

Uinta County School District 4's Adapted Remote Learning Plan



Approved April 1, 2020

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The Uinta County School District 4 Adapted Remote Learning Plan is designed to provide students with meaningful instruction that aligns to content area standards and the district's overall mission, vision and values while schools are closed to students.

In general, this plan will include four key components

- learning targets
- remote instruction
- remote assessment and feedback
- student participation documented by two-way communication between teacher and student centered around teaching and learning.
- While remote learning can never fully replace in-person interactions and relationships, it is our goal to provide our students the best education possible in these unprecedented times. The strength of our community has always been a shared commitment between the school and parents focused on making student success our highest priority. We look forward to continuing to work closely with our students and parents as we try to do what is best for our student's growth and learning.

Following are some frequently asked questions regarding Uinta 4's Adapted Remote Learning Plan that was approved by the Wyoming Department of Education on April 1, 2020.

Finally, you can read letters from all three building principals that more specifically explain how remote learning will work in Mountain View Elementary, Mountain View Middle School and Mountain View High School.

Frequently Asked Questions

How will we deliver instruction to students?

Uinta County School District #4 has implemented a remote learning plan that consists of a combination of online, video, learning packets, phone calls, emails, use of SwiftK12™ Alert, Google Classroom and Canvas (for college classes). Each teacher will use a variety of delivery options based on age appropriateness and course design. Currently, grades 3-12 are already delivering enrichment instruction and make-up work through Google Classroom. We will continue this platform as we move to the delivery of new learning and instruction on April 6th. For grades K-2, teachers will use a combination of SeeSaw, Google Classroom, and homework packets. We are fortunate in our district that we have been able to identify and provide devices and internet packages to those families who were lacking one or the other or both. After only one week of identifying and supplying devices to those that lack, we have 98% of our families with devices and internet access. We will continue to work this week with the final 2%. The internet packages were generously supplied by Bridger Valley Electric and Nix Construction. Homework packets will be picked up in our parent loop, similar to our grab and go lunches, or delivered to satellite pickup locations by our bus drivers. We are hopeful that we will be able to work with our county health officer and our county attorney in the coming weeks to partially re-open our buildings for students in small groups sizes of less than ten for the purpose of operating our CTE programs and working with special needs students and their families.

How will we track attendance?

Uinta 4 will track student attendance by logging two-way communication and engagement between teachers and students as indicated in the Emergency School Closure eLearning Days Guidance document provided by the Wyoming Department of Education. Attendance will be tracked by teachers on a weekly basis and shared with building level and central office administration at the end of each week. Specifically, the following four components will be tracked for attendance: Coursework submissions by a student in a course that is logged and recorded by a learning management or comparable system; academic-based communication between a student and the course teacher or the teacher and parent/guardian logged by the teacher, student participation activities that are logged and recorded by the course teacher, and submission of hard copy coursework through postal mail or in person.

Frequently Asked Questions

How will we track student progress, .i.e., grade students?

Uinta 4 was on spring break March 14-22. Beginning March 23, we began re-engaging our families and students through a combination of online, video, learning packets, phone calls, emails, use of SwiftK12™ Alert, Google Classroom, and Canvas (for college classes). During this two week “hold harmless” period we focused on reviewing prior learning, make-up work, and enrichment opportunities tied to district identified Power Standards. Beginning on April 6th we will shift to learning new material that includes identifying learning targets, providing remote instruction, assessment and feedback, and formative learning conversations held one on one with teachers and/or paraeducators.

Student progress and grades will be tracked on an assignment by assignment basis using PowerSchool. Assessment feedback will be provided remotely to students in the variety of ways previously mentioned. However, the fairness and equity as it relates to issuing final grades during remote learning has been one of our biggest concerns and most frequent topics of conversation. We understand that even if all students have devices and Internet connectivity in their home, there are still some variables from within each home that we can’t control that could create some fairness and equity concerns. We are especially concerned about how this will impact high school students in regards to class rank and scholarship opportunities.

Therefore, teachers in grades 6-12 will use a hybrid approach that offers two different pathways for students to choose. Students will not have to make their final choice until the last week of this spring semester which should alleviate stress and enhance fairness and equity. Students may choose a path that leads to a pass/fail grade that does not impact their GPA or they may choose a path that leads to a traditional letter grade that will impact their GPA. We think that by providing these two paths we will be able to offer motivation and hope for all of our students. For example, by offering a pass/fail option, we hope to engage with our most at-risk students who may quickly realize that in this remote learning environment, their active participation and effort will result in passing a class and earning credits that once seemed insurmountable and impossible. Similarly, our high achieving students who choose the traditional letter grade path will still have the opportunity to raise their GPA as they compete for scholarships and class rankings, including valedictorian and salutatorian. For example, if a student currently has a 3.48 GPA, pursuing a traditional grade will offer them the opportunity to earn all A’s and therefore raise their GPA to above 3.5, thus qualifying them for the highest level of the Hathaway Scholarship.

