

GRAND FORKS SCHOOL BOARD
GRAND FORKS PUBLIC SCHOOL DISTRICT #1
SPECIAL MEETING MINUTES
July 28, 2020

The Grand Forks School Board held a special meeting on Tuesday, July 28, 2020, with President Amber Flynn presiding. As a precautionary measure against the transmission of COVID-19, the meeting was held at the Red River High School Performance Hall.

Board Members Present: Doug Carpenter, Chris Douthit, Amber Flynn, Jacqueline Hoffarth, Eric Lunn, Jeff Manley, Shannon Mikula, Bill Palmiscno, and Cynthia Shabb. **Absent:** None.

Student Board Members Present: None.

Others Present: Dr. Terry Brenner, Superintendent of Schools; Scott J. Berge, Business Manager; Jody Thompson, Associate Superintendent of Elementary Education; Catherine Gillach, Assistant Superintendent of Secondary Education; Melissa Buchhop, President, Grand Forks Education Association; and Cindy Johnson, Executive Secretary.

Call to Order and Pledge of Allegiance. The meeting was called to order at 6:00 p.m.

School Reopening Update. Following opening remarks about the development of the District's draft Smart Restart Plan, which is attached and made a part of the minutes, Gillach and Thompson provided a comprehensive overview of the same. Gillach said the draft plan, which must be submitted to the Governor for approval, is about academics and does not include athletics. Athletics will be discussed as a separate entity later. Linsey Rood, Director of Human Resources, led the review of the plans related to human resources.

Accolades were stated about the work that has gone into the draft plan and the overall draft plan. Discussion continued with Q&A from Board members. Debbie Swanson, Director of the Grand Forks Public Health Department, Chris Arnold, Director of Buildings & Grounds, Emily Karel, Director of the Child Nutrition Program, and Melissa Buchhop, President of the Grand Forks Education Association, responded to questions concerning their areas of expertise.

The Board recessed the meeting from 8:16 p.m. to 8:27 p.m.

Suggestions and requests that were made by Board members include:

- Review the proposed block scheduling format for high school students.
- Consider oral communication of the final plan for New Americans.
- Restart school slowly and build up to full-time school rather than start full-time.
- Work with Public Health to review some inconsistencies in the draft plan.
- Delay pursuit of HRS Level 2 until next year.
- Teach parents how to help teachers teach their children.
- Provide periodic reports about how staff and students are engaging and updates from the mental health team to the school board.
- Lobby legislatures and congressmen for state and federal aid.
- Resurvey staff and families about their options and plans for returning to work or school.

Overall, Board members said they were supportive of the draft plan.

A special meeting of the Board will be held on Monday, August 3 to follow up on tonight's discussion and act on the final Smart Restart Plan.

Consideration of a Later School Start Date. Dr. Brenner explained the recommendation to start school two days later than previously approved in order to provide additional days for staff training and preparation.

It was moved by Shabb and seconded by Douthit and unanimously carried to approve the revised district calendar to start on August 31, 2020, with an end date of May 27, 2021.

Adjournment. There being no further business, the meeting adjourned at 9:40 p.m.

APPROVED _____
(Date)

Amber Flynn, President

Scott J. Berge, Business Manager



DRAFT

***Grand Forks Public Schools
2020-2021 Distance Learning Plan***



*Current Draft: 7-28-2020 9:50 a.m.
Approved:*

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Goal Statement



Grand Forks Public Schools (GFPS) is committed to **ensuring ALL students receive engaging instruction around relevant, standards-based learning experiences whether through face-to-face (F2F) instruction, distance learning, or fluctuation between the two.** Equally important, all students should feel **safe, supported, and connected** to a caring adult whether virtually or in school. A systematic approach to our delivery will ensure integrity of the teaching and learning process for all students and educators alike. Face-to face instruction for all, once safe, is our ultimate objective.

We recognize that teaching and learning is not a “one-size-fits-all” prospect whether in a classroom, laboratory, or at-home environment, and that each learner has unique strengths and needs. Our dedicated, professional, creative employees submit the following distance plan for approval from the Grand Forks School Board. This plan outlines a systematic approach to our instructional delivery for the sake of promoting the health and wellbeing of all constituents, maintaining integrity of the teaching and learning process, and ultimately for the benefit of our learners.

Collective Commitments



Mission: Growing together to enrich the world.

Vision: We provide diverse and meaningful experiences for all learners in a safe and supportive environment by fostering curiosity, inquiry, and innovation. We grow and learn together by embracing change and taking risks.

Values: We believe strong relationships in our schools and community will result in developing connected, innovative learners, grounded by strong character. We value innovation, character, community of learners, and innovation.

- GFPS will ensure robust safety measures including protocols, procedures, and supplies are in place that provide for the safety and well being of our employees and students. The North Dakota Department of Public Instruction-required Health and Safety Plan can be found [here](#)
- Building staff will [teach](#) students new behavioral expectations and procedures approved by public health experts and designed to promote health, safety and wellbeing (ex: physical distancing, masking, personal hygiene). These expectations will be reinforced during classroom instruction and throughout the school day.
- All employees and constituents of GFPS will be prepared to flexibly and fluidly navigate between face-to-face and distance learning throughout the school year as there is a strong likelihood that rolling school closures will occur as positive COVID-19 cases occur in our school buildings or in Grand Forks County.
- Decisions on classroom, school, or district closures will be made in collaboration with Grand Forks County Public Health.
- The district will provide 1:1 technology for students in kindergarten-12th grades. Students in grade K-2 will receive iPads and grades 3-12 Chromebooks. All families will be supported in procuring [high speed internet access](#) at home.

Attendance Procedures

- Families will be provided a choice between face-to-face and remote instruction for each student. The school system will provide licensed teachers and paraprofessional support to students working remotely according to individualized plans developed with their family. Virtual academies will be offered at the secondary level, and grade level school system-wide remote classrooms developed for elementary students. Students with specific learning needs will be further accommodated through the IEP, 504, or Language Instruction Educational Program (LIEP) process.
- **Daily Student attendance** will be recorded and monitored through a combination of mechanisms including but not limited to:
 - **Face to Face Learning Environment:** Student being physically present in the learning environment. Teachers record attendance daily or course by course using PowerSchool.
 - **Distance Learning Environment:** Each school will identify the teacher / class period responsible for recording student attendance should students be engaged in distance learning. Attendance could mean any of the following:
 - Student attendance in synchronous and asynchronous learning sessions,
 - Student logins to communication application systems such as SeeSaw and various Google applications,
 - Student work completion of a class prompt, question, daily log, or assignment.

