Students/families have been surveyed to determine if they have reliable access to the internet. This information has been used to plan for an extended closure and to ensure robust educational opportunities. Additionally, we have partnered with NCC to offer our teachers an improved internet connection for downloading videos, etc.

No Access Options

At this point, almost every student in the Burke Central School system will have access to the internet. However, if we do encounter students/families with restricted access our contingency plan is to work through the following steps:

- Providing Verizon Jet Packs to those living in those areas where it is difficult to receive traditional internet connections

Access to all Classes / Courses for Students

Burke Central School can provide access to all classes and courses predominantly using Google Classroom, Zoom, Microsoft one note, Khan Academy, YouTube, Class DoJo Grades K-12 will be using the Google classroom platform which includes:

- Google Classroom: Access lesson plans, use of instructional apps, video/instructional chat, and submit/receive assignments (formative/summative)
- Zoom Meetings: Class/Small Group Discussions and Supplemental Instruction
- Grades 1-6 will use Class DoJo, Reading Plus, Ascend Math and Mind play.
- K-12 will continue to send home packets with students.

Services Assurances to Needy Populations

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 will communicate with classroom teachers to provide additional support as needed to support general education courses. These supports may include:

- Learning materials – take home bags when still possibly
- Books
- Assisting parents in supporting their students while at home.

Special Education

Students receiving special education services through an IEP are unique and require special services in the event of a closure. USDOE guidance indicates that once schools provide learning opportunities to students during a closure the LEA must make every effort to provide special education services and related services to a child in accordance with the IEP.

Communication

Building principals and 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 particular attention to:

- Resumption of services
- Duration and scheduling of services
- Educational services being provided

Title I Services

Services will be provided for all students who have been identified to receive Title I services. Title I instructors and aides will co-teach and assist in all online K-6 classrooms. This will allow them to view lesson plans and classroom exercises in order to provide appropriate individualized instruction to Title students.

Title I students will also have access to **I-Station**, Reading Plus, Ascend Math and Mindplay. These online learning platforms will allow for adaptive interventions and differentiation for individual students. The Title instructor will be able to track progress through the online portal

Services at School

Burke Central 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 platforms through Google Classroom.
- Additional supports provided remotely (classroom sites, email, and phone)
- Individual or small group instruction on school property. This is allowable following guidance by local health officials. At such a time as the safety of students or educators is compromised, supports will be moved to an online platform.

English Language Learners

- EL students and the services they receive are unique during a closure. Burke Central School currently does not serve any EL students. However, EL staff shall communicate with any new EL student's family to address individual supports necessary. In addition, translation services shall be provided to EL families.

504 Plan:

504 students and the services they receive are unique during a closure. The 504 coordinator will communicate with staff to ensure these students are receiving services.

Counseling and Student Facilitator Services

The school counselor and the student facilitator will monitor and facilitate online counseling services, suicide awareness, and depression/anxiety assistance for students. Parents may contact Mrs. Helwig at christy.helwig@k12.nd.us

General Education

Academic programming while delivering online education services shall continue to deliver instruction aligned to our district's guaranteed and viable curriculum. Burke Central Schools has used a structure to evaluate and monitor the effectiveness of our instruction, resources, and supplemental materials. Under each heading below we have given *examples* of guiding documents to be used in an online setting.

During a closure it is our intent to deliver high-quality, grade-level appropriate learning opportunities that align with North Dakota Standards <https://www.nd.gov/dpi/districtschools/k-12-education-content-standards>

Models of Instruction

PK Special Education-Speech

Services will be continued by Heidi Barman - barmantherapy@gmail.com

Elementary (K-6):

During a partial or full closure, Zoom and Google Classroom will be used to virtually interact with our students synchronously and asynchronously to provide services and support. Our K-6 teachers plan to continue with their daily calendar time, story time, through several different digital mediums. Teacher also will use class Class Dojo for instruction and communication to check on student work (progress monitoring). Along with online learning students will be required to work on book material provided by the teacher. Students will also be required to use Mindplay, Ascend Math or Reading Plus. Student will also have the option of using Khan Academy.

Middle School (7-8)

During a partial or full closure, Zoom and Google Classroom will be used to virtually interact with our students synchronously and asynchronously to provide services and support. Our K-6 teachers plan to continue with their daily calendar time, story time, through several different digital mediums. Teacher also will use Class Dojo for instruction and communication to check on student work (progress monitoring). Along with online learning students will be required to work on book material provided by the teacher. Students will also be required to use Mindplay, Ascend Math or Reading Plus. Student will also have the option of using Khan Academy.