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Motivating our at-risk students by providing them hope and a life -line to earn credit through pass/fail and motivating our high achieving students by providing them a competitive environment in which they could raise their overall GPA seems like a win-win approach to establishing final grades during these unprecedented times.

Our K-5 school will continue to use proficiency scales as our means of assessing student work, providing feedback to students for growth and improvement, and eventually establishing a final grade similar to before the closures of school.

How will we communicate with parents?

UCSD #4 communicates with parents in a variety of ways. For district-wide communications and updates, the district uses press releases in the local newspaper, postings on the district website, Facebook and Twitter. In addition, district-wide communications to parents are distributed through SwiftK12™ Alert which sends phone calls, texts and emails to all parents. Teachers in the district also communicate through email, phone, and Remind app.

How will we reach students who are not responsive to this instructional model?

The small size of a school district like Uinta 4 is an advantage when considering the challenge of transitioning to a remote learning environment in a very short time. School employees personally know every family in the district and are able to reach out more easily. Systematically, each teacher has the responsibility of connecting with their students. Special education teachers have already connected with every student and parent on their caseload. This personal connection will continue for the duration of the school closure. Additionally, paraeducators will be assigned a case load of at-risk students to assist and support throughout the duration of this remote learning. Counselors will continue to engage with those students and families who are struggling and in need of assistance and support. Our contracted service counselors, through High Country Behavior, have also been asked to connect with the students and families on their current caseload. In general, our most at-risk students will be flooded with more interventionists and support staff than ever before, due to the reassigning of staff members.

Frequently Asked Questions

How will we utilize or reduce staff/faculty who do not have direct report students?

All classified staff members will be reassigned to work duties that relate directly to supporting student learning and health. For example, all paraeducators will be assigned a caseload of at-risk students to assist and support. Office managers will, through email and phone calls, connect with the parents of students who are not engaging with our remote instructional model. Bus drivers will deliver learning packets, and possibly meals, to remote satellite areas in the district for the convenience of our families with the hope of increasing engagement and enhancing student learning and nutrition.

How will we meet the needs of SPED/ADA/504 students in compliance with IDEA guidance?

All special education students will have full access to the guaranteed and viable curriculum offered by general education. Online education and specialized instruction will be conducted according to building level, just as it was before COVID-19.

Mountain View Schools Grades K-12:

- Academic specialized instruction (SI) will be provided via IXL for Grades K-8. IXL will be used for math in grades 9-12 and Achieve 3000 for ELA. The SI will directly address the students' goals and will be aligned to the current Power Standards identified and being taught in regular education.
- Students will have access to academic tutor support, throughout the instructional day, via Google Meets. Parents will be notified by all case managers about how specialized instruction will take place and monitored for progress. Progress monitoring will go out in accordance with IDEA law. Normally this would go out via mail and now will be emailed to parents.
- Related services in APE, Executive Function, Social Thinking, DBT, Counseling, Speech Language, OT, PT, and Life Skills, will be taught via an online platform called Theraplatform. It is an encrypted and recommended platform through many national associations.
- Time, frequency and duration will be aligned to the IEP and appropriate for the new online regular education schedule.

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- Technology: Chromebooks will be provided to any IEP student who does not have a computer at home.
- Compensatory education will be considered for Life Skills behavior students, only if they are not able to receive SI via online platforms. This will be evaluated and monitored by the district and discussed regularly with parents/guardians. Documentation of these conversations will be in and or attached to the current IEP.

All case managers and related service providers have already called home and made contact with parents/guardians about IEP services. We are doing our best to be transparent in our communication with our parents about how this new system is evolving. We have already had several IEPs via Zoom and it has gone well.

Our students on a 504 plan will be supported in a way similar to students on an IEP. The 504 case managers have already re-engaged with the students currently on a 504 plan and their parents to identify any device or Internet access limitations that may exist and to share the requirements and procedures for remote learning beyond April 6th. The case managers and the regular classroom teachers will provide the first line of support for these students moving forward with the ultimate goal of ensuring these students receive the accommodations set forth in the existing 504 plan that will ensure their academic success and access to the learning environment. The 504 case managers have also contacted the regular classroom teacher to review the accommodation in the plan and to discuss how these accommodations look in a remote learning environment. Any annual reviews of the 504 plan required by law or any appropriate adjustments to the current 504 plan required beyond April 6th will be conducted with the team via Zoom. In addition to the support being provided by the case manager and the regular classroom teacher, para educators will be assigned to support students on a 504 beginning on April 6th as well.