Students not meeting attendance or participation expectations will be directly contacted by school officials and school support teams. Additionally, the district's "stay in school policy" will make allowances for COVID-related quarantine and illnesses.

Required COVID-19-Related Reporting Procedures for Students / Families

In accordance with the guidance from the Centers for Disease Control and Prevention (CDC) and the North Dakota Department of Health (NDDoH), the following procedures must be followed by students and families of Grand Forks Public Schools in relation to COVID-19.

COVID-19 symptoms (from the [CDC as of May 13, 2020](#)): fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea.

Student is healthy but has a household member undergoing testing for COVID-19:

- The student or their parent/guardian must notify their building principal and stay home pending results of testing.
- Student's school will continue to receive routine cleaning procedures.

Student is healthy but has a household member who tested positive for COVID-19:

- The student or their parent/guardian must notify their building principal.
- Student must stay out of school for the case's isolation period (10 calendar days from onset) plus the student's quarantine period (14 calendar days). Public health authorities will advise parent(s)/guardian(s) as to how long the child will need to stay home from school ([per NDDoH, 7/20/2020](#)).
- Student's school will continue to receive routine cleaning procedures.

Student appears to have COVID-19-related symptoms at school upon arrival/become sick during the day:

- The student or their parent/guardian immediately informs their teacher, who will inform the building principal.
- The student will be immediately isolated from others.
- Building front office will immediately call the student's parent(s)/guardian(s). **Pick up your student immediately if the school contacts you.** If it is deemed an emergency, 911 will be called.

Student is confirmed to have COVID-19:

- Parent/Guardian immediately informs their building principal.
- Student will self-isolate in their place of residence:
 - Must be excluded (isolation period) from school for 10 days after onset of symptoms. If no symptoms, then exclusion is 10 days after the collection date of the test.
 - Fever-free (temperature greater than 100.4 degrees) for 24 hours without the use of fever-reducing medications, **AND**
 - Have improvement of symptoms (for example, cough and shortness of breath), whichever is longer ([per NDDoH, 7/20/2020](#)).
- The NDDoH will provide guidance to the school and the case or case's parents/guardians.
- The NDDoH or Grand Forks County Public Health will lead the contact investigation.
- Student's classroom(s) will be closed off for a minimum of 24 hours/as long as feasible, prior to cleaning and disinfecting.
- Common areas (bathrooms, breakroom, etc.) will be cleaned and disinfected.
- Individuals identified as close contacts will be contacted by NDDoH or Grand Forks County Public Health. If an individual is not contacted by NDDoH or Grand Forks County Public Health, the individual was not considered to be a close contact.
 - Close contact is defined by the CDC as, "anyone who was within 6 feet of an infected person for at least 15 minutes starting from 48 hours before the person began feeling sick until the time the patient was isolated."
 - Close contacts to a confirmed case of COVID-19 will be quarantined (must stay home) for 14 days from their last exposure to a case. Even if a close contact tests negative during the 14-day quarantine period, the contact must complete the 14-day quarantine period.
- The student is required to provide a return to school document from the NDDoH or their health care provider before returning to school. The report will be submitted to the main office at the school, who will inform the student's teacher(s) of the student's clearance to return to school. If the student submits directly to their teacher, that individual must send the report to the school office prior to allowing the student to return.

A student has a fever and/or respiratory symptoms but has not been tested for COVID:

- The parent/guardian must keep their student at home who meet the following criteria:
 - The student has a fever (temperature greater than 100.4 degrees), **OR**
 - Two or more symptoms of fatigue, headache, muscle/body aches, chills, cough, shortness of breath, sore throat, congestion/runny nose, nausea, vomiting, diarrhea, abdominal pain, **OR** loss of taste or smell.
 - Students need to be excluded until either:
 - Tested negative for COVID-19, **OR**
 - Diagnosed by a healthcare provider with another illness that does not require exclusion, **OR**

- For 10 days from onset **AND** fever-free for 24 hours (without the use of fever-reducing medications, **AND** symptoms are improving, whichever is longer ([per NDDoH, 7/20/2020](#)).

Student (or their parent/guardian) thinks they may have been at the same location as a person who was diagnosed with COVID-19:

- The NDDoH or Grand Forks County Public Health conducts interviews with all persons diagnosed with COVID-19 to determine who their close contacts are. People who are identified as close contacts will be notified and will receive instruction on quarantine and monitoring.
- Being in an indoor environment (e.g., store, workplace, restaurant) with someone who has COVID-19 is not necessarily considered having close contact.
- Individuals who have not been contacted by the NDDoH or Grand Forks County Public Health as a close contact will report to school as usual.

Secondary contacts are contacts of someone who has been identified as a close contact:

- The student will report to school as usual as long as they are not sick.

Student has completed the COVID-19 quarantine period, has met the following criteria, and is prepared to return to school:

- Must be excluded (isolation period) from school for 10 days after onset of symptoms. If no symptoms, then exclusion is 10 days after the collection date of the test.
- Fever-free (temperature greater than 100.4 degrees) for 24 hours without the use of fever-reducing medications, **AND**
- Have improvement of symptoms (for example, cough and shortness of breath), whichever is longer ([per NDDoH, 7/20/2020](#)).
- The student is required to provide a return to school document from the NDDoH or their health care provider before returning to school. The report will be submitted to the main office at the school, who will inform the student's teacher(s) of the student's clearance to return to school. If the student submits directly to their teacher, that individual must send the report to the school office prior to allowing the student to return.

Note: failure to adhere to quarantine is a Class B misdemeanor, which could result in 30 days imprisonment and/or up to a \$1,500 fine (NDCC 23-07.6-02(3)).

Educational Staff Expectations



Grand Forks Public Schools takes pride in having been Level One Certified through the *High Reliability Schools™* process at all nineteen campuses in Spring 2019. Level One certification revolves around having safe, supportive, and collaborative school environments, and our staff is fully committed to maintaining the supportive relationships established this school year. Our plan includes:

Primary focus areas during the first week(s) of school (whether face-to-face or distance learning):

- Establishing [strong, meaningful relationships](#) as the foundation to effective teaching and learning (**SEL priority areas** defined by building)

- **Teaching students HOW to learn remotely (digital competency):** modeling and practicing effective procedures and protocols; familiarizing students with technology-based platforms; learning problem-solving strategies and resources, etc.
- **Assessing** student knowledge and skill gaps and needs

Professional Responsibilities and Job Duties in Distance Learning*

- In the event of a transition to distance learning, employees will be allowed to access their classrooms in a systematic manner that maintains physical distancing guidelines to collect ancillary materials.
- If in a distance learning model, employees are expected to work **typical contract hours**, yet the day / times may be structured differently as agreed upon by building administration. The work day will include designated office hours, student contact via technology, phone, etc., creating / hosting regular online teaching sessions, providing feedback, etc.
- Staff will identify when **a synchronous vs. asynchronous approach** to instruction would be most effective. This may depend on what is best for the age of a student, content area, etc.

