



# **Hazen Public School District #3**

Distance Learning Plan  
In Response to the COVID-19 Pandemic  
School Year 2020~2021  
Approved 8-10-2020

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## **1. Pandemic – Epidemic Job Roles**

The Hazen School District declares all custodial, office staff, kitchen help, and teachers as essential workers.

The district is honoring the state's request for social distancing. The Hazen School District has allowed teachers and non-essential staff to work remotely from their home. The district will be closed to the general public during the RED phase except by special appointment and there may be opportunities for in-person small group instruction or intervention.

The district will continue to follow the recommendations for the ND Department of Health, Governor's office, and DPI.

## **2. Communication Plan**

### Staff:

Teachers will use email, Microsoft TEAMS, Zoom, and phone calls to communicate daily with each other. K through 12 teachers will visit remotely in the mornings. Our educators who teach like subjects and grade levels will collaborate with each other so they can utilize cross-curricular pedagogy.

Administration and teachers will continue to use Microsoft TEAMS, Zoom, email, and texting capabilities to communicate upcoming virtual trainings and expectations. Distant meetings will use Microsoft TEAMS and Zoom to have face to face on-line communications.

### Students:

The district is using the same communications tools as parents to connect with students.

Teachers and administrators have developed a plan to interact with students each weekday. Teachers will check their email and Microsoft TEAMS messages throughout the school days. In addition, teachers will use other tools like Zoom and Facebook to have live face-to-face meetings.

Teachers will begin the school year using the face-to-face opportunity to teach their students how to navigate the process of distance education in regard to their specific online classroom expectations. Teachers will explain and update students on attendance, participation, and the overall shift to distance learning.

### Parents:

The Hazen School District is using Blackboard Connect to send text messages, make phone calls, and forward emails. This program has allowed the district to deliver important messages to every family member with precision. The district is also using their website <http://www.hazen.k12.nd.us/>, notifications on the school app, and Facebook.

A schedule will be created and shared via Blackboard Connect, and School Facebook Pages for parents to pick up student packets, tech devices, and other personal items if needed.

Students will be able to access high quality, standards-based 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 those listed above.

### **3. Ensuring Student Success through Robust Relationships**

Bison Time Homeroom teachers in the middle and high school are tasked with creating positive relationships with students during the regular schedule. The relationship will continue in distance education with time in the schedule dedicated to Bison Time. Our educators have a daily specific time at 2:30 pm or will set a more specific time to talk to the student on an individual basis. In our words *“you are their person, and they are your people.”* Our Middle School para-educator will be using Microsoft TEAMS to help our at-risk students one-on-one. Our counselors will use Microsoft TEAMS as a way for students to have virtual face-to-face access to counseling.

The Elementary teachers will contact every student’s family to find out what their needs are for their households. Our counselor and elementary principal will follow up with immediate families and other caregivers such as grandparents to ensure every family had been contacted.

### **4. Health and Safety Considerations**

The health and safety of students, employees, and community members is the district’s top priority against a widespread health emergency. The Hazen School District continues to collaborate with Custer Health, Coal Country Community Health Clinic, the ND Department of Health, and local leaders to protect and ensure the safety of the individuals in our community.

As part of the community and district response to COVID-19, the Hazen School Board approved to suspend the district’s test exemption (which is based on perfect/near perfect attendance) until further notice. The suspension of these policies encourages students to stay home if they are feeling ill.

## **5. Attendance Procedures**

In the Hazen Elementary School, classroom teachers through PowerSchool will keep attendance and parents will be contacted when students are not present. The attendance policy used in the school handbook and via school policy will be followed and absences in virtual education and in-person education will not be distinguished. Students attending virtually will be required to have their cameras on when instruction is taking place and participate in class verbally (typed responses could be part of participation).

Hazen staff will follow the district policy on attendance. They will continue to keep attendance in PowerSchool and notify administration when attendance concerns arise.

The Middle School Principal will follow up with students who are not in attendance in online distance education. This communication will occur via a personal phone call.