What other high-risk student groups have we considered and how will we accommodate their needs?

Title III - English Language Learners: We have three ELL students in our district. We have assigned an ELL para whose sole duty is to work with these three students during the duration of the school closure.. She reports to our ELL coordinator twice each week to communicate progress and challenges. The district is communicating with students and families in both English and

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Spanish. Classroom teachers are developing lessons specific to WIDA standards and the students' ILPs.

Other at-risk students: The administrative team meets weekly to identify and discuss high-risk students and families. This weekly meeting will continue with emphasis on monitoring and identifying these students as their families continue to deal with growing challenges and stressors due to COVID-19. In particular, we are monitoring and identifying those families who may be losing employment which increases the likelihood of them becoming homeless. Currently, there are no students identified as homeless in Uinta 4.

How will we provide interventions for struggling students?

Part of the professional learning community process is to focus on formative assessment that identifies and targets specific needs for interventions. The recent training staff has had regarding formative assessment and intervention can still be utilized. However, this feedback and interventions will be provided remotely.

Teachers and paraprofessionals will increase the frequency of communication for the purpose of providing interventions with students throughout the duration of the remote learning experience. This could be through phone calls, email, Remind, Google Classroom, and written feedback on submitted assignments. Additionally, each classroom teacher has provided a list of learning resources which include intervention sites to give students targeted practice.

How will we provide enrichment for students?

Enrichments will be provided upon request. We believe many students will find this new remote learning experience to be engaging, exciting, and an enrichment in and of itself.

How will we formatively assess students to drive instruction?

Part of the professional learning community process is to focus on formative assessment that identifies, guides and adjusts student instruction and learning. The recent training staff has had regarding formative assessment can still be utilized. However, this formative assessment, feedback and adjustment to instruction will need to be done remotely through one-one conversations and

Frequently Asked Questions

instruction through email, phone calls video and Google Classroom platform, including Google Chat, Hangouts and Meet.

How have we re-prioritized essential learnings for students?

The administrative team, in consultation with grade level K-5 teachers, have decided to focus on language arts and math while strategically embedding science and social studies concepts into the language arts and math instruction for students in grades K-5.

The administrative team, in consultation with content area teachers in grades 6-12, have decided to focus on Power Standards from each content area during remote learning delivery. These Power Standards were previously identified through the work of collaborative learning teams as part of the PLC process.

How will we approach graduation requirements?

All students in grades 6-12 will continue with the coursework that they were enrolled in prior to the closure of schools. Therefore, all students will have the opportunity to continue down their current path towards meeting graduation requirements. As mentioned previously, the two pathways approach will allow all students to earn credit and some kids, if they choose, to improve their GPA. Note: The Wyoming Department of Education may be providing more guidance on this. We will share any new information, as needed.

Mountain View Elementary School

Principal's Newsletter Mountain View Elementary



April 2020

High Levels of Learning Through Relationships, Relevance, and Rigor

Phone: 307-782-6202

Website: www.uinta4.com

MVE Remote Learning Plan

Students and Parents,

I want all of you to know how much the staff of MVE miss being at school with the students. I also want to thank you for the participation we have seen over the past two weeks in our remote learning activities/enrichments. It has been awesome to see your response to this situation.

As you are aware, Governor Gordon has closed schools through April 17th. Over the past two weeks the teachers have been in contact and have shared activities and assignments that were review/enrichment, and were optional. I want to thank staff members for the work they have done getting ready to move beyond this enrichment period beginning on Monday, April 6th.

As we move forward, beginning Monday, April 6th, the requirements set forth by the Wyoming Department of Education (WDE) will change. At that point the learning will be new, required learning. The teachers have been working hard this week to plan for this learning and to ensure we meet the requirements set forth. Our district submitted a plan to the WDE and it has been approved. This plan had to meet four requirements: 1. Learning would be tied to learning targets (specific to standards and new learning) 2. The instruction needed to be done remotely 3. a remote assessment and feedback plan, and 4. Attendance would need to be tracked based on student participation. You will see more specific information on meeting these requirements for MVE on page 2.