Definitions follow:

- **Synchronous online learning: scheduled times** when a class is required to meet online.
- **Asynchronous online learning: learning that can be completed at any time** with capability for remote communication and assessment (e.g., email or learning management systems that deliver, track, and manage classes or projects for learning at various times / preferred access times for learners).
- Regularly scheduled times for **Synchronous online learning** (e.g., scheduled times for chat, streaming, video, instant messaging, web conferences, etc. when a class is required to meet online) are an expectation at every level.

Synchronous Learning Expectations by Level

- **High School:**
Each class must have a synchronous learning / meeting opportunity at least 20% of the time (one in five sessions)
- **Middle School:**
Each daily class must have a synchronous learning / meeting opportunity at least 20% of the time (one in five sessions) and **each every other day class** should have a synchronous learning / meeting opportunity 25% of the time (one in four sessions)
- **Elementary School:**
Each class in grades K-5 must host synchronous learning / meeting opportunities at least 20% of the time. We encourage additional meetings when new content is delivered, and individual student connections to occur regularly.
- Staff should establish online classroom expectations for participation and behavior just as done during face-to-face instruction. This will assure continued building upon positive relationships and foundational [SEL skills](#).
- Students unable to attend synchronous learning should not be penalized grade-wise for not attending, just as students absent during typical school are not penalized for being absent. Students can and should be held accountable for completing work assigned during the class period whether or not they attend synchronous sessions. Attendance should not count as a form of assessment.

- If **new information is being presented or demonstrated**, teachers will record that portion of the session and post it so absent students may view and benefit from that instruction.
- **Class discussions** should not be recorded in order to protect student privacy. If participation in a class discussion is part of the student's assessment / grade, then the discussion questions should be digitally posted so that absent students can answer the questions to teachers directly. Staff are advised to establish a shared **Q and A sheet** on which students can ask questions and the rest of the class may access the responses should they not be able to attend the synchronous session.
- Synchronous sessions may be formal and include content-related materials, or more informal in the form of a "class meeting" where they simply connect over relevant topics and current events. Either approach is a way to maintain community and meets the social-emotional goal.
- Synchronous meetings do not have to run a full class period. A 15-minute check-in can be as advantageous as longer periods of connection. Teacher judgement and discretion should be exercised and length dependent on the type of activity facilitated.
- Online meeting platforms allow teachers to reconfigure a class into small groups or partners. This option is strongly encouraged as an engagement strategy.
- Regularly scheduled **homeroom / advisory time** at the elementary and middle school levels where teachers facilitate lessons around [social-emotional learning](#), gauge student progress, and continue to foster a sense of community.
- Teachers will communicate regularly with each learner surrounding their progress and needs. Students should receive ongoing formative feedback just as they do in face to face instruction prior to a summative assessment / grade being assigned.
- Daily office hours, when teaching in a remote setting, will be established where teachers will be available for questions, tutorials, support services, and to contact students not keeping pace with course requirements. Best practice in e-learning includes **ongoing teacher-student contact. A minimum of 10 weekly "office hours" are expected during the regular contract week** so students can reach teachers by phone, email, messaging, or video conferencing. **Teachers will use this time to dually reach out directly to students who are not keeping pace with assignments.**
- Teachers and students will utilize **SeeSaw and Google Application for Education** (including Google classroom, Meet, Hangout, and all affiliated applications) which will allow for seamless information exchange in both the face-to-face and distance learning environments.
- Voicemails will go directly to the employees member's email address to ensure students / families are able to reach a teacher. **We expect staff to return phone calls and emails within one business day.**
- Employees are advised **AGAINST using their personal social media accounts** to communicate with students and families. It would be better to [create unique professional accounts](#) if this modality of communication may be helpful.
- All teachers at all levels will make ongoing attempts to contact students AND their families when they notice a student is struggling or disengaged. This includes students not attending synchronous sessions regularly, students repeatedly absent, students not turning in assignments, students receiving low scores, etc. Teachers should engage their building's support team (administrators, counselors, social workers, etc.) to problem-solve barriers that might be present.
- Specific student / family support will be provided through case managers, counselors, social workers, behaviorists, administrators, school resource officers, and other ancillary staff as needed.
- Staff will consider **multiple modalities** (technology, paper-pencil, recording lessons, video or phone conferencing, etc.) in which they can deliver content to students learning at home. This will look differently depending on grade level and where they are in the learning process:

- Introducing new content, ideas, or skills,
- Providing students opportunities to practice and receive formative feedback,
- Assessing their level of mastery,
- Re-teaching or extending learning as necessary.
- **Ensure differentiation / modifications** are made for students on IEPs, 504s, English Language (EL), etc. Please see specific guidance under the [Ensuring Equitable Services](#) section of this plan.
 - Consider creating video tutorials students can reference to review a specific skill or concept,
 - Consider individual tutorials via google meet, Google, phone, etc.,
 - Consider electronic read and write programs, resources that allow content modifications by lexile level, pictorial supplements, etc.,
 - **NOTE:** *Special Education Case managers will be explicitly working on students' IEP goals; it is incumbent upon classroom teachers to provide modifications and case managers will reach out to general education teachers to ensure implementation.*
- **Chunk and distribute content in manageable segments.** This can be done by lesson, unit, etc. at a pace **similar to your regular classroom format.**

** Virtual academies may have components that differ slightly from the aforementioned to meet individual student needs.*

Professional Development for Staff

- Each teacher is **equipped with a district-issued MacBook Air or HP Laptop** that allow video streaming, network access, access to various applications and resources, etc. **Technical support** is available for teachers through the Curriculum, Instruction, and Technology Department.
- Our Curriculum, Instruction, and Technology Department will respond to the **professional development** needs of our staff for established online communication and educational platforms, and will provide webinars, tutorials, and other supports according to request and identified needs.
- Grand Forks Public Schools is a Google Apps For Education (GAFE) school system. Teachers and students will utilize SeeSaw and **Google applications** including Google classroom, Meet, Hangout, and all affiliated applications which will allow for seamless information exchange. In order to streamline communications for families staff will not use other applications, i.e. Remind.
- **Resources** have been established to assist all employees with creating video conferences and meetings to allow virtual contact.
- School sites will establish meeting times during which employees will troubleshoot, share best practices, and learn new strategies around effective distance learning from instructional design coaches and other colleagues.
- We have worked with the State of North Dakota to both allow **printing requests** to be submitted from home and establish **VPNs** as necessary to protect data and applications.