High School (9-12)

During a partial or full closure, Google Classroom will be used to virtually interact with our students synchronously and asynchronously to provide services and support. Burke Central School uses Google Classroom to deploy blended learning experiences every school day. Teachers will also use Zoom, Acellus. Along with online learning students will be required to work on book material provided by the teacher. Students will also be required to use Mindplay, Ascend Math or Reading Plus. Student will also have the option of using Khan Academy.

CTE & Lab Sciences (7-12)

During a partial or full closure, Google Classroom will be used to virtually interact with our students synchronously and asynchronously to provide services and support. Burke Central High School uses Google Classroom to deploy blended learning experiences every school day. During a closure these blended lessons will be modified to address essential learning targets in a 100% online environment. These courses require hands on learning opportunities that will now be addressed with the use of video lessons, virtual fieldtrips & experiences, and real-world projects that can be completed at home.

Verification of attendance for On-line classes

Despite the fact that teachers are not able to see your student sitting in a real-time classroom, they still need to verify that he or she is present within the virtual classroom. Physical existence is measured by logged contacts with the school. For instance, each time the student communicates with the school, the conversation is documented and logged in the system. The school also looks at the time between the present day and the most recent synchronous contact, such as a phone call, that they've had with the student. This is one of the only methods of attendance monitoring that can be initiated at the school.

Roles of the Online Teacher

Tour Guide <i>directing & redirecting learner attention toward key concepts and ideas</i>	Cheerleader <i>encourage individual learners and promote positive morale in good & challenging times</i>	Learning Coach <i>giving tips & feedback about how to grow & develop as a learner</i>
Individual Mirror <i>providing frequent & meaningful feedback to individual learners</i>	Co-learner <i>participate, learn, & discover alongside the rest of the learners in the class</i>	Group Mirror <i>providing frequent & meaningful feedback to the learners as a group</i>
Social Butterfly <i>getting to know the learners & helping learners get to know one another</i>	Big Brother <i>monitoring learner progress & responding to what you find</i>	Valve Control <i>managing the appropriate flow of content & resources for individuals & the entire group</i>

The role of the teacher is to create the conditions for invention rather than provide ready-made knowledge. - Seymour Papert

ONLINE WEBSITES:

Ascend Math

Link: <https://www.myascendmath.com/Ascend/login.htm>

School Code: BCSD

Ascend Math for Parents

Link: <https://ascendmath.com/>

Reading Plus

Link: <https://student.readingplus.com/seereader/api/sec/fail>

School Code: rpburke

Reading Plus for Parents

<https://www.readingplus.com/how-it-works/assessment/>

MindPlay

Link: <https://www.mindplayvirtualreadingcoach.com/MVRC/Login.aspx?dbc=013840>
Customer ID: 013840

Mind Play for Parents

Link: <https://parents.mindplay.com/>

Khan Academy Help Center

Link: <https://khanacademy.zendesk.com/hc/en-us>

Acellus Academy | Accredited Online School for Grades K-12

Link: <https://www.acellusacademy.com/>

Class DoJo

Link: <https://www.classdojo.com/>

The Arts

Burke Central School believes in the importance of the Arts within our curriculum. We will continue with Band, Choir, and general music classes online. In some instances, we will be using smartmusic to allow students to practice their instrument.

SmartMusic | Music Learning Software for Educators & Students

Link: <https://www.smartmusic.com/>

NDCDE/Dual Credit Courses

Please continue to work on the normal assignments for these classes if you are able. Exams can be left for a later date. Many of your instructors have been in contact with you via email with how they are handling this situation. They are also working hard to plan to help you finish these courses.

Physical Education/Activity

Burke Central School believes in the importance of physically active and healthy students and staff. Our school has worked to implement physical activity and education across our curriculum. Students are encouraged to perform 60 minutes <http://www.nfl.com/play60>

Progress monitoring

Monitoring student progress will be accomplished through Google Classroom as this system allows us to review student submissions and provide feedback. Teachers will be able to access student progress on Reading Plus, Ascend Math and Mindplay.

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

Grading

Burke Central School will continue to adhere to our policy manual, student handbook, practices, and grading structure in an online setting. All policies and rules that cannot be followed due to an online environment will be suspended immediately at the discretion of the administration and/or the school board.

