

# Glen Ullin Public Schools

COVID-19 Response Plan

Submitted to DPI – March, 2020

## *Pandemic - Epidemic*

PERSONNEL	ACTION
<b>All</b>	<ul style="list-style-type: none"> <li>● Take precautions as directed</li> <li>● Encourage hand washing</li> <li>● Adults that exhibit symptoms should remain home</li> <li>● Students that are symptomatic should be kept away from well students and parents contacted</li> </ul>
<b>Administrators</b>	<p>Normal School Operations</p> <ul style="list-style-type: none"> <li>● Monitor attendance of students to determine the impact</li> <li>● Report any significant elevations in absences to district nurses.</li> <li>● Promote attendance policies that reinforce students who are sick to stay home.</li> <li>● Prepare statements for stakeholders as needed.</li> <li>● Prepare press releases and manage media contacts.</li> <li>● Be prepared to address large numbers of staff absences.</li> </ul> <ul style="list-style-type: none"> <li>● Prepare Maintain contact and monitor information from NDDoH and NDDPI.</li> <li>● Continue to work with Custer Health as needed.</li> <li>● Determine event and school closures based on recommendations.</li> <li>● Identify essential personnel and work duties in light of a closure.</li> <li>● Prepare for business operations to continue as needed during a closure</li> <li>● Prepare guidance for staff on leave and work hours during closure</li> <li>● Prepare for transportation needs during closure</li> <li>● Prepare for food distribution during closure</li> <li>● distance learning plan in the event of a prolonged closure</li> </ul> <p>Extended Closure</p> <ul style="list-style-type: none"> <li>● Identify essential personnel</li> <li>● Continue to prepare statements for stakeholders.</li> </ul> <ul style="list-style-type: none"> <li>● Set alternate office hours and provide to central office.</li> <li>● Execute distance learning programs</li> <li>● Execute closure plan</li> <li>● Prepare reintegration plan as closure concludes</li> </ul>

<b>Secretary</b>	<ul style="list-style-type: none"> <li>● Be aware of absence policy changes to inform parents and families.</li> <li>● Assist keeping symptomatic students away from well students and contacting parents.</li> <li>● Follow recommendations from school nurses on how to address student illness.</li> </ul>
<b>Custodian</b>	<p>Normal Operations</p> <ul style="list-style-type: none"> <li>● Follow enhanced cleaning procedures as prescribed by your supervisor.</li> <li>● Clean highly touched surfaces daily.</li> </ul> <p>Extended Closure</p> <ul style="list-style-type: none"> <li>● Follow recommendations from supervisor for alternative work hours &amp; expectations.</li> </ul>
<b>Teacher</b>	<p>Normal Operations</p> <ul style="list-style-type: none"> <li>● Students that are symptomatic should be kept away from well students and parents contacted.</li> <li>● Be prepared to provide instructional opportunities in the event of a closure. Prepare to be able to continue teaching from home/office.</li> <li>● Begin reaching out to parents preparing them in the event of a closure</li> <li>● Reassure your students and provide emotional supports as needed.</li> <li>● Direct additional supports as necessary including counseling services.</li> </ul> <p>Extended Closure</p> <ul style="list-style-type: none"> <li>● Execute distance learning plan</li> <li>● Set daily office hours and inform your students (families)</li> </ul>
<b>Tech Department</b>	<p>Normal Operations</p> <ul style="list-style-type: none"> <li>● Ensure operations of educational tools used for online learning.</li> <li>● Prepare to support teachers in providing instruction remotely.</li> <li>● Provided additional training and support as needed.</li> <li>● Prepare for implementation of help desk operations during closure.</li> </ul> <p>Extended Closure</p> <ul style="list-style-type: none"> <li>● Implement help desk operations</li> <li>● Continue to support educators and needs.</li> </ul>
<b>Food Service</b>	<ul style="list-style-type: none"> <li>● Prepare for food distribution if a closure would occur.</li> </ul>

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|  | <ul style="list-style-type: none"><li>● Work with Administration to inform stakeholders as needed.</li></ul> |
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## Distance Learning Option

Families that choose distance learning for their students will make the commitment for a period of 9 weeks, or one quarter at a time. This is only for families choosing this option. If students are required to quarantine, they will be allowed back in as soon as it is safe.