Basically, beginning on Monday, April 6, assignment and attendance will count for all students. If we have strong student participation and completion of work, we do NOT feel that we will need to make up days going into June

For the elementary students, assignments will be given in the areas of English Language Arts and Math. These are the required areas that will be assessed, and participation will be tracked for attendance purposes. These assessments will also go towards our proficiency grades as always. These assignments will come via Google Classroom, SeeSaw (kindergarten), and through occasional packets. This will all be communicated through your child's homeroom teacher. If you have any questions, or your child needs help, your point of contact will be their homeroom teacher as well. Reference our website for Office Hours.

You will also see activities/assignments posted for PE, Music, Guidance, and Art (3-5 only for art). These assignments are encouraged, and will be fun in nature, with some new learning mixed in. Please know that participation in these areas will not be tracked for attendance purposes though. Attendance will be tracked through ELA and Math. Please see the following pages for specific information regarding the areas I have mentioned.

Mountain View Elementary School

Instruction	<ul style="list-style-type: none"> * Remote Platform (Google Classroom, SeeSaw, Packets) * All learning will have Learning Targets based on Wyoming State Standards * What is the amount of time I can plan on my elementary student/s working each day to complete their work? K-1: 45 to 60 minutes, 2-3: 60 to 90 minutes, 4-5: 90 to 120 minutes. These are maximum times, and this includes the time to watch, read, listen to assignments and complete the work associated (including assessments).
Assessment and Feedback	<ul style="list-style-type: none"> * Assessment will be based on the instruction and learning done during this remote learning period. It will be tied to the learning targets and standards. * Students can expect feedback on assignments and assessments from their homeroom teacher at a minimum. Some may receive feedback from walk to read or walk to math teachers as well. * Teachers will be available at their scheduled office hours, but can be reached though email or through Google Classroom at any time as well. They will get back to you for sure during the scheduled time. Those office hours will be on this newsletter, and are posted on our website as well.
Grading	<ul style="list-style-type: none"> * Grading will be similar to how it has always been at MVE. It will be standards based, and based on a students proficiency level as demonstrated on assessments given during this time period. * Grading during this time will only be based on the learning targets and standards communicated and associated with the assignments and assessments given during this time. * We ask that you allow your student to complete the assessment in the manner given in the instructions. This will give us a clear picture of proficiency levels and additional instruction/feedback that is needed.
Attendance	<p>Attendance will be tracked in the following ways during this remote learning period. It is expected that teachers will be able to see student participation in at least 3 of the 4 areas listed below each week:</p> <ul style="list-style-type: none"> * Coursework submissions by a student in a course logged and recorded by a learning management or comparable system (Google Classroom, SeeSaw etc) * Academic based communication between a student and the teacher, or between a parent and the teacher as logged by the teacher. * Student participation in activities that are logged and recorded by the teacher * Submission of hard copy coursework through postal mail, or other means communicated by the teacher.

Mountain View Elementary School

Other Important Information

SPECIAL SERVICES

If you have a child receiving special services, those special education teachers and related service providers will be reaching out to you to communicate your students' online learning plan. The number of contacts you receive may feel overwhelming. The reason for this communication, is to make this process and transition as easy as possible for your student and you as a parent. We want to over-communicate rather than under communicate. If you have any concerns about your child's progress or online learning plan, please contact your student's case-manager as soon as possible. We have a large number of people ready to answer any questions you may have pertaining to your student's IEP and any academic content areas. Please do not hesitate to contact us. We look forward to helping you and making this process easier.

TECHNOLOGY

With the increased use of technology in our community and throughout the nation, you may experience some slowdown or websites not responding. Please communicate any issues with your child's homeroom teacher (see the next section as well). We know that the Pearson website was experiencing some slowdowns during this two week period and they have been working to correct this. Also, if your family is in need of a reliable device to complete assignments during this remote learning period, please reach out to me via email at ericksonb@uint4.com

TECHNOLOGY CONCERNS

UCSD#4 will be staffing a remote technology help desk for students/staff and parents with computer connectivity or hardware issues. **This service will be available every school day from 8 AM to 3 PM. To reach the help desk call 307-782-3377.** Once the automated attendant answers **dial 4204** and you will be connected to the person taking the calls. If they are already taking another call, please leave your name, short reason for the call and your call back number and someone will get a hold of you. You can also seek help by emailing our tech support at it@uint4.com. Please be aware that we cannot "fix" personal computers or devices, we can only assist you with connectivity issues to authorized school projects.

FOOD SERVICE

Continuing for the time period that we are involved in distance education our food service staff will be distributing sack lunches via curbside pickup at the K-8 building from 11:00 – 12:30. This service is intended for families who regularly participate in our free and reduced lunch program or who have been negatively affected by the COVID-19 recession and slowdown. We are taking the latest information and guidance and working to translate that into how we can best serve the kids in our community.

