

**Zeeland Public Schools  
Distance Learning Plan  
Submitted to NDDPI March 26, 2020**

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## Pandemic – Epidemic Job Roles

PERSONNEL	ACTION
<b>All</b>	<ul style="list-style-type: none"> <li>• Take precautions as directed</li> <li>• Encourage hand washing</li> <li>• Adults that exhibit symptoms should remain home</li> <li>• Students that are symptomatic should be kept away from well students and parents contacted.</li> </ul>
<b>Administrators</b>	<p>Normal School Operations</p> <ul style="list-style-type: none"> <li>• Monitor attendance of students to determine the impact</li> <li>• Promote attendance policies that reinforce students who are sick to stay home.</li> <li>• Be prepared to address large numbers of staff absences.</li> <li>• Prepare distance learning plan in the event of a prolonged closure</li> </ul> <p>Extended Closure</p> <ul style="list-style-type: none"> <li>• Identify essential personnel</li> <li>• Set alternate office hours and provide to central office</li> </ul> <p>Execute distance learning programs</p>
<b>Secretary</b>	<ul style="list-style-type: none"> <li>• Be aware of absence policy changes to inform parents and families.</li> <li>• Assist keeping symptomatic students away from well students and contacting parents.</li> </ul>

<p><b>Custodian</b></p>	<p>Normal Operations</p> <ul style="list-style-type: none"> <li>• Follow enhanced cleaning procedures as prescribed by your supervisor.</li> <li>• Clean highly touched surfaces daily.</li> </ul> <p>Extended Closure</p> <ul style="list-style-type: none"> <li>• Follow recommendations from supervisor for alternative work hours &amp; expectations.</li> </ul>
<p><b>Teacher</b></p>	<p>Normal Operations</p> <ul style="list-style-type: none"> <li>• Students that are symptomatic should be kept away from well students and parents contacted.</li> <li>• Be prepared to provide instructional opportunities in the event of a closure. Prepare to be able to continue teaching from home/office.</li> <li>• Begin reaching out to parents preparing them in the event of a closure</li> <li>• Reassure your students and provide emotional supports as needed.</li> <li>• Direct additional supports as necessary including counseling services.</li> </ul> <p>Extended Closure</p> <ul style="list-style-type: none"> <li>• Execute distance learning plan</li> <li>• Set daily office hours and inform your students (families)</li> </ul>
<p><b>Tech Coordinator</b></p>	<p>Normal Operations</p> <ul style="list-style-type: none"> <li>• Ensure operations of educational tools used for online learning.</li> <li>• Prepare to support teachers in providing instruction remotely.</li> <li>• Provided additional training and support as needed.</li> </ul> <p>Extended Closure</p> <ul style="list-style-type: none"> <li>• Continue to support educators as needed.</li> </ul>

<b>Food Service</b>	<ul style="list-style-type: none"> <li>• Prepare for food distribution if a closure would occur.</li> <li>• Work with public relations to inform stakeholders as needed.</li> </ul>
<b>District (Board and Administration)</b>	<p>Normal Operations</p> <ul style="list-style-type: none"> <li>• Maintain contact and monitor information from NDDoH and NDDPI.</li> <li>• Provide information as needed for all stakeholders.</li> <li>• Determine event and school closures based on recommendations.</li> <li>• Identify essential personnel and work duties in light of a closure.</li> <li>• Prepare for business operations to continue as needed during a closure</li> <li>• Prepare guidance for staff on leave and work hours during closure</li> <li>• Prepare for transportation needs during closure</li> <li>• Prepare for food distribution during closure</li> </ul> <p>Extended Closure</p> <ul style="list-style-type: none"> <li>• Execute closure plan</li> <li>• Prepare reintegration plan as closure concludes</li> </ul>

Communication Plan

<b>Parents and Students</b>	Parents and students will be notified by the Honeywell Alert system, parent email group, school website, and school Facebook page as part of the district's update on the corona virus as needed.
<b>Staff</b>	Staff will convene virtually using the Microsoft Teams video conferencing feature at 8:15 AM on a daily basis prior to student morning meetings. Updates regarding school operations will be provided during daily virtual staff meetings. Additional updates will be provided through the Honeywell Alert system, staff email group, school website, and school Facebook page as part of the district's COVID-19 update.
<b>School Board</b>	For the time being, school board members will be provided any necessary updates of daily happenings by phone call or email. Frequency will be reduced when daily briefings are no longer necessary.