## Attendance Policy Issues

### Attendance policies for students

- Families that make decisions to keep students at home due to EPIDEMIC should be addressed on a case by case basis by building principals
- Encourage families with symptomatic students to stay home.
- Suspend attendance incentives/testing requirements as needed to discourage sick students attending school
- Attendance shall still be monitored by teachers through student logins in asynchronous learning experiences and participation in synchronous learning experiences. Any student demonstrating prolonged absence or disengagement is a cause for concern. Teachers shall contact that student's guardian to seek input and assist them as needed to ensure student participation

## Communication Plan

### District Communication Plan

District leaders will use the Swift K12 communication tool to notify stakeholders via phone, text and email on relevant information regarding the district. Weekly article will be submitted to the Glen Ullin Times

## Health and Safety Considerations

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

## Ensuring Equitable Services for Students & Families During Closure

During any extended closure due to a pandemic/epidemic Glen Ullin Public Schools believes students benefit from delivery of educational services. These services provide our families and students with consistency and support.

### Preparing for Online Learning – Educator Skills

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. An assessment of educator skills was used to evaluate the need for additional training.

### Online Learning – Learning in the event of a closure

#### Student Access to Devices

Measures have been taken to ensure all students have a device during a closure.

- Devices have been sent home with students with their chargers.

### Internet Access

Online learning requires access to robust internet services. Glen Ullin Public School residents, for the most part, reside in areas that have high speed internet provided via WRT or other providers. However, parts of the district do not have high speed capabilities at this time either by landline or cellular.

### Ensuring Access

Students/families have been surveyed to determine if they have internet. This information has been used to plan for an extended closure and ensure educational opportunities.

### No Access Options

- Contact families directly to discuss commercial connection options.
- Work with community partners to provide service.
- Remove barriers to allow families to connect wirelessly on school property.
- Provide a list of community locations that provide free Wi-Fi access.

### Assistive Technology

Glen Ullin Public School in partnership with Morton-Sioux Special Education Unit will contact families with students that may require assistive technology to ensure continued access to quality education and services during any prolonged closure.

### Access to all Classes / Courses for Students

Glen Ullin Public School can provide access to all classes and courses through Google Classroom. Google Classroom allows us to meet every learner and challenge in a learning environment with a focused solution. Google Classroom allows teachers to address the unique challenges facing students by organizing content and learning tools to meet their unique needs.

Google Classroom also provides us extensive tools to provide professional learning to our educators to prepare for and continue instruction during a closure. Google Classroom provides a video conferencing tool within its suite of products.

Glen Ullin Public Schools has provided staff development to teachers on the use of Google Classroom. Glen Ullin Public Schools has provided instructional videos on the use of Google Meet to staff to facilitate online interactions with students. There will be continued support as needs arise. Administration and Technology Coordinators are assessing staff needs continuously and addressing needs appropriately.

The district provided instructional videos on how to access Google Meet to students. They were provided contact information for support from district technology experts. Technology help will be available each day during regular school hours.

### Social-Emotional/Relationship Considerations

a. Each student in the district will have access to the Counselor for needed help to navigate through the various emotions and difficulties the situation causes. This will be accessed through Google Classroom and Google Meet.

### Student Participation

#### Administration

- Administration will contact the guardian of any student who is unable to meet teacher expectations to develop a plan to help the student succeed.

#### Teachers

- For any student that is not engaging in their course, the teachers will contact that student's guardian to seek input and assist them as needed to ensure student participation.

#### Students

- Emphasis will be placed on core classes and priority standards.

### General Education

Academic programming during a closure due to a pandemic/epidemic shall continue to deliver instruction aligned to our district's guaranteed and viable curriculum. Glen Ullin Public School will use virtual meetings to evaluate and monitor the effectiveness of our instruction, resources, and supplemental materials.

During a closure it is our intent to deliver high-quality, grade-level appropriate learning opportunities that align with North Dakota Standards

<https://www.nd.gov/dpi/districtschools/k-12-education-content-standards>

### Student time will be based on grade level. See Chart Below

PK-K	60 Minutes
Grades 1-2	90 Minutes
Grades 3-4	120 Minutes
Grades 5-8	240 Minutes
Grades 9-12	240 Minutes

### Models of Instruction

#### Pre-K

During a partial closure small group instruction shall be used. During a full closure Google Classroom and/or by a packet that will be provided to the students weekly and Google Meet will be used to virtually interact with our students synchronously and asynchronously to provide services and support. Support to families will also be provided through this mechanism to assist them in providing resources and supporting demonstrating academic needs. Glen Ullin Public School will continue to provide new

instruction based on ND standards and curriculum. We will continue with all required standards and instruction as if it was a face to face course now moved to a distance learning platform.

