

SURREY PUBLIC SCHOOL DISTANCE LEARNING PLAN

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DEFINITIONS

Synchronous Learning: A real-time learning situation in which immediate two-way communication between the instructor and participants as possible.

Asynchronous Learning: A student-centered teaching method that uses online resources to facilitate learning without requiring students and instructors to be in the same place at the same time.

Distance Learning: based on the description provided by the North Dakota Department of Public Instruction (ND DPI), distance learning “includes virtual, online, ITV, alternate locations, instructional telephone calls, and all learning that is offered through alternate means rather than on-campus, face to face (NDDPI, Division of Student Support and Innovation, March 19, 2020).

Equitable Learning Opportunities: Providing supports, removing barriers, and implementing solutions so that all students have the access and resources needed to participate and be successful in all learning opportunities.

Office Hours: At the high school and elementary (PK-6), teachers at Surrey School will set up times when they are available to interact with students. This will consist of 8:00-4:00 PM weekdays with other times pre-arranged as needed. Office hours might include synchronous video sessions, monitoring streaming discussions, responding immediately to emails, or answering specific questions from students.

DISTANCE LEARNING INFRASTRUCTURE

We will briefly outline the components considered as we developed our plan which include technology, instruction and engagement. Each of these areas are described in greater depth throughout this distance learning plan and will outline how Surrey School will provide full continuation of services through the time of school closure due to COVID-2019.

Technology

Technology will serve as a means for communication, delivery of content, professional communication, social-emotional learning, counseling services, assessment, data collection, and grading. Our first priority was to ensure that each family in our district had the necessary device and Internet service to participate in all learning opportunities. These details are outlined in several sections of this plan.

Instruction

The teachers at Surrey Public School have worked to ensure that instruction delivered in accordance with this plan will be aligned with the state standards, appropriate for the grade level, and modified appropriately to meet the needs of all students in the district. These details are highlighted in this document and are integral to each teachers’

instruction plans. Our teachers will continue Essential Learnings they have created by articulating the skills, content, and concepts aligned with state standards.

Engagement

While we would never choose to be in this situation of suddenly becoming distance educators, the situation has inspired teachers to come together to creatively plan lessons that are feasible and engaging to students when they are learning at home. We are confident that some of lessons we will learn while implementing this plan will strengthen teaching and learning even when we are back in the classroom. Information about how teachers will design engaging lessons are included in this plan.

EMERGENCY RESPONSE PLAN – PANDEMIC/EPIDEMIC

In the event of a pandemic/epidemic, Surrey Public School will require staff to take specific actions. These actions will correspond directly to the level of risk for our community determined by the Department of Health (NDDoH).

Surrey Public School will require ALL employees to engage in the CDC's recommended practices for preventing the spread of germs and disease.

These practices for ALL employees include:

1. Wash hands with soap and water (for at least 20 seconds) regularly. Use hand sanitizer if soap and water are unavailable
2. Appropriately covering coughs and sneezes
3. Adults that exhibit symptoms should remain home
4. Students that are symptomatic should be kept away from well students and their parents should be contacted

In addition to actions listed above, some actions are specific to particular employment categories include:

Superintendent

Normal Operations

- Maintain contact and monitor information from NDDoH and NDDPI
- Work with First District Health as needed
- Determine event and school closures based on recommendations
- Identify essential personnel and work duties in light of a closure
- Prepare for business operations to continue as needed during a closure
- Prepare guidance for staff on leave and work hours during a closure
- Prepare for food and transportation needs during a closure
- Regular communication with all direct reports is essential
- Prepare statements of stakeholders as needed

Extended Closure

- Execute closure plan

- Prepare reintegration plan as closure concludes
- Regular communication with all direct reports is essential
- Prepare statements of stakeholders as needed

Principal

Normal School Operations

- Monitor attendance of students to determine impact
- Report any significant elevations in absences to First District Health
- Promote attendance policies that reinforce sick students staying home
- Be prepared to address large numbers of staff absences
- Prepare distance learning plan in the event of an extended closure
- Regular communication with all teachers is essential

Extended Closure

- Identify essential personnel
- Set alternate school office hours
- Execute distance learning programs
- Regular communication with all teachers is essential
- Communicate any changes in job description to affected personnel

Administration Team (with regard to public relations)

Normal Operations

- Attend meetings with NDCEL, CREA to ensure providing correct and current information.
- Prepare statements for stakeholders as needed.
- Prepare press releases and manage media contacts.
- Test communications systems to ensure they will be available when needed
- Work with Tech coordinator to disseminate information on district website.
- Administration is designated spokesperson for the district unless other staff is appointed.

Extended Closure

- Continue to prepare statements for stakeholders.
- Continue to attend district administrative meetings to ensure providing correct and current information.

Administration is designated spokesperson for the district unless other staff is appointed.

Office Staff

Normal Operations

- Be aware of policy related to absences, building access, and student illness. Be ready to communicate these policies to parents and families.

Extended Closure

- Staff school office during alternate school office hours

Business Manager

Before the event of a full closure of schools and district operations due to pandemic, preparation shall be made to ensure continuation of payroll, funds receivable, funds payable, and HR services from remote/home. Plan will be prepared by the business manager and submitted to the superintendent for review and approval.

