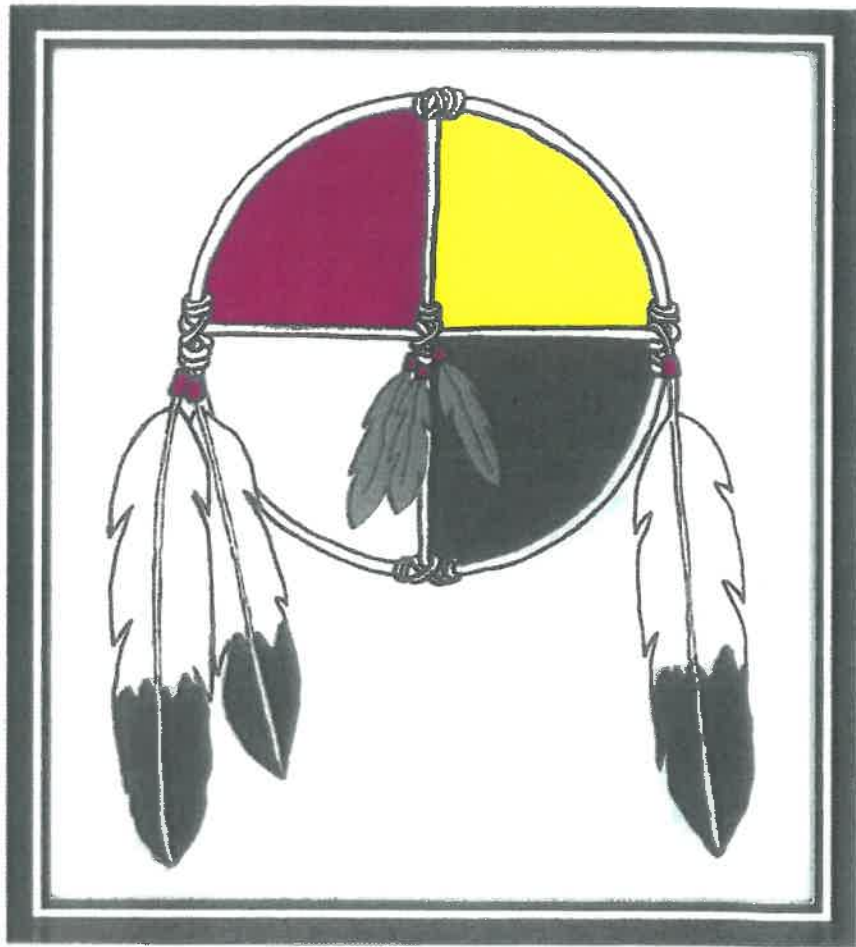


PIERRE INDIAN LEARNING CENTER



DISTANCE EDUCATION PLAN 2020-2021 SCHOOL YEAR

3001 East Sully Avenue □ Pierre, SD □ 57501 □ (605) 224-8661

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The Pierre Indian Learning Center Remote Learning Guidelines for Students, Parents & Staff

Note: All information is subject to change.

Introduction

The purpose of remote learning is for all educators and staff to provide students with alternative academic opportunities, so they can maintain academic readiness and progress while connecting with learning, peers, and instructors. Teachers will facilitate remote learning opportunities in the elementary and middle school to engage students in a deeper exploration of the class content.

Remote learning is not designed to replicate the school day. The intention of PILC is to balance online and 'offline' engagement. Remember to be patient with yourselves and your teachers. We are all learning together.

All PILC students will be provided with a Chromebook with a MiFi for Internet access. This will be provided at no expense to students or families.

If we need to employ distance education, staff will have the option of teaching from their classrooms or from home.

Teacher Expectations, Roles, and Responsibilities

- Develop remote lessons and learning activities that are age, grade, and instruction-level appropriate and aligned with South Dakota State Standards utilizing the current and supplemented curriculum taught at the Pierre Indian Learning Center
- Ensure all students have equal opportunity to succeed
- Provide regular communication (group emails, phone calls, Google Classroom, live Google Meet discussions, etc.) to maintain student-teacher relationships and support learning and social/emotional well-being
- Provide adequate and efficient instruction through online resources such as (but not limited to):
 - Google Suite (Classroom, Docs, Sheets, Slides, Meet, Drive, Jamboard, etc.)
 - Mystery Science, PBS Kids, Prodigy, Epic, ixl, Think Central, Kahoot, Khan Academy, Xtra Math, Quizlet, Exact Path, etc.
- Modify assignments when applicable to meet guidelines of Individual Education Plans
- Prepare and make available applicable lesson plans and class calendar
- Post recorded video lessons/directions to be available at any time for students to access
- Ensure any new content will be such that students are able to grasp and apply it with limited support
- Conduct a minimum of one Google Meeting session per week
- Keep attendance and participation records and/or grades for each meeting and assignment