### *Elementary (K-6)*

During a partial or full closure Google Classroom and/or by a packet that will be provided to the students weekly and Google Meet will be used to virtually interact with our student synchronously and asynchronously to provide services and support. Emphasis will also be made to include hands-on and project-based learning. Glen Ullin Public School will continue to provide new instruction based on ND standards and curriculum. We will continue with all required standards and instruction as if it was a face to face course now moved to a distance learning platform.

### *High School (7-12)*

During a partial or full closure Google Classroom and Google Meet will be used to virtually interact with our student synchronously and asynchronously to provide services and support. Glen Ullin High School currently uses course shells to deploy blended learning experiences most school days in Science, English, and Business courses. During a closure these blended lessons will be modified to address essential learning targets in a 100% online environment in all course areas, including Math, Social Studies, AG, and PE. Emphasis will also be made to include hands-on and project-based learning. Glen Ullin Public School will continue to provide new instruction based on ND standards and curriculum. All NDCDE and online dual credit courses will continue as normal. We will continue with all required standards and instruction as if it was a face to face course now moved to a distance learning platform.

### *Sample Daily Schedule*

This is what your day might look like in a full closure situation, but with this distance-learning format, you have a LOT of flexibility in how you organize your day. If this schedule doesn't work for you, you can contact your teacher to make other arrangements. For students choosing to distance learn while school is open, their schedule will be the same as students in attendance in school. Distance learning students will log into class at the normal class times and participate virtually with the teacher and class.

8:30-9:00	Have some breakfast, get started for your day	
9:30-10:00	Check into your synchronous classes. Check your other classrooms, and work on assignments and other activities listed in the Classrooms.	Check the schedule posted on our website as to when classes are meeting synchronously.

11:45-12:45	Lunch time!!!	Get outside, walk away from your computer screen, prepare a nutritious lunch, walk your dog, read, call your friend.
12:45-2:45	Check into your synchronous classes. Check your other classrooms, and work on assignments and other activities listed in the Classrooms.	Check the schedule posted on our website as to when classes are meeting synchronously.
8:00-3:30	Continue to work on your assignments and class activities. Reach out to teachers if you have questions, submit any assignments that you have completed, write down what you need to do tomorrow, give yourself kudos for doing good learning today!	

### *CTE & Lab Sciences*

During a partial or full closure Google Classroom will be used to virtually interact with our student synchronously and asynchronously to provide services and support. Glen Ullin High School currently uses course shells to deploy blended learning experiences most school days in Science, English, and Business courses. During a closure these blended lessons will be modified to address essential learning targets in a 100% online environment in all course areas, including Math, Social Studies, AG, and PE. These courses require hands on learning opportunities that will now be addressed with the use of video lessons, virtual field trips & experiences, and real-world projects that can be completed at home. CTE support is also available from the RACTC and CRACTC in the form of online course offerings on multiple learning management systems such as Google Classroom, Moodle, Blackboard, etc. Emphasis will also be made to include hands-on and project-based learning. Glen Ullin Public School will continue to provide new instruction based on ND standards and curriculum. We will continue with all required standards and instruction as if it was a face to face course now moved to a distance learning platform.

## Elementary Pre-K-6 Opportunity Learning Plan

For opportunity learning days elementary teacher will

- Teachers will deliver opportunity learning activities to students via SeeSaw, email, or Google Classroom and/or by a packet that will be provided to the students weekly.
- Teachers will be available during contracted hours for student engagement, instruction, supervision, monitoring, support to students as needed, verification/assessment of student work/engagement, planning, office hours as determined by teachers.
- On-line grade level and technology support is available to students by our Technology Coordinators, Mrs. Christensen and Mr. Fox during contracted hours

## Middle/High 7-12 Opportunity Learning Plan

Teachers will work to come up with home-based “Opportunities for Learning.” Here are some parameters for full closure:

- Teachers will deliver opportunity learning activities to students via email or Google Classroom and/or by a packet that will be provided to the students weekly.
- Teachers will be available during contracted hours for student engagement, instruction, supervision, monitoring, support to students as needed, verification/assessment of student work/engagement, planning, office hours as determined by teachers.