Because the district shares teachers in both the high school and middle school, students in both buildings will need to follow a college-type schedule when they are in total distance mode via Microsoft TEAMS. Attendance will be taken through PowerSchool and parents will be contacted when students are not present. The attendance policy used in the school handbook and via school policy will be followed and absences in virtual education and in-person education will not be distinguished. Students attending virtually will be required to have their cameras on and participating in class when instruction is taking place. Students who do not turn their camera on will be marked absent.

## **6. Ensuring Equitable Services for Students and Families during Closure**

### **A. Preparing for Distance Learning**

During a continued school closure due to the COVID-19 pandemic, the Hazen School District believes students can benefit from a distant delivery of educational services. These educational services will be provided using the learning management system, Microsoft TEAMS via iPads, Chromebooks, individual devices, smart phones, and desktop computers to ensure that students have regular personal contact with Hazen instructional and ancillary staff. Hazen School District is one-to-one in all three of the district's school buildings.

### **B. Staff Development**

This is an ongoing/ever-evolving process we believe will continue to improve as the days and weeks advance us forward. We are purchasing services to provide

professional development to our educators in the area of differentiation, online/blended learning, and the learning management system of Microsoft TEAMS. We will start at a pace allowing us to ensure teachers, students, and their families are able to navigate our online platform. Each grade-level team along with assistance from special education and Title I staff will use the learning management system, Microsoft TEAMS. TEAMS was chosen because of its easy availability to all stakeholders and its interconnectivity features. Novice, Intermediate, and Advanced levels of training will be provided for new and returning staff based on their self-assessment. Ben Nelson, from Edutech, will conduct Microsoft TEAMS training prior to the start of the school year.  
<https://web.microsoftstream.com/video/104873af-b2a0-45b2-b5c3-714bef4e76d0>

There will be ongoing training provided for the staff with Mr. Nelson on an as needed basis. The staff will be able to reference samples and recorded sessions provided by the CREA.

Teachers will use a built-in chunk of time in their schedules to meet with their grade-level/department team multiple times during the week to document essential standards, vertical alignment, and pacing timelines. They will form PLC's within TEAMS using the "Channels" option to include specialists. They will use the days that are not with their core team to meet with specialists who will rotate days to attend these sessions with the classroom teachers. These specialists include: library/media instructor, counselors, Title I instructors, Speech Pathologist, Occupational Therapist, music instructor, and physical education instructor. Each grade level/department has submitted a learning plan. Staff will continue to be required to annotate within their lesson plans that are submitted weekly on our school's share drive to their building principal the standards that are the focus of their instruction.

Link to CREA Teachers Group:

<https://teams.microsoft.com/l/team/19%3a7406b19c43d54e7b9c9a376825abe07e%40tread.skype/conversations?groupId=7a79f4bc-98a8-4a39-9f54-4bd47ff94f5c&tenantId=dbbf782a-cef1-4af1-86c8-1f9201061db6>

Administration will be continuing their involvement with the grade/department professional development through their roles in Multi-Tiered System of Support meetings and being active within grade-level PLC teams that are created in Microsoft TEAMS.

### C. Student Development

The Hazen School District will use our weekly collaboration time for discussions for students, who may be struggling socially, emotionally, and academically. Our para-educators, counselors, teacher aides, Title One personnel, and special educators have created their own private teams to attend to our at-risk students. Our online learning

management system and plan ensure we are meeting students at their level and getting the instruction they need.

All our K-5 students will be assessed within the first four weeks after the start of school using either our DIBELS fluency and comprehension components or the beginning of the year pre-assessment within the Wonders Reading program, and the Eureka Math beginning of the year pre-assessment. The NWEA MAP assessment has also been scheduled to take place within this window. Arrangements may be made to bring students into the school during distance education to assess in person when necessary, and benchmark assessments will continue to be used in their regular time periods during the school year.

Links to recorded training sessions for Microsoft Teams are available for parents to access to help in navigation of Microsoft Teams.

Along with these online trainings, the link below was provided to families for additional training opportunities via email and as a reference through our continued distance education.

