Scranton Public School District #33

K-12 E-Learning / Distance Education Plan

Mission

All students will be challenged and empowered to maximize their individual potential both personally and academically.

Beliefs

- Students deserve a safe and respectful environment
- With responsibility and high expectations comes confidence to face challenges
- Character traits such as integrity, empathy, and respect should be fostered throughout all learning experiences
- Collaboration leads to group success and personal growth

Distance Education Plan Overview

Scranton Pubic School's Distance Education Plan will continue to meet our mission and belief statements. Student Engagement is the focus with all E-Learning striving to provide student activities and lessons that meet the following four key areas of instruction.

- High-level Thinking
- Student Agency
- Authentic Work
- Technology Infusion

Distance Education Plan related to COVID-19 Phases:

1. **Phase "Green" (standard precautions):** School is in session and parents/guardians are given the distance learning option.

    *Parents/guardians shall complete the Distance Learning Option form (Addendum #2), indicating that for a nine-week period (school quarter) they are choosing the distance education option for their child/ren. At the end of this nine weeks, parents/guardians will once again have the option of their children attending school or continue with distance learning.

    *Assignments will be posted on TEAMS daily and teachers will monitor the TEAMS chatline throughout the school day. Teachers will arrange for video conferencing with the student upon the request of the student or parent/guardian. Students are required to turn in assignments and complete assessments on the timelines given by the teacher. Parents assume the responsibility to monitor their child/ren progress to ensure work is being completed and that their child is keeping pace with the class. For special populations the same accommodations will be provided over distance learning as they would in the classroom.

2. **Phase "Yellow" (heightened risk of exposure):**

    *The same distance education guidelines will be followed as in the green phase except that parents will have the distance learning option at the time when the school district moves from the green phase to the yellow phase. At the end of the nine-week period, parents will once again be able to exercise this option.

3. **Phase "Red" (significant transmission risk):**

    *The school district will be completely distance learning.

How the school district will ensure that all students have access to an educator:

- All students will have daily access to their teachers. The primary method of conducting classes each day will be through Microsoft Teams. All classrooms have been established where teachers will video conference with their classes. On Teams students can use the chat feature to share ideas with their class and also chat privately with the teacher. Using Teams the teacher can send and receive materials from the students. We have a formal class schedule where time has been designated for individual tutoring requested by the student or the teacher. It is a complete interactive network for learning.
- Students may also communicate with their teacher using e-mail, telephone or text messaging.

Distance Education Plan Accessibility

Technology surveys and access surveys were conducted for grades K-12 on March 13, 2020. The surveys measured student access to the Internet and devices needed. Students have been supplied with these devices. Each device was checked out to students by our Technology Coordinator.

- Issues with access identified through the surveys have been addressed and resolved with our local Internet carriers.

Teacher Contracts and Leave Benefits

- Teachers are under contract from 8:00 – 4:00 p.m. The request for leave will be handled the same way as when teachers are in the building. Our teachers have accumulated a large number of sick days. Should however this become an issue for any of our teachers, The Board of Education will make a determination. As of March 17,2020, The Board of Education decided to pay all staff for one month and revisit this issue at our next meeting.

Scranton Elementary School K-6

Scranton Elementary School will provide E-Learning through Microsoft Teams, Microsoft OneNote, and Classroom Dojo. The teaching staff at Scranton Elementary has been trained by EduTech to use these features and have used it throughout the school year. Our students have used these platforms and understand how they can be used. We also have many other online learning tools that we have used throughout the year that are available to our students and staff. Some of these tools include, IXL Math, IXL Language Arts, IXL Science, Istation Reading, Flipgrid, SeeSaw, and many more.

How much time will students and teachers be required to participate in opportunity learning each "school day"?

Student Expectations

- Students will be expected to be engaged for 20-30 minutes per content area per day with a focus on reading and mathematics.
- Completion of all assigned work
- Keep your regular school schedule as much as possible
- Participate in a daily Microsoft Team Meeting with the whole group
- Participate in one-on-one Microsoft Team Meetings with the teacher as scheduled
- Collaborate on activities in groups with the use of Microsoft Team in both the post and meeting features
- Communicate with the teacher when more assistance is needed

Teacher Expectations

- Develop engaging activities for all students that focus on High-level Thinking, Student Agency, Authentic Work, and Technology Infusion
- Hold 20-30-minute whole group class check-ins and lessons every day via Microsoft Teams
- Contracted day is from 8:00-4:00 and teachers need to be available for all students during this time whether working from school or home
- Modify all assignment according to any IEPs and 504s.