Human Resources Procedures and Supports



Required COVID-19-Related Reporting Procedures for Employees

In accordance with the guidance from the Centers for Disease Control and Prevention (CDC) and the North Dakota Department of Health (NDDoH), the following procedures must be followed by employees of Grand Forks Public Schools in relation to COVID-19.

COVID-19 symptoms (as of April 27, 2020): fever, cough, shortness of breath, chills, repeated shaking with chills, muscle pain, headache, sore throat, and new loss of taste or smell. For more information, please visit <https://www.health.nd.gov/diseases-conditions/coronavirus/feeling-unwell>.

Employee is healthy but has a household member undergoing testing for COVID-19:

- Employee must notify their direct supervisor and stay home pending results of testing. The governor has asked that any household members of people being tested for COVID-19 quarantine pending those results.
- Employee's workplace will continue to receive routine cleaning procedures.
- Employee's coworkers are expected to continue to report to work as usual if asymptomatic.
- Employee may be eligible for Emergency Paid Sick Leave under the Families First Coronavirus Response Act (FFCRA). If Emergency Paid Sick Leave is exhausted, the employees are able to utilize leave accruals excluding bereavement leave.

Employee is healthy but has a household member with COVID-19:

- Employee must notify their direct supervisor.
- Self-quarantine at home, avoid congregate settings, public activities, and practice social distancing for 14 days after first exposure or further physician guidance.
- Employee's workplace will continue to receive routine cleaning procedures.
- Employee's coworkers are expected to continue to report to work as usual if asymptomatic.
- Employee may be eligible for Emergency Paid Sick Leave under the Families First Coronavirus Response Act (FFCRA). If Emergency Paid Sick Leave is exhausted, the employees are able to utilize leave accruals excluding bereavement leave.
- Consideration may be given to a task essential employee identified as a close contact to continue to work, provided practices as identified by the CDC are followed. Supervisors will contact the Director of Human Resources or Workforce Safety Coordinator for additional information.

Employee appears to have COVID-19-related symptoms at work upon arrival/become sick during the day:

- Immediately inform their direct supervisor.
- Immediately isolate from others and go home.
- Employee's workspace will be closed off for 24 hours, or as long as feasible, prior to cleaning and disinfecting.
- Employee's workplace common areas (bathrooms, breakroom, etc.) will be cleaned and disinfected.
- Employee's coworkers will continue to work as usual if asymptomatic.
- Employee may be eligible for Emergency Paid Sick Leave under the Families First Coronavirus Response Act (FFCRA). If Emergency Paid Sick Leave is exhausted, the employees are able to utilize leave accruals excluding bereavement leave.

Employee is confirmed to have COVID-19:

- Immediately inform their direct supervisor.
- Employee will self-isolate in their place of residence until the following three are met:
 - The employee has not had a fever (temperature greater than 100.4 degrees) for 72 hours without the use of fever-reducing medications.

- Employee's symptoms have improved (for example, employee's cough and shortness of breath).
- At least 7 days have passed since the employee's first symptoms appeared.
- NDDoH or Grand Forks County Public Health will lead the contact investigation.
- The employee may be eligible for Emergency Sick Leave under the FFCRA or traditional Family Medical Leave (FMLA). Employee's workspace will be closed off for 24 hours, or as long as feasible, prior to cleaning and disinfecting.
- Employee's workplace common areas (bathrooms, breakroom, etc.) will be cleaned and disinfected.
- Employee's coworkers identified as close contacts will be contacted by NDDoH or Grand Forks County Public Health. If the employee's coworker is not contacted by NDDoH or Grand Forks County Public Health, the coworker was not considered to be a close contact.
 - A close contact is defined by the CDC as, "anyone who was within 6 feet of an infected person for at least 15 minutes starting from 48 hours before the person began feeling sick until the time the patient was isolated." (updated 7/21/2020)
- Coworkers will self-monitor for symptoms and continue to work unless notified by NDDoH or Grand Forks County Public Health to stay home.

An employee has a fever and/or respiratory symptoms but was not tested:

- Employee will self-isolate in their place of residence until the following three are met:
 - The employee has not had a fever (temperature greater than 100.4 degrees) for 24 hours without the use of fever-reducing medications.
 - Employee's symptoms have improved.
 - At least 7 days have passed since the employee's first symptoms appeared.
 - Employees are able to utilize leave accruals excluding bereavement leave.

Employee is tested and results indicate employee does not have COVID-19:

- Employee is able to return to work once the following criteria are met:
 - The employee has had no fever (temperature greater than 100.4 degrees) for at least 24 hours without the use of fever-reducing medications.
 - Employee's other signs and symptoms of illness are improved.
 - Employees are able to utilize leave accruals excluding bereavement leave.

Employee thinks they may have been at the same location as a person who was diagnosed with COVID-19:

- The NDDoH or Grand Forks County Public Health conducts interviews with all persons diagnosed with COVID-19 to determine who their close contacts are. People who are identified as close contacts will be notified and will receive instruction on quarantine and monitoring.
- Being in an indoor environment (e.g., store, workplace, restaurant) with someone who has COVID-19 is not necessarily considered having close contact.
- An employee who has not been contacted by the NDDoH or Grand Forks County Public Health as a close contact will report to work as usual.

Secondary contacts are contacts of someone who has been identified as a close contact:

- Employee will report to work as usual as long as the employee is not sick.

Employee has completed the COVID-19 isolation period, has met the following criteria, and is prepared to return to work: (updated 7/21/2020)

- At least 10 days since symptoms first appeared,
- At least 24 hours with no fever without fever-reducing medication, and
- Symptoms have improved.
- The employee is required to provide a return to work document/fitness for duty from the NDDoH or their health care provider before returning to work. The fitness-for-duty report will be submitted to Human Resources. The Human Resources Director will inform the supervisor of the employee's clearance to return to work. If the employee submits directly to the employee's supervisor, that supervisor must send the report to the Human Resources Director prior to allowing the employee to return.

If you have an underlying health condition that prohibits you from returning to work under Phase 3 guidelines, please work with your primary care provider on providing documentation to be submitted to Human Resources so we can make appropriate accommodations for you. Please contact Linsey Rood, Human Resources Director with any questions.

Any employee member who does not comply with these procedures will be subject to disciplinary action to include termination.

Note: failure to adhere to quarantine is a Class B misdemeanor, which could result in 30 days imprisonment and/or up to a \$1,500 fine (NDCC 23-07.6-02(3)).

Grand Forks Public Schools - Compensation and Work Expectations

Following is information regarding compensation and work expectations for employees of Grand Forks Public Schools related to changes in working conditions of schools and buildings in the event of closure due to COVID-19 related circumstances.

