

# **Leeds Public School**

## **District #6**

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### *Distance Learning Plan*

2020-2021 School Year

*Leeds School Board Approved*  
*October 21, 2020*

Note: This document will constantly be updated per NDDoH, DPI, CDC, and ND Governor Executive Orders.

## **Continuation of Educational Services**

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

### **Leeds Mission Statement**

Transform students by instilling 21st century skills and inspiring lifelong learning in every student.

### **Leeds Public School Beliefs:**

We believe that:

All students can learn.

Diversity is strength.

Learning is a never-ending process.

Public education is the cornerstone of our democratic society.

Every student is important.

Public education is a total community effort.

All staff and students deserve a safe, positive, learning environment.

### **Health & Safety**

The health and safety of our students, staff, and community are paramount during a widespread health emergency. All actions Leeds Public School takes will be balanced with guidance from local health officials, the North Dakota Department of Health, and community leaders.

## **Distance Learning Plan**

During school closure, the Leeds Public School has created a plan that allows for a full continuation of education by delivering high-quality, grade-level appropriate learning opportunities that align with the North Dakota Standards. It provides choices for families to best fit the educational needs of their children during these uncertain times. Expectations for distance learning will be SIGNIFICANTLY INCREASED from what occurred in the spring of 2020 and look much different. Rigorous instruction will be provided, including assessment and evaluation of work. Measurable student progress is expected.

Teachers will make the distance learning opportunity an extension of the classroom. Students will be able to access grade-level and subject matter content. When possible, students will continue to work on projects and content areas that were taking place before the transition to distance learning. Some situations will require teachers to modify instruction to ensure students continue to grow academically within the distance-learning framework.

Textbooks will continue to be used along with supplementing other educational items. To follow the school's vision of instilling 21<sup>st</sup> century skills, students will communicate and collaborate through

online platforms. Student learning and engagement will also be accomplished through virtual learning programs, instructional videos, and educational games. There will be an emphasis to find connections between content and real-world applications and opportunities for creativity and critical thinking.

## **Leeds Public School Instructional Models Explained**

**Traditional Face-to-Face Learning:** Traditional daily instruction where students are in the building with educators following protocols and procedures to address safety of all. Students in the face-to-face model may experience movement to and from other modes of instruction depending on specific COVID-19 situations in classrooms, buildings, and community.

**Hybrid Model:** Students report to school on a modified schedule. Multiple hybrid models of instructional delivery may be appropriate to meet the educational needs through a variety of delivery models.

**Distance Learning Model:** All instruction is provided off-campus through the use of distance learning resources or suited to the unique needs of the student using Microsoft Teams and other applicable online sources.

- **Synchronous:** Learning is distance education that happens in real-time where students and teachers are online at the same time.
- **Asynchronous:** Learning occurs through online activities without real-time interaction.

**Distance Learning (Parent Opt-In) Model:** This is an online model where students are based at their home for synchronous learning. Synchronous learning means the students will be required to be on-line during normal school hours for their regular scheduled classes. Distance learning this year will NOT replicate the distance learning from last spring. Students who choose the distance learning model must stay in this model the entire quarter or end of a grading period. Students can only change models at quarter break or end of a grading period unless extenuating circumstances occur and approval is granted by the administration. Students may not choose to transition between distance learning and face-to-face on a regular basis. This model will have specific protocols and procedures for staff and students. The distance learning opt-in model will replicate phase 3 distance learning where students will log in and participate in live stream lessons with the teacher(s) and class on a set schedule during regular school hours. Students will follow their regular class schedule with some modifications to electives. Certain electives may not be available through this model. The Distance Learning Opt-In Model will be reevaluated each quarter to make necessary changes or improvements. Parents interested in this model should contact the principal and discuss this option.

The instructional models used by the school will be guided, in part, by the risk level of COVID-19 as defined within the phases below. It will also be defined by the number of active cases within a

building/classroom. The following models may be used over the school year to accommodate for the safety of our students.

**Phase 1:** Leeds Public School will reopen with all students attending school full-time for face-to-face instruction with the school implementing reasonable procedures in accordance with health guidance. This phase can be used if our state is in an orange, yellow, green, or blue ND K12 Smart Restart Risk Level based on local decision.

- In phase 1, students would attend school onsite for face-to-face instruction following normal class schedule. Regular school hours of 8:20 a.m. to 3:20 p.m. would be followed.
- Teacher hours onsite will be 8:00 a.m. to 4:00 p.m. daily.