ACCESS TO SCHOOL BUILDINGS

All school facilities are closed. School phones will not be monitored during this time. Please communicate through email or another platform set up through your child's teacher.

Mountain View Elementary School

EVENTS AND ACTIVITIES

All school activities between now and April 17th are cancelled. We will be conducting our Kindergarten registration remotely. If you have a potential Kindergarten students for the 2020-2021 school year, and if we already have your information, we will be reaching out to you via email and phone calls to collect the information we will need. More information to come.

In closing, this is a situation that none of us chose and we know there will be some frustrations. I know that as we work together as a staff and as parents and students, we will be able to make the best of a tough situation and make this a positive experience for all involved. I know it may feel like you are being bombarded with contacts and information, but I would ask that you please take the time to read these as they come. We will do our best to keep you up to date as assignments and information is shared. Please reach out to your child's teacher or myself if you have any questions moving forward. Thank you for your support and cooperation in this situation. **Let your kids know how much we miss them!**

Sincerely,

Bill Erickson, Principal
Mountain View Elementary



Mountain View Middle School

#WEAREMV

APRIL 2020

MVMS Newsletter

Our Mission: To ensure all of our students achieve high levels of learning required to succeed as a 21st century learner

Important Information about Distance Learning

What you need to know about school starting April 6th.

As of right now, schools are closed until April 17th, meaning students can't be in the building, but education must still take place. Below you will find all of the information needed to make this difficult situation flow as easily as possible.

First and foremost, starting April 6th, the learning focus will transition from optional/enrichment activities to required new learning. There are four key components: Identifying learning targets, providing student learning virtually, assessment and feedback, and tracking attendance and participation. Successful implementation and adequate participation will mean we can end our school year as scheduled on May 29th. **If adequate participation doesn't happen, we will be required to make up school days starting in June.** Nobody wants to do that. There are several ways that students will be able to ensure they are participating in class.

Assignments - Starting April 6th, students need to check their student email and Google Classroom accounts daily. Assignments will be posted at 8:00am. Teachers will also have information about their office hours and any instructional videos they've posted. Assignments will be new instruction

1

FACEBOOK

Uinta County School
District #4

2

TWITTER

MVMS_Buffs

3

INSTAGRAM

mvms_buffs



Have questions?

Please contact Mr. Van Dusen via email at vandusent@uinta4.com

April 10th - No School! There won't be any new assignments posted or teachers available that day

No School Days

April 10

May 15

May 25

Mountain View Middle School

focusing on essential learning (Power standards). These assignments are no longer optional/enrichment activities, they are required to be completed and submitted.

Attendance - There are four different ways that attendance can be tracked and students counted as “present”

- Assignments submitted by a student through Google Classroom or via email to the course teacher.
- Academic based communication (phone, email, video conference) between a student and the course teacher or; communication between the course teacher and parent/guardian logged by the teacher.
- Student participation in activities (discussion, chats) logged and recorded by the course teacher
- Submission of hard copy assignments via postal mail, in person, or dropped off at school.

Teachers, academic support staff, and administrators will be in contact with students and parents to make sure students are able to participate and help support learning. **Remember, if adequate participation doesn’t happen, we will be required to make up school days starting in June.**

Instruction - Instruction will consist of new learning (not review or prior learning retaught) that students will be required to complete. Prior to April 6th, any assignments posted were completely optional, this will not be the case starting April 6th. It’s very important for students and parents to understand this. **At MVMS we’ll be using a modified “block schedule” to help reduce the amount of work students will have each school day. Below is the schedule students will follow.**

- **Purple Days** will be the following classes: Language Arts, Reading, Social Studies, purple day elective.
- **White Days** will be the following classes: Math, Science, PE, white day elective

ELECTRONIC DEVICES

If you, or someone you know, are in need of a device (laptop/Chromebook) during this time of remote learning to be successful, please email Mr. Van Dusen at vandusent@uinta4.com. As a school we are working to ensure that students have equal access of technology and learning.

Mountain View Middle School

Classwork consisting of instructional videos and assignments will be **approximately 45 minutes** in length for each class. At the end of this letter is a copy of our Purple/White calendar for your reference. A link can also be found on the middle school website (mvms.uinta4.com)

Assessment and Feedback - Students will be assessed on new learning assignments. Along the way students will be receiving feedback from course teachers to help facilitate learning in a virtual environment. In this new environment, communication between students and teachers will be extremely important. If students/parents have questions, please contact the course teacher via email, phone, etc., to help with understanding the assignment. Again it will also be very important for students to check their student email and Google Classroom accounts daily.