- Participate in Staff Meetings every Monday morning and as set up during contracted time
- Communicate with parents/guardians through email, Classroom Dojo, text messages, or phone calls. The communication is imperative.
- Check on the health of every student, every day.
- All distance learning classrooms will have the administrator attached to help monitor that lessons are focused on student engagement and content standards.

How will we provide learning opportunities for student with special needs?

- All teachers are required to modify and accommodate work according to student IEPs and 504s. All assignment and modifications will be dropped into a team folder for our resource room, where our Special Education Teachers will monitor to double check all accommodations are being met.
- The Special Education Resource room has created a separate Microsoft Teams group for each student on an IEP. They will check in with students daily and will meet individually through the meeting function on Microsoft Teams for any one-on-one intervention time.
- For our speech services, we already use the online platform called TinyEye. Our speech pathologist has filled each student's online backpack with specific online games to work on their individual speech IEP goals. Our speech staff have also set up a Microsoft Teams group for each student so that the Microsoft Teams Meeting and Post features can be used to check with each student.
- Scranton Public School is a Targeted K-6 program. All Title I students will be monitored by the Title I teacher through their online classrooms. Online packets of interventions will be sent home with students as needed based on the Title I teachers monitoring of students.

How will we provide appropriate remote facilities and access for all students participating in opportunity learning, including computers,

internet, and other forms for electronic communication that will be utilized in the program?

- Surveys were sent out to make sure that all students had devices and internet services
    - We are a one-to-one elementary school so all students checked-out their devices to take home for school use.
    - We worked with our local providers to ensure all households without internet service were hooked up with access until the end of the school year.
- Communication with students and parents will be through email, phone, social media, instant alert, the school website, and Microsoft Teams.

How will we monitor and verify each student's electronic participation?

- Daily Class Meeting on Microsoft Teams between students and teachers
- Teachers will monitor student work through the Microsoft Teams, Microsoft OneNote, and Classroom Dojo platforms. IXL and Istation also generate reports of student progress. The focus will be on student engagement.
- Teachers will monitor the student's work daily with a focus on student engagement.
- Any students that are not meeting student engagement expectations will have their teacher contact parents and administrators.

How will we address the extent to which student participation is within the student's control as to the time, pace, and means of learning?

- Student engagement will vary based on age group
    - K-6 students will be expected to be engaged 20-30 minutes per content area per day with a focus on Literacy and Mathematics
- Teachers will communicate weekly with parents to ensure students are stimulated and engaged, not frustrated.

How will we provide effective notice to teachers, staff, student and their parents or guardians of the use of the Distance Learning Program?

- Communication will be accomplished through email, phone, social media, instant alert, the school website, and Microsoft Teams.
- All staff members have been trained on the platforms and know the expectations for them.

How will you ensure that all teachers and staff involved in the distance learning program will have access to any and all hardware and software that may be required for the program?

- The Scranton Elementary Staff has been trained in all of the platforms we are using to provide the distance learning program.
- Teachers are encouraged to take home their school issued devices.
- Teachers will have access to all hardware and software needed to operate their teaching.
- Administration will be in contact with all teaching staff daily.

School Counseling Services

- A Teams group for all students in grades 7-12 has been created for the School Counselor and the Principal. Any type of group or individual communications (chat/video conferencing) available in Teams can be used by the school Counselor to communicate with students

Scranton Secondary School Grades 7-12

How the school district will ensure that all students have access to an educator:

- All students will have daily access to their teachers. The primary method of conducting classes each day will be through Microsoft Teams. All classrooms have been established where teachers will video conference

with their classes. On Teams students can use the chat feature to share ideas with their class and also chat privately with the teacher. Using Teams the teacher can send and receive materials from the students. We have a formal class schedule where time has been designated for individual tutoring requested by the student or the teacher. It is a complete interactive network for learning.

- Students may also communicate with their teacher using e-mail, telephone or text messaging.

How will we monitor and verify each student's electronic participation?

- Daily Class Meeting on Microsoft Teams between students and teachers
- Teachers will monitor student work and class participation through the Microsoft Teams.
- Teachers will be recording class attendance in Power School. They will also send the daily absentee list to the School Secretary to be distributed to the Principals.
- Teachers will monitor the student's work daily with a focus on student engagement.
- Any students that are not meeting student engagement expectations will have their teacher contact parents and administrators.
- Special Populations: Prior to assigning classroom work, teachers will use Teams to distribute those assignments to the Special Education Teacher to ensure appropriate accommodations have been made. These students will also have designated times with the Special Education teacher on teams to assist them in any way needed.