<https://support.office.com/en-us/article/distance-learning-with-office-365-guidance-for-parents-and-guardians-89d514f9-bf5e-4374-a731-a75d38ddd588?ui=en-US&rs=en-US&ad=US>

#### D. Student Access to Devices

The Hazen School District partnered with the Oliver-Mercer Special Education Unit to ensure all students were receiving equitable services to free and appropriate education and access to electronic devices.

On the first day of the 2020-2021 school year, K-4 students will be assigned an Ipad and students in grades 5-12 a Chromebook to use for online and distance education for the year.

Adaptive Equipment: Special education teachers and service providers will provide the necessary equipment needed at home such as switches to access learning activities.

#### E. Internet Access

Distance learning requires access to powerful internet services. Protocols will be put in place to ensure that all families have access to these services.

#### F. Ensuring Access

WRT partnered with the school to prioritize installation of WIFI in the household of all students in need. Installations began on 3/24/20. The district has secured a better

understanding of the needs of our students for both device and internet needs with a survey that was sent out in July of 2020 to gauge the needs of families in our district. The Hazen School District developed a methodology for logging distribution of devices to families in need. These previous steps ensure preparation for our HSD educators to provide connectivity and distance instruction to all students.

Students who have dual sensory disabilities will have access to a school device with applications installed that have been recommended by the Center for Person's with disabilities and the North Dakota Dual Sensory Project. Learning activities will be provided through home packets with the necessary materials included. Online learning activities will be provided from a list of resources for students with vision and hearing loss. Communication will occur with the parent weekly and progress will be monitored through parent reports, videos, and pictures provided to the special educator. All Special Education processes outlined in this plan will be followed for students with Dual Sensory Disabilities.

#### G. Access to All Classes/Courses

##### Elementary

The elementary uses Eureka Math in grades K-5. Teachers will continue to instruct as near to what they currently use in face-to-face instruction, but now on Microsoft TEAMS. Modeling work and the use of manipulatives is a common practice during instruction. Teachers will create video of this process, provide YouTube video links (sample here: [https://www.youtube.com/watch?v=u81tO\\_TzrmA](https://www.youtube.com/watch?v=u81tO_TzrmA)) and assign practice work. For extra practice, students will be able to continue their work using Xtra Math. <https://xtramath.org/#/home/index> along with Zearn. <https://www.zearn.org/> These links/apps are already installed on our student's iPads.

In the elementary, we utilize Mystery Science to teach Science. We will continue to use that moving forward this school year. An example session is provided with this link that has been used in our 5<sup>th</sup> grade. <https://mysteryscience.com/earth/mystery-2/groundwater-as-a-natural-resource/123?code=NDE5NDQ4OTA&t=student#> For reading instruction in grades Kindergarten-5 we use McGraw Hill Wonders Reading in our classrooms. We will continue to have access to students to check out books from our library. Our card catalog is available for teacher and student use. It is located on the school website under the Library tab. Students will be able to make a request for new books. Our library staff will set up days when parents can come and pick up the books from outside of the school.

For spelling, we use Spelling City in our school and we continue to use this during the time we are providing distance education. A sample from 5<sup>th</sup> grade is provided here: <https://www.spellingcity.com/users/leintzs>

Social Studies instruction will continue using *Studies Weekly* along with Scholastic News magazines. <https://www.studiesweekly.com/>

Social Emotional Learning will continue to take place using resources provided by our counselor from the *Second Step* program along with her delivering the instruction using Microsoft TEAMS to meet with each class on a regular schedule. Sample grade 3 lesson link: <https://app.secondstep.org/streaming-media/second-step/grade-3>