Custodian

Normal Operations

- Follow enhanced cleaning procedures as prescribed by custodial supervisor
- Clean highly touched surfaces daily .Provide other staff supplies so they will be allowed to help with cleaning and disinfecting of highly touched surfaces

Extended Closure

- Follow recommendations from supervisor for alternative work hours and expectations

Teacher

Normal Operations

- Students that are symptomatic should be kept away from well students and parents should be contacted by school secretary
- Be prepared to provide instructional opportunities in the event of an extended closure
- Reassure students and provide emotional support as needed
- Contact school counselor if additional supports are necessary

Extended Closure

- Execute distance learning plan
- Regular communication with parents and students is essential

Tech Coordinator

Normal Operations

- Ensure operation of educational tools used for online learning
- Prepare to support teachers in providing instruction remotely
- Identify, communicate, and/or provide additional training and support as necessary
- Prepare for implementation of helpdesk operations during a closure

Extended Closure

- Implement helpdesk operations
- Continue to support educators and families as needed
- Assist in providing devices for families as needed along with training and support for parents and students

Food Service

Normal Operations

- Prepare for food distribution if a closure should occur

Extended Closure

- Prepare meals daily for delivery

Aides and Paraprofessionals

Normal Operations

- Assist teaching staff and students

Extended Closure

- Be prepared to assist the teaching and district staff in whatever way necessary
- During an extended closure, support staff will be “on call” during regular school hours

COMMUNICATION PLAN

In the event of a pandemic/epidemic, the establishment of maintenance of regular communication to all stakeholders is essential. We are communicating with parents and the community through the school’s Facebook group, Instant Alert, the district website and an email list that includes all the addresses in PowerSchool and more as they get added to an online survey form. We are also calling all the families to make further contact as needed. Finally, we will use regular mail initially, pointing families to these other sources to streamline our efforts.

Communication to All Stakeholders

Normal Operations and Extended Closure

- Communication via Alert messaging (call, text, app, email) will be utilized as necessary
- We will over communicate, rather than under communicate. In the case of extended closure the website will become the platform for updates, links to surveys and any other information.
- We are aware that a pandemic/epidemic situation will lead to much anxiety and uncertainty so regular communication will be essential
- Information will be updated on the school website as needed with a call alert notifying all stakeholders.
- All communication will be sent through the Administration.

Communicating to Staff

Normal Operations and Extended Closure

- Emails, Texts, and Phone calls and Zoom meetings will be utilized to contact Surrey School Staff. Meetings will be held as needed in person or by electronic means.

- We will over communicate, rather than under communicate.
- We are aware that a pandemic/epidemic situation will lead to much anxiety and uncertainty so regular communication will be essential

Communicating to Parents

Normal Operations and Extended Closure

- Mass Communication via Alert messaging (call, text, app, email) will be utilized as necessary. In the case of extended closure the website will become the platform for updates, links to surveys and any other information.
- Website, Facebook
- Individual parents or parent group will be contacted as needed

Communicating to Students

Normal Operations

- Face-to-face communication in class, emails, distance education platforms

Extended Closure

- Teachers will use a variety of methods to communicate with their students – calls, texts, emails, video conferencing, Class DOJO, etc.

Communicating to School Board

Normal Operations

- Emails, Texts, and Phone calls and Zoom meetings will be utilized to contact Surrey School Staff. Meetings will be held as needed in person or by electronic means.
- We will over communicate, rather than under communicate.
- We are aware that a pandemic/epidemic situation will lead to much anxiety and uncertainty so regular communication will be essential
- Superintendent will communicate to the School Board President when news information arises.

Link to Surrey Website

www.surrey.k12.nd.us

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 above.

ENSURING STUDENT SUCCESS THROUGH ROBUST RELATIONSHIPS

Mission: Educating today's learners for tomorrow's world

Vision: Prepare learners to think creatively and critically; communicate skillfully; and to demonstrate care for self, others, and the world we live in

Beliefs: We believe in providing an equitable, engaging, safe, and supportive learning environment for all students.

It has always been a priority for Surrey School to develop and maintain strong relationships between staff and students. Our first priority is to maintain relationships. We believe relationships are not just teacher-student, but also include teacher-teacher, student-student, teacher-parent, principal-teacher, supt.-custodian etc. Since we will no longer share physical space, it will become even more important to focus on relationships. In order for this to happen we will make one on one contact with each student daily through personal emails, texts, and phone calls as well as with in our selected learning management system and through our virtual conferencing platform. Through electronic methods we hope to provide additional opportunities for students to connect with each other. We will also provide opportunity for students to connect with our school counselors as needed.

HEALTH AND SAFETY CONSIDERATIONS

Health and safety of our students, staff, and community are paramount during a widespread health emergency. All actions Surrey School takes will be balanced with guidance from local health officials, the North Dakota Department of Health, and community leaders. The District has reviewed the CDC guidelines and created protocols for cleaning, social distancing, and accommodating students who are at-risk.

STUDENT ATTENDANCE AND ENGAGEMENT

ATTENDANCE PROCEDURES

Attendance policies will transition during a pandemic/epidemic event. The CDC provides guidance for schools on when to alter attendance practices and/or close schools. During an extended closure, student engagement in learning opportunities is critical to a student's continued academic growth. During an extended closure, we know that each student is living in unique situations that might prohibit them from doing schoolwork during regular hours. Many of our students will be helping to care for younger siblings and doing other work at home. We are very aware of different student situations, so our goal is to teach students as best as we can without overwhelming them. As we developed our plan, we worked to ensure that each student could access all information in a way and time that will work for them. Because each teacher is using a variety of interactive online tools, they will be able to monitor participation by completion of work, participation in synchronous meetings, commenting/check-in, question of the day, and emailing and/or messaging the teacher.