- Monitor student interactions to prevent and manage cases of cyberbullying
- Collaborate with other teachers across same-grade or instructional-level classes in order to provide a cohesive and connected lesson or activity
- Communicate effectively with students and families to address concerns in a timely manner
- Provide students and families an opportunity to participate in virtual office hours
- When not engaged in live/real time learning activities with students, regularly check for communications from students, parents, staff and administration

Paraprofessional Expectations, Roles, and Responsibilities

- Support classroom teachers with preparing and collecting materials, assignments, content, and activities
- Participate in group Google Meet sessions with students and teachers helping to ensure the environment is conducive to learning
- Work under the direction of a certified staff member, as assigned by school administration
- Pre-record videos to be shared with students on behalf and under the direction of a teacher or administrator
- Maintain regular communication with teachers and related service provider(s)
- Communicate and check-in with students as determined by classroom teachers, counselors, and school leadership
- Assist students with organization, clarification, or time management of assignments
- Support families and students in accessing and participating in remote learning
- Respond to an email when a student reaches out, in a timely manner
- Adhere to expectations and policies related to the use of electronic access and communication applies within the virtual platforms
- Protect student privacy and confidentiality when assisting with remote learning

Student Expectations, Roles, and Responsibilities

- Access the Google Suite and any other online resource utilized by the teacher through the PILC issued Chromebook using the student email address or username provided by PILC
- Check the Google Classroom daily for new assignments, announcements and feedback on completed assignments
- Check-in and participate each week during Google Meet meetings
- Participate in academic activities posted by the teacher
- Accurately complete assigned work/learning activities for each subject by the due dates and times indicated
- Contact teachers, counselors, or the principal when you are overwhelmed or need help
- Collaborate with peers using respectful language and behaviors

- Follow the Code of Conduct for student behavior during all Google Meet conferences and classroom activities as outlined by the student handbook
 - To access the student handbook, go to <https://pilc.k12.sd.us/resources/studenthandbook/>

Family/Guardian Expectations, Roles, and Responsibilities

- Review the Remote Learning Plan
- Support your student(s) by establishing a daily routine and providing an appropriate space to conduct student learning
- Review assigned work and discuss expectations and instructions with your student(s)
- Support your student(s) by helping them to complete the assigned work
- Emphasize the importance of learning and education
- Set limits on technology and monitor for inappropriate use.
- Communicate with a teacher, counselor, or principal whenever you have a question or concern
- If there is a scheduling conflict, please contact the teacher to arrange an extension or alternative scheduling
- Check your student's online resources (GSuite, PILC website, etc.) daily for updates, announcements, student progress, etc.

Online Safety and Behavior

- Teachers will set appropriate expectations for remote learning and technology usage that will mimic in-school guidelines.
- Students will follow the PILC technology rules as stated in the student handbook.
 - To access student handbook, go to <https://pilc.k12.sd.us/resources/studenthandbook/>
- Students and teachers will not post or share inappropriate material.
- Students will remain on mute while teacher and classmates are speaking.
- Chat discussion will be related to the topic being discussed.

Attendance

- Attendance will be taken and logged for all Google Meet sessions.
- Attendance record will contribute to the overall grade of the student.
- Participation and engagement will be monitored and assessed through assignment submission and attendance during live/real time meetings.
- Students will be awarded incentive points for attendance as part of their grade.
- Special Education teachers, paraprofessionals, administrators, and other teachers may participate in recorded lessons or live/real time meets.
- If unable to make contact with students or their parents/guardians after two days notify school administrators, so they can follow up with families to ensure all students are active and completing the assigned lessons/learning activities.

Instruction

- Students will receive daily and weekly assignments.
- Instructional time for subject areas will include but are not limited to:
 - Pre-recorded lessons
 - Live/real time meetings
 - Independent activities/lessons
 - Independent reading/study
 - Remediation, extra credit, and time for catching up
- Assignments and due dates will be provided following a designated schedule.
- Separate online classrooms may be established for each class period to mimic in-person classes.