Grading - At MVMS, students will have two pathways to choose; traditional letter grades or pass/fail.

- Traditional grading is the system that is already in place that staff, students, and parents are familiar with. As students complete assignments and assessments, teachers will grade accordingly and enter them into PowerSchool. Students and parents with online access to PowerSchool will be able to view grades as they normally would. This pathway allows students to focus on keeping or raising their grade and GPA.
- Pass/Fail will allow students to focus on participating in the virtual learning world completing assignments to the best of their ability and interacting with their course teachers. Students don't have to choose this pathway until the last week of school. This pathway will replace their letter grade with P or F.

Since this is such a unique situation, at the end of the semester we will give students and parents an opportunity to “sign off” on the grades the student is going to receive. Students and parents will have a chance to choose if the student will keep the earned letter grade in each class, OR they will be able to choose a Pass / Fail option for each class.

Other Important Information

Below you'll find a list (bullet by bullet) of helpful information, tips, and ideas to help everyone during this time. As a school, we want to make sure this is a time for students to continue their education as best as possible while also making it manageable and meaningful.

- Communication - This can't be stressed enough. If you have questions, concerns, confusion, please communicate early and often so you don't become overwhelmed, frustrated, and discouraged. This situation has made a lot of us realize just how much we miss the ease of communicating in person

Mountain View Middle School

and how easy that is. Now, pretty much all of our communication is some form of electronic communication which takes time to produce, read, and respond. Please know your communication is vital and important to us. Students, parents, and educators alike have seen a major increase in their email inbox. The number of contacts you receive may feel overwhelming. The reason for this communication, is to make this process and transition as easy as possible for your student and you as a parent. We want to over-communicate rather than under communicate. Please know we will be working as fast as we can to respond to emails and other forms of communication.

- Technology - With the increased use of technology by just about everybody in the nation, you may experience some websites not responding. Please communicate any issues you have to your course teacher. We know of some issues already and will be communicating those to students. Also, if you are having issues with a link or website being blocked by our web filter (iBoss) communicate that as well to your course teacher so they can contact out IT department to figure out the problem and resolve it.
- Planning - It can very difficult to manage learning in an all online format. Use a planner or a checklist to write out what classes you have each day, what assignments there are in each class, and when they're due. Learning in a virtual environment gives students flexibility to complete assignments when it best fits their schedule but also it can be tempting to "put it off" until the last minute making for a stressful situation.
- Postponements - At this time, all MVMS extracurricular activities and events are postponed. Once we are back in school, we'll work to communicate what events will take place.
- School Counseling Website - UCSD# 4 counseling department has a website that offers many helpful tips during these unique and stressful times. They are also available to meet with students/parents virtually. Please visit the MVMS website (mvms.uinta4.com) to a link to their web page to learn more and to request an appointment.
- School Lunch Service - Continuing for the time period that we are involved in distance education our food service staff will be distributing sack lunches via curbside pickup at the K-8 building from 11:00 – 12:30. This service is intended for families who regularly participate in our free and reduced lunch program or who have been negatively affected by the COVID-19 recession and slowdown. We are taking the latest information and guidance and working to translate that into how we can best serve the kids in our community. Please follow our webpage (uinta4.com) or Facebook page for updated information.
- Tech Support - UCSD#4 will be staffing a remote technology help desk for students/staff and parents with computer connectivity or hardware issues. This service will be available every school day from 8 AM to 3 PM. To reach the help desk call 307-782-3377. Once the automated attendant answers dial 4204 and you will be connected to the person taking the calls. If they are already taking another call, please leave your name, short reason for the call and your call back number and someone will get a hold of you. You can also seek help by emailing our tech support at

Mountain View Middle School

it@uinta4.com . Please be aware that we cannot "fix" personal computers or devices, we can only assist you with connectivity issues to authorized school projects.

- Special Services - If you have a child receiving special services. those special education teachers and related service providers will be reaching out to you to communicate your students' online learning plan. The number of contacts you receive may feel overwhelming. The reason for this communication, is to make this process and transition as easy as possible for your student and you as a parent. We want to over-communicate rather than under communicate. If you have any concerns about your child's progress or online learning plan, please contact your student's case-manager as soon as possible. We have a large number of people ready to answer any questions you may have pertaining to your student's IEP and any academic content areas. Please do not hesitate to contact us. We look forward to helping you and making this process easier.
- Academic Support Staff - UCSD# 4 will have employees dedicated to helping students during this time of distance education. They will be contacting students and parents to offer support and answer questions related to academic work. They will also provide contact information and office hour details so students can contact them if they have any questions.