Professional Development and Distance Learning

- The Scranton Teaching Staff has been trained to use the platforms described in the plan. We will continue to share at our weekly staff

meetings (via Teams) new and innovative ways to utilize new resources both externally and within the Teams platform.

- Teachers have access to the district's IT staff as well as Tyler Ward of Edu Tech for specific questions in the future.

Special Education Considerations

- Our Special Education Teacher and staff have created Teams networks to communicate/instruct/tutor students with IEP's and 504 plans. Each student will be given individual consideration by the Special Education staff and the teaching staff.
- Assignments will flow through the Special Education Staff to ensure the IEP and 504 requirements are met.
- The Special Education Staff will be monitoring assignments as well as using Teams to directly contact these students and offer supports.

Federal Title Considerations

- Scranton School is a K-6 Title I targeted school. Delivery of Title I services have been addressed in Elementary portion of this plan.
- Funds for other federal title programs have been expended prior to the school shutdown and reimbursement claims will be submitted.

School Counseling Services

- A Teams group for all students in grades 7-12 has been created for the School Counselor and the Principal. Any type of group or individual communications (chat/video conferencing) available in Teams can be used by the school Counselor to communicate with students.

Other Plan Considerations

- We have addressed student access to both devices and Internet connectivity in their homes. We have considered the number of students

in each home and the number of devices needed. For those who needed devices or their homes needed additional devices, those devices have been sent home. Should devices malfunction we have replacements ready to be checked out.

- Internet Connectivity: We have been in contact with families through surveys and individual conversations. All students have access to the Internet. Our local Internet providers have been wonderful to work with and we will continue to communicate with them if issues arise.
- Students have been transitioned into the web-based learning environment. We have tested the system with our students and they understand how to access and communicate with their classrooms and teachers.
- We have developed a daily class schedule much like when we are in the school building. Time for tutoring of any student as well as time for our Special Education staff to work with students has been built into our schedule.
- CTE and Distance Education Courses are also continuing using the platforms that the teacher/college/university have developed prior to the school closure. Teachers are communicating directly with their students.
- ELL: Currently Scranton School has no ELL students identified. We do however have a ELL certified teacher on staff and conduct the appropriate screenings of students and parents when new students are enrolled.

Distance Learning Plan Addendum #1

School Name: Scranton Pubic School

Superintendent: John Pretzer

Overview

Your Distance Learning Plan has been given a cursory review by the NDDPI Team and is tentatively approved by the department. However, several questions have arisen regarding your plan. Those questions are listed below. Please answer these questions in detail and return to Joe Kolosky at jkolosky@nd.gov.

Attendance Procedures

- What is your for adherence to Department of Health guidelines?

  At Scranton Public School, we have developed a fully web-based online platform for our students and teachers. We are adhering to the guidelines by requiring no physical contact between students and teachers. Likewise, our staff is also teaching remotely. Our building has only essential personnel such as office staff who are separated in individual offices.

- What is your plan for management of movement into higher risk level by Department of Health?

  In the case of a higher risk level, we believe our plan will provide a high-quality education for our students in the same manner. Those students absent due to illness will be able to make up any and all work through the online platform.

Special Education: IEPs and 504s:

Mark: All students connected with device and accessibility, great work.

- Pre-K is not addressed. How will the district address students ages 3-21, specifically Part B?

  - **All Pre-K students in our district have had packets sent home with them and are being monitored by the classroom teacher via Classroom Dojo and Microsoft Teams.**
  - **All Pre-K students on IEP's in our district will be monitored in accordance with our model for the elementary. The special education teacher will review all work and make sure all accommodations in the IEP are being met. They have also created**

> **separate Microsoft Teams groups for each student on an IEP. They will check-in with these students daily.**
>
> - **All Pre-K students on a speech IEP will also follow our elementary model. Our Speech pathologist has filled each student's online backpack in TinyEye with specific online games to work on their individual speech IEP goals. Our speech staff have also set up a Microsoft Teams group for each student so that those features can be used.**

- How will the district handle students with significantly severe disabilities where technology may not be an option? What about OT/PT services?

  At the present time Scranton School does not have any students enrolled that meet this definition. If however, during this time of web-based classrooms a student with these needs enrolls in our school, we will use adaptive technology available in consultation with West River Student Services which is our special education unit. If technology is not applicable we will strictly follow DOH standards and accommodate the student with learning packets, educational activities, and individualized instruction under DOH guidelines. Currently we have no students requiring OT/PT services but serve us only as consultants.

