



**Park Rapids Area Schools
Distance Learning Plan
March 27, 2020**

The purpose and vision of the Park Rapids Area Schools Distance Learning Plan is to continue providing meaningful learning opportunities for each individual student. Implementing flexibility and appropriately developed lessons utilizing alternative delivery methods for all students will be an ongoing learning process for all during this time.

Distance Learning Planning

Planning/Preparation/Implementing Distance Learning Activities:

1. Teachers will review the critical learning concepts that must be accomplished by the end of this school year.
2. Learning goals will be developed and instructional plans will be made to meet the desired learning goals for all students. This includes students on IEPs and 504 plans.
3. Parent involvement and support will be expected in the primary grades (K-2). Students in grades 3 through 12 will have work that can be completed independently.
4. Exceptions to this may include students with learning disabilities or other needs and challenges.
5. Accommodations for students without access to the internet will be made. The completion of the Parent Information Form 2020 indicated that approximately 10% of our students do not have access to the internet at home. Options could include learning packets, alternative assignments, hands-on learning, or other learning tools. Please remember that students can use the Google portfolio of apps without internet.
6. Teachers will post their learning lessons on the communicated technology platform (Google Classroom, Zoom, Seesaw, IXL, etc.) by 8:00 AM.
7. Teachers are to be available to students and parents electronically from 8:00 AM to 3:00 PM each school day to receive and respond to student messages and inquiries. Email is the preferred method of communication.
8. Students and parents should expect daily work times for students. The recommendations are listed below:
 - Kindergarten - 45 minutes to 1 hour
 - 1st-4th Grade - 1 to 2 hours
 - 5th-8th Grade - 2 to 3 hours
 - 9th-12th Grade - 25-30 minutes per ClassGrade level specific class times and schedules will be shared with students and parents.
9. The school website and/or online resources will be organized to ensure easy access for students and parents to Distance Learning activities.

Voluntary PK-4th Grade Classrooms

Students will primarily have assignments that include books for reading, paper/pencil assignments or other learning activities which may include online activities. Students who do not have access to the internet will utilize other formats for instruction. Some examples of instruction are:

1. Reading logs
2. Flashcards for sight words, math facts, high frequency words, etc.
3. Reading and math learning packets focused on critical concepts
4. Science and social studies curriculum integrated with the reading packets
5. Health curriculum could include handwashing, good hygiene, and sanitation practices.
6. Provide a list of educational websites that meet intended learning targets.

5th-8th Grade Classrooms

Students who have access to the internet will use various methods to demonstrate their learning. Students who do not have access to the internet will utilize other formats for instruction

1. Students will be using a school Gmail account, Online platforms or learning packets that are focused on critical learning concepts in each content area. Students can access Google apps without access to the internet to complete word processing. However, they cannot share/submit them without the internet.

2. 5th -8th grade level teachers will share their grade level or team class schedules with parents through email communication.

9th-12th Grade Classrooms

Students who have access to the internet will use various methods to demonstrate their learning. Students who do not have access to the internet will utilize other formats for instruction

1. Students will be using a school Gmail account, Online platforms (Google Classroom, Docs, Zoom) or learning packets that are focused on critical learning concepts in each content area. Students can access Google apps without access to the internet to complete word processing. However, they cannot share/submit them without the internet.
2. Hands-on learning for CTE courses
3. IT/Woods - Small projects around the home

High School Schedule

Distant Learning Schedule for Students & Teachers

(20-Minute class periods) (10-Minute Break if class runs over) (5 Days a Week)

Teacher Prep/Office Time 7:30 – 8:40

PERIOD 1	8:40 – 9:00
PERIOD 2	9:10 – 9:30
PERIOD 3	9:40 – 10:00
PERIOD 4	10:10 – 10:30
PERIOD 5	10:40 – 11:00
PERIOD 6	11:10 – 11:30
PERIOD 7	11:40 – 12:00
LUNCH	12:30 – 1:00
Prep/Office Time	1:00 – 3:30

Physical Education

Students K-12 will have instruction surrounding healthy habits and practices, fitness journals, handwashing schedules, and social distancing instruction.

Music

Students K-12 will continue receiving music instruction through Google Classroom, Zoom, SmartMusic and other technologies, in these areas: singing, playing instruments, movement, music history and listening, this will include concert rehearsal, music theory, and music participation.

Special Education

Individual Distance Learning Plans (IDLPs) and a Prior Written Notice (PWN) will be provided to parents based on the student's current IEP goals and objectives. Services will be aligned to the grade level plans with consideration to the needs of the individual students. Services will be provided through a variety of methods including but not limited to the following:

1. Consult and collaborate with general education instructors to adapt and modify assignments
2. Develop specialized lessons
3. Support parents and students through scheduled communications (phone, email, text, and/or online applications)

Resources

1. Teachers can develop video or screencast recordings using digital content to share with other teachers that would be stored on the Google Classroom platform. This could include best practices for Google Classroom organization, Seesaw, Google Hangout/Meet, Zoom, etc.
2. Teachers, individually, may also choose to communicate with students through apps such as Remind, Synergy, etc.
3. Teachers will work with support staff to send non-electronic materials home to students either through parent pick up or district transportation.

Attendance

1. Student attendance will be reported daily.
2. Teachers will call students and parents directly by phone if the student is not engaged in daily learning work.
3. Teachers should report the student as absent if unable to make contact.

Expectations for Distance Learning

Teachers

1. Teachers will post learning lessons to their preferred learning platform (Google Classroom, Zoom, Seesaw, IXL, etc.) by 8:00 AM.
2. Teachers are to be available to students and parents electronically from 8:00 AM to 3:00 PM each school day to receive and respond to student messages and inquiries. Email is the preferred method of communication.
3. Teachers will submit leave time requests into AESOP in the same manner as if they were working onsite.
4. Teachers will participate in online IEP/Team Meetings/Department/Staff meetings.
5. Teachers will check email daily for staff messages and meeting requests.
6. Teachers will communicate and update administration daily.

Students

1. Students are expected to engage in learning activities for every course or subject over the course of each week as facilitated by your teachers.
2. Students should communicate daily or as per scheduled with a teacher (Elementary classroom teachers will work closely with teachers of PE, art, music, etc...) regarding your progress and learning activities.
3. Students will complete the learning activities/assignments for each of your classes as directed by your teachers.
4. Students should advocate for yourself by asking questions to make sure you understand the expectations.

Parents

1. Parents should provide support to students as needed.
2. Parents should communicate with your student's teachers and/or school office regarding extended absences.

Support Staff

1. Be available to support students and families for access to academic and behavior support.
2. Contact students who are struggling to complete work via phone and technology.
3. Set up student groups and schedule routine check ins for emotional and social support, mental health needs.
4. Be available as needed for support to other staff.

Paraprofessionals

1. Paraprofessionals may be assigned a case manager/teacher as a check-in person.
2. Paraprofessionals will assist with their assigned case manager/teacher to support individualized student needs.
3. Paraprofessionals may also be called in by the district to assist with food service, school aged childcare, custodial and other duties as assigned.