



LaMoure Public School District

Distance Learning Plan

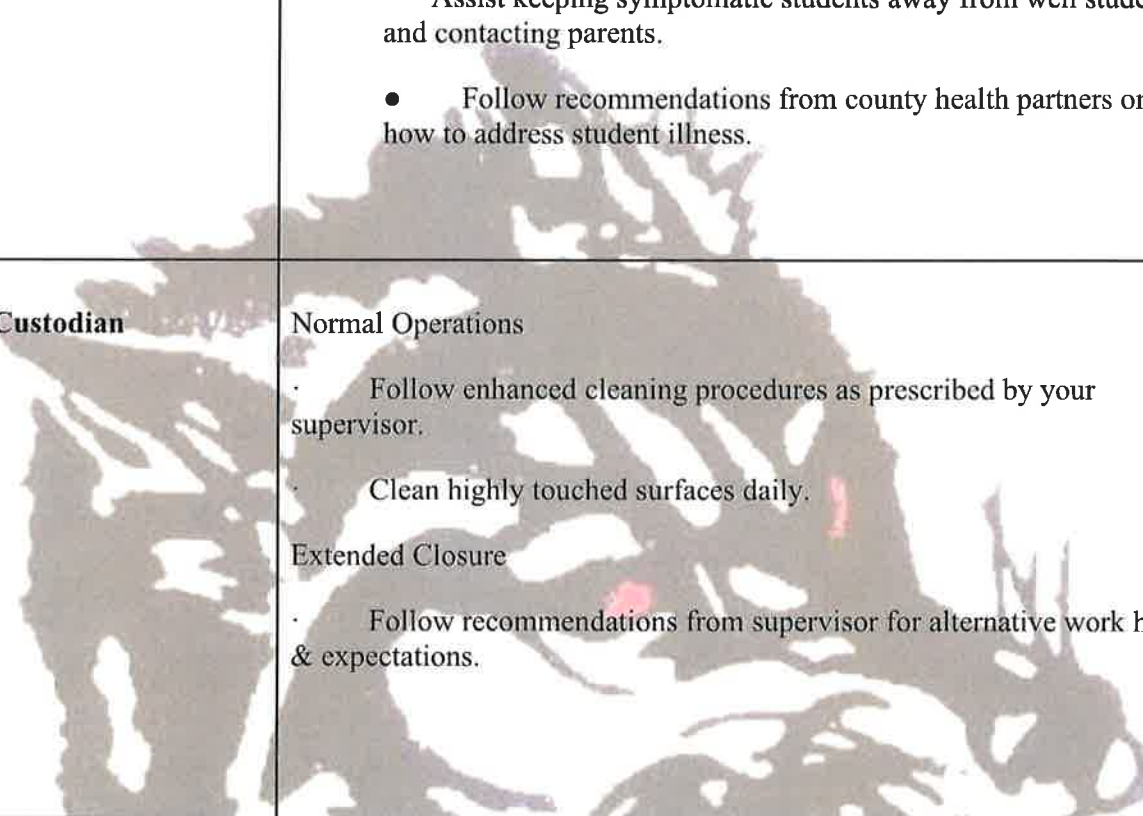
105 6th Avenue SE

LaMoure, ND 58458

March 25, 2020

Epidemic/Pandemic Job Roles

PERSONNEL	ACTION
ALL	<p>Take precautions as directed</p> <ul style="list-style-type: none"> · Encourage hand washing · Adults that exhibit symptoms should remain home · Students that are symptomatic should be kept away from well students and parents contacted.
Administrators	<p>Normal School Operations</p> <ul style="list-style-type: none"> · Monitor attendance of students to determine the impact · Report any significant elevations in absences to county health partners. · Promote attendance policies that reinforce students who are sick to stay home. · Be prepared to address large numbers of staff absences. <ul style="list-style-type: none"> ● Prepare distance learning plan in the event of a prolonged closure <p>Extended Closure</p> <ul style="list-style-type: none"> ● Identify essential personnel ● Set alternate office hours and provide to central office. ● Execute distance learning programs



Administrative Assistant	<p>Normal Operations</p> <ul style="list-style-type: none">· Be aware of absence policy changes to inform parents and families.· Assist keeping symptomatic students away from well students and contacting parents.● Follow recommendations from county health partners on how to address student illness.
Custodian	<p>Normal Operations</p> <ul style="list-style-type: none">· Follow enhanced cleaning procedures as prescribed by your supervisor.· Clean highly touched surfaces daily. <p>Extended Closure</p> <ul style="list-style-type: none">· Follow recommendations from supervisor for alternative work hours & expectations.