Services Assurances to Needy Populations

Ensuring high-quality, age appropriate instruction for all students is always our goal, including when that instruction is provided online. Special considerations shall be made for needy 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 in an online setting Title I teachers should communicate with classroom teachers to provide additional supports 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
- Class Dojo meetings with parent feedback and communication

Special Education / 504

Students receiving special education services through an IEP or 504 plans are unique and require special services in the event of a closure. USDOE guidance indicates that once schools provide learning opportunities to students during a closure the LEA must make every effort to provide special education services and related services to a child in accordance with the IEP

Communicate & Plan

Administrators, 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:

1. Resumption of services
2. Duration and scheduling of services
3. Educational services being provided

Notice to Change without an IEP Team meeting

According to 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 Online" model.

Hosting an IEP Meeting

All IEP during closure will be held through Zoom conferencing.

Student Meals

At this point the district will be providing all breakfast and lunch for students in grades K-12. Meals will be delivered from 8:30 am until 10:30 am by Burke Central Staff. At this time all meals will be free of cost. Any issues regarding food please contact Mr. Lindblad at 701-933-2821.

Policies & Procedures

In the event of a full closure of schools and district operations due to a pandemic/epidemic preparation the Superintendent present a plan on how to address sick leave, personal leave, and leave without pay to the School Board for approval

The school board may wish to suspend policies that limit or prevent operational efficiency or conflict with emergency declarations or guidance from appropriate state or federal officials.

Federal Programs & Funds

Burke Central School will continue to comply with guidance and regulations of all federal programs that affect the district

Addition to Burke Central School COVID-19 Learning Plan

The online learning environment presents a unique set of challenges that require clear definition of student performance. The following *Best Practices and Expectations for Online Teaching* are considered best practices. They identify the minimum level of interaction and management needed between students and instructors to maintain a quality online learning environment. As a course instructor at Burke Central School, it's anticipated that we will:

- Broadening access in ways that dramatically reduce the cost of providing access to quality educational resources and experiences, particularly for students in remote locations or other situations where challenges such as low student enrollments make the traditional school model impractical
- Engaging students in active learning with instructional materials and access to a wealth of resources that can facilitate the adoption of research-based principles and best practices from the learning sciences, an application that might improve student outcomes without substantially increasing costs

- Individualizing and differentiating instruction based on student performance on diagnostic assessments and preferred pace of learning, thereby improving the efficiency with which students move through a learning progression
- Personalizing learning by building on student interests, which can result in increased student motivation, time on task, and ultimately better learning outcomes
- Making better use of teacher and student time by automating routine tasks and enabling teacher time to focus on high-value activities
- Increasing the rate of student learning by increasing motivation and helping students grasp concepts and demonstrate competency more efficiently
- Reducing school-based facilities costs by leveraging home and community spaces in addition to traditional school buildings
- Realizing opportunities for economies of scale through reuse of materials and their large-scale distribution

Examples of Teacher's daily schedule

Pre-K Teacher Daily Schedule

Pre-k will be working on Mindplay program for 2 hours a day. MindPlay is an individualized reading intervention that features virtual reading teachers. These "reading coaches" emulate one-to-one tutoring instruction and support. Instruction is direct, explicit and quickly targets reading gaps that prevent accurate and fluent reading. Through a series of quick assessments, the program identifies reading strengths and deficits. Then, it automatically creates a personalized learning plan to target and quickly fill any reading gap. A MindPlay student is assigned only the lessons they uniquely, individually, need.

Class Dojo will be used by teacher to communicate with student and family. Class Dojo connects school teachers, students and families through communication features, such as a feed for photos and videos from the school day, and messaging that can be translated into more than 35 languages and has been used in 180 countries. It also enables teachers to note feedback on students' skills and creates a portfolio for students, so that families can be aware of school activities outside of meeting with teachers.

Class DoJo Link: <https://www.classdojo.com/>

MindPlay: Link: <https://parents.mindplay.com/>

K-2 Teacher Daily Schedule

K-2 will use modified blended learning. Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. While students still attend "brick-and-mortar" schools with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is also used in professional development and training settings

K-2 will have students work one hour on Ascend Math. Ascend Math is written to Common Core and rigorous state standards. Instruction is delivered in a logical math sequence. Students move ahead at their own pace and track their own progress. Ascend Math® is currently used by hundreds of schools and districts serving tens of thousands of students throughout the U.S. and Canada. Teacher will then spend 1 hour on MindPlay.