Measuring attendance

Attendance will be measured each day through the following mechanisms:

Elementary students will check in with teacher through Class DOJO, email or phone call

by 8:00 PM each evening.

Students in grades 7-12 will check in with teachers through Office 365, Microsoft Teams, email or phone by 8:00 each evening.

All teachers will record attendance in PowerSchool by 10:00 PM each evening. Office staff will monitor the next morning and follow up according to our regular attendance procedures. If sick, or unavailable to contact teachers, the students/parents will need to call the school by 9 a.m. in accordance with the student handbook.

Special Services teachers will check in with the students in their caseload daily and record attendance in PowerSchool according to the guidelines written above.

Surrey School currently has no English Language Learners enrolled, but if that should change their attendance will be monitored by the regular classroom teacher with support as needed.

Measuring participation

In grades PreK-12, the staff will keep in touch with their building principal regarding any students who are not keeping up with the assigned work or who are not participating in the other learning activities. The first step will be for the teacher to reach out to the student or parent, and if nothing changes the teacher and/or principal will contact parents.

Students in grades K-12 will submit no more than two assignments a week that will be used to assess and evaluate progress. This will be re-assessed after 3 weeks to see if any adjustment is needed. Students will also have opportunities to participate each day in every class according to activities teachers post in their on-line platforms.

For students receiving special services, the special services instructors have developed plans to ensure that each student is receiving appropriate services according to IEPs and 504 plans.

Ensuring that all students have access to an educator

In all grade levels at Surrey School, teachers will continue with their scheduled classes for the spring semester of the 2019-2020 school year. Each teacher in grades PreK through 12 has set up an online platform for their classes. HS students have been contacted/invited to the classes, and teachers will make sure all students have made contact back/joined the class. We have used the week of March 23rd as a test run to see if all students respond to the teacher. If students have not responded during this week, the teacher and/or principal will contact the student and/or parents to resolve any issues preventing the student from joining the classroom and ensure that all students are accounted for prior to the April 1 start date.

Each teacher in grades PreK through 6 will use Class DOJO. These younger students or parents will check DOJO daily for links, instructional videos, and assignments. Packets will also be provided to elementary students with delivery planned through the meal delivery program. Students will turn in assignments through DOJO by taking a picture of the assignment. With elementary as well, we have used the week of March 23rd as a test

run to see if all students respond to the teacher. If students have not responded during this week, the teacher and/or principal will contact the student and/or parents to resolve any issues preventing the student from joining the classroom and ensure that all students are accounted for prior to the April 1 start date.

Management of moving into a higher threshold or risk level

When it became apparent that the date for return back to the classrooms in our school buildings was extended indefinitely, it was determined that the best course of action was to develop a distance learning plan. As the risk level escalated, we made arrangements for students to pick up their academic materials and belongings. By keeping a record of each student whose materials were picked up, we were able to do a preliminary assessment of whether students were getting messages through the website and Facebook posts. Families who did not pick up materials were contacted, and arrangements were made for pick up or delivery of items.

Looking toward future possibilities, staff have taken materials home, so they do not have to return to the school, if restrictions are put into place. We will follow recommendations that come from the State Department of Health in the coming days, weeks, and months.

STUDENTS EXPERIENCING HOMELESSNESS

Surrey School is prepared for the possibility of an increase in the number of students and families experiencing homelessness during this difficult economic time.

The District Homeless Liaison will make contact with current students and parents in a homeless situation to ensure they received and completed the district survey and are aware of the free brown bag meal service as well as the plan for distance learning.

It is crucial that every student have equal access to the tools necessary to be successful in distance learning. Therefore, students and families experiencing homelessness will be encouraged to reach out to the liaison if additional support is needed such as connecting families to school personnel who can troubleshoot or identify problems when students are experiencing difficulties with their distance learning.

Families throughout the district will be encouraged to reach out to the school if their living situation changes and needs arise. The liaison will maintain contact with school counselors to support them and offer resources as needed to students and parents.

STUDENTS EXPERIENCING SICKNESS

Students will contact the school to report an absence related to sickness. If a student should have any type of prolonged illness, arrangements will be made for make-up work and additional teaching as needed.

ENSURING EQUITABLE SERVICES

During any extended closure due to a pandemic/epidemic Surrey Public School District believes students benefit from a continued delivery of educational services. These services provide our families and students with consistency and support to work toward academic gains.

PREPARING FOR DISTANCE LEARNING

Surrey School will utilize computers, iPads, personal devices, paper packets, etc. to deliver lessons to students. The District is preparing delivery through Class DOJO, Office 365, Zoom and Teams to ensure that students have regular personal contact with their school instructional and support staff.