Access to classes and expectations for Students In grades K-5	<ul style="list-style-type: none"><li>-Expectations in distance learning have increased from the previous school year when we went to a complete distance learning model. Students in distance learning will have a daily morning meeting/check in at 9:00 where attendance will be taken. Students will need to be present in their check-in time.</li><li>-Additional class time/check-ins may be necessary to provide the time with students to meet their needs. Students that need special services or additional practice will also have time scheduled to meet with instructional staff or paraprofessionals that would go beyond the daily meetings.</li><li>-Students will have increased expectations on their workload in comparison to last spring. Students will have the time slot(s) each day established by their teachers to allow for assistance and to check their progress.</li><li>-Three to four hours each day of accumulated time both online and practice/homework (give or take time for the many factors that make this a suggested amount) will be expected under the distance education format.</li></ul>
K-5 Teachers Expectations	<ul style="list-style-type: none"><li>-Regular live and recorded instruction will be provided by teachers and will be adjusted by age/grade level for increased expectations of work towards mastering grade-level standards.</li><li>-Each day will include an online class meeting. Instruction can take place along with the explanation of assignments for the day/week. This time will be used to take attendance, support students, allow for students to interact and stay connected, and provide instruction. The class meeting will begin at 9:00 since the time from 8:00-9:00 will be set aside for collaboration and staff meetings. Teachers will need to provide the online meeting times necessary to meet the needs of their students. Additional sessions beyond the established 9:00 will be planned on an as-needed basis by the instructors.</li><li>-Teachers will develop engaging lessons/activities/projects that are either daily or weeklong. The amount of time will vary for workload depending on the ability and the speed at which students work. Three to four hours (give or take time depending on multiple factors) a day of combined work, instruction, and class meetings under this model should be expected. Teachers will arrange for all student materials to be accessed.</li><li>-A half hour lunch break along with a prep time will be scheduled by instructional staff.</li><li>-The time slot from 1:30-3:00 will be scheduled to support students.</li><li>-Instructional staff will schedule a grade/department level collaboration time each week. This is also the time slot where professional development time can take place. The Wednesday morning 8:00-8:50 time that has been our traditional time slot, and this will be used for professional development.</li></ul>



### Middle School:

The Hazen Middle School Administration and Staff met to discuss the layout of what online instruction would look like for standards-based distance learning and determined the following for curriculum and schedule.

### High School & Middle School Schedule:

The Hazen High School and Middle School share several teachers. It is necessary to have the same schedule to not double up an instructor's time. Distance education will be provided to our students both synchronously and asynchronously using Microsoft TEAMS and other online educational applications provided through the Office 365 platform. Teachers will be teaching on a schedule like a college schedule with odd period classes meeting on Monday, Wednesday, and Friday in 1 hour blocks and even period classes meeting on Tuesday and Thursday in 1.5 hour blocks. Here is the planned schedule:

Monday, Wednesday, Friday	Monday, Wednesday, Friday	Tuesday, Thursday	Tuesday, Thursday
9:00 AM	1 <sup>st</sup> Hour	9:00 AM	2 <sup>nd</sup> Hour
10:00 AM	3 <sup>rd</sup> Hour	10:30 AM	4 <sup>th</sup> Hour
11:00 AM	5 <sup>th</sup> Hour	1:00 PM	6 <sup>th</sup> Hour
1:00 PM	7 <sup>th</sup> Hour	2:30 PM	Bison Time

Students who choose to take distance education during the Blue/Green/Yellow Phases will follow the normal class schedule for periods 1 through Bison Time. Teachers will be participating in professional development early in the school year to identify essential standards. This will ensure the students are learning material necessary for the continuation of their education. There will also be asynchronous opportunities for students in the form of standards-based learning activities. These chances come in the form of web sites and videos through YouTube and Khan Academy and will be selected by the teachers as a resource to continue their mastery of state standards. Teachers will also be available live for 1 hour of office time per day in Microsoft TEAMS where students will be able to access them in meetings. They will be given a duty-free lunch from 12:00-12:30 and be on call to answer emails and questions the rest of the contracted day. Teachers have also been directed to the CREA Teacher Team to network with instructors throughout the state and to find sample lessons to enable them to help students in the TEAMS environment. PLC's will meet periodically to reflect on how things are going and to work on cross-curricular projects they can collaborate on in order to meet essential standards. Teachers will be continuing with their normal curricula. Some examples of web resources teachers are using to deliver content are iCivics for Problems of Democracy <https://www.icivics.org/games>, <https://www.musictheory.net/> for Choir, and for Art classes

<https://mymodernmet.com/guggenheim-museum-free-books-online/>. Science teachers and Social Science will be using their PowerPoints to deliver content as well.