Grading

- Grading will be based on the existing scale per grade and subject that is used on campus during in-person instruction.
- Grades will be based on attendance and academic progress and performance.
- Students will not be penalized for missing remote learning sessions if they successfully demonstrate meeting the associated learning outcomes in other ways.
- Assignment and participation point values and rubrics will be provided and available for students and family to access as needed.
- Teachers will provide guiding feedback on student work in a timely manner.
- Assignments will have a clear due date and will need to be completed and submitted by the date/time indicated in order to be eligible for full credit.
- Any assignment not completed will be marked as missing. Any missing assignments will result in a grade of Incomplete ("I"). Students will follow the student handbook or any amendments in regards to makeup of missing and incomplete work.
- Students and guardians can request grades from the teacher at any time.
- Assignments will continue to be modified to meet the needs of those students with Individualized Education Programs.

Special Education Services

The PILC will provide services per the State's 504 Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA) to all students who qualify. The school will ensure that all IEPs and Section 504 Plans are followed per these requirements. The PILC further assures that we will not discriminate, will have a designee to ensure compliance with IDEA and ADA, will provide grievance procedures, will identify and locate all children with disabilities within our school, and will provide notice of the school's IDEA and Section 504 responsibilities and procedural safeguards to parents and guardians.

During this time, special education teachers and paraprofessionals will use an online platform and email to provide services to their students, consistent with the goals specified in their Individual Education Plans.

Collaboration and Coordination

- ◆ Co-teaching with general education teachers and other service providers should plan appropriately to support their students' needs.
- Teachers will maintain on-going communication with colleagues who also serve special education student(s) (paraprofessionals, co-teachers, related service providers, counselors, etc.)
- Educators will participate remotely in professional learning opportunities during the contractual work day.
- Teachers will participate in IEP meetings (initial/reevaluation/three-year evaluations) remotely at the request of the special education monitor/special education technician.
- Administrators and educators will monitor the Bureau of Indian Education (BIE) /South Dakota Department of Education (SD-DOE) email for guidance; and they will forward messages to the counselor, administrators, and other school staff as needed, per the expectations of the principal.
- Teachers will implement the distance learning plan, which could include participating in virtual meetings with co-workers and or administrators.

Family/Guardian Involvement

- ◆ At the onset of the distance learning plan, attempts will be made to contact parents/guardians of Special Education students.
- Parents/guardians will be encouraged to share any concerns or issues regarding the plan.
- A communication schedule will be developed (being mindful of differing time zones) for contact to be made on a weekly basis through the parents'/guardians' preferred method of communication to discuss further concerns or issues including but not limited to:
 - How the student is coping.
 - How the internet and other devices are working.
 - If there are any issues using the devices.
 - If there are any other questions or concerns.
- Parents/guardians will be encouraged to support their children by providing routines and schedules that will facilitate attendance and participation in the distance learning activities.
- Parents/guardians will be encouraged to check the school website (pilc.k12.sd.us) and Google Classroom for additions and updates to the learning plan and to view their student's progress.

Student Instruction/Related Services

- Teachers will communicate expectations to students and families about the instructional plan for the week by making phone calls, texting, or using an online communication platform.
- During designated time, to the extent possible, educators will interact with students in real-time to deliver lessons, facilitate discussion, and lead other instructional activities.
- Teachers will record/video lessons and other instructional activities for students to access later.
- Educators will daily utilize the agreed-upon online learning plan determined by PILC to interact with groups of students and families, account for attendance, and respond to messages from students and families in a timely manner.
- For any student that is not engaging in the Google Meetings, teachers will follow up with the Behavior Management staff (Red Card Room) and school principal to determine a plan of action.
- Educators will monitor student participation in activities, assignments and assessments.
- Teachers will provide timely feedback on work submitted by students.
- Educators will communicate with families about student progress.
- For students who need additional support, teachers will identify appropriate activities and assignments to the greatest extent possible.
- Students will have access to a Chromebook and wireless hotspot to engage with online learning. The use of assistive technology tools (calculator, text to speech, enlarging font, and highlighting, etc.) on the Chromebook will be taught prior to the implementation of the distance learning plan, to the extent possible.

Assessments/Evaluations

- Teachers will conduct all annual reviews of Individual Education Plans (IEPs) and three year re-evaluations in a timely manner, to the greatest extent possible.
- Most recent assessments on file will be used for future instructional planning.
- Virtual special education assessments will be utilized, as needed, to ensure all evaluations will be completed in a timely manner.

Tracking Services/Attendance

- Daily/weekly service logs (NASIS service logs, Google Docs form titled “progress monitoring”) will be kept by the special education teacher, paraprofessionals and service providers indicating contact times, dates, and topic of discussion or meeting.
- Teachers will ensure an adequate attempt of time is documented on the parent contact log in NASIS to focus on meeting the individual needs outlined in the IEP.