<p>Teacher</p>	<p>Normal Operations</p> <ul style="list-style-type: none"> · Students that are symptomatic should be kept away from well students and parents contacted. · 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. <p>Extended Closure</p> <ul style="list-style-type: none"> ● Execute distance learning plan ● Set daily office hours and inform your students (families)
<p>Tech Coordinator</p>	<p>Normal Operations</p> <ul style="list-style-type: none"> · Ensure operations of educational tools used for online learning. · Prepare to support teachers in providing instruction remotely. · Provide additional training and support as needed. · Communications on the district website. <p>Extended Closure</p> <ul style="list-style-type: none"> · Continue to support educators as needed.

<p>Food Service</p>	<ul style="list-style-type: none"> · Prepare for food distribution if a closure would occur. · Work with administration and administrative assistants to inform stakeholders as needed. · Execute food delivery plans upon school closure.
<p>District</p>	<p>Normal Operations</p> <ul style="list-style-type: none"> ● Maintain contact and monitor information from NDDoH and NDDPI. ● Work with LaMoure County Health as needed. ● Provide information as needed for all stakeholders. ● Determine event and school closures based on recommendations. ● Identify essential personnel and work duties in light of a closure. ● Prepare for business operations to continue as needed during a closure ● Prepare guidance for staff on leave and work hours during closure ● Prepare for transportation needs during closure ● Prepare for food distribution during closure <p>Extended Closure</p> <ul style="list-style-type: none"> ● Execute closure plan <p>Prepare reintegration plan as closure concludes</p>

Threshold Movement

In the event of an extended closure, and movement into a higher threshold, LaMoure Public School will continue to provide an education to our students so they may reach their greatest potential. LaMoure Public School will follow the guidelines provided by NDDPI, NDDoH, NDCEL, and LaMoure County Public Health to ensure we are following recommendations based on the current risk level.

The LaMoure Public School's mission is to provide our students with the resources and experiences so they may reach their greatest potential. LaMoure School District will communicate and educate its employees to alleviate fears and to provide preparedness to meet the needs of our students in a threshold movement situation.

I. Attendance

Attendance shall be monitored by teachers through student logins during asynchronous learning experiences and participation in synchronous learning experiences. Any student demonstrating prolonged absence or disengagement is a cause for concern. Teachers shall contact that student's guardian to seek input and assist them as needed to ensure student participation.

All groups of students' attendance will be measured consistently during an extended closure. Teachers will adhere to the following protocol for recording student attendance in courses:

1. Set meeting times via Google Meetings, Google Hangouts, Zoom, SeeSaw, FaceTime for all students to interact virtually with their teachers.
2. Student not reporting for a meeting
 - a. Teachers will attempt to make personal contact
 - b. Record and report to building principal
 - c. Record and report to the student, ask if they are having difficulties with internet connections, materials, or learning expectations
 - d. Email, text or call parents of the student to notify them of their child's absence
3. In the event of a prolonged absence of a student, school administrators will be in contact with the parents and the student. A plan will be put in place for students who are continuously absent from scheduled sessions.

We will measure the attendance and participation by using weekly or daily attendance logs to be used by each teacher. These will be submitted to building principals on a weekly basis.

All students will have access to their teachers by accessing the virtual platform used by that teacher. We are a 1:1 school; all students have been issued an iPad or a Google ChromeBook. They can connect with their teachers using Google Classroom, SeeSaw, or Zoom. Students will be able to email their teachers, or post to virtual boards when they need it.

All modifications and accommodations normally afforded for IEP, 504, and EL students will be recognized and offered.

II. Educational Staff Expectations

Many of the LaMoure staff took the Google certification Level 1 class and became Google Certified educators during the summer of 2019. Those that have obtained Level 1, or who are not certified as Google Educators, are able to become certified in Level 1, Level 2, or both. The LaMoure School has and will continue to offer stipends for all staff who complete Google Certification through our professional development plan for technology.