## Level of Continuation

Full Continuation: Students will be able to access grade-level and subject-matter content. Instructional support is provided, including assessment and evaluation of work. Measurable student progress is expected. Materials and instructional methods used might include all those listed below.

## Ensuring Student Success through Robust Relationships

The mission of the Zeeland Public School District (ZPS) is to promote educational excellence, personal responsibility, and balanced growth which will enable success in life.

Our vision is that ZPS students will succeed in life beyond high school as lifelong learners and responsible, productive citizens.

ZPS, located in South-East North Dakota serves as the educational establishment for 34 students grades Pre-K – 12. Our team of two administrators and eight teachers work diligently to provide robust educational experiences. The unique nature of our school allows us to maintain our student-centered approach throughout this transition to distance learning.

### **We Believe:**

- The school has a responsibility to the student and community to accept them as they are, and to assist all students in developing their potential.
- The school program should give the students a strong background in academic and life skills while instilling in them the desire to learn. Also, we must also teach an appreciation of our democratic and cultural heritage, and the ability to think logically in decision making.
- The teacher to be of great influence on the students and their lives. Through the instruction, attitude, behavior, knowledge of skilled areas, guidance, and understanding he/she teachers becomes an important and integral part of the students' lives.
- The Board of Education, administration, and faculty should have an aura of professionalism. It is imperative that they continue to advance in their belief and work.
- The school serves as the community center with family, church, and community sharing and serves as a partner sharing common goals with stakeholders.
- They should be cooperatively involved in the school's advancement. On-going, two-way communication between the home, students, staff, administration, and the Board of Education is necessary to implement our educational philosophy.

## Health and Safety Considerations

### Attendance Procedures

Students and guardians have been asked to report absences to the office per usual.

To ensure continuity of school community, students and staff associated with grades PK-6 will hold a school-wide morning meeting every day at 8:30 AM with using the video conferencing platform, Microsoft Teams. Morning meetings will be formatted to include a greeting, sharing, activity and morning message. In addition, this time will allow for recite the pledge of allegiance. While video conferencing is preferred, dial in via phone is also available for those experiencing technical difficulties. Alternative arrangements will be made for those who are unable to attend due to family circumstances. For example, if elementary students are at daycare during the morning meeting, it will be recorded to be viewed outside of daycare hours. The morning meeting procedure will serve as a mechanism for tracking attendance and following up with students who are unexpectedly absent. Attendance will be entered into Power School.

Student attendance for grades 7 - 12 will be monitored through student participation in daily, scheduled synchronous class periods. Students and guardians have been asked to communicate known absences should be communicated in advance. Attendance will be entered into Power School.

Teachers will monitor prolonged absences and disengagement and communicate with guardians to provide accommodations. Teachers and administration will contact guardians via phone call or email to determine the cause of the absences and/or disengagement and collaborate with the guardians to address the issue.

## Ensuring Equitable Services for Students and Families during Closure

### Preparing for Distance Learning

ZPS will utilize computers, iPads, laptops, personal devices, and paper packets to ensure educational continuity. The District has selected Microsoft TEAMS as our learning management system (LMS) and video conferencing tool. Telephone accounts have been requested through EduTech to be added to each staff member's account to ensure alternative access to videoconferencing. Teachers will select instructional tools to enhance lesson delivery as they deem appropriate.