PROFESSIONAL DEVELOPMENT

In the event of a pandemic/epidemic educators must possess the needed skills to ensure they can create, distribute, and support educational opportunities for our students. We have previously provided training on integrating technology into teaching. An assessment of educator skills may be needed to evaluate the need for additional training before an online learning environment can be fully implemented. Every effort will be taken to elevate and prepare for distance instruction before a full closure. For the coming weeks, professional development will be specifically targeted to what teachers need to know and be able to do to online teaching and enhance learning for all students. The staff spent the last several days at school learning, sharing, and planning how to consistently use online platforms to plan classroom instruction. For example: March 23- training on class dojo and office 365, March 24- training on Microsoft teams, March 25- training and practice zoom meetings. Elementary met throughout the week to plan for providing student learning packets. Moving forward, we will meet in small groups as pandemic recommendations allow on a weekly basis to share successes, challenges, and ideas for improvement.

Surrey School has several teachers skilled in DOJO, Office 365, and Teams. We will utilize these teachers to assist teachers with less or no experience with those on-line formats. We have been fortunate to have the last several days to have time to provide instruction and assistance.

District principals will monitor instruction and regularly communicate with teachers to gauge comfort level with Distance Learning Platforms.

The District will have staff engage in distance learning through professional development on an ongoing basis

The District will use the support offered by EduTech, CREA and NDCDE to provide ongoing teacher support for Distance Learning, including courses for Distance Learning Teaching, Distance Learning and Tech Support, and Virtual PLCs and PWCs.

In addition to the topics listed above, we will invite teachers and administration to suggest topics that will improve teaching and learning in the distance learning format.

STUDENT DEVELOPMENT

Prior to school closure, teachers worked closely with students to familiarize them with DOJO and Office 365. Once the transition to distance learning is made, it will be essential to establish and maintain regular contact with students. Every effort should be made to ensure they are adapting to the distance platform. It is important that students are given the opportunity to engage with their peers on a regular basis to abate any feelings of isolation and loneliness

STUDENT ACCESS TO DEVICES

Measures will be taken to ensure all students have a device during an extended closure. If possible, devices should be sent home with students before a closure is announced. If devices are not with students, administration should arrange times for parents/students to pick them up

Surrey School surveyed stakeholders to determine whether families have sufficient access to reliable devices that can be used for online learning. Contact was made with those families who answered no, and arrangements are being made to provide them with iPad or computers as needed. Families can either pick these devices up at the school or the school delivered the devices to the family. Link to parent survey- https://forms.office.com/Pages/ResponsePage.aspx?id=Kni_2_HO8UqGyB-SAQYdtiYeqE1jfZlOt46Q_uXcfXxUMDdRNFdLVjRNSFIINjdLRE9LVFNONDg2Uy4u

STUDENTS WHO REQUIRE ASSISTIVE TECHNOLOGY

Students who require assistive technology have been contacted by their Special Services case manager and provided equipment on March 25, 2020, which is needed to fulfill their needs as indicated by their IEP and/or 504 plans. Surrey School has partnered with Souris Valley Special Services to provide for those needs.

INTERNET ACCESS

Surrey School has surveyed stakeholders to determine whether each family has access to reliable, high-speed Internet. Contact was made with any family who answered no and arrangements were made with SRT and/or Midco to provide access. In the event that a student or parent notifies us that there is a short lag in time before Internet access is available to them, the teachers will deliver the same material to the students in our district who need their materials in a non-digital form. Link of survey- https://forms.office.com/Pages/ResponsePage.aspx?id=Kni_2_HO8UqGyB-SAQYdtiYeqE1jfZlOt46Q_uXcfXxUMDdRNFdLVjRNSFIINjdLRE9LVFNONDg2Uy4u

Our district has the infrastructure and professional capacity in place to support eLearning days as an emergency measure in the event of a health emergency that necessitates extended school closure. The school staff will work with individual families to accommodate as needed if there is no internet access. If there is a power outage or

another issue out of the family's control; staff will work with the student/parent to make arrangements for an opportunity for the work to be completed. Families will be informed to reach out to the building Principals to make these arrangements at any time during this period of distance learning.

ACCESS TO ALL CLASSES/COURSES

Surrey School has ensured that all distance learning instruction, resources, and supplemental materials are aligned to ND Standards

Elementary (PK-6)

During a partial or full closure, Class DOJO and Zoom will be used to virtually interact with students synchronously and asynchronously to provide services and support. We will also provide packets to accompany learning and provide for practice. Please refer to attached charts of on-line platforms and materials used per classroom.

High School (7-12)

During a partial or full closure, Office 365 and Microsoft Teams will be used to virtually interact with students synchronously and asynchronously to provide services and support. Please refer to attached charts of on-line platforms and materials used per classroom.

CTE & Lab Sciences

During a partial or full closure, Office 365 and Microsoft Teams will be used to virtually interact with students synchronously and asynchronously to provide services and support. Please refer to attached charts of on-line platforms and materials used per classroom.

SERVICES ASSURANCES TO STUDENTS WITH NEEDS

Ensuring high quality, age appropriate instruction for all students is always our goal including during a pandemic/epidemic closure. Special considerations will be made for at risk and other special populations.

At-Risk

At-risk students are defined as students who received Title 1 services during the school year. To ensure equitable services to these students during a closure, Title 1 teachers should communicate weekly and co-plan with classroom teachers to provide additional supports as needed to support general education courses. These supports could be: learning materials, books, assisting parents in supporting their students while at home, and/or online resources.