During the week of March 16- March 20 teachers collaborated through our PLC using the virtual platforms they were going to use in their classrooms. The LaMoure High School teachers spent the majority of the time collaborating using the Google Classroom platform and its integration into each individual classroom. Elementary teachers worked together to provide training to each other in various platforms such as Google Classroom, SeeSaw, IXL, and Zoom. All teachers were then required to submit a distance-learning plan for each classroom and specific class on the “how to” their virtual classroom would be conducted for a short term and long term closure.

All LaMoure staff members will have the opportunity to participate in additional professional development to become Distance Education instructors. The following classes will be offered to all teaching staff members.

1. The ND Distance Learning Tutorial Course sponsored by the North Dakota Council of Educational Leaders (NDCEL).
2. Center for Distance Education sponsored course of K-12 Online Instructional Methodology Opportunity.
3. Becoming a Google Certified Instructor - Levels 1 and Level 2.

Each staff member is to be paid a stipend after demonstrating successful completion of the course or courses.

The LaMoure School Board, from consensus on March 19, 2020, decided upon continuation of payment to all staff for their normal compensation during school closure. LaMoure Public School will follow all laws and regulations regarding sick leave, personal leave, and leave without pay based on NDSBA policy, FMLA, and federal and state mandates. We will also adhere to the negotiated contract between the LaMoure School Board and the LaMoure Education Association.

III. Ensuring Equitable Services

LaMoure Public School is a 1:1 school. All of our students have a personal device. LaMoure paraprofessionals called every LaMoure family and asked them the following questions:

1. Do you have a stable internet connection?
2. Do you have a device to connect to the internet, besides a cell phone?
3. Would you like the school to issue you a device?

After collecting this information, LaMoure Public School contacted Dickey Rural Network and provided them with a list of families who did not have internet. Dickey Rural Network installed the internet for those families, free of charge.

We do not currently have any students with assistive technology needs. If this need arises, the LaMoure School will work with the James River Special Education unit to provide proper technology.

Models of instruction:

Elementary (K-6): During a full continuation, all teachers are utilizing a variety of apps. These apps have been downloaded and installed on all personal devices to elementary students for synchronous online learning. These include Zoom, SeeSaw, FaceTime and Facebook live. To meet the requirements of asynchronous online learning, elementary teachers are also utilizing Google Classroom. All of the aforementioned apps are used to upload videos, documents and assignments. The students can turn in and complete assignments, while the teacher records their progress electronically. Learning opportunities are created by monitoring all students' interactions with these programs. Academic progress will be monitored by their teachers while using age-appropriate district curriculum. Elementary teachers are utilizing IXL to provide supplementary work for students. IXL is used as enrichment and/or remediation to all students. In addition to electronic methods of assignments, all teachers have sent home paper-packets. These paper forms of assignments will help to meet the needs of all students and their various learning styles. Teachers will grade and assess their students, while utilizing PowerSchool.

Colony: Our Hutterite Colony is utilizing the same methods of communication as our in-town teachers. Each of our colony students have been given a Chromebook. We have established an internet connection in the church basement. We have asked an elder to create a calendar of volunteer adult-Hutterite girls who will provide adult supervision during instructional times for the Hutterite students. The teachers are meeting with their students via FaceTime to do small-group instruction based on grade level. While the teachers cannot be in the basement at the colony, the students will be receiving synchronous instruction. The adult Hutterite volunteers will be solving any connection issues, as well as providing on-the-spot academic help. Teachers will be providing instructional feedback during the streaming of the lesson. All students have received a packet of assignments to be turned in each week to their teacher. The teacher will grade and record the assignments and assessments and return to the student, while also providing the following week's work.

High School (7-12): During a full continuation, Google Classroom will be used to virtually interact with our students synchronously and asynchronously to provide services and support. All of the students in the high school have a Chromebook that they are able to take home. Assignments can be turned in using the Google platform or other methods if they are needed. The students' progress will be monitored in the Google classroom that each teacher has set up. The teachers will be setting up Google hangouts for class discussion and interacting with the classes. Teachers are able to provide feedback on students' work in the Google setting and take grading with PowerSchool. If a student is not making contact or adequate progress with the teachers, we will be contacting students individually via Google, email or phone calls. If parent contact is needed the school will make those calls.