### Staff Development

ZPS has prepared staff to facilitate Distance Learning through professional Development by engaging in the following activities:

3-17-2020 – Assimilation to Microsoft Teams

3-23-2020 and 3/31-2020 – EduTech Microsoft Teams Virtual Training (*access to the recorded training is available for staff to refer to*)

3-24-2020 – 3-31-2020 (*and ongoing*) – Weekly Paper Packet Assembly  
(*determined resources to support essential learnings*)

Just-In-Time support including, but not limited to; the EduTech Helpdesk, Central Region Education Association (CREA) Virtual Instructional Coach by appointment, Live Virtual Online Learning Instructional Tools Sandboxes or recordings for reference as needs are identified

Ongoing - Virtual Regional Professional Learning Communities established in conjunction with CREA and Daily 3:00 p.m. ZPS Virtual Professional Work Community

Universal and targeted professional development will be requested as further needs are identified.

## Student Development

In addition to staff, students and their families were assimilated to Microsoft Teams as an LMS during the time period of March 24 – 31. Each teacher has or will work to develop a navigation activity designed to help students and families familiarize themselves with the Microsoft Teams. Teachers also connected a video conference with each student to ensure all are able to use the platform successfully.

## Sample Stakeholder Communication

### Off-Campus Learning Procedures

1. Bus drivers will deliver assignments, books, laptops or iPads, and band instruments on Monday, March 23, 2020 between 8:00-8:30 am. Students and parents wishing to pick up their materials themselves may do so on Thursday and Friday, March 19<sup>th</sup>-20<sup>th</sup> or should contact the school (701-423-5429) before the morning bus route. Junior High and High School materials will be placed on tables in the lobby. Elementary materials will be in the classrooms.
2. For closure of longer than one week, bus drivers will deliver new assignments for the week and pick up completed assignments on Monday mornings between 8:30-9:00 am. Learning packets will be prepared using the following guidelines for paper packets:  
[Paper Packet Considerations](#)
3. Detailed instructions, due dates and teacher contact information should be included with each subject area.
4. Students will have the opportunity to be in contact virtually their teachers at least once each school day. All elementary students (PreK – 6) will connect for a morning meeting at 8:30 AM and may meet individually or in small groups with teachers throughout the day for assistance. At minimum, elementary students will connect with their teacher via

Microsoft Teams video conference or phone call once per week for a progress check in to discuss progress toward learning goals. All secondary students (7-12) will meet “live” for two class periods per day via Microsoft Teams video conference. Students may meet individually (or in small groups) with additional teachers throughout the school day via video conference or phone call per teacher or student request.

5. Students may contact teachers anytime throughout the school day (8:30 AM – 3:00 PM) for assistance in completing work using Teams, email, or phone.
6. Teachers may request meeting times with students to follow up on coursework progress.
7. Students in Grades 7-12 will have a school meeting via Microsoft Teams on Monday, March 23, at 1:30 p.m. Students should be sure their devices are set up and ready to receive the call.
8. Assignments that are completed will be picked up from home by the bus drivers when the new assignments are delivered or will be dropped off at the school by the students the following Monday.
9. School lunch is available in a brown-bag format free of charge for children under the age of 18 (enrolled in school or not). Please contact the school the day before you wish to have a school lunch so we have an accurate count. Lunch will be delivered starting at 11:30 am each day.
10. Thank you all for your time and patience as we all adjust to this new way of learning and living. Zeeland Public School will keep its patrons informed of developing changes through the school Facebook page, the school webpage ([www.zeeland.k12.nd.us](http://www.zeeland.k12.nd.us)), and through the Honeywell Alert System.
11. For any questions, call the school at 701-423-5429 or email Superintendent Trudy Fraase Wolf at [Trudy.FraaseWolf@k12.nd.us](mailto:Trudy.FraaseWolf@k12.nd.us) or Principal Tracy Mittleider at [Tracy.Mittleider@k12.nd.us](mailto:Tracy.Mittleider@k12.nd.us).

### Student Access to Devices

ZPS provides laptops to students in grades 7-12 and iPads to students in grades PK-6 (1:1). Additionally, all staff have devices to support distance learning. Devices have been sent home with chargers.

### Assistive Technology

Currently, ZPS doesn't have students requiring assistive technology. Should a student requiring assistive technology enroll, we will work with South Central Prairie Special Education Unit to provide the necessary accommodations.



## Internet Access

### Ensuring Access

The District surveyed families to determine the number of households needing reliable, high-speed internet access. As of March 16, 2020, all patrons of the Zeeland Public School District reported having internet access.