This communication supersedes any previous communication relating to compensation and work expectations. **This information is effective August 1, 2020 and is subject to change at any time as we react to a constantly changing environment.**

In the event a building is shut down, the Grand Forks Public School District will make every effort to keep all employees working in a similar capacity however is unable to guarantee work. The employee(s) impacted will utilize their applicable leave or leave without pay if applicable leave options are exhausted. If the impacted employee(s) is reassigned during a closure and unwilling to perform the duties of the reassignment then the employee(s) will utilize their applicable leave or leave without pay if applicable leave options are exhausted.

Please contact Human Resources or Payroll by email or phone if you have any questions:

- Linsey Rood- Human Resources Director - 701-746-2205, Extension 7112
- Angi Aamodt, Payroll Supervisor - 701-746-2205, Extension 7125
- MaryJo Sturman, Human Resources Assistant - 701-746-2205, Extension 7119
- Les White - Human Resources/Payroll Assistant -701-746-2205, Extension 7169

- Dardi Olson - Payroll Specialist - 701-746-2205, Extension 7100

Administrators

All District and School Administrators are considered Task Essential Employees and will be working according to contract agreements.

Certified Staff Represented Under the Teacher Negotiated Agreement

Grand Forks Public Schools intends to open with face to face instruction with the ability to transition to distance learning when necessary. All teachers will be expected to work as outlined in the applicable Learning Schedule provided throughout the Distance Learning Plan.

Full pay per your contract will continue under the Distance Learning Plan format as long as you are working in this format. However, if a staff member will not be able to work on a contract day, the applicable leave will be required to be taken. The staff member must notify their Principal/Supervisor and enter their absence in Absence Management.

If an absence is related to COVID-19, Federal legislation includes additional sick and family leave that an employee may be eligible to use for specific reasons. The notice of that law can be found at the end of this document. Please complete the [leave request form](#) and submit it to the Human Resources. The form will be reviewed and Human Resources will contact you.

If Leave qualifies under the guidelines, select the applicable COVID-19 specific absence reason in Absence Management.

If a staff member wants to apply for the new 12-week expanded family and medical leave due to caring for a child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 reasons. Please complete the [leave request form](#) and submit it to the Human Resources. The form will be reviewed and Human Resources will contact you.

Classified Exempt Employees (Task Essential)

Includes Accountant, Accounting Supervisor, Communications & Community Engagement Coordinator, Computer Technicians, Maintenance Supervisor, Mechanic/Grounds Supervisor, Print Shop Supervisor, Safety Coordinator, Supply Supervisor, Psych Interns, School Nurse.

You will be required to report to work daily for your normal scheduled hours or as directed by your Supervisor. There may be circumstances that require you to work outside your regular hours or on a weekend to ensure continuity of services. If a building is shut down due to COVID-19, your supervisor may authorize you to work at home. Your normal job duties may change or be modified by your supervisor or district administration.

If you will not be able to work on a scheduled work day, applicable leave will be required to be taken.

If the absence is related to COVID-19, Federal legislation includes additional sick and family leave that an employee may be eligible to use for specific reasons. The notice of that law has been provided.

Please complete the [leave request form](#) and submit it to the Human Resources. The form will be reviewed and Human Resources will contact you.

If leave qualifies under the guidelines, select the applicable COVID-19 specific absence reason in Absence Management.

If you want to apply for the new 12-week expanded family and medical leave due to caring for a child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 reasons, you must notify Human Resources so proper paperwork can be processed.

Classified Exempt Employees (Non-Task Essential)

Includes Encore Director, Grant Writer, Mental Health Therapist, Prevention Coordinator, Student Behavior Facilitator, Substance Abuse Counselor, Theater Technician

You will be available to work during your scheduled work hours. If a building is shut down due to COVID-19, your supervisor may authorize you to work at home. Your normal job duties may change or be modified by your supervisor or district administration.

If you are unable to accept these provisions due to a situation related to COVID-19, please refer to the leave information state in the above section and the provided notice.

If you want to apply for the new 12-week expanded family and medical leave due to caring for a child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 reasons, they must notify Human Resources so proper paperwork can be processed.

If you are asked to work and unable due to another reason (bereavement, family illness, etc) you will be required to use the applicable leave.

Hourly Paid Employees

All hourly employees will be expected to work as scheduled by your supervisor and will be required to record their actual time worked.

If an hourly paid employee is unable to work when requested by a supervisor on a regularly scheduled day, they will be required to use applicable leave and request through TimeClock Plus.

If the absence is related to COVID-19, Federal legislation includes additional sick and family leave that you may be eligible to use for specific reasons. The notice of that law is provided to this document.

Please complete the [leave request form](#) and submit it to the Human Resources. The form will be reviewed and Human Resources will contact you.

If an hourly paid employee wants to apply for the new 12-week expanded family and medical leave due to caring for a child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 reasons. Please complete the leave request form and submit it to the Human Resources. The form will be reviewed and Human Resources will contact you.

Task Essential Employees

Includes Building Secretaries, Facility Managers (HS), Head Custodians (MS / ES), Lead Custodian Night Shift (HS), Lead Custodian Day Shift (HS), Shift Custodian (HS / MS / ES), Carpentry, Custodial, Electrical, Mail, Maintenance, Mechanics, Print Shop, Supply, MSEC Receptionist, CIT Secretary, Technology Secretary, Business Office Administrative Assistant, Administrative Assistant to the Associate/Assistant Superintendents, Buildings & Grounds Administrative Assistant, Accounts Payable, Payroll Supervisor, Payroll Specialist, Accountant, Human Resources Assistants, Executive Secretary to the Superintendent, Special Education Office Manager, Family Service Specialists, Special Education Assistive Tech, COTA, Child Nutrition Staff as determined by Child Nutrition Director.

If you are deemed a Task Essential employee, you will be required to report to work daily for your normal scheduled hours or as directed by your Supervisor. There may be circumstances that require you to work outside your regular hours or on a weekend to ensure continuity of services. You will be available to work during your scheduled work hours. If a building is shut down due to COVID-19, your supervisor may authorize you to work at home. Your normal job duties may change or be modified by your supervisor or district administration.

Non-Task Essential Personnel

Includes Athletics Administrative Assistant, Career Education Secretary, Textbook/Title, Cataloger, CIT Purchasing, SIT bus driver, SIT bus monitors, Native American Liaison, Safety Officers, Site Coordinators, All Paraprofessionals

You will be available to work during your scheduled work hours. If a building is shut down due to COVID-19, your supervisor may authorize you to work at home. Your normal job duties may change or be modified by your supervisor or district administration.

