

SURREY PUBLIC SCHOOL DISTANCE LEARNING PLAN

2020-2021 School Year

TABLE OF CONTENTS

COMMITTEE MEMBERS

DEFINITIONS

DISTANCE LEARNING INFRASTRUCTURE

COMMUNICATION PLAN

LEVEL OF CONTINUATION

HEALTH AND SAFETY CONSIDERATIONS

STUDENT ATTENDANCE AND ENGAGEMENT

MANAGEMENT OF MOVING INTO A HIGHER THRESHOLD OR RISK LEVEL

ENSURING EQUITABLE SERVICES

PREPARING FOR DISTANCE LEARNING

PROFESSIONAL DEVELOPMENT

STUDENT DEVELOPMENT

STUDENT ACCESS TO DEVICES

STUDENTS WHO REQUIRE ASSISTIVE TECHNOLOGY

INTERNET ACCESS

ACCESS TO ALL CLASSES/COURSES

SERVICES ASSURANCES TO STUDENTS WITH NEEDS

AT-RISK

SPECIAL EDUCATION AND 504

ENGLISH LANGUAGE LEARNERS

FEDERAL TITLE CONSIDERATIONS

SCHOOL COUNSELING

PROVIDING HIGH-QUALITY, EFFECTIVE, STANDARDS-BASED EDUCATION

ASSESSMENTS

GRADES

Procedure for when students are not making adequate progress

DISTANCE LEARNING EXPECTATIONS

**Surrey Public School Board
Approved August 4, 2020**

COMMITTEE MEMBERS

David Gerding- Superintendent

Debbie Hansen- K-12 Principal

Brad Hoffarth- Dean of Students

Teachers- Eric Pelletier, Amy Lee, Katie Brekke, Jordan Trottier, Alexander Grosz,

Sarah Thom, Courtney Traeger

School Board Member- Nicole Wald

Parents- Jodi Webb, Christa Brunsel

Students- Katie Aberle, Jet Viscosky

Our first priority is to maintain relationships and the safety of our students and staff. We believe relationships are not just teacher-student, but also include teacher-teacher, student-student, teacher-parent, principal-teacher, supt.-custodian etc. As we continue navigating the waters of uncertain times, we will continue to live out our commitment to provide the best possible educational experience for our students using a variety of methods and means as the situation allow

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.

Hybrid Learning: A combination of synchronous and asynchronous learning. Examples could include a block schedule, an AB schedule, face to face and/or distance learning.

Office Hours: At the high school and elementary (PK-6), teachers at Surrey School will schedule times when they are available to interact with students. Those schedules will be communicated with students and parents. Office hours might include responding to emails, or answering specific questions from students or parents.

In March 2020, Surrey Public School closed its school building for in-person learning due to the outbreak of COVID-19 and related public health orders. For the remainder of the spring semester, students engaged in remote learning throughout the district. While our preferred model of instructional delivery is a traditional face-to-face educational environment, we anticipate continued public health restrictions throughout this upcoming school year.

The purpose of this plan is to maximize in-person learning opportunities. Surrey School has crafted a plan that allows us to respond quickly to changing local, regional, state and national conditions. As conditions change, we may be forced to change how we provide instruction during the school year. Surrey School's plan includes a Blue/Green-Yellow-Orange/Red system that outlines what students, staff and parents can expect under different conditions.

- **BLUE/ GREEN: Face-to-Face or Synchronous Distance Learning** – Surrey School will reopen with all students attending school full time, either face-to-face or through synchronous distance learning. Synchronous distance learning means learning occurs at the same time, but not at the same place (e.g., chat, streaming, video, instant messaging, web conferences). Students engaged in synchronous distance learning will attend regular classes in real time from a remote location.
- **YELLOW: Learning With Caution** – Surrey School *may* shift to a hybrid schedule with students attending school on alternate days so some students are learning part-time in school and some students are learning part-time at home.
- **ORANGE/RED: Learn at Home & Stay Safe** -- In extreme conditions, which could include a local or state stay-at-home order, **Surrey School will close school and shift to remote learning for all students.**

Surrey School's Learning Plan includes recommendations from health officials, and reasonable procedures to try and mitigate risks and minimize the spread of COVID-19. To accomplish our goal of reopening school, it is imperative all students, staff and parents do their part by following health department guidance whether they're at school or out in the community. Everyone will also need to monitor their health and stay home if they are feeling sick or showing symptoms of COVID-19.

