

1 Student Instruction Resources and Best Practices

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3 In accordance with Policy 1005FE – Proficiency Based Learning and Section 20-9-311(4)(d),  
4 MCA, “a school district may include in its calculation of ANB a pupil who is enrolled in a  
5 program providing fewer than the required aggregate hours of pupil instruction under subsection  
6 (4)(a) or (4)(b) if the pupil has demonstrated proficiency in the content ordinarily covered by the  
7 instruction as determined by the school board using district assessments. The ANB of a pupil  
8 under this subsection (4)(d) must be converted to an hourly equivalent based on the hours of  
9 instruction ordinarily provided for the content over which the student has demonstrated  
10 proficiency.”

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12 Proficiency or satisfying aggregate hours of instruction can be achieved through an on-site, off-  
13 site, or blended learning model as outlined in Policy 1906.

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15 Best practices, including but not limited to those outlined below, will assist districts in  
16 facilitating quality learning for each student regardless of background or circumstance.

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18 Planning & Communication

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- 20 • Providing tools for virtual learning will help ensure equity in access to learning  
21 opportunities. With Policy 1904, districts may utilize transportation funds to facilitate  
22 internet and device access to students currently without.
  - 23 • Provide weekly learning agendas communicated to students and parents.
  - 24 • Set student meetings, teacher office hours, assignment expectations, and grades available  
25 on an established schedule. Districts may consider Policy 1902 – Alternative Grading.
  - 26 • Establish whole group virtual “class time” and/or opportunities for small group learning
    - 27 ○ Post assignments online early and for the entire week.
      - 28 ■ During this time of challenge, providing structure and certainty will  
29 support academic, mental and emotional health.
    - 30 ○ Students should receive some form of communication from the school community  
31 at least once per day.

32 Set Expectations

- 33 • With students and parents/guardians set expectations and acknowledgment of the  
34 importance for ownership of student learning.
- 35 • Expectations can outline due dates for assessments.
- 36 • Outline how much online participation is required of students.
- 37 • Include expectation for daily submission of work or review of accomplishments toward  
38 goals.
- 39 • Survey students and parents/guardians to make adjustments to lessons. Remember to be  
40 flexible—time learning software, apps, etc. should be considered part of learning.

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42 Differentiated Instruction & Learning Models

- 1 • Embed experiential learning that fosters a learning environment that promotes  
2 connections. Districts participating in Transformational Learning funding can utilize their  
3 Strategic Plan as a guiding document and adapt to a virtual environment.
- 4 • Social Emotional Learning and connections.
  - 5 ○ Begin the day by connecting with students—a Brain Teaser or an exercise for  
6 students to share a topic of interest or something from home with others.
- 7 • Record lessons
  - 8 ○ Lessons should come with visual substance and multiple types of instruction to  
9 facilitate learning—downloads, PowerPoints, videos, readings, audio recordings,  
10 etc.
- 11 • Honor students’ interests and passions through experiential learning opportunities.
- 12 • Project based learning.
  - 13 ○ Engage the students to do the work through research, developing, and creating a  
14 product which encompasses a variety of subject areas.
  - 15 ○ Encourage creativity.
  - 16 ○ Consider pointing students to the right resources (videos, websites, files) and  
17 allow them to be contributors to their own learning-- Creation of a science  
18 project—writing, demonstration of items needed, YouTube video with the end  
19 result being submitted to the teacher and classmates.
    - 20 ■ Wax Museum example: reading about character, writing about individual,  
21 dress up and record via YouTube or creation of a Power Point with  
22 pictures
  - 23 ○ Project-based learning presents opportunities for cross-subject collaboration and  
24 flexibility in ways to show student learning.

25 Demonstrating Learning

- 26 • Provide video meeting and messaging capabilities to engage students in multiple  
27 mediums to show learning.
- 28 • Provide daily feedback to address academic growth and monitor and improve social  
29 emotional wellness.
  - 30 ○ Clearly communicate to ensure students and parents are aware of the importance  
31 of this mutual feedback.
- 32 • Opportunity for MAP testing/Unit testing for subject areas
- 33 • Formative assessments can guide instruction and provide multiple opportunities for  
34 feedback and identifying gaps in student learning and instruction through a low-stress  
35 medium.

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39 Legal Reference: Section 20-1-101, MCA – Definitions  
40 Section 20-1-301, MCA – School Fiscal Year  
41 Section 20-9-311, MCA – Calculation of Average Number Belonging

1 Section 20-7-118, MCA - Offsite Provision of Educational Services  
2 Section 20-7-1601, MCA – Transformational Learning –Legislative Intent  
3 ARM 10.55.906(4)) – High School Credit  
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5 Cross Reference: Policy 1005FE – Proficiency-Based Learning  
6 Policy 1902 – Alternative Grading  
7 Policy 1905 - Staff, Student, and Community Health and Safety  
8 Policy 2100 – School Calendar  
9 Policy 2140 – Guidance and Counseling  
10 Policy 2161 – Special Education  
11 Policy 2168 – Distance Learning  
12 Policy 2410 – Graduation  
13 Policy 2420 – Grading and Progress Reports  
14 Policy 2421 – Promotion and Retention  
15 Policy 2150 – Suicide Training and Awareness  
16 Policy 3125 – Homeless Students  
17 Policy 3122 - Attendance Policy  
18 Policy 3310 - Student Discipline  
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22 Policy History:

23 Adopted on: April 2020

24 Revised on:

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26 *Revision Note:*