If you are unable to accept these provisions due to a situation related to COVID-19, please refer to the leave information under the Hourly Paid Employee section and the provided notice.

If you are asked to work and unable due to another reason (bereavement, family illness, etc) you will be required to use the applicable leave.

High-Quality, Effective, Standards-Based Education



Communication

- Communication and support to all families, including those families whose native language is not English.
 - Grand Forks Public Schools uses a district-wide notification system (Blackboard) for website, mass notification (telephone, email, SMS/text messaging), and smartphone app notifications in an effort to communicate with families and employees quickly through multiple channels. These systems seamlessly integrate with our student and employee information systems so

we can personally contact families and employees with vital information. Emails and SMS/text messages sent through this notification system are able to be translated into the five most common languages in our school system: English, Nepali, Somali, Arabic, and Spanish.

- Our district and school websites also feature an integrated translation tool, which allows our websites and webpages to be translated into dozens of languages.
- As part of our continued work in adhering to the Americans with Disabilities Act (ADA) and web accessibility standards, we use Smore for district / school-to-family newsletters. Smore is a web-based newsletter program that works seamlessly on tablets, smartphones, and computers. It is customizable and has a variety of features available, which include language translation and contrast adjustment. We routinely share the content of our emails in a Smore newsletter, which is then texted to families and/or employees.
- We have expanded several areas of our website to provide resources to families, including dedicated [COVID-19](#) and Remote Learning pages and have expanded resources and information on our [Mental Health Hub](#). This information is also available through dedicated buttons on our smartphone app. In addition, we added the Ally accessibility tool to our websites during the summer of 2020 which allows users to download PDF files into alternative formats, including HTML, ePub, electronic braille, audio, and BeeLine Reader.
- The district and individual schools will continue to communicate with students, families, and employees using the resources above as we navigate through COVID-19 and its varying effects on our school system.

Access for Students

- The district will provide 1:1 technology for students K-12. Students in grades K-2 will receive iPads, and students in grades 3-12 will have Chromebooks. All families will be supported in procuring [high speed internet access](#) at home.
- Elementary schools will utilize Chromebooks and iPads to deliver lessons. They will use Seesaw and Google Classroom to ensure students receive both consistent instructional content and learning and social emotional support from teachers and support staff.
- Secondary schools will utilize Chromebooks to deliver lessons. They will use Google Classroom and Google Meet to ensure students receive both consistent instructional content and learning and social emotional support from teachers and support staff.
- The Curriculum, Instruction, and Technology Department has created [resources](#) to help students and families utilize the devices, [Google Classroom](#) and [SeeSaw](#).
- **Assistive Technology** documented on a student's IEP for learning will go home with the student. Examples include pencil grips, specialty paper, slant boards, specific sensory tools, adaptive scissors, iPads with specific apps, etc. Large shared equipment would be an exception, and IEP contingency plans will reflect additional options or compensatory services as needed.

Teaching and Learning

- **Priority areas for both face-to-face and distance learning include:** relationships (social-emotional learning); teaching remote learning skills (digital competency); skill assessment during the first week(s) of school. We must capitalize on uninterrupted face-to-face instructional time to establish foundational relationships and teach our students foundational skills that will allow them to learn at home or at school.

- **Academic instruction** will focus on grade level / content **essential/priority standards** as identified by grade level / department. This will allow time during the calendar year to assess and revisit “gap knowledge and skills” from the previous year while ensuring grade level / content level standards are acquired. A [quick start guide](#) was developed to guide this work including a [scoring rubric](#) to track progress.
- Staff will use [authentic assessments](#) for both engagement, progress monitoring, and integrity’s sake (students doing their own work). For example, a teacher would better gauge student understanding on constructed response questions vs. only multiple choice. Explicit [Rubrics and Scales](#) will empower and guide learners.
- We expect students to produce and submit **weekly artifacts** of their learning and progress for feedback and assessment for each course / content area. Progress should still be tracked and communicated to families via PowerSchool and other mechanisms.
 - **Student Artifacts** could include: journals, logs, tests / quizzes, papers, constructed responses, video responses, video demonstrations, project work / drawings / etc. submitted in-person or by picture / video / online application, virtual sketch boards, scheduled class discussion, etc.
- Staff may also include **project-based / unit-based / theme-based** work that would be malleable between home and school. Examples include research that can be conducted at home; lab work and presentations better face-to-face; reading / listening / learning about a current event at home, debating and discussing the event face to face; etc. Here are [ideas](#) on how to structure deep learning experiences from Retool School. This [article](#) includes thoughtful and practical foundational differences between face-to-face versus remote learning constructs to support educators.
- Regularly scheduled student contact will occur from teachers, counselors, case managers, etc. to meet individual student needs as outlined in other areas of this application whether learning is occurring face-to-face or remotely.
- Teachers will accommodate instruction according to grade and individual student developmental levels, course content, and individual student needs. Students will have direct access to teachers on a daily basis (Monday through Friday on calendared school days) to receive the support they need.
- Physical education (PE) teachers will implement GFPS safety protocols during class time. Outdoor activities are strongly encouraged while weather permits. PE teachers will execute their priority standards through non-contact activities that focus on individual skill development and the five components of physical fitness.
- Music Teachers: *Safety procedures are being developed.*

Academic Summaries by Level

- **ECSE (Early Childhood Special Education):** Families will be supplied with home-based activities specific to goals and that support their student’s unique educational needs. Families will be supplied this information through email, U.S. mail, or through [SeeSaw](#). Teachers will be communicating with families a minimum of one time per week on a platform preferred by families to include SeeSaw, Google, phone consultation, or email. In addition, related service providers will also be providing families with activities and will be making contact a minimum of one time per week.
- **Pre-K Education:** Head Start teachers and students will communicate daily and exchange information through [SeeSaw](#). Learning opportunities will include scheduled learning videos, recorded demonstrations, Google Meet, and phone consultations. Additional learning opportunities will include home activities from Creative Curriculum. These expectations follow The Head Start

Child Development and Early Learning Outcomes Framework and are aligned with our School Readiness Goals.