### No Access Options for the Future

- Contact families directly to discuss commercial connection options.
- Work with community partners such as BEK to provide service.
- Remove barriers to allow families to connect wirelessly on school property.
- Provide a list of community locations that provide free WIFI.

## Access to All Classes/Courses

### Elementary (PK-6)

During a partial or full closure, Microsoft Teams will be used to virtually interact with our students synchronously to engage in a morning meeting, provide individual instruction and intervention (individual or small group) and to provide required services. Morning meetings will be recorded for students to attend a later time if necessary. Teachers will work with families to schedule individual instruction and intervention. Homework packets will provide a means for asynchronous, individualized learning and will be sent out each Monday and delivered by the bus drivers. Teachers will schedule 30 minutes daily student progress meetings using the video conferencing feature. Students will work on the homework packets and may chat or video call their teacher for help during daily teacher office hours. The week's work will be picked up on Mondays when the new weeks packets are delivered.

### Sample Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM – 8:45 AM	<i>Virtual Morning Meeting</i>				
Teacher – Family Co-created Schedule	<i>30 minute/student Individual or Small Group Student Progress Meetings</i>				
On Own	<i>Independent Work Time, Meals, Physical Activity Time</i>				

## Secondary (7 – 12)

During a partial or full closure Microsoft Teams will be used to virtually interact with our students synchronously during scheduled class periods to provide educational instruction, support and required service. Scheduled class periods will be recorded and made available for review in the event students are absent or unable to attend. Teachers will deliver instruction related to new course content during this time. Homework packets will provide a means for asynchronous, individualized learning and will be sent out each Monday and delivered by the bus drivers. Seventh period is phy. ed., which will meet asynchronously.

*Suggested Sample Student Schedule (schedule posted in Microsoft Teams weekly)*

	Day A	Day B	Day C
8:30 – 9:00 AM	<i>Breakfast, Review Daily Schedule and Organize Supplies</i>		
9:00 – 10:00 AM	1 <sup>st</sup> hour	3 <sup>rd</sup> hour	5 <sup>th</sup> hour
10:00 AM – 12:00 PM	<i>Independent Work Time/Teacher Check Ins</i>		
12:00 – 1:00 PM	<i>Lunch &amp; Physical Activity Break</i>		
1:00 – 2:00 PM	2 <sup>nd</sup> hour	4 <sup>th</sup> hour	6 <sup>th</sup> hour
3:00 – 3:00 PM	<i>Independent Work Time/Teacher Check Ins</i>		

## CTE/Science/Lab

Zeeland Public School District provides access to CTE courses in partnership with the Central Region Area Career and Technical Center. Instruction is delivered virtually through a variety of learning management systems. Students are well versed with accessing the curriculum as they have been enrolled in these courses for the duration of Quarter 3. COVID-19 has not interrupted CRACTC coursework.

## Services Assurances to Students with Needs

### At-Risk

At Risk Students, are defined as students who received Title I services during the school year. To ensure equitable services to these students during a closure Title I teachers should communicate with classroom teachers to provide additional supports as needed to support general education courses. These supports could include:

- Additional learning materials – take home bags
- Assisting guardians in supporting their students while at home
- Parenting tips and online resources

### Sick Students

Students who are ill and can still work from home are encouraged to do so. If the illness is severe enough to negatively impact student performance, the school's illness policy allows the student two days for each day missed in which to submit work without penalty. Long-term illnesses will be dealt with on a case-by-case basis.

### Homeless

At this time, ZPS does not have any students identified as homeless. However, in the event this would arise due to the current economic situation, ZPS homeless liaison will work with the student's family to address needs on an individual basis.

### Special Education and 504

Students receiving special services through an IEP or a 504 plan are unique and require special services in the event of a closure. 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."

ZPS will work with South Central Prairie Special Education Unit to ensure case managers collaborate with guardians regarding IEP goals to determine how to best meet these goals via distance learning. 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 where services will take place. Ongoing communication with families throughout the closure will also be delineated.