CTE & Lab Sciences: During a full continuation, Google Classroom will be used to virtually interact with our students synchronously and asynchronously to provide services and support. The teachers in these areas have sent home tangible materials and resources in order to support the "hands-on" learning. Lessons are being taught and the kids are able to complete the tasks at

home after watching the instructional videos. Progress monitoring and grading is the same as the high school set-up.

Student Meals - The LaMoure School will provide meals for all children ages 1-18. Deliveries will be set up by the LaMoure School in strategic locations for meal delivery to support both rural and town children. Deliveries will occur once during the day at approximately noon. The delivery will include a dinner and breakfast for each child ages 1-18. This will occur on Monday through Friday when school is scheduled to be in session. The LaMoure School has and will continue to implement the feeding plan during long-term closure of the school building. The LaMoure School will follow the guidelines and guidance of the North Dakota Foods Program that deal with the SFSP Unanticipated Closure Plan. All students are eligible according to the Summer Meal Program guidelines.

IV. Special Education Considerations- IEPs and 504s

The district will provide services to students based on the needs outlined in each child's IEP. Educational service and accommodation decisions shall comply with guidance from the DOE and NDDPI. Special Education and 504 students will be provided the same accommodations and modifications outlined in their IEP. Special Education teachers will work with regular education teachers to determine appropriate modifications for any electronic/home based learning materials. These assignments may include General Education teacher assignments, or it could be something completely different and related to one of the students' goals. All teachers and co-teachers will be available from 8:15 am -3:45 pm to support student learning and answer any questions.

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 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 with a focus on review of existing materials in an effort to 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 through remote contact with parents/caregivers and through artifacts. The priority goal areas will be Literacy, Math and Social Emotional Learning. The period 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 for 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 affected 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.

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.

V. English Learner Considerations

LaMoure District's English Learner population is resident at the Fairview Colony School. Colony students will continue to follow their Individual Language Plans, and receive their targeted Title 1 and English Language instruction. The virtual learning and paper assignments are supported by the Hutterites, who live in the colony, and the asynchronous learning through virtual platforms provided by the LaMoure teachers.

The LaMoure Title 1 teacher has a minimum of 60 minutes per week via FaceTime with every student. For the students identified as EL learners, the LaMoure EL teacher is meeting with EL students a minimum of 60 minutes per week to work on EL specific items. This instruction is provided through Zoom meetings, and FaceTime connections. In addition to virtual connections, EL Hutterite students will work on paper assignment turned in weekly. In order to deliver proper EL instruction, the LaMoure EL teacher is collaborating with the Colony math instructor and the Colony Title 1 teacher. Through collaboration, the LaMoure Colony teachers will ensure the Hutterite students are growing their language and working towards proficiency in the areas of reading, writing, listening and speaking.

The paraprofessional will continue to deliver intervention lessons using Reading Mastery and Corrective Math curriculums as a supplementary instruction tool. Students will engage in one to one lessons using FaceTime and group instruction through Zoom.

Currently, we do not have any EL students in our K-12 building.

VI. Federal Title Considerations

The LaMoure Public Elementary School is a school-wide title school in which our entire staff are able to serve all students. The LaMoure Colony School is a Title I Targeted Assistance school. The LaMoure School District, for both sites, will continue these services and support according to the LaMoure Public School Title 1 plans.

Classroom teachers and paraprofessionals will continue to provide services and interventions to students deemed to be at-risk for those needing interventions. One on one assistance through the virtual learning devices provided to all students outlined above will be utilized for those students in need of assistance. Classroom teachers will collaborate with the intervention staff that provide services for those in need.

VII. Paying Federally Funded Staff During School Closure Guidance

The LaMoure School will be paying all staff full wages and benefits during a partial or full closure of the school. This includes all employees that are employed by the LaMoure School who are paid with federal funds. Staff are expected, during the full closure or partial closure, to be available and to provide educational services as outlined in the Opportunity to Learn Plan of the LaMoure School.