### CTE/Science/Lab

Our CTE and science staff are working collaboratively to create opportunities for their students to do their labs at home using ordinary, everyday substance and tools to be able to access a hands-on experience. We will also look for opportunities to bring in students in small groups to do labs that are not possible to complete at home. They will also be using online resource like YouTube for students to access viewing of different labs and experiments. Our agriculture teacher will be using MyCAERT system to deliver lessons to students, and our business teacher will have students working in Canvas, Yearbook Avenue, and Prezi to meet her standards. Our FACS teacher is creating a grid with projects that the students will be able to choose from based on what materials they have available to meet her standards. Our CRACTC students and dual credit students will continue their online education through the media that has been provided to them from the beginning of the semester.

### H. Services Assurances to Students with Needs

#### aa. At-Risk


In Hazen, we are a Target Assistance Title I Reading School. Our Title I teacher has a "Channel" within each teacher's classroom in Microsoft TEAMS. This allows her to meet with students to provide instruction for her students that receive Title Reading Services.

Read Naturally <https://www.readnaturally.com/> and RAZ Kids <https://www.raz-kids.com/> are used for instruction, reading practice, and have built-in assessments that will be used to continue to assess and monitor progress. Students will also be scheduled to read live/meet with our Title teacher on a scheduled time that is arranged with each teacher that has students that receive Title I services. Our current programming for our EL students has shown that it is effective for language acquisition as demonstrated on progress monitoring done through DIBELS, NWEA and the WIDA assessment. We will continue to provide individual instruction opportunities during this time of distance education along with progress monitoring in DIBELS being done via Microsoft TEAMS meetings.

Families of students that receive Title I services have access to a free supplemental opportunity in the form of access to ABC Mouse. The information is shared below.

ABC Mouse was one of those shared items along with WIDA "Can Do Booklets" in the form of links/files. We are contracted for EL services through the CREA and will work together with them to ensure our students receive services based on their needs. All ILP plans have been posted on the staff TEAMS for easy access for staff. In the high school, our ILP students will have access to our Mrs. Obradovic who will be available to

help students on Microsoft TEAMS. Our CTE resource person will post office hours during the day that he will be available to help individually on TEAMS.

Age of Learning®

Dear Parents and Caregivers,

We are providing you with free at-home access to our online learning programs ABCmouse, Adventure Academy, and ReadingIQ while your child's school is closed. These research-based educational programs include thousands of digital learning activities, and they can help preschool, pre-k, elementary, and middle school students keep learning while schools are closed.

All three programs can be used on computers, tablets, and smartphones, and you can add up to three children per account!

**How to Get Your Free Accounts**  
Click on the link below for each program that you wish to provide to your child/children:

1. Click on the link below for each program.
2. Enter this School Code: .
3. Create an account using your personal email address and a password of your choice.

**ABCMouse®**  
For Children in Preschool Through 2nd Grade  
[www.ABCmouse.com/redeem](http://www.ABCmouse.com/redeem)

**ADVENTURE ACADEMY™**  
For Children in 3rd Through 8th Grade  
[www.AdventureAcademy.com/redeem](http://www.AdventureAcademy.com/redeem)

**ReadingIQ**  
For Children in Preschool Through 6th Grade  
[www.ReadingIQ.com/redeem](http://www.ReadingIQ.com/redeem)  
(Internet access is not needed after ReadingIQ is downloaded.)

If you have questions or need help with using your School Code, please email Customer Support at [Support@AoFL.com](mailto:Support@AoFL.com).

With our best wishes,  
The Age of Learning Team

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## bb. Special Education and 504

504 plans have been posted in the School Building Staff Team for easy access at home by the teachers. Our 504 students will have access to our CTE resource person and para-educators who will be available to help students with academic accommodations on Microsoft TEAMS.