**Phase 2:** Leeds Public School will move to a hybrid schedule. This phase can be used if our state is in an orange, yellow, green, or blue ND K12 Smart Restart Risk Level based on local decision.

- In phase 2, students would attend school face-to-face Monday through Thursday following normal school hours from 8:20 a.m. to 3:20 p.m.
- On Fridays, students would attend school face-to-face for a shortened day, 8:20 a.m. to 1:40 p.m.
- Staff would use the extra time on Fridays for one-on-one student interventions, deep cleaning of their classrooms, staff meetings, lesson planning and prepping, trainings, and/or professional development.
- Teacher scheduled hours at the school would be 8:00 a.m. to 4:00 p.m. daily.

**Phase 3:** Leeds Public School will close the school except for essential personnel and remote learning would begin. Special populations (IEP, EL, At-Risk, etc.) may be offered support services on-site with enhanced precautions. This phase can be used if our state is in a red, orange, yellow, green, or blue ND K12 Smart Restart Risk Level based on local decisions.

- In phase 3, students are expected to be available at home for distance learning opportunities during the regular school hours of 8:20 a.m. to 3:20 p.m.
- Students in K – 3 will be required to live stream during the English Language Arts blocks and the math blocks. Schedules set by the classroom teachers with approval of the principal. Students will log in at the designated times and participate in the lessons with the teacher and the other students. Various other asynchronous activities, learning programs, and/or paper learning packets may be used.

- Students in 4 – 6 will follow the schedule set by the classroom teachers and approved by the principal. Students will participate in live streaming through Google Classroom, or Zoom for core classes. Various other asynchronous activities, learning programs, and/or paper learning packets may be used.
- Students in 7 – 12 will participate in live streaming instruction of their registered classes through Microsoft Teams on an alternative learning schedule. Each teacher will live stream their class so that the student can participate and learn along with classmates. Other asynchronous activities would be assigned.
- CTE & Lab Sciences: During a full closure, personal devices will be used to virtually interact with student synchronously and asynchronously to provide services and support. These courses require hands on learning opportunities that will now be addressed with the use of video lessons, virtual fieldtrips and experiences, and real-world projects that can be completed at home.
- Teacher contract hours would be from 8:00 a.m. to 4:00 p.m. They may educate from home or in their classrooms. Teachers will provide live online live instruction to students via Google Classroom, Zoom, and/or Microsoft Teams. Daily administration check-ins are required along with regular staff meetings.

## **Preschool Plan**

Leeds Public School offers a preschool program in our school half days, Monday through Friday from 8:20 to 11:30 a.m.

To accommodate for an easier transition for our preschoolers and our school, we have decided to delay the start of our PreK program until September 8<sup>th</sup>, 2020. This will allow teachers, staff, students, and the school to make any necessary adjustments to our Return to Learning Plan and learning schedules before introducing these first time students into the school.

During phase 2, PreK would continue to do face-to-face instruction Monday through Thursday. There will be no PreK offered on Fridays.

During phase 3, or a full enclosure, we will continue to provide instruction via Zoom and learning packets in the event of distance learning.

Materials will be provided with weekly lessons to be sent home digitally, by mail or to be picked up at a pre-determined location. While the majority of materials at the preschool level will be paper/pencil or skill building games and activities based on readiness, language and motor skills; age-appropriate web-based activities will also be provided as requested for families to utilize to continue student learning.

## **Google Classroom and Microsoft Teams**

Google Classroom and Microsoft Teams are collaborative blended learning platforms that combine technology and face-to-face interactions. These tools allow for student engagement and communication between teachers and students. These platforms will be used to send class materials, grade assignments, conduct assessments, video conferencing, and monitor student progression.

K through 6th grade students will use Google Classrooms as these students may be less experienced in technology and this platform is easier to use and can be accessible from all devices. In the school setting, our PreK-4 grades will primarily be using iPads for their electronic devices.

Grades 7 through 12 will use Microsoft Teams, as this is the platform they are familiar with and used most during the spring shutdown. In the school setting, our 5<sup>th</sup> – 12<sup>th</sup> grades will primarily be using Chromebooks and/or their own personal computers. As our high school students already use the Microsoft Office applications like Word, Excel and PowerPoint, this is a better fit for these students.

Leeds Public School recognizes the importance of consistency with our families; however, feel the success of the distance learning experience of our students was the most important factor in determining which platforms to use.

