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Directions for use:

1. Don't just copy and paste from the exemplars provided unless it is true for your District.
2. Don't just leave the possible language unless it is true for your District.
3. Insert your responses from the planning template into the spaces underneath each header in pages 3 and beyond.
4. You can copy and paste your responses from the template for specific questions (Q2, Q4, etc). Some questions will not transfer to this document (i.e.; Q1)
5. Answer the prompts that do not have a Q under them
6. When provided with **Possible language and considerations**: decide what, if any, of the description applies to your district.
7. When provided with numbered lists in the **Possible language and considerations**: choose one option or list the ones that you will use. Do not leave it as it is.
8. Update the Table of Contents or Delete if you don't know how to update automatically (the table of contents is not necessary)
9. Change the name of the school in the header
10. Review for accuracy
11. Delete the directions, any suggested language unused, any red text, and question prompts for each item

## Pandemic – Epidemic Job Roles

### Q9

Address how the school district will manage being moved into an higher threshold or risk level, as determined by the Department of Health. (cleaning protocols, partial closures, protecting factors for staff in the building, etc)

## Communication Plan

What is your communication plan with staff, students, parents  
Sample letter

## Level of Continuation

Delete all the levels you wont use. Note – Extending school into the summer and/or Full Continuation is the only way you will receive payments.

**Exposure to Content:** Students will be able to view content that broadly relates to content areas, such as literacy and numeracy. Focused skill development is not expected.

**Supplemental Content:** Students will be able to view and participate in activities that are directly related to grade-level skills, but there is no capacity for assessment or evaluation of work. Limited progress is expected.

**Partial Continuation:** Students will be able to access grade-level and subject-matter content. If instructional support (including assessment and evaluation of work) is provided through another medium, continued learning is possible. Measurable student progress is possible.

**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

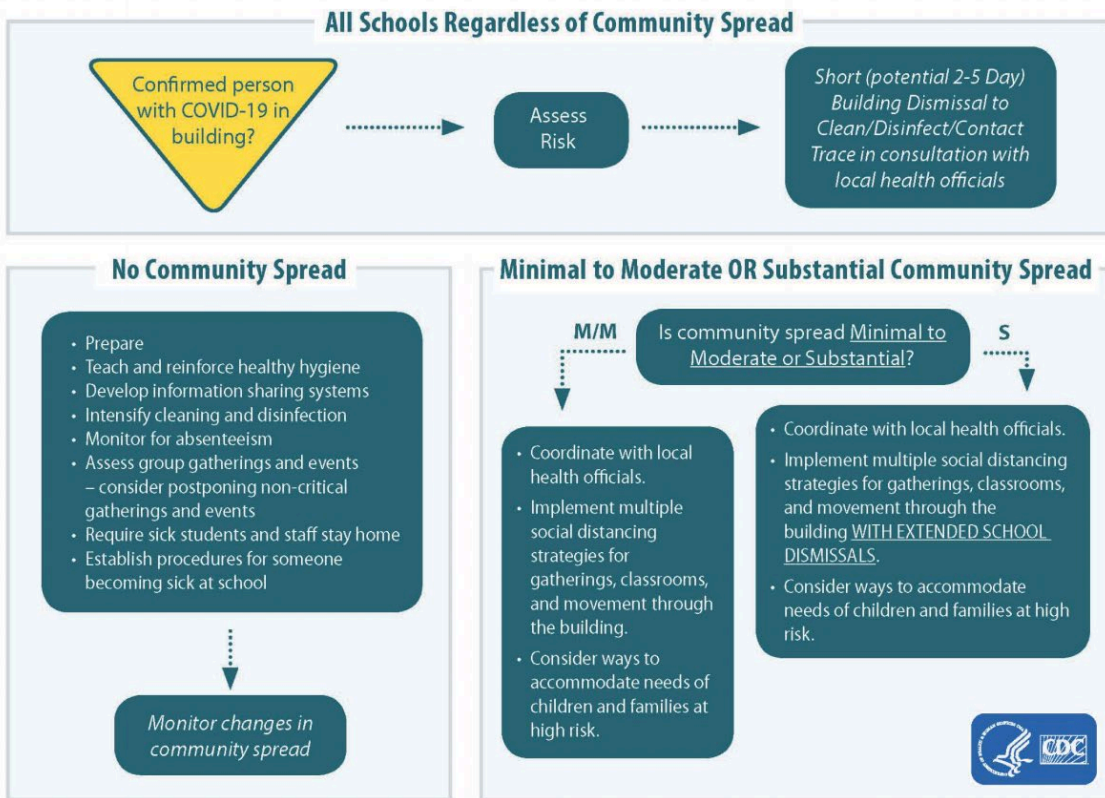
This can be your starter to describe how you will keep student relationships a top priority. Can be Mission, Vision, Belief Statements - NOT REQUIRED but encouraged – these will augment the level of continuation you choose