### Oliver Mercer Special Education Learning Plan

#### **Special Education Considerations**

Learning Opportunities for students with disabilities will consist of activities related to IEP goals and objectives that should not increase the amount of time spent each day in the learning process. Special Educators and Related Service Providers will work with Regular Educators to provide supplemental activities based on individual student needs that are identified in the IEP. Contingency Learning Plans will be created collaboratively with parents/guardians, case managers, and service providers to address each goal, adaptations needed, students' preferred learning method, ability for independent work, access to adult support, assistive technology needs, how progress will be monitored, and where services will take place.

Special education staff are encouraged to collaborate with families to implement work towards IEP goals. The team should consider providing work that promotes

student growth on IEP goals and consider what is reasonable for the student and family at this time given their individual circumstances. Instruction and related services will be designed to meet students' unique needs and enable the student to progress on IEP goals.

Special education staff will work with regular education teachers to provide the accommodations and modifications outlined in the IEP.

### **Technology and Equipment**

Special education staff will work with district administration and personnel to ensure all students with disabilities have the necessary equipment to engage in learning opportunities. This could be laptops or tablets issued by the school district as well as working with the district to provide internet access to all families of students with disabilities.

Special education staff will also provide pencil and paper activities as appropriate and the necessary materials in the form of packets. Arrangements will be made to have families pick up or the school deliver those packets to homes. Arrangements will also be made for families to return these packets to the teacher.

### **Providing Instruction**

When Schools are closed to all students and nonessential staff, special education staff will not have direct student contact. Only contact will be by phone or through a virtual platform. Special education staff will ensure accommodations and modifications are applied to all learning activities.

Depending on the Risk Level (yellow, orange, red) students may be able to receive one to one instruction while following the Health Department Guidelines for social distancing, mask wearing, and hygiene. District restart plans for instruction and safety will be followed. Individualized Education Plans and contingency plans put in place will be followed.

### **Early Childhood Special Education (PK Special Education)**

All special education processes outlined in the special education section of this plan apply to Oliver Mercer ECSE program. During a partial or full closure, communication with families will occur through e-mail, phone or other agreed upon methods to provide services and support. Instruction will be provided through learning packets as well as virtually as appropriate. Materials for activities will be provided weekly or biweekly as appropriate. An activity calendar will be provided to guide parents through lessons, activities, and units. The case manager will contact parents weekly to provide support and monitor progress.

All activities will focus on goal areas to make progress towards goals, maintain skills, and mitigate regression. Efforts will be made to complete evaluations for ECSE students, carried out through virtual means when possible. Current information will also be used to complete evaluations as appropriate. Evaluations that cannot be completed will be documented through Prior Written Notice of Special Education Action. Evaluations will be completed once school resumes.

### **Access to Devices and Learning Opportunities for Students with Dual Sensory disabilities (Deaf and Blind)**

Students who have dual sensory disabilities will have access to a school device with applications installed that have been recommended by the Center for Person's with disabilities and the North Dakota Dual Sensory Project. Learning activities will be provided through home packets with the necessary materials included. Online learning activities will be provided from a list of resources for students with vision and hearing loss. Communication will occur with the parent weekly and progress will be monitored through parent reports, videos and pictures provided to the special educator. All Special Education processes outlined in this plan will be followed for students with Dual Sensory Disabilities.

### **Related Services**

Related services such as OT and Speech/Language will arrange direct supports which will be provided virtually or in person based on the Health Department Risk Level. The need for direct supports will be determined for individual students with the input of parents. Related services will also work with case managers to provide home activities for students as appropriate.

Special Educators will document all efforts to make learning accessible to all students with disabilities.

### **Progress Monitoring**

Progress on online activities/assignments will be monitored electronically through the given application teacher reports when available. Teachers will communicate with parents to get updates on student progress. Paper and Pencil activities will be collected by the teacher at least every two weeks. Progress reports will be issued quarterly as is required.