## **Preparing for Distance Learning**

In the event of a pandemic/epidemic educators must possess the needed skills to ensure they can create, distribute, and support educational opportunities for the students. Staff will engage in training during teacher in-service and professional development days (August 13, 14, and 17) on Microsoft Teams, Google Classroom, and other distance learning tools.

At the start of the 2020-2021 school year, all students will be trained in Google Classroom (grades K-6) and Microsoft Teams (grades 7 - 12). Every effort will be taken to prepare our students for online instruction before a full closure. Students will use these platforms regularly within the classroom throughout the year to ensure proficiency with these programs.

## **Access to Educator**

Students in grades PreK – 12 will be provided instruction by their regular classroom teachers, with assistance as needed from special education teachers, Title I teacher, paraprofessionals, and Lake Region Special Education related services such as physical therapist, occupational therapist, speech pathologist, and social worker. All teachers will have their classes set up in Google Classroom (Grades PreK – 6) and Microsoft Teams (Grade 7 – 12). Teachers will communicate all assignments via these platforms. Online instruction will be used school-wide in all courses at all grade levels. Distance learning will follow the structure of a regular school day with synchronous and asynchronous online instruction where students will have classes every day. Teachers will be available through multiple avenues for student engagement, instruction, monitoring, and support for students and families as needed.

## **Access to Internet**

Online learning requires access to internet services. Leeds Public School residents, for the most part, reside in areas that have high speed internet. Families will be surveyed to determine if they have internet access. This information will be used to plan for an extended closure ensuring educational opportunities for all students.

No Internet Access Options:

- Contact families directly to discuss connection options
- Work with community partners to provide service
  - NDTC – Lifeline Option for qualified low-income families at <https://www.gondtc.com/lifeline>

If nothing else works, Leeds Public School will work with families to provide other options including hard copies or alternative assignments if needed.

## **Access to Electronic Devices**

Online learning requires access to electronic devices. All teachers will have electronic devices to fulfill distance-learning requirements. Measures will be taken to ensure all students have access to a device during a closure. Families will be surveyed to determine if electronic devices are needed at home.

All students will receive a learning device at the beginning of the school year to be used at school. Some high school students will use their personal devices to ensure the school has a 1-to-1-device program.

Measures will be taken to ensure all students have access to a device during a closure. If possible, devices and chargers will be sent home with those students previously identified with needing a device before a closure is announced. If devices are NOT with those students when a closure is announced, the school will arrange times for parents/students to pick them up following health and safety guidelines.

## **Communication**

Communication with families and parents will take place through email, phone calls, school Facebook page, school website, and our instant alert system.

Students will receive information through Google Classroom (grades K-6) and Microsoft Teams (grades 7 – 12) along with all the formats listed above for families.

Communication for staff will be through all the same formats as students and parents. Staff meetings will also be held on a regular basis.

## **Attendance**

Leeds Public School Attendance Policies will transition during a pandemic/epidemic event.

Attendance is required and will be recorded in PowerSchool by teachers. Synchronous learning (live instruction) is required, and participation will be recorded in PowerSchool. Asynchronous learning experiences are required, and participation will be recorded in PowerSchool through logins and work produced. Missed instruction whether synchronous or asynchronous may be required to be made up to earn credit. Any student demonstrating prolonged absence or disengagement is a cause for concern. Teachers or administrators shall contact parent/guardian to seek input and assist them as needed to ensure student participation.

- Face-to-face instruction – Attendance will be taken by student’s attendance in the classroom.
- Hybrid – Attendance will be taken by student’s attendance in the classroom.
- Full Distance Learning – Attendance will be taken daily based on student’s engagement in synchronous or asynchronous distance learning.

The CDC provides guidance for schools on when to alter attendance practices and/or school closures. Families with symptomatic students are required to stay home. Parents should be using the checklist provided in the Leeds Public School Return to Learning Plan. Parents are to inform the building secretary or principal if their child will not be able to participate in face-to-face school or distance learning school due to an illness or other circumstance. Extra questions will be asked about the symptoms of the illness for the purpose of tracking possible COVID trends within our school. No personal information will be shared.

Absences will be addressed on a case-by-case basis. Attendance incentives/testing requirements may be suspended as needed to discourage sick students attending school.