## Health and Safety Considerations

### Possible language and considerations:

The District has reviewed the CDC guidelines and created appropriate protocols for cleaning, social distancing, accommodating for students who are at-risk.

## School Decision Tree



### Attendance Procedures

Q5, Q6

How will you measure participation and attendance. Consider all subgroups: students with disabilities, English learners, students experiencing homelessness, students experiencing sickness, etc.

### Possible language and considerations:

1. Attendance will be monitored through Distance Learning logins or phone check-ins
2. Attendance will be monitored through student engagement in asynchronous learning sessions
3. Attendance will be monitored through student participation in synchronous learning sessions
4. Any combination of the above
5. Teachers will monitor prolonged absences and disengagement and communicate with guardians to provide accommodations.

### Ensuring Equitable Services for Students and Families during Closure

#### Preparing for Distance Learning

Q7 – what modalities, devices, and platforms will you be using

**Possible language and considerations:**

The District will utilize (computers, iPads, Chromebooks, personal devices, paper packets, etc) to deliver lessons to students. The District is preparing delivery through (Google Classroom, Microsoft TEAMS, Canvas, Blackboard, telephone check-ins, etc) to ensure that students have regular personal contact with their school instructional and support staff.

**Staff Development**

**What will you do to prepare staff for Distance Learning**

**Possible language and considerations:**

1. The District has prepared staff to engage in Distance Learning through professional development (list the year/time you trained staff).
2. The District will have staff engage in Distance Learning through professional development over the next (list timeline – two weeks, ongoing, etc)
3. The District will use the support offered by EduTech and (its REA) to provide ongoing teacher support for Distance Learning, including courses for Distance Learning Teaching, Sandboxes for Distance Learning Tools, Distance Learning and Tech Support, and Virtual PLCs and PWCs.
4. Any combination of the above

**Student Development**

**What will you do to prepare students for Distance Learning, including social-emotional/relationship considerations and scaffolding for those who need help**

**Possible language and considerations:**

**Sample Letters and Resources**

**Q2**

**Student Access to Devices**

**Q3**

**Possible language and considerations:**

The District will partner with (XXXX Special Education Unit) to ensure access that accommodates students with accessibility needs.

**Internet Access**

**Q3**

**Only necessary if using online platforms. If using phone lines, describe access to landlines or cell phones**

**Ensuring Access**

**Q8**

**Possible language and considerations:**

The District surveyed families to determine the number of households who need internet access and worked with (local/state provider) to ensure access.

**No Access Options**

**Q3**

**Possible language and considerations:**

1. Contact families directly to discuss commercial connection options.
2. Work with community partners to provide service.

3. Remove barriers to allow families to connect wirelessly on school property.
4. Provide a list of community locations that provide free wifi access.
5. If nothing else works, the District will work with the family to ensure continued learning through other means.