- How do you plan update annual IEP's and complete re-evaluations as they come due?

  Annual IEP's and re-evaluations will be conducted using our Teams web-based platform. Parents, students, classroom teachers, Special Education teachers and any other professionals required at the meeting will be contacted prior to ensure accessibility and instructed how to join the meeting.

- Please provide assurances Special Educators will be in regular communication with students and or families regarding instruction and other needs and make necessary adjustments when necessary.

  On our Teams web-based platform our Special Education teacher and staff have their own classrooms with students they serve. They will be

spending time with the students assisting and tutoring as if they were in the building. Prior to assigning homework from the regular classroom to a student with an IEP, these assignments are funneled through the Special Education teacher to assure correct accommodations are made for that student.

Federal Title

- Are there any more details regarding the 7-12 grade level? Even if the information is duplicative in nature, please provide how appropriate instruction will be provided for these grade levels.

    As stated earlier, all levels of instruction have been addressed with our Teams platform. Video-conferencing with teachers, chat between students and teachers, private conferencing capabilities for students/teachers/parents. Electronically moving documents between students and teachers. Early elementary students (K-3) are also using Teams and similar platforms. Parents have been contacted by those teachers and understand these platforms. Packets have also been sent to these students with guidance from their teachers. This seems to be working very well. We are posting all school announcements/videos on our school Facebook page and website.

- How is the district going to monitor online work if traditional paper material will be sent home? Please provide additional details.

    On-line classes, chat and assignments are easily monitored using the Teams platform. As the High School Principal I can join any classroom, see all correspondence and chat as well as monitor the home-work assignments. In the elementary, the Elementary Principal has the same capability. Student assignments are uploaded directly to the teacher as if the student was handing them a piece of paper. Both the elementary and secondary operate on a daily class schedule for live video-conferencing instruction.

School Counseling Services

This may be a clerical error. Your plan mentions 7-12 in the elementary section. Can you provide clarity here?

> **This was a clerical error and meant to explain how the Counselor has access to students in both the elementary and the secondary within the Teams platform.**

High-Quality, Effective, Standards-Based Education

- There is some discussion about following up if a student isn't progressing. Evaluation is primarily based on student engagement. What is the plan for assessment and evaluation beyond student engagement?

  Students will be assigned work as if they were in the classroom. They will be assessed using the same standard as when we were in the building. Teachers are encouraged to be innovative and creative but teach to the standards. Attendance is taken each day and sent to the school secretary who distributes to the Principals' Teachers' are also taking attendance in Power School. Tutoring times are built into the schedule each day. Teachers, students or parents may request tutoring if a student has difficulty with a concept. Teachers will be entering their grades in Power School which can be viewed by the Principals'.

- How will learning/progress be reported to students, families, and within the system?

  All parents have access to Power School so they can view the progress of their children. Contact information for each student has been provided to the teachers. If a student falls behind or if they fail to successfully complete or hand in assignments, the staff has been instructed of the protocol to follow in these instances. The teacher will initially make contact with the student. If that does not resolve the problem they will make contact with the parent. In each instance the first statement will be

to ask the student or the parent if they are OK! Then discuss the issue. If issues persist the Principal will make contact with the parents.

Distance Learning Plan Addendum #2 – Distance Learning Option

SCRANTON PUBLIC SCHOOL
DISTANCE LEARNING OPT-IN FORM

STUDENT _____ Grade _____
              Last   First

Address _____ Phone _____
                Street   City

I hereby request that the above-named child participate in Distance Learning for the school year 2020-2021 beginning _____ and ending no earlier than the last day of the ____ quarter. I have talked with the school administration and understand the following expectations.

Distance Learning Expectations:
- I will follow the school's learning plan for my child.
- I will work with the school to obtain technology needed for online learning.
- If the school requests, I will arrange to pick up and drop off work and resources.
- I must commit to ONLINE learning for a minimum of a full quarter.
- I will be responsible to ensure my child is following the school schedule and logging into daily lessons.
- I will ensure my child meets all timelines for turning in work.
- I will work with the school to ensure my child is available for any required assessments, as needed by the school.
- I understand that if my child fails to make satisfactory progress in a distance learning program, then I will have to choose between returning to school or homeschooling my child.

By signing this form, I agree to abide by the expectations listed above.

       Father/Guardian

_____   _____   _____
              (print or type name)   Signature   Date

       Mother/Guardian

_____   _____   _____
              (print or type name)   Signature   Date