## **Engagement**

If a teacher knows a student is struggling to keep up with assignments or not participating online during distance learning, the teacher will contact the student to discuss participation concerns. If the student is still not participating or making progress, the teacher will contact the parent/guardian of the student. Should the disengagement continue, the principal would contact the student and parent/guardian. Consultation of the Child Study Team (principal, parent, classroom teacher(s), special education teacher and LRSE social worker) may be possible. A plan will be put into place to support the student. Options could include tutoring, more frequent check-ins, home visits, interventions, accommodations and/or modifications. Every effort will be made by the school to help every student succeed. If student shows inadequate progress after all support provided, the student’s grade may be altered to reflect the lack of progress.

## **Assessments & Grading**

Leeds Public School will continue to follow our policies, practices, and grading structure **during ALL methods of instruction.**

Monitoring student progress will be accomplished through Microsoft Teams and Google Classrooms as these platforms allows us to review student submissions and provide feedback. Paper curriculum materials and online supplemental programs may also be used to provide instruction and assess students.

As required by ND DPI, during the first four weeks of school, grades K-12 will be assessed to establish baseline data. This baseline data will be used to set goals and drive instruction.

Distance learning will also align to the essential learning outcomes based on North Dakota State Content Standards in the following areas: Reading, Language Arts, Math, Science, Social Studies, Social Emotional Learning, Health, Computer Technology, Fine Arts, and Physical Education.

Teachers are assessing students based upon grade level North Dakota Content Standards. Assessments are based upon curriculum need and teacher discretion. Teachers will continue to utilize genuine assessments intended for student mastery of that specific content standard. Teachers will use a variety of assessment tools such IXL, classroom observations, Accelerated Reader, project-based learning utilizing rubrics, formal assessments tools, writing assignments utilizing grading rubric, curriculum assessments, and various other assessments.

## **Counseling**

The Leeds Public School will continue to offer guidance and provide resources to our students and staff. School counseling classroom lessons will continue through grade-level online class platforms or on paper. Building relationships, monitoring student's mental health, and teaching resilience will be priority components of our social emotional program. The counselors will adhere to the ASCA standards and ethics. A page on the Leeds School website has been created for online counseling and will be continuously updated with resources.

The school counselor will be available Tuesdays and Thursday during regular school hours for someone reaching out in need of assistance. Students and families will be contacted as needed depending on the identified needs.

Career and college opportunities will be forwarded to the appropriate students through student and parent emails.

## **Food Service**

The school will provide hot lunch during distance learning. Meals will cost the same as when they are served in the school. A scheduled pickup/delivery plan would be developed with those utilizing the program.

During Phase 1 and Phase 2, if a student is opt-in distance learning and the school is in face-to-face learning, pick-up lunch service will be available.

During Phase 3, pick-up or delivery lunch service would be available for all distance-learning students.

### **English Language Learners (ELL)**

ELL services needed to support student education will be implemented as identified in Leeds School policies and procedures. The school realizes ELL students and the services they receive are unique during a closure. Personal learning devices shall provide online educational opportunities. EL staff shall communicate with the student's family to address individual supports necessary. The district will use the statewide home language survey (HLS) completed by all parents at registration to identify potential EL students. District administration will review the HLS along with checking academic progress and screening assessments from previous schools to determine placements and needs. Alternative means of communication and meetings will be utilized via text message, email, Zoom, or other identified tools. Translation services may be provided to EL families.

### **Special Education Considerations**

Students receiving special services through an IEP or a 504 plan are unique and require special services during a pandemic. From a Supplemental Fact Sheet Addressing the Risk of COVID-19 in Schools developed by the US Department of Education, "the Department encourages parents, educators, and administrators to collaborate creatively to continue to meet the needs of students with disabilities. Consider practices such as distance instruction, tele-therapy and tele-intervention, meetings held on digital platforms, online options for data tracking, and documentation. In addition, there are low-tech strategies that can provide for an exchange of curriculum-based resources, instructional packets, projects, and written assignments."

In addition, guidance from ND DPI regarding equitable online learning indicates, "Schools and districts should consider how alternative schedules, extended periods of remote learning and intermittent school closure may impact the delivery of services for students receiving special education services. Schools and districts need to ensure students have meaningful and effective access to the general education environment and instruction. Least restrictive environment (LRE) should be central to decision making".