#### Access to All Classes/Courses

What is the process for ensuring grade-level, appropriate learning at each level (platform and delivery model)

#### Possible language and considerations:

The District utilizes (list curricula if the District does not have a guaranteed and viable curriculum guide/scope and sequence – i.e.; My Math, McGraw Hill) and has ensured that all distance learning instruction, resources, and supplemental materials are aligned to ND Standards

Elementary

Describe your outline for provision to elementary students

Middle

Describe your outline for provision to elementary students

HS

Describe your outline for provision to elementary students

CTE/Science/Lab (CRACTC is offering any CTE teacher to access their Distance Learning materials – contact [lyle.krueger@k12.nd.us](mailto:lyle.krueger@k12.nd.us))

Describe your outline for provision to elementary students

#### Services Assurances to Students with Needs

At-Risk

How will you provide services for at-risk students (Title 1). This needs to be addressed if school is Targeted or has Private School membership. How will you address the needs of Title 1 students? (Schoolwide schools are addressed in the overall plan)

Special Education and 504

Q4, including process for holding IEP meetings

*Communications and Plans*

#### Possible language and considerations:

Case managers will connect with guardians of students on an IEP throughout partial or full closures.

*Notice to Change without an IEP Meeting*

#### Possible language and considerations:

Following guidance our case managers will be in contact with each IEP students 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 scenario

### *Hosting an IEP Meeting*

#### **Possible language and considerations:**

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*

#### **Possible language and considerations:**

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

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

### *Services provided through Distance Learning*

#### **Possible language and considerations:**

Distance Learning provisions will be offered considering all above preparations.

### *English Language Learners*

#### **How will you provide services to EL students**

#### **Possible language and considerations:**

(Describe what you will do for EL learners) In addition, the District will provide translation services for families in need.

### *School Counseling*

#### **What will you do to provide counseling services**

#### **Possible language and considerations:**

The District will continue to offer school guidance counseling lessons. Additionally, the counselors will adhere to the ASCA virtual learning guidance and ethics, which have been reviewed and entered into our synchronous and asynchronous platforms. We will connect with students individually or in small groups by...

### *Other*

**Any other student needs can be placed here or deleted**

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

### Provisions for instructional support

#### Assessments

What is the mechanism in place for assessing students

#### Possible language and considerations:

Teachers will use the following for assessments

1. Distance learning quizzes/tests
2. Electronic/delivery of assignments
3. Online tools (IXL, scholastic, Spelling City, etc)
4. Regular actionable feedback
5. Any combination of the above

#### Grades

- Describe the mechanism in place for assigning grades in continuation of your school district's grading policies.

#### Possible language and considerations:

1. The District's grading policy is appropriate for Distance Learning and will utilize it, grading assignments digitally and/or physically.
2. The District's grading practices have been altered to allow for Distance Learning in the following ways: (list how it was changed)

#### Academic progress monitoring

- Describe what educators will do if a student is not making adequate progress (teacher feedback, scaffolding, differentiated instruction, etc)

#### Possible language and considerations:

1. Teachers will continue to hold PLC and Staff meetings to monitor student
2. Teachers will begin meeting in online PLCs provided by (district, REA, other agency) to discuss and plan for students not making progress
3. Teachers will utilize online tools to monitor student progress and make adjustments through differentiated instructional formats for students not making progress.
4. Teachers will provide feedback and opportunities for mastery learning to ensure progress
5. Teachers will scaffold learning through its distance learning platform
6. Any combination of the above
7. Other considerations

### Student Meals & Feeding

Not Required – please use DPI guidance for summer meals and remember DO NOT CHARGE if you get registered for the summer meal program

What is your plan for continued meal prep and pickup/delivery



## Human Resources Processes, Protocols, and Policies

What HR policies, protocols, and processes are in place (or will be in place) to operate with staff

Possible language and considerations:

The District has approved an ongoing payment plan with considerations for all certified and classified staff.

1. The District will pay all staff throughout the closure
2. The District will pay all staff who report/work from home as needed throughout the closure
3. The District will pay all staff who are available to the District's needs
4. The District will pay for staff in the following manner:

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