Special Education and 504

Surrey School is following guidelines provided by Souris Valley Special Services. Students receiving special education services through an IEP are unique and require special services in the event of a closure. US Dept. of Education guidance indicates that

once schools provide learning opportunities to students during a closure the LEA must take every effort to provide special education services and related services in accordance with the IEP.

- Communicate and Plan
 - Building principals, 504 case managers and/or SPED case managers shall connect with students and families concerning continuation of services. All parties that are normally part of the IEP team should have access. Case managers should pay attention to:
 - Resumption of services
 - Duration and scheduling of services
 - Educational services being provided
- Notice to Change without an IEP meeting
 - Our case managers will be in contact with each IEP student's guardian to plan for services and accommodations. Plans should be made for continuation of services within a "services at school" and "services online" 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.
- Services at School
 - The District will provide services to students based on the needs outlined in each child's IEP. Educational service decisions will comply with guidance from the DoE and NDDPI. These may include:
 - Online learning through Class DoJo, Office 365, Microsoft Teams, Zoom, You Tube.
 - Additional supports provided remotely (phone, email)
 - Individual or small group instruction on school property. This is allowable following the guidance of local health officials. At such time as the safety of student or educators is compromised, supports will be moved to an exclusively online platform.
- Services Online
 - When permissible or necessitated by health regulations, services may be provided in a synchronous or asynchronous model following the guidance above.
- Resources
 - <https://sites.ed.gov/idea/idea-files/q-and-a-providing-services-to-children-with-disabilities-during-the-coronavirus-disease-2019-outbreak/#Q-A-1>

English Learners

- Surrey School currently does not have any EL students. Should that arise, we would work with the family to provide the services required. We will also contact our CREA to request guidance on EL providers.

FEDERAL TITLE CONSIDERATIONS

As a Targeted Title 1 School, our Title I teacher will be available to continue services through online tutoring, as well as activities and links to programs for continued practice in Math and Reading. Title teachers will work with teachers to continue to plan for students needs as the classroom curriculum continues to evolve. Teachers will continue to refer students for Title I services if they are struggling with the new learning platform.

SCHOOL COUNSELORS

Surrey School counselors will regularly post links to information for all students and families on the school website which will include a variety of social-emotional learning activities and resources that will change frequently. Additionally, counselors will continue to offer school guidance classroom lessons through Class DOJO and Zoom. The counselors will adhere to the ASCA virtual learning guidance and ethics, as well as follow HIPAA/FERPA guidance, which have been reviewed and considered as we enter online learning platforms. Students can reach counselor through email and/or phone and will have the opportunity to set up individual counseling sessions using Zoom if they choose. Counselors will also reach out individually to students who they had been seeing on a regular basis to continue service.

PROVIDING HIGH-QUALITY, EFFECTIVE, STANDARDS-BASED EDUCATION

The focus of instruction will be on content that relates to content standards with an emphasis on relevance, engagement, and connections to 21st Century Skills. This will be provided through the use of textbooks and online books, instructional videos, simulations, games, short videos. Also, by using the on-line formats, we are positive this will provide more opportunities for student collaboration for learning.

The learning experiences in each content area will be a continuation of the regular school experience in which students will be able to access grade-level and subject-matter content. In addition, it will provide further opportunity for practice and mastery of previously taught material, which will be proven through assessments. In some cases, students will be able to continue to work on projects and content areas that were taking place before the transition to online learning. In other cases, teachers have made logical and reasonable modifications to allow students to continue to build proficiency and understanding in the content area. Instructional delivery through synchronous meetings, recorded explanations, and guided learning experiences will allow students to continue learning in a way that can be monitored and assessed.

Instructional materials used will vary with each content area. Some teachers sent home manipulatives such as art supplies. Students will also have access to online books and other materials. In many instances, the online resources are ones that the students have already used in the classroom. When new materials are used, the teachers will provide clear instruction and support through exploratory activities. Teachers will also seek to include opportunities for students to engage in activities that do not require screen time to provide a variety of learning experiences.

The content that teachers use to build their lessons aligns with North Dakota Content Standards and classroom learning targets. Teachers have been focusing on the content standards, updating unit plans, and collaborating to determine how to strengthen current lessons. So, the opportunity to modify these lessons and units for online instruction will continue to connect to the standards in new and creative ways that will likely be used in years to come.

The technology platforms we will use – Office 365, DOJO, Zoom PowerSchool, and Microsoft Teams all allow access to educators. Teachers are able to not only design, monitor, and assess learning, they can also participate with the students and provide consistent support. As earlier provided in this document, we have compiled a chart of supplemental instructional tools currently being used and will continue to add to that as new plans and ideas for student engagement come forth.

Each teacher has developed a plan to assess student learning and assign at least two grades each week, which will be posted in PowerSchool. Grades will be used to show evidence of learning that is linked to content standards.

Procedure for when students are not making adequate progress

The elementary staff will take grades two times a week for each subject being taught and they will be doing virtual face-to-face discussions and instruction. If a teacher notes that students are not keeping up with assignments or are struggling with daily work and quizzes, they will reach out to parents to make them aware. They will also make a plan to meet one-on-one virtually with those students to determine next steps for those individuals.

The elementary principal will also be available to provide support and guidance.

Possibilities may include reteaching virtually; online check-ins for assignments; or a possibility for a virtual tutor. If these students are in need of further interventions, teachers will make a referral to the MTSS team.