VIII. School Counseling Services

LaMoure Public School will be offering counseling sessions via Google hangouts, emails or individual phone calls as needed. The counselor's plan is to have regular office hours. The counseling office will be available to address the needs of all students on all levels. The counselor has also provided a list of resources for parents to utilize if needed. The counselor is continuing to communicate with students and parents based on needs and upcoming information (senior scholarships, Work Keys Testing, class registration, CDE classes,, Dual Credit classes/registration, etc).

IX. High-Quality, Effective, Standards-Based Education

All of our staff will continue to teach using the standards-based, district-wide curriculum. We are continuing the instruction based on a regular school year's plan of instructional days.

Elementary teachers have provided schedules to meet the needs of their students.

Colony Example 1

- 8:15-9:00---- Office hours via FaceTime
- 9:00-9:55---- 4th grade math (Teacher 1), 1st grade reading (Teacher 2) via Zoom
- 10:00-10:55- 3rd grade math (Teacher 1), 2nd grade reading (Teacher 2) via Zoom
- 11:00-1:00--- Individual scheduled meeting times via FaceTime and Colony lunch
- 1:00- 1:55---- 2nd grade math (Teacher 1), 3rd grade reading (Teacher 2) via Zoom
- 2:00-2:55---- 1st grade math (Teacher 1), 4th grade reading (Teacher 2) via Zoom
- 3:00-4:00---- Individual scheduled meeting times via FaceTime

Elementary Example 1

- 8:15-9:00----- Office hours through FaceTime (students can call in)
- 9:00-10:00---- Record math lesson
- 10:00-10:30-- Available through FaceTime for math follow-up
- 10:30-11:30-- Record reading lesson
- 11:30-12:30-- Available through FaceTime for reading follow-up
- 12:30-1:00---- Lunch
- 1:00-1:45----- Science and Social Studies rotation and recording
- 1:45-4:00---- Individual student FaceTime meetings, 15-20 minutes per student, check-ins, remediation, enrichment, assessment, feedback time

LaMoure High School follows the block-scheduling model. We label our days Red and Black. We have decided to meet Red days on Mondays and Wednesdays and Black days on Tuesday and Thursdays. Fridays will be a flex day and meeting times will be shared in the school wide Google calendar.

High School Example 1

Red Day

- 8:45- 10:15- High School Science teacher available to chat and help with student questions virtually
- 10:15- 11:45- Physical Science via Google Classroom
- 11:45- 1:50- Ecology via Google Classroom

2:00- 3:25- Available Daily for student questions via the Google Classroom

Black Day

8:45- 10:15- Biology (Group A) via Google Classroom

10:15-11:45- Biology (Group B) via Google Classroom

11:45- 1:50- Chemistry via Google Classroom

2:00 - 3:25- Available Daily for student questions via Google Classroom

LaMoure Public School teachers will provide, to the best of ability, a full continuity of the regular school day by being accessible to students and parents. LaMoure Public School will continue to utilize best teaching practices. LaMoure Public School will continually monitor participation and quality of work submitted. Teachers will provide feedback to students and parents. Teachers will adjust instruction and provide support through the virtual platforms set up to meet individual student needs. Teachers will continue to assess and progress monitor using our virtual platforms and synchronous teaching methods. All grading will remain the same. Teachers will use the same grading scales and grade-inputting processes. Students that intermittently receive progress monitoring through Aims Web, will continue to receive those services through virtual communication.

Level of Continuation

To Ensure Equitable Services to all Students the LaMoure Public School will provide the following:

1. All teachers have been assigned a laptop or other device to use for work at home or school. All teachers currently have access to internet service. If internet service is disrupted, the LaMoure School will work with the staff members who have their internet service expire.
2. Administrators, teachers, and paraprofessionals will be available for support as needed based on the class and student.
3. The LaMoure School has worked with our local Internet service provider (Dickey Rural Networks) to provide free internet service to all students in the district who did not currently have internet service.
4. The LaMoure School is a 1:1 school for grades 4-12. All students, grades 4-6, have a personalized iPad and all students, grades 7-12, have a Chromebook. The school provided a device for all K-3 students who indicated they do not have a device for distance learning via the phone survey conducted by the school.
5. Special Education and 504 students will be provided the same accommodations and modifications outlined in their IEP. Special Education teachers will work with regular education teachers to determine appropriate modification for any electronic/home based learning materials. These assignments may include Gen Ed teacher assignment, or it could be something completely different related to one of the students' goals.
6. Teaching staff will interact with our students in a live virtual classroom daily. This may include academic or social interactions using a variety of distance learning modes.