Second grade teacher will also use 1 hour for Reading plus for high level students. Reading Plus is an award-winning reading comprehension program for students reading below grade level. Reading Plus improves reading comprehension and verbal skills by multiple grade levels in weeks and has been proven to improve math, science and social studies grades. Learn more www.readingplus.com.

Teacher will have the option to use Google Classroom which will be used to virtually interact with our students synchronously and asynchronously to provide services and support. Our K-6 teachers plan to continue with their daily calendar time, story time, through several different digital mediums. Teacher also will use class Class Dojo for instruction and communication to check on student work (progress monitoring

Teacher will also spend one hour a day correcting traditional work that has been turned in by the student. Teacher will also check and see if student is doing Khan Academy. Teacher will communicate student progress using Class Dojo.

Teacher 3rd -4th Grade Teacher Daily Schedule (one teacher at Burke Central Schools.

3rd and 4th teacher will use modified blended learning. Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. While students still attend "brick-and-mortar" schools with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is also used in professional development and training settings

Third and Fourth grade will work one hour on Ascend Math. Ascend Math is written to Common Core and rigorous state standards. Instruction is delivered in a logical math sequence. Students move ahead at their own pace and track their own progress. Ascend Math® is currently used by hundreds of schools and districts serving tens of thousands of students throughout the U.S. and Canada. Teacher will then spend 1 hour on MindPlay.

Third and Fourth will also use 1 hour for Reading Plus for high level students. Reading Plus is an award-winning reading comprehension program for students reading below grade level. Reading Plus improves reading comprehension and verbal skills by multiple grade levels in weeks and has been proven to improve math, science and social studies grades. Learn more www.readingplus.com.

Teacher will have the option to use Google Classroom which will be used to virtually interact with our students synchronously and asynchronously to provide services and support. Our K-6 teachers plan to continue with their daily calendar time, story time, through several different digital mediums. Teacher also will use class Class Dojo for instruction and communication to check on student work (progress monitoring

Teacher will also spend one hour a day correcting traditional work that has been turned in by the student. Teacher will also check and see if student is doing Khan Academy. Teacher will communicate student progress using Class Dojo.

Teacher 5-6th Grade Burke Central School

5th and 6th grade will use modified blended learning. Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. While students still attend "brick-and-mortar" schools with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is also used in professional development and training settings

5th and 6th Grade will work one hour on Ascend Math. Ascend Math is written to Common Core and rigorous state standards. Instruction is delivered in a logical math sequence. Students move ahead at their own pace and track their own progress. Ascend Math® is currently used by hundreds of schools and districts serving tens of thousands of students throughout the U.S. and Canada. Teacher will then spend 1 hour on MindPlay.

5th and 6th will also use 1 hour for Reading Plus for high level students. Reading Plus is an award-winning reading comprehension program for students reading below grade level. Reading Plus improves reading comprehension and verbal skills by multiple grade levels in weeks and

has been proven to improve math, science and social studies grades. Learn more www.readingplus.com.

Teacher will have the option to use Google Classroom which will be used to virtually interact with our students synchronously and asynchronously to provide services and support. Our K-6 teachers plan to continue with their daily calendar time, story time, through several different digital mediums. Teacher also will use class Class Dojo for instruction and communication to check on student work (progress monitoring

Teacher will also spend one hour a day correcting traditional work that has been turned in by the student. Teacher will also check and see if student is doing Khan Academy. Teacher will communicate student progress using Class Dojo.

Middle School Burke Central School (Grades 7th-8th)

7th and 8th grade will use modified blended learning. Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. While students still attend "brick-and-mortar" schools with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is also used in professional development and training settings

7th and 8th grade will work one hour on Ascend Math. Ascend Math is written to Common Core and rigorous state standards. Instruction is delivered in a logical math sequence. Students move ahead at their own pace and track their own progress. Ascend Math® is currently used by hundreds of schools and districts serving tens of thousands of students throughout the U.S. and Canada.

7th and 8th will also use 1 hour for Reading Plus. Reading Plus is an award-winning reading comprehension program for students reading below grade level. Reading Plus improves reading comprehension and verbal skills by multiple grade levels in weeks and has been proven to improve math, science and social studies grades. Learn more www.readingplus.com.