Leeds Public School works in conjunction with Lake Region Special Education (LRSE) to make educational decisions for students with IEPs on an individual basis in compliance with the Individuals with Disabilities Education Act (IDEA) and ND Department of Instruction office of Special Education Guidelines. Case managers and school teams will meet (in-person, virtually or by phone) to collaborate with parents/guardians on an individual education plan (IEP) for their child. When planning for distance education, teams will take into consideration the student's preferred learning method, ability for independent work, access to adult support, adaptations/accommodations, assistive technology needs, how progress will be monitored, and additional barriers to student access to general education curriculum.

Distance learning for special needs students may include virtual learning, web-based sites, online services, and telephone contacts. Distance learning plans could also utilize textbooks, workbooks,

worksheets, documents made available on technology devices, online resources and other Internet content. LRSE staff will only utilize online platforms that meet FERPA requirements. Ongoing communication with families throughout the distance-learning period will also be delineated. Our goal is to develop plans that will ensure equitable and effective access to provide FAPE for students with special needs in ALL learning environments.

Contingency Learning Plans may be used in the case of a short-term or emergency school closure. These plans will be developed in conjunction with the student's IEP. The parents/guardians, case managers, and service providers will collaborate on each IEP goal and determine how best to meet these goals through distance learning. Documentation of the contingency learning plans will be completed and shared with parents on a Prior Written Notice of Special Education Action. These forms will be sent digitally or by mail, if requested, to each family. Further changes to services can be discussed and documented as needed. Learning plans will consider both synchronous online learning (e.g. chat, streaming, video, instant message, web conferencing) and asynchronous online learning with capability for remote communication and assessment (e.g. email or learning management systems that deliver, track and manage classes or projects). Contingency learning plans will be implemented as needed during selective closure due to a COVID-19 outbreak.

Case managers will be available through virtual meeting hours to be established by each case manager. 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 as needed. Progress reports will be provided to parents to assist in determining progress with IEP goals.

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 individualized contingency learning plan. In collaboration with parents, the ability to provide related services will be determined based on school closures, risk assessments, and student needs.

While the contingency learning plan is utilized during school closures, the student's IEP will remain in place and services defined in that document will be resumed once students return to school.

### **Special Education Preschool**

During distance learning, teachers and case managers will communicate with families to assist in determining appropriate services for support to be provided in the home setting. Activities will be organized through learning kits and packets that include materials to address goals and objectives in speech, language, early learning readiness and foundational skills, fine motor skills, gross motor skills and behavioral skills as identified by student Individual Education Plans. Materials will be provided with weekly lessons to be sent home digitally, by mail or to be picked up at a pre-determined location. While the majority of materials at the preschool level will be paper/pencil or skill building games and activities based on readiness, language and motor skills, age-appropriate web-based activities will also be provided as requested for families to utilize to continue student learning. Case managers will maintain regular contact hours when families can reach out through email or telephone for communication, additional guidance and assistance. All case managers will

follow the same procedures for documentation and communication as outlined in the special education section. For children transitioning from Part C to Part B, LRSE and district schools will meet virtually or by phone with early intervention providers and parents for completing checklists to assist in determining eligibility. If appropriate, IEP meetings will be held as well either virtually or by phone.

**Federal Title Considerations**

As a school wide Title 1 school, our Title 1 teacher will be available to continue services through virtual and/or phone tutoring. She has worked closely with all classroom teachers and provided extra support where needed. She will also provide support weekly to each of her students through virtual and/or phone tutoring. During distance learning, teachers will monitor students closely and communicate with the Title 1 teacher about any students that begin to struggle.

**Staff Development**

Staff will engage in distance learning and/or face-to-face professional development opportunities throughout the year and will continue during school closure.

The district will create content and use the support offered by EduTech, NESC, and other organizations to provide ongoing teacher support.

**Human Resources Processes, Protocols, and Policies**

During any crisis including a pandemic/epidemic supporting our educators and support personnel is necessary to continue to provide quality and consistent education services to our students. Continual evaluation and emergency planning will be necessary. The district will review its policies relating to staff leave and will monitor other policies that may need to be addressed to ensure operations continue following local health requirements or other state and/or federal requirements.

**Federal Programs & Funds**

Leeds Public School will continue to comply with guidance and regulations of all federal programs that affect the district.