I would like to end by saying thank you for your support and understanding. We know that no one chose this situation and it will bring many more challenges and questions. Luckily, our community is filled with great students, parents, and educators who can work towards finishing the year positively and remaining optimistic about a return to our school buildings. Let's help support each other during this time. As always, if you have any questions or concerns, please contact me.

Sincerely,

Tarl Van Dusen

Mountain View High School



Ben Carr, Principal

carrb@uinta4.com; 307-782-6340

P.O. Box 130

Mountain View, WY 82939

MOUNTAIN VIEW HIGH SCHOOL

April 3, 2020

Parents and Families:

With the extension of the school closure in Wyoming through April 17, 2020, **we will continue the process of teaching your high school student via distance learning for high school credit on the morning of Monday, April 6, 2020.** This distance learning will continue for all high school students until the school closure is lifted. While we are optimistic that will happen before the end of the regular school year, we are also prepared to finish the school year via distance learning. I would like to thank the teachers for their hard work and concern as we enter this process. We are blessed to have such a great group of professionals as we begin this distance learning.

Our priority as a staff is to provide the absolute best education that we can for all of our students via this distance learning environment. **The critical piece to that education is your child's involvement.** Over the past two weeks we have been fine tuning the distance learning environment by providing make up work and enrichment opportunities to students, as well as checking out computers to students who need a reliable device. **(Do you know a high school student who needs a device? Email me at carrb@uinta4.com.)**

At the high school we will maintain the Purple and White schedule with Monday, April 6 being a Purple day. **Your child's teachers will have assignments posted via Google Classroom for that day's classes at 8:00 am each morning.** Additional assignments will not be posted for that day after 8:00. This allows your child to see what work is expected each day and plan their day appropriately to complete the required work.

It is absolutely necessary that your student engage and communicate with their teachers and complete and submit work to their teachers so they can earn high school credit and stay on track for graduation and be counted as present and attending school. Students who do not engage in the online learning process may be withdrawn from school, lose credit, or be considered a dropout. In every regard **the expectations on us for a school when it comes to school and student accountability are the exact same as when students are coming into the building every day.**

In order to honor the work your students are putting in during this distance education portion of instruction, we have had a conversation as a staff at weighting these online weeks of school in such a way that even if a student was failing a class before spring break, they would be able to complete the work, pass the class, and receive credit. **It is important that you and your child understand this opportunity to truly receive credit, so he or she engages and communicates with his or her teachers online.**

Review the next pages that offer specifics related to the this upcoming distance education program.

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STUDENT WORKLOAD

At the high school we will maintain the Purple / White Schedule. On a Purple day, students will receive assignments via Google Classroom for that day's work. On the White day, students will receive assignments electronically for that day's work. **Students can anticipate approximately 45 minutes of work for each class beginning with this distance learning process, with that expectation increasing as students and staff become more proficient at navigating the online learning.**

GRADING

Teachers will continue to enter grades in their gradebooks as appropriate for each class and each student. Since this is such a unique situation, at the end of the semester we will give students and parents an opportunity to "sign off" on the grades the student is going to receive. At that point, before grades are put on any official transcript, **students and parents will have a chance to choose if the student will keep the earned letter grade in each class, OR they will be able to choose a Pass / Fail option for each class.** This will be an option per class. For example: if a student receives an A in English at the end of the semester, they would probably keep that grade, but if they earn a C+ in science, they may choose instead to take a Pass grade for that science class. That Pass grade will not help or hurt their current semester or overall GPA. We feel this approach invites students to be active in the distance education environment, provides a bit of a carrot for students who may have had a low grade in a third quarter class, encourages students to do their best work, and also allows them to maintain their GPA for Hathaway purposes if they do not respond well to the distance learning environment.

ASSESSMENT AND FEEDBACK

Instruction will be new learning that is directly related to the content area essential standards. Teachers will identify learning targets as they provide for this virtual student learning, provide regular assessment and feedback, and track attendance and participation as described below. While this virtual environment is obviously different from the educational program most of our students are used to, our teachers are also prioritizing their instruction to help students gain the most from this online environment.

ATTENDANCE

While we all have to be flexible in our expectations of this remote learning process, **one piece that we have to account for each day is your child's participation and engagement.** There are several ways that we can count your child as "present" via this distance learning environment.