Summary of Communication

LaMoure School District will be in constant communication with its staff, community members, school board and stakeholders. All staff will receive and send communication through email on an as needed basis. Building principals will conduct staff meetings through Zoom, and individual phone conversations as needed. The LaMoure Public School will continue to communicate with the community members through Facebook, public Zoom meetings, and the local newspaper. The LaMoure School District will have weekly virtual board meetings using Zoom.

Support to Teaching Staff

It is the LaMoure School's belief for successful implementation, support from the office and administrators are vital. The following will be implemented at LaMoure School:

1. School administrators will be available through phone, face-to face, electronic means, or other communication devices deemed appropriate. All school administrators will be available during normal school hours from 8:00 am until 4:00 pm and on a daily basis during regularly scheduled school days. These hours provide support and guidance to teaching staff.
2. School administration shall communicate through emails, school website, Facebook page or other means to keep teaching staff informed of new or current developments dealing with distance learning, staff development, and any information that entails staff information for the staff at LaMoure School.
3. The LaMoure School building will keep regular business hours during a prolonged closure and have essential personnel in the building during regular school hours.

Distance Learning Plan
Governor's Office Addendum

School Name: LaMoure Public School

Superintendent: Mitch Carlson

Overview

After the initial round of review from the North Dakota Department of Public Instruction, your Distance Learning Plan has been moved to the Governor's Office for the final round of review. The Governor's Office requests additional information for the areas listed below. Please send all responses to Maria Neset mneset@nd.gov

**Please provide more details regarding the learning expectations for each grade level band (eg. P-K, K-5, 6-8, 9-12) and other specific structures expected of teachers and students that demonstrates high-quality, standards-based education. In your description, consider the need to scaffold student experiences to appropriately reflect age and development.

LaMoure District Addendum

Learning Expectations

The learning expectation to all students is they will complete the virtual learning provided by each teacher. They will participate in all guided learning and independent practice for each class, to show competency and mastery of North Dakota State Standards. LaMoure Public School will follow these instructional recommendations:

- PreK (LaMoure Public School District does not have a PreK program)
- K-3 students will be engaged for 45 minutes daily
- Grades 4-6 students will be engaged for 60 minutes daily
- LaMoure Middle School 7-8 will be engaged for 90 minutes daily
- LaMoure High School 9-12 will be engaged for 90 minutes daily

Specific Structures

Grades K- 3: Instruction from our highly qualified instructors will be placed on math, reading, writing, PE and music with opportunities to apply skills and knowledge to other content areas. Teachers will continue to use the standards- aligned curriculum. Teachers will adjust time, pace, and means of learning based on the data gained throughout the school year. Our school uses instruction and reporting which allows us to focus on individual student needs. K-3 teachers will

post daily lessons for asynchronous teaching. Teachers will use SeeSaw for the delivery of instruction. Teachers will use Zoom meetings to engage students with synchronous learning and social emotional connections.

Grades 4-6: Instruction from our highly qualified instructors, for each of the 5 days during the week, will be focused on different content areas. Upper elementary grades will be focused on math, reading, writing, science, social studies, PE and music. Teachers will continue to use the standards- aligned curriculum. Teachers will adjust time, pace, and means of learning based on our data gained throughout the school year. Grades 4-6 will engage in daily Google Classroom postings. Teaching will occur asynchronously with standards-based content delivered via Google Classroom. Teachers will engage students via Zoom meetings and or FaceTime with synchronous learning and social emotional connections.

