Mountain Iron-Buhl
Distance Learning Plan
3/24/20

ALL students in the Mountain Iron-Buhl Schools will receive an equitable education and have equal access to learning and instruction through educational materials and daily interaction with a licensed teacher.

Relationships will be our top priority throughout this process. We stress relationships with students at the top of our list when they are in our room, now those relationships look different. We need to make sure we know how students are doing, we need to know they have the resources and help that they need. The instruction you provide will give them the structure they need in their learning that they rely on when we are in school. Checking in on your students will provide them the feeling of safety and comfort they will need to know their teachers, who they depend on, and care about them.

Communication with Students and Families

For the first week of distance learning, teachers will establish methods of communication with families and see how families are doing at this point. Providing students and families with support and checking to see if they have filled out the online food support/childcare survey needs to be our first priority. If they have not filled out the survey, please assist them in completing it. The next step is helping students and families understand how your distance learning classroom will operate. Treat it as the first day of school all over again. Establish expectations and create reasonable communication norms for you and your students. This will be a learning process and change for both of you. The most important part of this process will be developing relationships in a new way.

Elementary and Secondary teachers will communicate through Google Classroom, SeeSaw, Remind, Bloomz, email and phone calls. Please provide parents with your extension number when they call the school and make sure your voicemails go to your email. To contact parents, you can call from the school or use your personal device if you desire. Please check your carrier to block your number if you use that method.

Teachers are expected to be in their courses through digital learning every school day to post and update daily assignments, instructions, and learning materials as well as give feedback to students on their work and facilitate online discussions. REMEMBER, high school students are taking 8 courses online. Please give very specific ways for them to manage their time and how long each assignment should take.

Post an update of weekly learning targets and learning expectations to your Learning Management platform by 3 pm on Monday for the week. Post assignments/learning tasks each week to Infinite Campus to track learning outcomes and student progress. These assignments should be graded and provided specific feedback on learning to the students within a week of completion.

Title I and Special Education teachers along with AI Education staff will check in at least weekly with their students. This check-in may be done by email, text or phone call depending on the grade and the family's access to technology.

Answer all emails within 24 hours Google email and post daily office hours and ways to communicate with students. The purpose of this quick response is to make sure students and families know we care and are here to support them.

School Readiness

	Mon.	Tue.	Wed.	Thur.	Fri.
Language/Literacy	Weekly letter	Read	Weekly letter	Write	Weekly letter
Math/Science		Weekly number		Weekly number	Science
Art	Art concepts		Art concepts		Art concepts
Social/Emotional Dramatic Play		Second Step SEL or Dramatic Play		Second Step SEL or Dramatic Play	
Music/Movement	Music concept	Sing	Movement concept	Dance/ Yoga	Music or movement concept

Everyday Plan:
- Read a story
- Play outside/inside at home

Elementary

What should teachers plan for? NO MORE THAN	What can the student do?	Options for Resources
1 hour of READING (in 15-30 minute blocks)	They can read books, magazines, play reading games, journal in words or pictures, write	Books AR Quizzes Learning A-Z IXL Being a Writer Reading materials sent home
30 minutes of MATH	Flashcards, math worksheets, math workbooks, math games	IXL EnVision Math Nearpod Math materials sent home
20-30 minutes of EXPLORATION (SCIENCE and SOCIAL STUDIES) Rotate days between subjects Example: M/W Science & T/Th Social Studies	Science games, cooking, outdoor scavenger hunts, science articles, Social studies articles, name the states, name the capitals, learn the counties in Minnesota	IXL Mystery Science Science Weekly Scholastic Science Science Materials sent home Social Studies Weekly Scholastic News Newsela Nearpod Social Studies Materials sent home
30 minutes of MOVEMENT (in 10 minutes blocks)	Stretches, jog around the yard, play with the dog, dance to 2 songs	GoNoodle Movement Resources sent home
30 minutes of CREATIVITY	Draw a picture, make something with clay, write a song and sing it, play a game, building with Legos or blocks, STEM challenges with basic materials	Materials found at home Ideas sent home
Social-Emotional Learning	Check-in with your students, discuss the topics from 2nd Step, ask them about a book they are reading	2nd Step Bloomz Google Hangouts Phone Calls Zoom

Secondary

What should teachers plan for?	What can the student do?	Options for Resources
Plan to connect with your students each day. This can be: · On Schoology or Google Classroom · Through email or text with links · Through daily assignments in paper packets with contact information. Teachers should plan for a combination of instruction and student work for NO MORE THAN 4 hours per week. This includes reading, learning activities, and assignments for the lessons. The four hours is a guideline as it will take some students more time and some students less time to complete the assignments.	Students should be completing daily requirements for your class. This includes but is not limited to: · Readings and assignment · Videos · Reflections · Projects with daily expectations · Online activities with daily requirements · Longer readings with daily assignments · Activities with daily journals or logs · Self-planned projects with daily goals reported to the teacher · Google docs shared with the teacher to record daily activity toward academic goals · Daily requirements submitted in a written weekly journal	Google Classroom Schoology AR Quizzes NearPod Newsela CNN News IXL Vocabulary.com Khan Academy Weekly materials sent home
Social-Emotional Learning	Check-in with your students, discuss the topics class, ask them about their workload, how much time they are spending on their classes, questions, and concerns they may have.	Google Hangouts Google Classroom Schoology Google Hangouts Phone Calls Zoom

Grading

Preschool - You will send progress reports home.