### **Communication**

Special Education Staff will be notified by district administration through Blackboard posts and email from the director as part of the district's update on the coronavirus. Case Managers will communicate directly with families of students with disabilities regarding instruction and how their student will be supported through the process.

### **Technology and Equipment for Instructional Staff**

Teachers and staff have school issued computers or tablets. Teachers will be included in all district training pertaining to virtual learning.

### **Meeting IDEA Requirements**

IEP meetings- Case Managers will schedule IEP meetings with the team through distance methods, including conference calls, Zoom, Microsoft Teams, etc. when in person meetings cannot be held or at the preference of the parent.

Arrangements will be made to accommodate team members. Teams should include essential members and related services as appropriate. One general educator must attend as well as district administrator.

Evaluation and Reevaluations- Every attempt will be made to complete the evaluation and reevaluation process. The inability to complete evaluations will be documented with PWN-SEA. Reevaluations will be scheduled but if there is an inability to be completed because of exceptional circumstances, a PWN-SEA will be provided.

Initial IEPs must be created within 30 days of determination. If this is not possible, parents must be presented with procedural safeguards.

Notice of Changes to IEP without an IEP Team Meeting- the parent and team may agree not to convene a meeting to make changes and instead may amend or modify the current IEP.

Contingency Plans will be created or updated for individual students to ensure access to special education and related services. Contingency plans will be in effect for the duration of any full or partial school closures. The current IEP will take effect upon school opening. A Prior Written Notice of Special Education Action will be completed. Parents will be part of the planning process and may refuse any or all the plan. Documentation of the contingency plan will be provided to the parent through the mail or digitally. Documentation will also be in Tienet and the student special education file.

All educational decisions must be made on an individual basis and consistent with the IDEA.


### **Expectations**

Special Education programs will follow district Restart plans and safety procedures. Virtual instruction will continue to be as rigorous as in person instruction. All requirements of the IDEA will be followed. Contingency plans will be updated/created in cooperation with parents to ensure that accommodations and modifications are implemented appropriately to support student learning.

Safety guidelines for social distancing, group sizes, facial coverings, and hygiene will be followed by special education staff- when social distancing can not occur, special education staff will be required to wear facial coverings.

cc. English Language Learners

For our small population of students that receive English Language Services, we continue to provide support for these students through Title I services. We will have Maranda Obradovic, CREA EL instructor for guidance on EL Services. She provides resources that are distributed to our Title I teacher, and classroom teachers that have qualifying students.



Estimados padres y cuidadores:

Le estamos proporcionando acceso gratuito en el hogar a nuestros programas de aprendizaje en línea ABCmouse, Adventure Academy y ReadingIQ mientras la escuela de su niño está cerrada. Estos programas educativos basados en la investigación incluyen miles de actividades de aprendizaje digital, y pueden ayudar a los estudiantes de preescolar, prekindergarten, primaria y secundaria a seguir aprendiendo mientras las escuelas están cerradas.

Los tres programas se pueden usar en computadoras, tabletas y teléfonos inteligentes, y puede agregar hasta tres niños por cuenta!

**Cómo obtener sus cuentas gratuitas**

Haga clic en el enlace a continuación para cada programa que desee para su niño o niños:

1. Haga clic en el enlace a continuación para cada programa
2. Ingrese este código escolar:
3. Cree una cuenta con su correo electrónico personal y una contraseña de su elección

**ABCMouse®**  
Para niños de preescolar hasta 2º grado  
[www.ABCmouse.com/redesem](http://www.ABCmouse.com/redesem)

**ADVENTURE ACADEMY™**  
Para niños de 3º a 8º grado  
[www.AdventureAcademy.com/redesem](http://www.AdventureAcademy.com/redesem)

**ReadingIQ**  
Para niños de preescolar hasta 6º grado  
[www.ReadingIQ.com/redesem](http://www.ReadingIQ.com/redesem)  
(No se necesita acceso a Internet después de descargar ReadingIQ.)

Si tiene alguna pregunta o necesita ayuda para usar su código escolar, envíe un correo electrónico a Atención al cliente a la siguiente dirección: [Support@AoL.com](mailto:Support@AoL.com).