High School and Middle School staff will assess and grade two assignments per subject per week that are aligned to content standards. If students are not making adequate progress, teachers will reach out to students and/or parents to determine next steps. The HS principal will also be available to provide support and guidance. Although every effort will be made to support and help the student, if students do not make adequate progress when given these supports, they will not receive a passing grade in the course in which they are enrolled, thus they will not attain the credit for that class.

Provisions for instructional support, including assessment and evaluation of work

Assessments

During this time, teachers are using curriculum materials and online supplemental materials for instruction. They will be posting videos, as well as, having virtual classes

that will be recorded for teaching lessons. Currently our teachers have the materials needed to teach virtually. Some programs that teachers will be using assess student work as it is completed, other assignments will be turned in through Office 365, DOJO, email, or by taking a picture and sending it to their teacher. Teachers have the equipment to assess student work virtually and to provide feedback to students after it is completed. Progress will be monitored through corrected assignments, student engagement, and class participation. If a teacher notes that students are not keeping up with assignments or are struggling with daily work and quizzes, they will reach out to parents to make them aware. They will also make a plan to meet one-on-one virtually with those students to determine next steps for those individuals. Possibilities may include reteaching virtually; online check-ins for assignments; or a possibility for a virtual tutor. If these students are in need of further interventions, teachers will make a referral to the MTSS team.

Grading

The District will continue to follow our policies, practice, and grading structure during a closure due to a pandemic/epidemic.

Students in grades K-12 will submit no more than two assignments a week that will be used to assess and evaluate progress. Grades will be used to show evidence of learning that is linked to content standards.

STUDENT MEALS & FEEDING

Students who receive free or reduced meals during the school year are particularly vulnerable during a long-term closure. To address this need, and for all of our students, the District will develop a meal preparation and delivery plan. The District will follow guidance from NDDPI and USDA on the distribution of student meals. Currently we are providing 253 meals per day.

HUMAN RESOURCES PROCESSES, PROTOCOLS, AND POLICIES

Surrey Public School has approved an ongoing payment plan with considerations for all certified and classified staff. Administration has informed staff that the same procedures remain in place for requesting professional leave, sick leave, personal leave, and leave without pay. If an employee does not have the accumulated sick leave, the school district will utilize the emergency sick bank in accordance with the employee handbook and policies.

FEDERAL PROGRAMS AND FUNDS

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

Materials

Surrey	
Pre-K	Science - <i>Scholastic Newspaper</i> Social Studies - <i>Scholastic Newspaper</i>
Kindergarten	Reading - Reading Street Math - Harcourt Math Science - <i>Scholastic Newspaper</i> Social Studies - <i>Scholastic Newspaper</i>
First Grade	Reading - Reading Street Math - Harcourt Math Science - <i>Scholastic Newspaper</i> Social Studies - <i>Scholastic Newspaper</i>
Second Grade	Reading - Reading Street Math - Harcourt Math Science - Pearson <i>Realize</i> Social Studies - Pearson <i>Realize</i>
Third Grade	Reading - Reading Street Math - Harcourt Math Science - Pearson <i>Realize</i> Social Studies - Pearson <i>Realize</i>
Fourth Grade	Reading - Reading Street Math - Harcourt Math Science - Pearson <i>Realize</i> Social Studies - Pearson <i>Realize</i>
Fifth Grade	Reading - Reading Street Math - Harcourt Math Science - Pearson <i>Realize</i> Social Studies - Pearson <i>Realize</i>
Sixth Grade	Reading - Reading Street Math - Harcourt Math Science - Pearson <i>Realize</i> Social Studies - Pearson <i>Realize</i>
Art	ArtForKidsHub.com Directed Drawings Guided Drawing Videos Letter cut-out and assembly Math Manipulatives Portfolios Sound (phoneme) color sheets

Music	Macmillan & McGraw-Hill <i>Spotlight on Music</i> Neil A Kjos <i>Standard of Excellence</i> Pearson & Gott <i>First Performance</i> Music Notes Worksheets Instrument Review Packet Band Tunes 1
Physical Education	Physical activity logs Open Physical Education: <i>OpenPhysEd.org</i> NE Shape: <i>NDSshape.org</i>
English	
7 th Grade	Holt <i>Elements of Literature</i> 1 st Course The Call of the Wild
8 th Grade	Holt <i>Elements of Literature</i> 2 nd Course <i>The Outsiders</i> Packets “Scholastic Scope and Action” Magazine Moby Max – Online resource Teacher One Stop
9 th Grade	Holt <i>Language Textbook</i> Holt <i>Elements of Literature</i> 3 rd Course <i>To Kill a Mockingbird</i>
10 th Grade	<i>No Fear Shakespeare Macbeth</i> <i>Macbeth</i> graphic novels Research paper packet.doc & pdf
11 th Grade	<i>Great Gatsby</i> Harlem Renaissance Notes <i>Until They Bring the Streetcars Back</i>
College English	Mini Thesis Peer Eval Bio IND Journal Requirements Biography novel Nonfiction Draft Rubric Final Nonfiction Rubric <i>Now Write</i> Autobiography Peer Eval Biography Essay packet