- **Elementary School (Grades K-2):** Primary grade teachers and students will communicate and exchange information through developmentally appropriate measures such as [SeeSaw](#). Additional mechanisms will include scheduled synchronous learning and asynchronous learning videos, recorded demonstrations, Google Meet, phone consultations, and other apps and modalities as outlined in other sections of this application. These expectations apply to all core courses in accordance with North Dakota and local course standards and assessments. Students in grades K-2 will be provided a district-owned [iPad](#).
- **Elementary School (Grades 3-5):** Elementary school teachers and students will communicate and exchange information primarily through [SeeSaw](#) and [Google applications](#) (Classroom, Meet, etc.). Additional mechanisms will include scheduled synchronous learning and asynchronous learning videos, recorded demonstrations, Google Meet, phone consultations, and other apps and modalities as outlined in other sections of this application. These expectations apply to all core courses in accordance with North Dakota and local course standards and assessments. Students in grades 3-5 will be provided a district owned [Chromebook](#).
- **Middle School (Grades 6-8):** Middle school teachers and students will communicate and exchange information primarily through [Google applications](#) (Classroom, Meet, Hangout, etc.). Additional mechanisms will include scheduled synchronous learning and asynchronous learning videos, recorded demonstrations, Google Meet, phone consultations, and other apps and modalities as outlined in other sections of this application. These expectations apply to all core, exploratory, Multi-Tiered Systems of Support (MTSS), and advisory courses in accordance with North Dakota and local course standards and assessments. Students in grades 6-8 will be provided a district-owned [Chromebook](#).
- **High School (Grades 9-12):** High school teachers and students will communicate and exchange information primarily through [Google applications](#) (Classroom, Meet, Hangout, etc.). Additional mechanisms will include scheduled synchronous learning and asynchronous learning videos, recorded demonstrations, Google Meet, phone consultations, and other apps and modalities as outlined in other sections of this application. These expectations apply to all required, elective, applied, and Career and Technical Education (CTE) courses in alignment with North Dakota standards and assessments needed to grant credit. Students in grades 9-12 will be provided a district-owned [Chromebook](#).
- **Career and Technical Education (CTE):** CTE classes will be utilizing several remote learning delivery strategies to continue to provide a high-quality, engaging, and relevant curriculum. Through a combination of [Google Classroom](#) and Moodle as learning management systems (LMS), CTE courses will be delivered primarily in an asynchronous fashion, with instructors making direct contact daily with students through a variety of methods including LMS announcements, e-mails, phone calls, messaging, and video conferences. CTE courses will be utilizing online and web-based resources to provide specific software and virtual simulations for lab-based activities including Virtual Business, Competition University, Office 365, MindTap, and many others. Several courses have already utilized web-based, industry provided curriculum (e.g., Cisco Networking Academy). For lab-based activities, instructors will be assessing student's learning through demonstrations via photos, videos,

and presentations. CTE courses will continue to adhere to the program standards set forth by the North Dakota Department of Career and Technical Education.

Ensuring Equitable Services



Grand Forks Public Schools is poised to ensure all students have access to all courses provided to them during typical operations. Teacher teams, grade levels, and departments have identified their priority standards and skills for each course / grade level, and will continue to use the district-provided curriculum and resources along with technology-based applications to augment and deliver distance learning when needed.

Special Education Considerations

Individualized Education Plans

Individualized Educational Plans (IEPs): All educational decisions for students with IEPs must be made on an individual basis and be consistent with the Individuals with Disabilities Education Act (IDEA) and the North Dakota Department of Instruction's Office of Special Education guidelines. In order to meet individual needs and to respond to updated information as it becomes available, guidance documents on programs, staff responsibilities, and IDEA compliance are continually updated and available online via Special Education Unit and District websites. Procedures will be implemented to ensure that Free Appropriate Public Education (FAPE) is provided and IEPs, including contingency plans, are implemented.

Special education case managers will be collaborating with families to review and revise (as needed) the student's Individual Education Plan (IEP) and to create **Contingency Learning Plans** for all students on an IEP. **Plans will outline how services will be provided during distance learning, as well as necessary accommodations, assistive technology needs, and available resources that will be provided to families.** While the contingency learning plan is utilized during school closures, the student's IEP will remain in place and services defined in that document will be resumed once students return to school.

Documentation of the Contingency Learning Plans will be completed and shared with parents on a Prior Written Notice of Special Education Action. These forms, along with a copy of the Contingency Learning Plan, will be sent digitally or by U.S. mail. Further changes to services can be discussed and documented as needed. The Contingency Learning Plan can be found at [GFSEU Contingency Plan](#).

In addition:

- **IEP meetings** and other meetings will be hosted through phone or video technology.
- Case managers will continue **collaborating with general education** teachers to ensure **scaffolding and other accommodations** are in place for general education instruction.
- **Individualized lessons** will focus explicitly on student goals as outlined by students' IEPs / Individualized Learning Plans (ILPs) / identified needs. Those lessons will be conducted individually or in small groups using phone or face-to-face technology to meet required minutes.
- **Speech services** will be provided remotely through a digital platform.
- Students receiving **Occupational Therapy (OT) services** will be provided a variety of opportunities through exercises and activities provided for use in-home settings, remotely through digital means, or through alternatives, such as providing services at an off-site location.

- Because **Physical Therapy (PT) services** are not approved through TeleHealth in North Dakota, we are exploring providing services through outside providers, or we would provide services by district staff at alternate off-site locations, as appropriate..
- **Additional services** may be considered for students that were not able to benefit adequately from distance learning. The need for additional services would be determined by the student’s individual education plan (IEP) team through review of data collected during the distance learning period and in light of the student’s unique circumstances.
- Students participating in **school-wide enrichment (SWEPE)** will receive extension activities and assignments in qualified content areas.
- Services required to be provided in **residential facilities** will be determined through consultation with these facilities (i.e., Ruth Meiers Adolescent Center, Juvenile Detention, Altru).
- **Assistive Technology** devices and materials that are documented on a student’s IEP for learning will go home with the student. Examples include pencil grips, specialty paper, slant boards, specific sensory tools, adaptive scissors, iPads with specific apps, etc. Large shared equipment would be an exception, and IEP contingency plans will reflect additional options or compensatory services as needed.
- For the **parochial schools** in our community (Holy Family-St. Mary’s School, St. Michael’s Catholic School, and Prairie Voyager Adventist School), which are part of the Grand Forks Special Education Unit, our special education staff will be working with families to develop contingency plans for all students on IEPs. The process mirrors the work being done at our public school settings. Contingency learning plans will outline how services will be provided during distance learning as well as necessary accommodations, assistive technology needs, and available resources that will be provided to families. While the contingency learning plan is utilized during school closures, IEPs will remain in place and services defined in that document will be resumed once students return to school.
- **Ensure differentiation / modifications** are made for students:
 - Consider creating video tutorials students can reference to review a specific skill or concept,
 - Consider individual tutorials via Google Meet, phone, etc.,
 - Consider electronic read and write programs, resources that allow content modifications by lexile level, pictorial supplements, etc.,
 - **NOTE:** *Special Education Case managers will be explicitly working on students’ IEP goals; it is incumbent upon classroom teachers to provide modifications and case managers will reach out to general education teachers to ensure implementation*
- **Staff Expectations for Special Education Teachers** during distance learning can be found at <https://drive.google.com/file/d/1U2xDIQZ8wkKkBPllbD8b1sJHl8E7BV-6/>.