### High School Staff Virtual Office Hours

Period 1	9:00 - 9:30
Period 2	9:45 - 10:15
Period 3	10:30 - 11:00
Period 4	11:15 - 11:45
LUNCH	11:45-12:45
Period 5	12:45 - 1:15
Period 6	1:30 - 2:00
Period 7	2:15 - 2:45

- Teachers will brainstorm ways students can access materials, including books (i.e., online offerings, book pick-up times, etc.). Teachers will take individual and family needs into consideration and prepare alternative learning activities for these students.

## Services Assurances to Needy Populations

### At Risk Students

At Risk Students are defined as students who received targeted Title I services during the school year. To ensure equitable services to these students during a closure our Title I teacher will communicate with classroom teachers to provide additional support as needed to support general education courses. These supports will be:

- Learning materials – take home bags
- Books
- Istation, iXL, and other online learning resources.
- Assisting parents in supporting their students while at home.
- Parenting tips and online resources



## Special Education

Students receiving special education services through an IEP are unique and require special services in the event of a closure. US Department Of Education guidance indicates that once schools provide learning opportunities to students during a closure the LEA must make every effort to provide special education services and related services to a child in accordance with the IEP. Any assistive technologies required by an IEP have been provided to the students.

### Communicate

Building principals and SPED case managers shall connect with students and families concerning continuation of services. This communication should be done in a way that ensures access by all parties normally part of the IEP team. Case managers should pay particular attention to:

- Resumption of services
- Duration and scheduling of services
- Educational services being provided

### Services at School

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

- Online learning through Google
- Additional supports provided remotely (Google, phone, email, learning opportunity packet)
- Individual or small group instruction on school property. This is allowable following guidance by local health officials. At such a time as the safety of students or educators is compromised, support will move to an online platform.

### Special education/504 plans

- To meet the student's academic, communication, social-emotional, and/or functional needs as noted in their current IEP/504 plan; a multifaceted education approach will be utilized including, but not limited to, virtual lessons, printed packets, online activities, teleconferencing, etc. Services will be provided by the student's case manager, teachers, related service providers, and/or other qualified staff to ensure access to Free and Appropriate Public Education (FAPE).

## Resources & Links

<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 Language Learners

EL students and the services they receive are unique during a closure. Online educational opportunities shall be provided via Google Classroom courses. However, EL

staff shall communicate with each EL student's family to address individual supports necessary. In addition, translation services shall be provided to EL families.

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

Students will be able to access grade-level and subject-matter content. Teachers will provide standards-based skills and content to students. Instructional support is provided, including assessment and evaluation of work. Measurable student progress is expected.

Glen Ullin educators know that high quality instruction is planned, purposeful and consistent. In order to ensure high quality instruction, emphasis is placed on 1) Curriculum – What educators teach, 2) Instruction – How educators teach and 3) Assessment – Data that guides educators in decision-making.

### *Curriculum*

Glen Ullin Public School online course content consists of essential learnings aligned with the ND State Standards for each grade-level and/or content-area. Principals are responsible for monitoring online instruction, ensuring that it is planned for and delivered by licensed ND educators. Educators have organized essential learnings into a logical sequence chunking curriculum into units with corresponding lessons with clear learning targets and aligned assignments. Educators assisting the District in organizing district core and supplemental curriculum resources in a central repository as well as in individual courses in Glen Ullin's learning management system (Google Classroom) according to the National Standards for Quality Online Courses - <https://www.nsqol.org/the-standards/quality-online-courses/>. The District's supplemental online curriculum resource bank is expected to grow rapidly during the transition to online learning. However, maintaining a reasonable pace for students and educators alike to interact with new resources is a priority.

### *Benchmarking*

Pre-assessment and post-assessment aligned with essential learning standards will be the expectation in a distance learning model for reading and math grades K-12. Benchmarks such as Read Theory, running records, and STARS testing will be integrated into the distance learning model to ensure good progress monitoring for on level students and equity for low performing students as part of our online MTSS services.