Kindergarten – You can modify your ESGI to the skills you can measure through distance learning.

Grades 1-12 – You will move to a Pass/No Credit grading method for distance learning. You will set expectations for students to complete the learning targets for the standards you put forth.

- Teachers will set up criteria for what they need to do to pass the class. That criteria must be met by the end of the quarter.
- Students will be responsible for meeting the expectations set forth by the teacher for time, effort and quality of work to earn the credit.
- The Pass/No Pass grading will only impact a student that receives No Credit for a course. The Pass will allow the GPA to stay the same as it was after the first semester.

*The exception until further notice is the CEP classes.

We will have 3 grades going into the grade books:

P - Student has met the standards set forth by the teacher.

I - The standard is in progress and the teacher is in contact with the student/parent to communicate what needs to be done to meet that standard. This is when FEEDBACK becomes necessary as students will need to complete the requirements set forth by the teacher. If they do not complete it, they can continue to work toward meeting the standard.

NP - Would only be assigned at the end of the quarter. This would be awarded if students did not complete required assessments or demonstrate learning. No credit must have multiple parent communications by the teacher and principals to let the family know that assignments are not completed to the level communicated to the student.

There are no ZEROS during distance learning. Only In Process.

Attendance

Students will be attending school by working on distance learning assignments and communicating with teachers. Teachers will be responsible for contacting students that are not completing the online or work sent home to the student. If no contact can be made, teachers are to report the information to their building principal. Parents will not be required to call in for attendance.

Materials

Materials will be delivered through online instruction and through written instruction and packets. Teachers will make contact with students to determine how they would like the materials delivered.

Teacher Check-in

Teachers will have assigned check-in times each within their department and/or schools each week.

Resources

This is a list of programs and resources used by teachers in our district. The links provide instructions in using the programs.

MDE Supports

- [Distance Learning Considerations](#) - 3/19/20
- [Arts Standards Support for Distance Learning](#) - 3/19/20
- [English Language Arts Standards Support for Distance Learning](#) - 3/19/20
- [Gifted Education Support for Distance Learning](#) - 3/19/20
- [Mathematics Standards Support for Distance Learning](#) - 3/19/20
- [Physical Education Standards Support for Distance Learning](#) - 3/19/20
- [Science Standards Support for Distance Learning](#) - 3/19/20
- [Social Studies Standards Support for Distance Learning](#) - 3/19/20

Learning Management Systems

Google Classroom

Teacher: https://teachercenter.withgoogle.com/first-day-trainings/welcome-to-classroom

Parents: https://www.youtube.com/watch?v=2Iowi-gmbys

Schoology - Free

Webinars: https://support.schoology.com/hc/en-us/categories/360001834393-Trainings-Webinars

Bloomz

https://www.bloomz.net

SeeSaw

https://web.seesaw.me/remote-learning?utm_medium=banner&utm_source=homepage&utm_campaign=remotelearning

Learning Programs

Audible

stories.audible.com - Free for students.

ESpark

https://www.esparklearning.com

EPIC Digital Books

https://www.getepic.com/promo?signUpV=create_account

Freckle Math

https://www.freckle.com/

Generation Genius

https://www.generationgenius.com/

NearPod
https://nearpod.com/blog/resources/

IXL
https://www.ixl.com/resources/teacher-toolkit

Newsela
https://newsela.com/about/services/training-and-support

Prodigy
https://www.prodigygame.com/

Quizlet
https://quizlet.com/latest

ReadWorks
https://www.readworks.org/

Renaissance Learning - Accelerated Reading and Accelerated Math
https://www.renaissance.com/renaissance-at-home/

Scholastic News
https://classroommagazines.scholastic.com/what-you-get-.html

Science and Social Studies Weekly
https://www.studiesweekly.com/

TweenTribune
https://www.tweentribune.com/

Zoom
https://zoom.us/docs/en-us/covid19.html

Ojibwe language resources from the MDE Office of Indian Education:

Bemidji State Ojibwe Language Resource Page

Anishinaabemowin – collection of online resources

Ojibwe Dictionary

Fond du Lac Anishinaabemowin Resources

Ojibwe Language Apps

Lakehead University - Anishinaabemowin Resource Collection

Sault College Language Lesson Videos

Flashcards Ideas

Baby WayNa in Ojibwe

Lake Land PBS - Lets Speak Ojibwe Youtube Videos

Grassroots Indigenous Multimedia

Ojibwe Language Dictionary App

Word of the day and other resources from James Vukelilch

University of Wisconsin Eau Claire Ojibwe Live and Archived Classes

Anishinaabemowin White Earth Nation Language Resources

Anishinaabemowin Department of Linguistics and American Indian Studies at University of Wisconsin

Anishinaabemowin Short Notes on Ojibwe Grammar

Ojibwe Lessons for Beginner Intermediate and Advanced