504 Plans

For students with 504 plans, classroom and general education teachers will be ensuring the accommodations are provided. Additional aides or services needed to meet the 504 during distance learning will be considered. Students will have equal opportunities to participate or benefit from any face-to-face or distance learning activities or lessons provided by the district.

English Learner Considerations

English Learners (EL) students and the services they receive are unique. Educational opportunities will be provided and EL staff will continue to communicate with each EL student’s family to address individual supports necessary. In addition, translation services shall be provided, when necessary, to EL families.

- GFPS will utilize a face-to-face screening process as outlined in the [GFPS English Language Handbook](#). When face-to-face screening is not possible, GFPS will utilize the newly released WIDA online screener. All screening processes will continue to identify English learners within 30 days of the first day of school or two weeks of enrollment during the school year.
- GFPS will continue to use an integrated EL program throughout distance learning that provides language services in the “mainstream” classroom as much as possible. The EL teachers will collaborate with classroom teachers to develop instructional plans for students who are limited in their English Language Proficiency because they come from different language and cultural backgrounds. Classroom teachers will modify materials. Paraprofessionals will provide supplemental services. Additional instructional support is provided through additional tutoring and supplemental reading, writing, listening, and speaking supports.

McKinney-Vento

Our students who qualify under the McKinney-Vento Act and students in **foster care** will be contacted and supported through school social workers and counselors. Specific student / family support will be provided by staff as needed regardless if learning is taking place face-to-face or via distance education.

Federal Title Considerations

Grand Forks Public Schools has nine school-wide Title I elementary buildings and two school-wide middle school buildings. These students are receiving supplemental services through small groups and one-to-one instruction using technology and/or paper and pencil instruction. Staff will provide support whether we are providing face-to-face instruction or via distance learning. Students identified with a need for behavior interventions will receive services via daily or weekly check-ins with students and families. Each School’s Schoolwide Plan allows for any staff paid with Title funds to provide support to any student who needs it. This will be done in compliance with GFPS Smart Restart work.

The District Title I Coordinator / Associate Superintendent has met with the Title I private school administrators to assure they have created plans to serve identified students through their staff paid with Title I funds. These include a reading specialist assigned to private schools who will provide supplemental services to Title I students through preparing materials and resources for each Title I student on their caseload. These will be sent home at the end each week and staff will connect with each student one time each week to answer questions and provide support. The reading specialist will connect with their students’ classroom teachers to provide extra support.

School Counseling Services



The Unified Mental Health Team of Grand Forks Public Schools is committed to ensuring that students continue receiving support for their mental health and well-being, their social and emotional learning, career, and academic planning for their future. The Unified Mental Health Team includes 24 school counselors, 12 social workers, six school psychologists, and five mental health specialists (mental health coordinator, mental health therapist, licensed addiction counselor, social emotional learning specialist, and Head Start mental health coordinator).

The following supports will be offered to our learners and their families:

- The **Mental Health Hub** on our district website offers a wealth of information and resources related to mental health supports and services, which is available at <https://www.gfschools.org/mentalhealthhub>.
- **Social-Emotional Lessons and resources** will be provided through a variety of formats: Seesaw, Google Classroom, or the Mental Health Hub.
- [Social-emotional resources teaching resources](#) will be provided to support student learning.
- Our Unified Mental Health Team will have **office hours** with two hours per day available for direct services through email, phone, or video conference.
- We will continue to work with our **community partners**, including Lutheran Social Services, the Village Family Service Center, Northeast Human Service Center, Northern Prairie Community Clinic, Community Violence Intervention Center, etc. to make appropriate referrals for students requiring more intensive support.
- Our team will **consult with teachers** in support of their work with students who may experience struggles while working remotely.
- Our team will work to help families **remove barriers** they may be experiencing while trying to help their students access the tools needed for their education.
- Our team will follow ethical guidelines and practices for distance counseling as guided by ASCA. A link to our guiding principles can be found at [GFPS Virtual School Counseling](#).

Assessment and Grading Practices



K-12 Reading and Math Skills Assessment

A required component of the ND Smart Restart plan is to assess all students within the first four weeks of school. Research indicates that learning gaps will be widened and more prevalent due to the effects of COVID-19 on instruction. Assessments can be used to help identify learning gaps and will be used to guide the teaching and learning process for the upcoming school year. GFPS assessment plan for the first four weeks can be found [here](#).

Assessment of Ongoing Progress and Understanding

- Teachers will determine the number and type of assessments appropriate for measuring student mastery on identified priority standards. Formative feedback must be given prior to any summative assessment.
- Staff will use [authentic assessments](#) for both engagement, progress monitoring, and integrity's sake (students doing their own work). For example, you would better gauge student understanding on constructed response questions versus only multiple choice.
- Explicit [Rubrics and Scales](#) will empower and guide learners.
- We expect students to produce and submit **weekly artifacts** of their learning and progress for feedback and assessment for each course / content area whether face-to-face or engaged in remote learning. **Student Artifacts could include:** journals, logs, tests / quizzes, papers, constructed responses, video responses, video demonstrations, project work / drawings / etc. submitted in-person or by picture / video / online application, virtual sketch boards, scheduled class discussion, etc.

- Progress will be tracked and communicated to families via PowerSchool, See Saw, and other mechanisms.

Grading

- Explicit **Rubrics and Scales** will empower and guide learners and should be used to establish learning goals during both face-to-face and distance learning. Teachers should focus on feedback and growth to guide students towards mastery of priority standards. Rubrics and scales can then be converted to percentages at the secondary level to determine a student's grade, which will allow for an accurate report of content mastery. A conversion scale can be found [here](#). Elementary teachers will continue to report on academic progress through the use of the standards referenced reporting tool (report card).
- Grades will still be tracked and communicated to families via PowerSchool, See Saw, and other mechanisms.

Note: Instruction during the spring of the 2019-2020 school year was disrupted by the Novel Coronavirus Pandemic (COVID-19) and to acknowledge the unique challenges that students, their families, and teachers experienced the decision was made to not assign grades at the elementary level and to add inflations or bonuses to secondary grades. During the 2020-2021 school year, grades will be assigned at all levels without distance learning-related bonuses or inflation.

Health and Safety Plan



Please visit

<https://docs.google.com/spreadsheets/d/10E20pbaaaDMnOVbsmfWSxHreiaicSbaWuBF7nB757M0/> for the most current draft of the Health and Safety Plan.