**Distance Learning Job Roles:**

Personnel	Action
All	<ul style="list-style-type: none"> <li>• Take precautions as directed</li> <li>• Encourage hand washing</li> <li>• Staff that exhibit symptoms should remain home</li> <li>• Students that are symptomatic should be kept away from well students and parents contacted.</li> </ul>

Administration	<ul style="list-style-type: none"> <li>• Monitor attendance and grades of students</li> <li>• Promote attendance policies that reinforce student to engage with the distance learning opportunities</li> <li>• Continually address concerns regarding distance learning plan</li> <li>• Maintain regular office hours</li> <li>• Building administrators will hold/attend regular meetings to keep the lines of communication open.</li> <li>• Oversee day-to-day operations of essential personnel at building level</li> <li>• Continually provide technical support and organizing professional development for teachers based upon needs</li> <li>• Update stakeholders on a regular basis regarding changes regarding Leeds Public School</li> <li>• Regularly monitor teacher lesson plans and direct instruction</li> <li>• Maintain contact and monitor information from NDDoH, NDDPI, and NDHSAA.</li> <li>• Work with county health as needed</li> <li>• Determine event and school closures based on recommendations</li> <li>• Prepare guidance for staff on leave and work hours during closure</li> <li>• Prepare reintegration plan as closure concludes</li> </ul>
Office Personnel	<ul style="list-style-type: none"> <li>• Work as assigned by administration</li> <li>• Follow recommendations of principal on how to address student illness</li> <li>• Keep accurate attendance records and track illness trends</li> <li>• Staff will be available during contracted hours</li> <li>• Be available for staff support</li> </ul>
Custodians	<ul style="list-style-type: none"> <li>• Work with building level administration to continually clean the building follow enhanced cleaning procedures</li> <li>• Practice social distancing and health and safety precautions</li> <li>• Clean highly touched surfaces daily</li> <li>• Ensure that buildings are maintained and continued to be safe and secure.</li> <li>• Follow recommendations from administration for alternative work hours and expectations</li> <li>• Other duties as assigned by administration</li> </ul>

Teachers	<ul style="list-style-type: none"> <li>• Students that are symptomatic should be kept away from well students</li> <li>• Monitor attendance and grades of students daily</li> <li>• Enter attendance data on a daily basis</li> <li>• Post lesson plans by Monday mornings on their webpage on the Leeds School website</li> <li>• Update grades by Monday morning of each week</li> <li>• Continually address student/parent concerns and keep open lines of communication with students and parents.</li> <li>• Check emails in the morning, at lunch, and before you leave each day.</li> <li>• Engage all students and continue to develop positive and health relationships with students</li> <li>• Consult and/or refer students to school counselors that have a need for mental health services</li> <li>• Be available during contract hours</li> <li>• Provide accommodations and modifications to special education and 504 students as recommended</li> <li>• Work with special education staff to determine appropriate modifications for online learning materials and/or paper packets set home</li> <li>• Work with Title I educator and paraprofessionals to identify students needing intervention and/or extra help</li> <li>• Other duties as assigned by administration</li> </ul>
Tech Coordinator	<ul style="list-style-type: none"> <li>• Assist staff with technology needs and setting up the various distance learning platforms</li> <li>• Prepare to support teachers in providing instruction remotely</li> <li>• Provide training opportunities via online platforms based upon need</li> <li>• Support students and families with technology concerns</li> <li>• Monitor student devices issued by school</li> <li>• Monitor student access following acceptable use policy</li> <li>• Other duties as assigned by administration</li> </ul>
Paraprofessionals	<ul style="list-style-type: none"> <li>• Consult and work with educators as assigned to assist students whether face-to-face or online</li> <li>• Be accessible with online platforms for students they typically support</li> <li>• Run off and prepare packets for delivery</li> <li>• Other duties as assigned by administration</li> </ul>

Food Service	<ul style="list-style-type: none"> <li>• Prepare for food distribution during closure whether pick up or deliver if needed</li> <li>• Following safety and health precautions as directed</li> </ul>
Bus Drivers	<ul style="list-style-type: none"> <li>• Deep cleaning and disinfection of busses</li> <li>• Delivery of meals, technology, learning packets and supplies if needed</li> <li>• Be available for student transportation if needed</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Go over daily health checklist with child before sending to school</li> <li>• Communicate with administration, teachers, advisors, coaches, and paraprofessionals with concerns</li> <li>• Support online education by making sure their children following distance learning requirements</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Engage in distance learning activities as required</li> <li>• Be available during scheduled times</li> <li>• Follow classroom rules and expectations of teacher(s)</li> <li>• During online live lesson, ensure camera is on</li> <li>• Turn in assignments as required by teacher(s)</li> </ul>