Speech and Language Therapy

- Google Meet will be used to provide online teletherapy in an interactive format for services on campus and remotely. This may include Google Classroom, Google Slides, Jamboard, etc. for face-to-face interactive therapy with the Speech/Language Pathologist.

- Additional links and assignments may be provided for additional practice and reinforcement or follow-up discussions.
- Teletherapy via Google Meet will be initiated immediately at the beginning of the school year to familiarize students with the platform and provide distancing safety precautions.
- Every effort will be made to schedule Google Meet therapy sessions, as per the student's IEP, during a time that is most convenient for students and parents that does not conflict with academic on-line scheduling.

Occupational/Physical Therapy

In the case of on-line learning, services will be provided via Google Meeting.

Special Education Counseling Services

A certain number of students are specifically identified to receive specialized services within their IEP. That caseload represents about 25 students. Normally during the year, students are scheduled throughout the week with some students meeting in small groups as they may share particular counseling goals and developmental levels. While the delivery of services may be different, the goal will be to maintain contact to provide a continuity of services to students.

It is recognized that a duplication of the normal individual/group counseling schedule would not be possible via a virtual setting. The overall goal will be to make contact with every student and offer to assist them per their needs at that time. To facilitate this, there will be general contact methods for all students, as well as specific contact and communication for individual students.

The general contacts will be conducted through both email and a Google Classroom created for communication purposes. The Special Education Counselor will operate a Google Meet room each day that will be open to any student wanting to participate. The link for the Google meeting will be announced in the Google Classroom Stream, which also generates an email and a calendar link for those students.

Specific student contacts or sessions will happen either through phone or an individual Google meeting. The intent of these meetings is to continue working with students to support them in meeting their individual goals. It is recognized that for some students this may amount to little more than a "check-in" to see how things are going, while other students may have sessions that are more in depth. All counseling students will be contacted at least once each week or as designated within their IEP, or more often if needed to address concerns.

Virtual Red Card Room

Each teacher will let students know how to meet with the behavioral management specialist, Mr. Pietz. He will communicate with teachers about how students are doing on a consistent basis and follow up with students as necessary. Mr. Pietz will assist in student attendance and participation as needed. Teachers can submit referrals to Mr. Pietz via text, phone, and email.

Method of Contact and Communication

Mr. Pietz will be available to all students to counsel and discuss day-to-day situations via Google Meet. Students will be able to contact Mr. Pietz through Google Classroom, which will include all students. The Google Meet virtual Red Card Room will be linked on the Google Classroom. Additionally, Mr. Pietz can be added as a teacher in Google Classrooms that are created by all teachers in the school. This will allow Mr. Pietz to directly monitor Google Meet sessions the teachers are hosting as needed or at the teacher's request. Mr. Pietz will also make phone calls, send emails, and initiate individual video meetings with students as needed to support good attendance and participation.

Incentive Plan

Virtual Warrior Bucks

Teachers will utilize rewards within their instructional practice to encourage students to participate in virtual instruction and complete work within a distance learning model.

The following items will each earn one Warrior Buck in each subject area each week:

- Attendance in virtual meetings.
- Active participation in class or virtual meetings.
- Completion of homework.

All classes are eligible to award Warrior Bucks, A total of 30 possible Warrior Bucks can be earned per week.

- | | |
|-------------------|----------------------|
| 1. Math | 6. Computers |
| 2. Science | 7. Bilingual/Culture |
| 3. Social Studies | 8. Art |
| 4. Reading | 9. Library |
| 5. Writing | 10. PE/Health |

Teachers and the school administrative assistant (Mrs. Kenzy) will utilize ClassDojo.com to track Warrior Bucks earned and "spent."

Warrior Bucks earned can be redeemed for prizes/products in different tiers. These lists/tiers will be created from Amazon "lists." A minimum number of Warrior Bucks will be determined to meet the minimum reward tier. Other tier levels will require students to accumulate Warrior Bucks to get higher value prizes. Warrior bucks can be redeemed every two weeks on a rotating basis by school level.

Contact Information

PILC Phone: 605-224-8661

When calling a staff member, please use the PILC number and the following extension number.