Speech/College Speech	<i>Munschworks</i> Speech Handbook Most Up to Date Schedule College Level Research Worksheet Vocal Variety Notes ppt. Oral Interpretation Video Variety of Oral Interpretation pieces. Manuscript Guideline and Example Electronic Database Tutorial
Foreign Language	
8 th Grade Spanish	Readings Choice Board
Spanish 1	Readings Choice Board
Spanish 2	<i>Los Agentes Secretos y el Mural de Picasso</i> Reading Packet
German	Brandon Brown <i>Will einen Hund</i> Activities Quizzes
Math	
7 th Grade	Larson & Boswell <i>Big Ideas Math</i> Worksheet pdf Step-by-step videos
8 th Grade	Larson & Boswell <i>Big Ideas Math</i> Worksheet pdf Step-by-step videos
Advanced Algebra	McDougal Littell <i>Algebra 2</i> Skeleton notes Video references Textbook assignments
Algebra	Holt McDougal <i>Algebra 1</i> Worksheet pdf Step-by-step videos
College Algebra	Blitzer <i>College Algebra</i> Skeleton notes Video references Textbook assignments

Geometry	Holt McDougal Larson <i>Geometry</i> Skeleton notes Video references Textbook assignments
Math Strategies	Worksheet pdfs
Pre-Algebra	McDougal Littell <i>Pre-Algebra</i> Skeleton notes Video references Textbook assignments
Science	
Anatomy	Pearson <i>Human Anatomy & Physiology</i> Creatures of the Namib YouTube
Earth Science	Glencoe <i>Earth Science</i> Assignments
Ecology	Holt <i>Environmental Science</i> Biome Rubric PowerPoints
Health	PowerPoints Online resources: The American Heart Association Healthy Children Teen Mental Health Scholastics
Life Science	Glencoe <i>Life Science</i> Assignments
Physical Science	Prentice Hall <i>Physical Science</i> Chapter Questions Quick Labs
Social Studies	
7 th Grade	Glencoe <i>Exploring Our World: People, Places, and Cultures</i>
8 th Grade	Glencoe, McGraw Hill <i>Discovering Our Past: A History of the United States</i>
Geography	American Geography resources Readings Worksheets

	<u>Online Resources:</u> Khan Academy Crash Course Videos CNN10
POD/Economics	Financial fitness for Life The ABC of Money Making Economics in Action Understanding our Economy <u>Online Resources:</u> Khan Academy Crash Course Videos CNN10
United States History	McDougal-Littell <i>The Americans</i> Readings Worksheets Section and Chapter Questions PowerPoints <u>Online resources:</u> Khan Academy Crash Course Videos CNN10
ND Studies (World Geography)	Glencoe <i>World Geography and Cultures</i> Readings Worksheets Section and Chapter Questions <u>Online Resources:</u> Khan Academy Crash Course Videos CNN10 World Geography Games
Business	
Accounting	Glencoe <i>Century 21 Accounting</i>
Business Law	Glencoe <i>Business and Personal Law</i>
Career Decisions	Worksheets PowerPoints Quizzes
Careers	Bailey <i>Working Learning and Living</i>
Database	Yearbook Avenue – Jostens PowerPoint
Desktop Publishing	Yearbook Avenue – Jostens

	PowerPoint
Financial Literacy	Ramsey <i>Foundations in Personal Finance</i>
Keyboarding	Typing.com
Multimedia	Smart device Google Docs YouTube
Web Design	FreeCodeCamp.com Weebly
Word Processing	Typing.com
Music and Art	
Art	Art Class Curator – Online Subscription Virtual Tours Video Tutorials
Band	Rubank <i>Advanced Method Vol. 1</i> Music Theory.net
Choir	Art Songs – Various MusicTheory.net
General Music	Alfred's <i>Essentials of Music Theory</i> MusicTheory.net
Musicology	Alfred's <i>Group Piano for Adults</i> MuseScore.net
Tech Ed	
Tech Ed	Prentice Hall <i>Core Curriculum</i>
Physical Education	
PE 7-12	PDF documents YouTube OpenPE
Weightlifting	Fitness Routines YouTube Weight training articles Physical Activity Log Self-Reflection essays

Surrey Digital Platforms	
Kindergarten	DoJo, Zoom
First Grade	DoJo, Zoom
Second Grade	DoJo, Zoom
Third Grade	DoJo, Zoom
Fourth Grade	DoJo, Zoom
Fifth Grade	DoJo, Zoom
Sixth Grade	DoJo, Zoom
Elementary Music	DoJo, Zoom
Elementary Phy Ed	DoJo, Zoom
Seventh Grade (English, Math, Science, Social Studies, Choir, Band, Phy-Ed, Art)	Microsoft Teams Zoom
Eighth Grade (English, Math, Science, Social Studies, Choir, Band, Phy-Ed, Art)	Microsoft Teams Zoom
High School English (All)	Microsoft Teams Zoom Google Docs Google slides
High School Math (All)	Microsoft Teams Zoom
High School Social Studies (All)	Microsoft Teams Zoom
High School Science (All)	Microsoft Teams Zoom
High School Music (All)	Microsoft Teams Zoom
High School Business (All)	Microsoft Teams YouTube Online Yearbook Program
High School Ag	Microsoft Teams Zoom
High School Spanish	Microsoft Teams Zoom

High School Art	Microsoft Teams Zoom
ITV & CRACTC	Teacher directed platform
Seventh Grade (English, Science, Social Studies, Choir, Band, Phy-Ed, Art)	Microsoft Teams Zoom
Eighth Grade (English, Science, Social Studies, Choir, Band, Phy-Ed, Art)	Microsoft Teams Zoom
High School English (All)	Microsoft Teams Google Docs Google Slides
High School Math (7-12)	NDCDE
High School Social Studies (All)	Microsoft Teams Zoom
High School Science (All)	Microsoft Teams Zoom
High School Music (All)	Microsoft Teams Zoom
High School Business (All)	Microsoft Teams Zoom
High School Art	Microsoft Teams
ITV & CRACTC	Teacher directed platform

Students

Mr. Stockie's Remote Learning Agenda

for

Expected Activity of a 6th Thunderbird

- Students are required to check in Monday - Friday by 6:00 PM

Why?