### *Communications and Plans*

Case managers will connect with guardians of students on an IEP throughout partial or full closures. South Central Prairie sent out a letter to parents (see below) to communicate procedures and options.

[South Central Prairie Parent Letter](#)  
[South Central Prairie COVID 19 Action Plan](#)

*Notice to Change without an IEP Meeting*

Following guidance our case managers will be in contact with each IEP student's guardian to plan for services and accommodations. [See SCP COVID-19 Action Plan] Plans should be made for continuation of services within a "Services at school" and "Services Online" (see below) model to be prepared for both scenarios.

*Hosting an IEP Meeting*

If feasible, the IEP team will review and complete necessary planning for each student with an IEP. If feasible and meeting the accessibility concerns of participants IEP meetings may be conducted virtually via phone call or video meeting platform such as Teams or Zoom.

*Services at School*

The District shall provide services to students based on the needs outlined in each child's IEP. Educational services and accommodations decisions shall comply with guidance from the DOE and NDDPI. These may include:

- Online learning through Teams,
- Additional supports provided remotely (phone, email, Teams, Zoom),
- Individual or small group instruction on school property, following guidance by local health officials. At such time as the safety of student or educators is compromised supports will be moved to an online platform.

*Services Online*

Distance Learning provisions will be offered considering all above preparations.

*English Language Learners*

ZPS has no English Language Learners enrolled at this time. Should an EL student enroll, the District will contact Central Regional Education Association and contract with them to provide services as required.

## School Counseling

ZPS will continue to offer school guidance counseling lessons via paper packets. Individual counseling that was scheduled prior to the transition to distance learning will continue using the Microsoft Teams video conferencing platform. The school counselor has worked to establish times with students and families. The need for individual counseling sessions is expected to increase. Students, families or teachers may refer concerns to the school counselor through email, phone call, or video conference.

Additionally, the school counselor will adhere to the [ASCA Ethical Standards](#), which have been reviewed and listed in the parent resources channel in our Microsoft Teams learning management system.

## High-Quality, Effective, Standards-Based Education

Academic programming during a closure due to a pandemic/epidemic shall be designed to continue to provide instruction aligned to our district's guaranteed and viable curriculum. ZPS has ensured that all distance learning core curriculum and supplemental materials are aligned to ND Standards. Curriculum tools include but are not limited to; Journeys, Go Math, Inspire Science, etc. Essential learnings have been identified. Instruction and paper packet materials will remain focused on identified essential learning. Explicit instruction will be delivered through virtual video conferencing rather than face to face. Video conferencing will also provide a means for intervention, formative assessment and progress monitoring. The size of the ZPS student body allows for learning to be customized to match student ability and interests.

See Appendix A for examples of lessons.

## Provisions for instructional support

### *Assessments*

Teachers will use formative and summative assessment strategies to plan for individual learning. Assessment tools may include, but are not limited to;

- Teacher-generated quizzes/tests embedded in the curriculum and aligned with identified essential learning (paper or electronic),
- Surveys, polls, bell ringer/exit ticket questions (paper or electronic),
- Weekly paper packet assignments,
- Online tools such as Reading Counts,
- Student discussions via video conferencing allowing for two-way feedback loop.

## *Grades*

At this time the ZPS grading policy is appropriate for distance learning and will be utilized. Assignments will be graded and entered into PowerSchool. As with the entire distance learning plan, ongoing evaluation and re-evaluation is necessary to determine the extent to which the plan is serving enrolled students and their families. The District will reassess the grading policy on a weekly basis to determine if alterations are necessary to more accurately represent what students know and are able to do.

## *Academic progress monitoring*

Staff meetings will be held daily at 3:00 PM for the purpose of evaluating our distance learning plan and monitoring student progress. Collaborative problem solving will allow teacher to collaborate each other as well as support personnel (as needed) to ensure students are receiving instruction and supporting course materials matched to need.

## *Student Meals & Feeding*

ZPS currently provides meals in a non-congregate setting for pick-up at the school building. Parents are asked to notify the school if they wish to take advantage of this service. Beginning Monday, March 30<sup>th</sup>, the free meals will be delivered to students on a daily basis.