If, as a family you choose the distance learning option, parents will be required to register their children prior to August 12th. There is a link to an electronic form on the website.

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 20/21 school year.

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. If you have issues with wi-fi capability or devices, please contact the school.

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

Developing and refining a distance learning platform 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. Information about how teachers will design engaging lessons are included in this plan.

COMMUNICATION PLAN

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. All staff members email's are available on the Surrey School website.

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
- 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 Members 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.

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 will be measured each day through the following mechanisms:

Grades PK-6: students will submit attendance by 9 PM each day through their designated learning platform. Teacher will upload attendance into powerschool by 8 AM the following day. Dean of students will monitor and follow up according to our regular attendance procedures. If sick, the students will be instructed to call the school by 9 a.m., according to the student handbook.

Grades 7-12: Students will be required to attend daily Microsoft Teams sessions. Attendance will be taken at each session throughout the day for HS students. Dean of students will monitor and follow up according to our regular attendance procedures. If sick, the students will be instructed to call the school by 9 a.m., according to the student handbook. Exemption from semester tests will not be tied to attendance. HS students with an A or B will be exempt from semester testing.

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 and dean of students 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 dean of students will contact parents.

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

Each teacher in grades PreK through 12 has set up an online platform for their classes. Pre K-1 will use DOJO and ZOOM. Grades 2-6 will use DOJO and Microsoft Teams. Grades 7-12 will use Microsoft Teams.. Students will be contacted/invited to the classes, and teachers will make sure all students have made contact back/joined the class.

Each teacher of students in grades 2-12 will use Microsoft Teams platform to organize class assignments and resources. Students will learn how to work with the required tools and processes during the beginning of the school year to ensure smooth transitions between hybrid and distance learning situations.

Management of moving into a higher threshold or risk level

Our district will work with county and state health officials to determine if or when it is necessary to move between the face-to-face classroom, hybrid, or distance setting. Whenever possible, teachers will continue to teach from their classroom regardless of the risk level, but students may need to learn from home according to the plans for moderate and high-risk levels. When students move from the classroom settings to the hybrid or distance learning settings, materials will be made available to students that will be necessary to continue learning at home.

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, Zoom and Teams to ensure that students have regular personal contact with their school instructional and support staff.

PROFESSIONAL DEVELOPMENT

During the 2020-2021 school year, there will be an emphasis on professional development targeted to what teachers need to know to successfully implement hybrid and distance teaching to enhance learning for all students.

The ability to implement this plan rests heavily on previous professional learning and curriculum planning by our staff. Teachers have received previous training on how to integrate technology into instruction effectively and how to use Microsoft Teams to increase communication and engagement as well as to build relevance and opportunities for global learning into instruction. There will be continued training throughout the school year.

In addition to the required meeting times, we have set up Microsoft Teams for professional learning that includes teaching resources and other professional development resources. Scheduled early outdays and Professional Development days will still be utilized for professional development, which could give needed support related to distance learning.

Topics that we will address in the near future for Professional Development

- Planning for smooth transitions between learning settings
- Social-emotional learning strategies
- Communication with parents

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

The 20/21 school year will begin with continued training on the distance learning platforms. 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

At the beginning of the school year, families in the Surrey Public School District will be asked whether each family has access to reliable, high-speed Internet.

Our district has the infrastructure and professional capacity 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. Parents have received information to reach out to the building Principals to make these arrangements at any time during this period of distance learning.