Schools are required to demonstrate attendance and participation in education.

How?

Students should log into their ClassDojo accounts and complete the attendance activity in their portfolio. A new activity will be posted daily, Mon-Fri.

- Please organize your learning as you see fit! You wanted choices and responsibility, you got it.

You are suggested to spend 20 minutes per subject for a total of 2 hours per day.

Daily Work Schedule

Language Arts: 60 Minutes Total

Reading: Reading Log 20 Minutes, Assigned Reading Street Pages and Notes

Writing: Daily Dojo Journal Entry, 5 Spelling Sentences

Grammar: Assigned Reading Street Pages, Notes, and Worksheets

Science 20 Minutes: Pearson Realize account login is REQUIRED!

Assignments will be delivered through Pearson Realize and your interactive textbooks. They must be completed fully by the assigned due date and submitted for scoring.

Math 20 Minutes: Assignments will be delivered on paper or through Dojo.

Social Studies 20 Minutes: Pearson Realize account login is REQUIRED!

Assignments will be delivered through Pearson Realize and must be completed fully by the assigned due date and submitted for scoring. I expect students to continue taking and submitting screenshots of their Cornell Notes.

Curriculum Materials and Websites needed

for

Mr. Stockie's 6th Grade Class

Where do you complete your work?

Daily Check in

ClassDojo

Science

<https://www.pearsonrealize.com/index.html#/>

Science Interactive Textbook

ClassDojo

Social Studies

<https://www.pearsonrealize.com/index.html#/>

Class Dojo

Language Arts

<https://www.nightzookeeper.com/>

Worksheets sent home

ClassDojo

Zoom meetings

Math

Worksheets sent home

ClassDojo

Zoom meetings

Music, PE, Counselor, Library

Worksheets sent home

ClassDojo

Additional Materials as Possible

Tools for Teachers

Curriculum

- Continue using our available curriculum for reading, math, science, and social studies.
- Feel free to continue using online resources that you've been using. Keep it normal!
Raz Kids, Splash Math, Khan Academy, Night Zookeeper, Mystery Science, etc.

Collaboration

- Zoom
<https://zoom.us/docs/en-us/covid19.html>
- Class Dojo
- Professional Development
- Grade Level Coordination

Communication

- School Website: <https://www.surrey.k12.nd.us/>
- Class Dojo
 - Class/School Story
 - Student Portfolios
 - PDF Files, Videos, Photos, Links
 - Dojo Events

Consistency!

Expectations

For Families

Parents as Colleagues

- Growth Mindset: <https://ideas.classdojo.com/>
Set the tone for your children. Structure during this time of uncertainty will be your friend.
- Transparency
Communication will be key, please remember to reach out during our contact hours if you have any questions!

Completing Required Materials

- Work will be sent out bi-weekly and must be completed within the following two weeks.
- Please follow the recommended timelines in your grade level's Learning Agenda.
You DO NOT need to do everything at once or spend hours at a time.
Pace yourself.

Quality Questioning

Use these questions with your kids!

- What have you tried?
- Can you explain in a different way?
- Does your answer seem reasonable? Why or why not?

Boundaries and Expectations

- How often will the teacher be sharing?

Teachers will engage with students and parents daily, Mon.-Fri.

Special Service Teachers will contact periodically. (Library, Counselor, PE, Music)

Assignments and material will be delivered bi-weekly.

- How quickly will the teacher respond?

Notifications are activated during our workday: Mon.-Fri. 8:00 AM-4:00 PM

We will attempt to communicate as quickly as possible during this time.

- Quiet hours!

Teachers will use their discretion in checking or responding outside of work hours.

Surrey Mustangs Remote Learning

Expectations

For Students

Checking in

- How often?

Students are required to check in Monday-Friday by 6:00 PM

- Agenda

Students are expected to read and understand the Learning Agenda and follow it to the best of their ability.

All work must be posted or returned by the given due date.

- Teacher 'Office Hours'

Teachers are available Mon.-Fri. from 8:00 AM - 4:00 PM

Designated Workspace

- Free from distractions
- All the tools they need

Balance

- Get outside!

- How much time should you be spending with education materials?

K-3: 1 Hour/Day

4-6: 2 Hours/Day

For Yourself

Working Remotely

- Get Dressed

- Set a Routine

- Workspace

 - Designate a space for work. NOT YOUR BEDROOM!

- Background Noise

 - Remember you are used to a classroom full of kids! Play some music or add ambient sound effects, you may be surprised how much better you feel.

- Work/Life Balance

 - Set working hours:

 - Set quiet hours:

- Be Realistic

 - Overwhelmed? Then families probably are too!