LaMoure Junior High (7-8) will continue to use the block schedule of each specific class meeting twice a week with Monday and Wednesday being a Red day and Tuesday and Thursday being a Black day. Friday will be utilized as a work/flex day for both staff and students. The expectation for engagement will be 90 minutes daily. Students will be able to access these materials through online platforms, along with various websites that were being used before the closure occurred. Grade-level content will be adjusted and personalized for students based upon their unique needs. Teachers will provide support/feedback, adjust instruction, and continue assessing the learning of our students. If a student requires additional support the teachers will provide that service on a needed basis. If a student is needing more guidance or extra support we have paraprofessionals available to assist students. We will continue to utilize PowerSchool for grade reporting for our 9th -12th students and parents.

LaMoure High School (9-12) will continue to use the block schedule of each specific class meeting twice a week with Monday and Wednesday being a Red day and Tuesday and Thursday being a Black day. Friday will be utilized as a work/flex day for both staff and students. The expectation for engagement will be 90 minutes daily. Students will be able to access these materials through online platforms, along with various websites that were being used before the closure occurred. Grade-level content will be adjusted and personalized for students based upon their unique needs. Teachers will provide support/feedback, adjust instruction, and continue assessing the learning of our students. If a student requires additional support the teachers will provide that service on a needed basis. If a student is needing more guidance or extra support we have paraprofessionals available to assist students. We will continue to utilize PowerSchool for grade reporting for our 9th -12th students and parents.

Student Experiences with High-Quality Education

MTSS

LaMoure is an NDMTSS district. LaMoure will continue to provide the proper instruction as described by our Tiers. Tier 1 students will continue to receive synchronous and asynchronous instruction using the core curriculum via virtual learning. Tier 2 and Tier 3 students will continue to receive interventions through virtual environments. LaMoure teachers are expected to synchronously teach content via FaceTime or Zoom to our Tier 3 students. LaMoure Public School will continue to use the alternate curriculums for Tier 3 students (i.e. Read 180, Reading Mastery and Corrective Reading).

Assessment

LaMoure teachers will use various types of assessments through virtual learning. All teachers in Lamoure Public School will utilize quizzes, tests

- PreK (LaMoure Public School does not have a PreK program)
- K-3 teachers will assess standards-based learning by sending paper assessments home in weekly student packets. These formal assessments will be returned by the parents and graded by LaMoure teachers. K-3 teachers will perform informal and on-the-spot assessments through the virtual learning platform, Zoom. Teachers will ask content related questions during virtual interactions and then adjust their instruction based on the various forms of assessments.
- 4-6 teachers will assess standards-based learning through Google Classroom. Teachers can post formal, curriculum-based assessments for students to complete in the Google Classroom platform. 4-6 teachers will perform informal and on-the-spot assessments through the virtual learning platform, FaceTime. Teachers will ask content related questions during virtual interactions and then adjust their instruction based on the various forms of assessments.
- LaMoure Junior High (7-8) School will utilize numerous resources to align state standards to content and assessments. Progress monitoring will occur through various means which include: assignment completion, participation in Google Hangouts or Zoom meetings and discussions, quality of completed work, etc.
- LaMoure High School (9-12) will utilize numerous resources to align state standards to content and assessments. Progress monitoring will occur through various means which include: assignment completion, participation in Google Hangouts or Zoom meetings and discussions, quality of completed work, etc.

All forms of assessment provided by both teacher and standards-based curriculum will help the LaMoure Public School determine to what extent the implemented curriculum is being attained. Fourth quarter instructional pacing calendars will heavily rely on the data received from assessments. LaMoure Public School teachers will introduce new content standards as the students show mastery of previously taught content.

Progress Monitoring

LaMoure Public School will continually monitor participation and quality of work submitted. Teachers will provide feedback to students and parents. Teachers will adjust instruction and provide support through the virtual platforms set up to meet individual student needs. Teachers will continue to assess and progress monitor using our virtual platforms and synchronous teaching methods. All grading will remain the same. Teachers will use the same grading scales and grade-inputting processes. Students that intermittently receive progress monitoring through Aims Web, will continue to receive those services through virtual communication. Administrators will daily monitor the progress of students through the learning platforms that have been established during the closure.

Grading

LaMoure Public School District will continue to use the same grading processes and scale.

A+	99-100%
A	96-98%
A-	94-95%
B+	92-93%
B	90-91%
B-	88-89%
C+	86-87%
C	82-85%
C-	80-81%
D+	78-79%
D	76-77%
D-	75%
F	0-74%