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

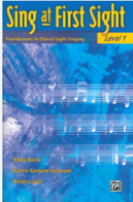
The District will pay all staff throughout the closure. ZPS will pay all staff who report/work from home as needed throughout the closure. Non-certified staff will be compensated at the rate and number of hours that they would normally be expected to have worked. Non-certified staff should consider themselves to be “on call” and be prepared report when asked for duties that may or may not fall within their typical job description. At this time, bus drivers will work to deliver meals and weekly distance learning packets. The cook will report to prepare the meals. The secretary/business manager and janitor will report to work as needed to maintain necessary district functions. Non-certified staff may “opt-out” of on-call status but should not expect to be paid if choosing to be not available. Certified staff should plan to work from home. Certified staff will use sick or personal leave days if they are not reporting to work, either at school or at home. Considerations will be made for staff without sick or personal leave available.

The District has reviewed its policies relating to staff leave and will monitor other policies that may need to be addressed to ensure operations amidst local health requirements or other state and/or federal requirements.

# Appendix A

## Zeeland School Online Sample Lesson Grade 7-12 Choir

[Edit Your Assignment](#)



Lesson 3 - Pitch Exercise 8 - Sing at First Sight, Level 1

Custom Assignment

Practice and record yourself singing this exercise. Save and submit your best attempt.

**Allow:**

- Metronome
- Accompaniment
- My Part

**Cursor type:** Any

**Measure Highlight:**

- On
- Off

**Sight reading:**

- On
- Off

**Assessment mode:**

- Allow Both Melodic And Percussion/Clapping
- Allow Percussion/Clapping Only

# BCA 4 Lesson in Teams

The screenshot shows the 'New assignment' form in Microsoft Teams. The form is titled 'CSD 4.1 Analysis of Design' and includes the following fields and options:

- Buttons:** Discard, Save, Schedule
- Title:** CSD 4.1 Analysis of Design
- Category:** Add category
- Instructions:**
  - Watch the recorded PowerPoint 4.1 Analysis of Design. You must start it as a Slide Show in order to hear me narrate each slide.
  - In the narration, I will explain how to complete the Activity Guide and Code Studio Journal, as well as how we will meet during class time on Thursday, April 2, to discuss and collaborate in a group chat in Teams.
- Attachments:**
  - U4L01 Activity Guide - Determine the User.docx (Students edit their own copy)
  - Online Journal.docx (Students edit their own copy)
  - 4.1 Analysis of Design.pptx (Students edit their own copy)
- Resources:** Add resources
- Points:** 50
- Rubric:** Add rubric
- Assign to:** BCA 4 (All students)
- Date due:** Fri, Apr 3, 2020
- Time due:** 8:00 PM



## Zeeland Preschool and Kindergarten Math Right Start Math using Flipgrid

Kindergarten and first grade are using Flipgrid daily. We have a warm-up for the lesson. I post and assignment by video and they reply with a video that is no longer than 1:30. They can see each other's responses. This makes the face to face time go smoother because all their answers are heard, and they enjoy watching each other's video. They can do this when it is convenient for them.

### Flipgrid Screenshot

The screenshot shows the Flipgrid interface. At the top, a yellow smiley face with a party hat icon is next to the text "2 hours and 15 minutes of total engagement time across your Grids". Below this, a search bar contains "Search Grids". A red button labeled "Add New Grid" is on the left. The main area displays a list of 5 grids, each with a thumbnail, title, Flip Code, activity details, last updated date, and action buttons (Share, Actions, Edit).

Name	Flip Code	Activity	Last updated
Tuesday Math warm-up School Email	401646e2017	1 Topic 4 Videos	Mar 26, 2020
Math Monday warm-up School Email	401646e4020	1 Topic 4 Videos	Mar 26, 2020
Math Story problem 2... School Email	401646e2758	1 Topic 8 Videos	Mar 27, 2020
Math warm up! School Email	401646e4020	1 Topic 4 Videos	Mar 26, 2020
Miss Miller's class School Email	401646e2294	2 Topics 4 Videos	Mar 26, 2020