Con nuestros mejores deseos,  
El equipo de Age of Learning

dd. School Counseling

Hazen Public School Counselors have developed a plan for students and families to reach them by email or phone call. Students will have the opportunity to set up individual counseling sessions. Counselors will also reach out individually to students seen on a regular basis. Because Hazen Public School receives federal funds, health information maintained on our student's records is covered under FERPA. Additionally, the counselors will adhere to the ASCA virtual learning guidance and ethics that have been reviewed for synchronous and asynchronous platforms.

ASCA Guidance Document:

[https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS\\_Virtual.pdf](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Virtual.pdf)

In order to make sure that all students can find this information, teachers in grades 1-5 will have a channel marked on their TEAMS through Microsoft for Counseling. Kindergarten parents and students will have a link to the elementary counseling website on their child's teacher's platform of choice. Students and parents in grades 6 – 12 will receive an e-mail regarding TEAMS access and each grade has a channel where lessons, resources and individual guidance will be available.

Hazen Public School will continue to offer a variety of social-emotional learning activities and resources through the school counselors Microsoft TEAMS platform. Each grade (K-12) will have their own channel using the Microsoft TEAMS platform. This will allow counselors to provide counseling lessons and small group/individual counseling. Also, at the middle and high school grade level, TEAMS will allow the counselor to schedule courses, advise students on college/career readiness and planning, and promote scholarship opportunities.

Outside support will be provided by Coal Country Community Health Center and the Mercer County Youth Bureau. In the event of a crisis, parents and students will be advised to contact the National Suicide Hotline and 9-1-1 in an emergency.

## **7. High-Quality, Effective, Standards-Based Education**

### **A. Provisions for instructional support**

#### **aa.Assessments**

Teachers will be assessing students based on assignments being completed and turned in via a digital format in the TEAMS environment and email. Quizzes will also be created using the Assignment tab in TEAMS and Microsoft Forms. With the addition of people on the TEAMS screen, teachers will be able to have students complete tests and quizzes during class time with their cameras turned on. The assignments can be graded and returned electronically to students for revision. Our school also has a subscription to TurnItIn, <https://www.turnitin.com/>, which the students have used as well to submit assignments electronically and offers a way to do revisions while also checking for plagiarism.

Assessment will include NWEA Survey with Goals, NWEA Survey, Reading Inventory to identify learning gaps and points of Review. When working on projects, the form of snapped pictures submitted to the instructor to show progress and completion of project-based learning is utilized and for following students' progression in physical education using <https://plt4m.com/>

#### **bb.Grades**

Grades will be collected and placed into PowerSchool as previously. Students and parents will be able to continue to check grades. Teachers will be preparing students for the possibility of moving to distance education from the beginning of the year to ensure



a smooth transition into distance education by having students access Microsoft TEAMS regularly during the beginning phase of school.

#### B. Academic progress monitoring

The Hazen District has utilized “Student Problem Solving Meetings” that were previously scheduled for grade/department level teams to meet to review students’ academic progress. These meetings will continue to be scheduled using Microsoft TEAMS to allow for the meetings to take place. If students are found to be not making adequate gains, our teams will access our current plan that includes following the flow-chart of first differentiating instruction. The next step is to access our list of interventions from our district playbook. If those options are not sufficient, staff will schedule collaboration time with specialists such as strategists, counselor, or school psychologist.

### **8. Student Meals & Feeding**

The Hazen School District is providing breakfast and lunch for school-enrolled students. Children wanting to participate in the school lunch plan will have to pick up lunches at the school and regular school lunch fees will apply.

### **9. Human Resources Processes, Protocols, and Policies**

The Hazen School Board may not be able to pay all support staff, teachers, and coaches 100% of wages and benefits like in the spring of 2020. The school board and administration will try to provide work assignments for the employees during a full-time distance education situation, but if no work assignments are available, payment may not be guaranteed. Our Superintendent, Business Manager, and Assistant Business Manager work collaboratively to serve as a resource to make sure precedence, established protocols and labor laws are followed.