Grade Subject Role	Name	Ext.	Email Address	Google Voice/School Cell Number
Principal	Mr. Brian Korber	120	admin@pilc.k12.sd.us	605-280-8834
1st Grade	Mrs. Erika Blumer	124	erika.blumer@pilc.k12.sd.us	
2nd Grade	Mrs. Kira Swenson	122	kira.swenson@pilc.k12.sd.us	605-223-1353
3rd Grade	Mrs. Lori Mullen	103	lori.mullen@pilc.k12.sd.us	605-301-0552
4th Grade	Ms. Jennifer Kirkpatrick	194	jennifer.kirkpatrick@pilc.k12.sd.us	605-220-8687
4th Grade	Mrs. Elena Holguin	105	elena.holguin@k12.sd.us	
5th Grade	Mr. Michael Stier	102	michael.stier@pilc.k12.sd.us	
6th Grade	Mrs. Stephanie Boyd	178	stephanie.boyd@pilc.k12.sd.us	
6th Grade	Mrs. Laurie Songstad	179	laurie.songstad@k12.sd.us	
7th/8th Social Studies	Mr. Dave LaRoche	101	dave.laroche@pilc.k12.sd.us	605-280-9541
7th/8th Science	Mr. Chris Lunde	140	chris.lunde@pilc.k12.sd.us	
7th/8th Math	Mr. Josh Summerside	196	joshua.summerside@k12.sd.us	
Reading	Mrs. Rae Moran	108	rae.moran@pilc.k12.sd.us	
Computers/Reading	Mr. Dan Swenson	119	dan.swenson@pilc.k12.sd.us	605-223-1360

PE/Health	Ms. Renee Sears		renee.sears@pilc.k12.sd.us	605-280-2938
Bilingual	Ms. Violet Catches	149	violet.catches@k12.sd.us	
Art	Ms. Brittany Stanek	125	brittany.stanek@k12.sd.us	
Library	Ms. Christine Andrade	117	christine.andrade@pilc.k12.sd.us	605-222-9301
Paraprofessional	Mr. Jordan Kirkie	197	jordan.kirkie@pilc.k12.sd.us	
Red Card Room	Mr. Mike Pietz	133	mike.pietz@pilc.k12.sd.us	605-280-6144
SPED Technician	Mrs. Patty Leidholt	135	patty.leidholt@k12.sd.us	
SPED Director	Mrs. Nikole Cheskey	131	nikole.cheskey@pilc.k12.sd.us	
SPED Teacher	Mrs. Robin Beck-New	106	robin.new@pilc.k12.sd.us	
SPED Teacher	Ms. Shauna Thompson (Kolda)	198	shauna.thompson@pilc.k12.sd.us	
SPED Paraprofessional	Ms. Morgan Ellwein	106	morgan.ellwein@pilc.k12.sd.us	
SPED Paraprofessional	Ms. Lily Cook	198	lily.cook@pilc.k12.sd.us	
SPED Paraprofessional	Mrs. Jeannie Hanson-Hockett	106	jeannie.hanson@pilc.k12.sd.us	
Speech/Language	Mrs. Lorri Miller	199	lorri.miller@pilc.k12.sd.us	
Counseling	Dr. Keith Schumacher	116	keith.schumacher@pilc.k12.sd.us	

Elementary Remote Learning Schedule

All times are Central Standard Time.

	8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00
Monday			Classroom Teacher Office Hour	1st-3rd Bilingual 4th-5th Library	1st-5th Reading	Classroom Teacher Office Hour		
Tuesday				1st-3rd Computers 4th- 5th PE	1st-5th Math			
Wednesday				1st-3rd Library 4th-5th Bilingual	1st-5th Writing			
Thursday				1st-3rd Art 4th- 5th Computers	1st-5th S.S./Science			
Friday				1st-3rd PE 4th- 5th Art	Classroom Teacher Office Hour			

Students or guardians are welcome to schedule an appointment for help or conferencing by emailing using their PILC email account. The appointments should be scheduled to happen during the office hours times outlined in the schedule, whenever possible.

Middle School Remote Learning Schedule

All times are Central Standard Time.

	8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00
Monday			All Teacher Office Hour	7th Science (30-60 Minutes)	8th Science (30-60 Minutes)	6th Science (20 Minutes)	All Teacher Office Hour	
				6th Art 8th Computers	6th PE 7th Art	7th PE 8th Art		
Tuesday				7th Math (30 Minutes)	8th Math (30 Minutes)	6th Math (30 Minutes)		
				6th Bilingual 8th Library	6th Computers 7th Library	7th Computers 8th PE		
Wednesday				7th Social Studies (30 Minutes)	8th Social Studies (30 Minutes)	6th Social Studies (20 Minutes)		
				Specials Office Hours	Specials Office Hours	Specials Office Hours		
Thursday				6th Library 7th Bilingual	6, 7, 8 - Reading (30 minutes)	6, 7, 8 - Writing (30 minutes)		
				8th Bilingual				
Friday						8th Grade Guidance		

Students or guardians are welcome to schedule an appointment for help or conferencing by emailing using their PILC email account. The appointments should be scheduled to happen during the office hours times outlined in the schedule, whenever possible.