### *Instructional Model*

Glen Ullin teachers assume the responsibility for the cognitive load of new content with the delivery of a focus lesson. The focus lesson is designed and delivered intentionally for the purpose of releasing some of the responsibility to the student for joint responsibility. Once a degree of proficiency is demonstrated, the teacher further releases responsibility affording the opportunity for collaborative practice, oftentimes with peers or caregivers until students can independently practice and apply the learning. This instructional model has been transferred to the instructional design and delivery of scaffolding online course content in Google classroom as a learning management system paired with additional instructional tools and is appropriate to guide the instruction of all students.

## **Provisions for instructional support**

### **Assessments**

Teacher designed formative assessment (e.g, surveys, polls, check in calls, live sessions, etc.), aligned with learning targets guides the release of this responsibility from teacher to student and provides the student an opportunity to self-reflect on their learning. Data retrieved from assessment drives the scaffolding of lessons. The Google Classroom learning management system allows for an ongoing, two-way feedback loop between teacher and student in a timely manner. The Google Meet platform allows for teacher-student collaboration for delivery of focus lessons and to provide additional instructional support as students progress. Additionally, the Google Meet platform along with additional instructional tools (e.g. google classroom conversation threads, discussion boards, voice thread, etc.) allows for peer to peer collaboration, particularly for upper elementary and secondary students.

Teacher designed, skills-based summative assessment (e.g., auto graded assignments, tests, quizzes, student projects, videos, live presentations, etc.) at the end of each unit, aligned with learning targets and coupled with formative assessment will guide the transition of course content releasing additional units and/or lessons to students who are ready to progress or extending learning through enrichment opportunities.

### **Tutorials**

Tutorials will continue to be provided for all students for 1 to 1 help as needed or referred. The referral process will remain the same as current practice. All policies, operational procedures, and human resources issues will remain intact in our transition from a face to face model to a distance learning model.

## **Academic progress monitoring**

Students will be continually monitored throughout online course essential learnings. As articulated above, teacher designed formative assessment is the determining factor in the pace at which students are introduced to more advanced knowledge and skills. Throughout this process, as students are identified as needing more assistance, the classroom teacher determines the most appropriate means of intensifying instruction based on the information available. Strategies include; more explicit instruction (clear and unambiguous), systematic instruction (sequential/ensuring enabling skills), modeling (show and tell), opportunities to respond (physical, verbal, or written participation), feedback (positive and corrective), or judicious review (reviewing materials already taught). The principal will hold regular, daily office hours to support educators in making these decisions at a classroom level if warranted.

Team meetings have been scheduled on a weekly basis for the purpose of collaborating to fill identified gaps in student learning. The four essential questions will serve as the foundation for the meeting process. 1) What do we want the students to know and be able to do, 2) How do we know they are learning? 3) How will we respond when they don't learn?, and 4) How will we respond if they already know it? Specialists from the Morton Sioux Special Education Unit and RESP will assist in guiding problem solving discussions to support educators with individual student needs as needed.

The Glen Ullin leadership team will meet weekly to review system-level data

## Provisions for instructional support

### Assessments

Teachers will use the following for assessments

- Distance learning quizzes/tests through the Google Classroom platform, email, and take-home packet that are age and content area appropriate.
- During face to face online instruction teachers will follow student progress using both formative and summative assessment strategies.
- Electronic/delivery of assignments through Google Classroom and email.
- Core curricula resources and assessments that are available online will be utilized.
- Additional online tools and resources to supplement teacher created materials. (IXL, scholastic, Spelling City, etc)
- Regular actionable feedback will be given to students through Google classroom, email and Powerschool.

### Grades

The District's grading policy is appropriate for Distance Learning and will utilize it, grading assignments digitally and/or physically. Teachers will utilize PowerSchool as a method of communication of student progress.

## Academic progress monitoring

- Teachers will continue to hold Staff meetings to monitor students
- Teachers will begin meeting to discuss and plan for students not making progress
- Teachers will utilize online tools to monitor student progress and adjust through differentiated instructional formats for students not making progress.
- Teachers will provide feedback and opportunities for mastery learning to ensure progress.
- Teachers will scaffold learning through its distance learning platform

## Student Meals & Feeding

Students who receive free or reduced-price meals during the school year are particularly vulnerable during a long-term closure. To address this need for these, and all our students, Glen Ullin Public School shall develop a feeding plan to support these students. Glen Ullin Public School will follow guidance from NDDPI in the distribution of student meals.

## Human Resources Processes, Protocols, and Policies

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

The District will pay all staff throughout the closure that meet board approved district guidelines.

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.