STUDENTS WHO REQUIRE ASSISTIVE TECHNOLOGY

Students who require assistive technology have been contacted by their Special Services case manager and provided equipment that 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.

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 distance learning, Class DOJO, Zoom, and Microsoft Teams will be used to virtually interact with students synchronously and asynchronously to provide services and support. We will also provide packets as needed to accompany learning and provide for practice.

High School (7-12)

During distance learning, Microsoft Teams will be used to virtually interact with students synchronously and asynchronously to provide services and support.

SERVICES ASSURANCES TO STUDENTS WITH NEEDS

Ensuring that students with Individualized Educational Plans (IEPs) and 504 plans receive continued services. All educational decisions for students with IEPs will be made on an individual basis and consistent with the Individuals with Disabilities Education Act (IDEA) and the North Dakota Department of Instruction's Office of Special Education guidelines.

Our Special Education teachers (PreK-12) have been working closely with Souris Valley Special Education Unit to ensure that all students with IEPs and 504 plans will be provided the same accommodations and modifications outlined in their IEP. Special Education teachers will work with regular education teachers to determine appropriate modifications for any electronic/home-based learning materials. For students that have a majority of special education minutes, they will have synchronous and asynchronous meetings with their special education teacher. These assignments may include General Education teacher assignment, or it could be something completely different related to one of the students' goals. All special education teachers will be available to support student learning and answer any questions via email. Paras will also be utilized to offer assistance to Special Education students.

Our pre-school students on IEP's will continue to receive services in a manner similar to our K-12 students. Materials will be sent home to students weekly. The pre-school special education teacher will also deliver synchronous instruction via ZOOM.

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 – 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.

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

Assessments

During hybrid and distance learning, 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 Microsoft Teams, 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 hybrid or distance learning. HS students with an A or B will be exempt from semester testing.

Procedure for when students are not making adequate progress

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. If these students are in need of further interventions, teachers will make a referral to the MTSS team.

The principal and dean of students 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.

DISTANCE LEARNING EXPECTATIONS

Parents are expected to:

- Commit to distance learning for the entire first quarter of the 20/21 school year. Switching to in-person will only be allowed at the end of each quarter to begin in the following quarter.
- Facilitate internet availability for your child to access the distance learning platform. If lack of internet access is a barrier, please contact Surrey School administration.
- Provide a quiet study space for your child.
- Ensure that elementary students are focused and ready to participate and engage during livestream learning activities.
- Ensure all your students engage daily with teachers and the assigned learning activities.
- Support academic engagement and academic honesty by eliminating access to additional digital devices during learning and assessment time.
- Facilitate occasional in-person teacher/student meetings (at mutually convenient appointment times) so that students may participate in formally proctored assessments.
- Be willing to exchange learning materials at the school as needed. For example: dropping off completed work or picking up additional learning materials.
- Understand that Surrey School eligibility requirements for extra-curricular activities applies to distance learning students.
- Attendance policies will be enforced as stated in the student handbook.
- Contact teacher if student is not able to connect to learning platform.

Students are expected to:

- Commit to distance learning for the entire first quarter of the 20/21 school year. Switching to in-person will only be allowed at the end of each quarter to begin in the following quarter.
- Know that assessments and grades are going to be based on the ability to demonstrate learning (completion of assignments and assessments). Credit is not available for just “checking in”.
- Attendance policies will be enforced as stated in the student handbook.
- Actively engage in the learning process with teachers and classmates.
- Contact teacher if not able to connect to learning platform.

Teachers are expected to:

- Take daily attendance.
- Support learning activities and outcomes comparable, but not identical to, on-campus instruction and grading.
- Provide both live-learning connections and recorded instruction for students.
- Provide any printed materials as needed
- Schedule live instruction at reasonable times and communicate times with parents and student
- Schedule time for student questions. Teachers will communicate their schedules with students and parents.

School is expected to:

- Ensure certified instructors
- Work with families to insure device/wifi access.
- Communicate with families and students of any changing circumstances.