Teacher will have the option to use Google Classroom or Zoom. It will be used to virtually interact with our students synchronously and asynchronously to provide services and support.

Teacher will also spend one hour a day correcting traditional work that has been turned in by the student. Teachers will also check and see if student is doing Khan Academy. Teacher will communicate student progress using Class Dojo.

Acellus Academy provides instruction online through distance education via the Acellus Learning System. Acellus, a program of the International Academy of Science, is an online learning system that has been used to provide primary instruction to millions of students in thousands of schools throughout the United States.

High School 9th-12

Grades 9-12 will use modified blended learning. Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. While students still attend "brick-and-mortar" schools with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is also used in professional development and training settings.

High School students will use 1 hour for Reading Plus. Reading Plus is an award-winning reading comprehension program for students reading below grade level. Reading Plus improves reading comprehension and verbal skills by multiple grade levels in weeks and has been proven to improve math, science and social studies grades. Learn more www.readingplus.com.

Teacher will have the option to use Google Classroom or Zoom. It will be used to virtually interact with our students synchronously and asynchronously to provide services and support.

Teacher will spend one hour a day communicating with students via email on assignments. Teacher will communicate back and forth with students providing daily emails. High school staff also will have the choice communication through Class Dojo.

Teacher will also spend one hour a day correcting traditional work that has been turned in by the student. Teachers will also check and see if student is doing Khan Academy. Teacher will communicate student progress using Class Dojo.

In addition, some students will be using Acellus learning. Teacher will be required to progress monitor and convey results with school administration. Acellus Academy is a K-12 online private school located in Kansas City, Missouri.

Acellus Academy provides instruction online through distance education via the Acellus Learning System. Acellus, a program of the International Academy of Science, is an online learning system that has been used to provide primary instruction to millions of students in thousands of schools throughout the United States.

Friday

All staff is required to come in on Friday, between 8:00-3:00 pm, to collect student homework and provide instructional packets for the following week. During time, teacher will be required to practice social distancing.

Additions to plan for school 2020-2021

Students (7-12) enrolling in hybrid or distance learning will have to log in every day for periods. Below is the schedule:

Teachers are utilizing Google Classroom, Remind App, Zoom, and Facebook groups to connect with their students. Grades 7-12 students will follow their normal bell schedule. Teachers will be required to make 15 minutes of face to face video conferencing (using Zoom) contact per class per each day. This will follow the normal bell schedule:

1st hour	8:30-9:20
2nd hour	9:22-10:12
3rd hour	10:14-11:12
4th hour	11:06-11:56
Lunch	11:56-12:20
5th hour	12:24-1:14
6th hour	1:16-2:06
7th hour	2:08-2:58
Office Hours 3:00-3:50	

Ensuring Student Success

K-12 students enrolled in hybrid classes will have to check in on Wednesday between 3:00-4:00 pm to meet with teacher to check student progress. Also, the district will be hiring a social worker for the coming year (2020-2021) to check on students that are following behind or not checking in.

EXPECTATIONS FOR USING ZOOM

Student Expectations	Teacher Expectations
No video game playing	Be on time
No cellphone used unless allowed by teacher	Provide minimum of 15 minutes of instruction every day
Must show full face	Be professionally dressed
Students must be out of bed	Show full face
Video must be turned on	Provide a modified version of curriculum
No hats or hoodies on unless allowed by teacher	Be available outside of Zoom through email until 10:00 am
No driving while participating in a session	
Try to focus just on classwork	
No changing your name	
Zoom sessions may be recorded by the teacher	

Parent Guide to Google Classroom

https://docs.google.com/presentation/d/1PDVZvie0DnFbFEVFB8U3j89o1mD5BCUXTE6ymbb9y_k/mobileresponsepresentation?fbclid=IwAR0sV7U_zNyL8a-lZtiPBZ5QOKowYxNz6FU7pB8TqB8udhj0upj2BKUbyYvk&slide=id.g4f60ec15fb_1_0

Student Guide to Google Classroom

<https://www.youtube.com/watch?v=h1E356j2FX0>

Student Meals

If the district is required to go school-wide learning, meals will be served in grades K-12. Meals will be delivered from 8:30 am until 10:30 am by Burke Central Staff. Depending on what the state does, all meals could be free of cost. Any issues regarding food please contact Mr. Lindblad at 701-933-2821.