- **Coursework submissions by a student** in a course that is logged and recorded by a learning management or comparable system
- **Academic-based communication** between a student and the course teacher or the teacher and parent/guardian logged by the teacher
- **Student participation activities** that are logged and recorded by the course teacher
- Submission of hard copy coursework through postal mail or in person.

Teachers will be tracking each student in their classes according to this level of participation. Students who do not participate may be removed from the teacher rolls.

MAKE UP DAYS

If we have strong student participation and completion of work, we do NOT feel that we will need to make up days going into June. You can expect us to be communicating with students (and parents) frequently if we see signs that your child not meeting the attendance requirements outlined above. **We are asking some of our building-level para-professionals to communicate with students and parents to be sure they are able to access the online curriculum and understand teacher expectations.** We hope that families respond to this intervention in a positive way and know it is intended to help students finish the year strong and earn credit for their classes.

SPECIAL SERVICES

If you have a child receiving special services, those special education teachers and related service providers will be reaching out to you to communicate your students' online learning plan. The number of contacts you receive

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may feel overwhelming. The reason for this communication, is to make this process and transition as easy as possible for your student and you as a parent. We want to over-communicate rather than under communicate. If you have any concerns about your child's progress or online learning plan, please contact your student's case-manager as soon as possible. We have a large number of people ready to answer any questions you may have pertaining to your student's IEP and any academic content areas. Please do not hesitate to contact us. We look forward to helping you and making this process easier.

TECHNOLOGY CONCERNS

UCSD#4 will be staffing a remote technology help desk for students/staff and parents with computer connectivity or hardware issues. **This service will be available every school day from 8 AM to 3 PM. To reach the help desk call 307-782-3377.** Once the automated attendant answers **dial 4204** and you will be connected to the person taking the calls. If they are already taking another call, please leave your name, short reason for the call and your call back number and someone will get a hold of you. You can also seek help by emailing our tech support at it@uinta4.com . Please be aware that we cannot "fix" personal computers or devices, we can only assist you with connectivity issues to authorized school projects.

If you know of someone who needs access to the internet or needs a reliable device in order to do the online work from school, please email me at carrb@uinta4.com.

FOOD SERVICE

Continuing for the time period that we are involved in distance education our food service staff will be distributing sack lunches via curbside pickup at the K-8 building from 11:00 – 12:30. This service is intended for families who regularly participate in our free and reduced lunch program or who have been negatively affected by the COVID-19 recession and slowdown. We are taking the latest information and guidance and working to translate that into how we can best serve the kids in our community. Email Assistant Superintendent Kim Dolezal at dolezalk@uinta4.com with any food service related questions.

ACCESS TO SCHOOL BUILDINGS

All school facilities are closed. This includes the high school locker rooms, gym areas, and hallway lockers.

EVENTS AND ACTIVITIES

All school activities between now and April 17 have been cancelled. I am optimistic that the governor will continue to "stair step" his decisions when it comes to cancelling school. To go two weeks at a time seems like common sense to me and if we have to extend our closure, I hope that is the path he takes. We will hold off on decisions regarding specific events until we know an actual timeline. I know that is difficult, but right now there are some decisions that can't be made until we know a firm timeline.

SENIOR SCHOLARSHIP INFORMATION

Local scholarships are due April 10 at 3:30. Those applications need to be emailed to Miss Lupher at luphers@uinta4.com . Please make sure your applications are properly labeled and that you have **all the required materials** for each scholarship and they are attached together in an organized manner. Reminder, the deadline is **the second Friday in April**. You must **email your applications to Miss Lupher at luphers@uinta4.com** .

CONTACT

Should you have any questions about anything in this newsletter or questions about school moving forward, please contact me by email at carrb@uinta4.com . We will also be updating both the main Uinta 4 web page (www.uinta4.com) and also the main high school webpage (www.mvhs.uinta4.com) with updates as they become available. We communicate with families via our K-12 Swift system as well. Please be sure you are reading all communications that come via text or email.

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NEXT STEPS AND CLOSING THOUGHTS

We know that no one chose this situation and it will bring unexpected frustrations. Luckily, we have an awesome group of teachers and awesome students and we can work towards finishing the year positively and remaining optimistic about a return to our school buildings. I appreciate the hard jobs you have ahead of you as students and for the parents as well. I have confidence that if students put forth their best effort and engage with their teachers online, that they will continue to grow and learn as if they were actually in the building.

Please don't hesitate to contact me as we work through these challenging times together.

Sincerely,



Ben Carr, Principal
Mountain View High School

**MVHS ensures a safe and rigorous education
with high levels of learning for all.**



Uinta County School District Number Four

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Mountain View, Wyoming

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