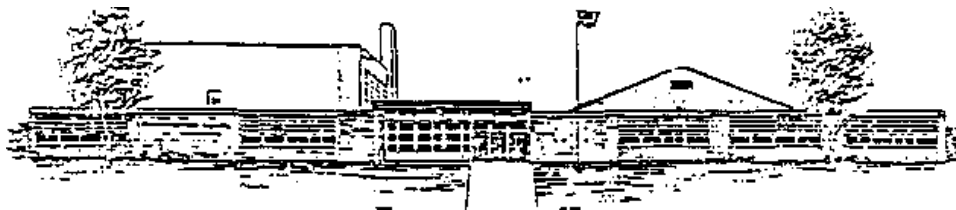


STARKWEATHER SCHOOL DISTRICT #44

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Starkweather Public School 2023-2024 COVID-19 Emergency Response Plan – Pandemic/Epidemic

Approved by DPI March 2020

Updated June 1st, 2023

| Personnel | Action |
|---|---|
| All | <ul style="list-style-type: none"> • Take precautions as directed • Encourage thorough hand washing • Adults who exhibit symptoms should remain home • Students who are symptomatic should be isolated from other students and parents contacted |
| Administrators | <p>Normal School Operations</p> <ul style="list-style-type: none"> • Monitor attendance of students to determine the impact • Report any significant elevations in absences to Ramsey County Health, nurse • Promote attendance policies that encourage students who are sick to stay home • Be prepared to address large numbers of staff absences <p>Extended Closure</p> <ul style="list-style-type: none"> • Identify essential personnel • Establish alternate office hours to limit exposure and provide essential personnel list to central office • Implement distance learning programs |
| Secretary/Business Manager | <ul style="list-style-type: none"> • Be aware of absence policy changes to inform parents and families • Help isolate symptomatic students and contact parents • Follow Ramsey County Health, nurse directives on how to address student illness |
| Custodian | <p>Normal Operations</p> <ul style="list-style-type: none"> • Follow enhanced cleaning procedures as directed by the administration • Clean high traffic surfaces daily <p>Extended Closure</p> <ul style="list-style-type: none"> • Follow CDC recommendations for enhanced cleaning and sanitizing all services • Follow alternative work schedule as directed by administration |
| Nurse – Lake Region District Health – Outreach | <p>Normal Operations</p> <ul style="list-style-type: none"> • Provide support to building principal and staff with response to guidance and actions – medical related emergency • Provide support for students exhibiting symptoms • Ensure school has needed medical supplies <p>Extended Closure</p> <ul style="list-style-type: none"> • Continue to provide CDC recommendations to district office regarding closure • Provide medical guidance to all stakeholders as needed |

| | |
|-------------------------|---|
| | <ul style="list-style-type: none"> Assist principals with implementation of telehealth as needed for students |
| Teacher | <p>Normal Operations</p> <ul style="list-style-type: none"> Symptomatic students should be isolated from well students and parents contacted Be prepared to provide instructional opportunities in the event of a closure. Prepare to be able to instruct students from home/office Reach out to parents to prepare them for possible closure should it occur Reassure your students and provide emotional supports as needed Direct additional supports as necessary including counseling services <p>Extended Closure</p> <ul style="list-style-type: none"> Implement distance learning plan Establish daily office hours and inform your students (families) |
| Tech Department | <p>Normal Operations</p> <ul style="list-style-type: none"> Ensure operations of educational tools used for online learning Prepare to support teachers in e-learning instruction Prepare for implementation of helpdesk operations during closure <p>Extended Closure</p> <ul style="list-style-type: none"> Implement helpdesk operations Continue to support students and educators remotely |
| Public Relations | <p>Normal Operations</p> <ul style="list-style-type: none"> Create communications folder for district administrators to share information Attend district administration meetings to ensure unanimity of messaging Prepare statements for stakeholders as needed Prepare press releases and manage media contacts Test communications systems to ensure they are functional as needed Create communications portal on district website <p>Extended Closure</p> <ul style="list-style-type: none"> Prepare statements for stakeholders Attend district administrative meetings to ensure unanimity of messaging Use district website to provide weekly COVID-19 updates http://www.starkweather.k12.nd.us/ |
| Food Service | <ul style="list-style-type: none"> Prepare for food distribution if a closure were to occur Use district website to provide stakeholders with a needs assessment survey – survey link Starkweather School Questionnaire |
| District | <p>Normal Operations</p> <ul style="list-style-type: none"> Maintain contact and monitor information from NDDoH and NDDPI Work with Ramsey County Health nurse as needed District administrator will provide information as needed for all stakeholders Identify essential personnel and work duties related to closure Prepare for business operations to continue as needed during a closure Prepare for transportation needs should they be required during closure <p>Extended Closure</p> <ul style="list-style-type: none"> Implement closure plan Prepare reintegration plan as closure concludes |

Communication Plan

District leaders will develop a District Communication Plan to ensure consistent communication with stakeholders. The Superintendent will advise on specific measures to be taken during this event.

Continuation of Educational Services

In the event of a pandemic/epidemic that significantly impacts how we can provide educational services Starkweather Public School intends to address the following practices and processes to achieve our desired outcomes.

District Mission:

To motivate all students to become successful citizens and lifelong learners in an ever-changing world.

Our Vision:

To empower every student to reach their full potential.

We believe our students will achieve their full potential when we:

- Maintain an environment with clean and high expectations using challenging curriculum
- Integrate technology into our learning environment
- Foster a collaborative relationship among all stakeholders
- Ensure students and staff feel safe and respected

Continuation of Educational Services

Full Continuation: Students will be able to access grade-level and subject-matter content. Instructional support is provided, including assessment and evaluation of work. Measurable student progress is expected. Materials and instructional methods used might include all these listed above.

Health & Safety

The health and safety of students, staff and community members is our primary concern during a widespread health emergency. All actions Starkweather Public School takes will be balanced with guidance from Ramsey County health Services, North Dakota Department of health, the CDC and community leaders.

Ensuring the safety of our students, staff and community stakeholders may impact the intensity, location, and duration of academic services we provide during a pandemic/epidemic.

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

Student Attendance & Engagement

Attendance policies will be flexed during a pandemic/epidemic event. The CDC provides guidance for schools on when to alter attendance practices and/or close schools.

- Suspend School Attendance Review Board (SARB)

- Student absenteeism due to EPEDEMIC 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 from attending school

During an extended closure student engagement in learning opportunities is critical to all students continued academic growth. Attendance shall still be monitored by teachers through student logins in asynchronous learning experiences and participation in synchronous learning experiences. Any student demonstration prolonged absence or disengagement is a cause for concern. Teachers shall contact that student's parent/guardian to seek input and assist them as needed to ensure student participation.

As part of the community and district response to COVID-19 Starkweather Public School are suspending sections of the student handbook in relation to attendance and test exemption. These changes are being made following recommendations by the NDDoH in relation to student absences while sick.

- Wash hands often with soap and water for at least 20 seconds
- Avoid touching eyes, nose, or mouth
- Cover your cough and sneezes
- Above all else, stay home when you are sick

If you are sick, follow the guidance in the Starkweather Public School handbook and have your parent/guardian contact the office. If the illness extends beyond 2 days (or you become quarantined) be sure to provide the school office a note from your family health care provider.

Educational Services

During an extended closure due to a pandemic/epidemic Starkweather Public school believes students benefit from delivery of educational services. These services provide our families and students with continuation of academic services and supports.

Starkweather Public School can provide virtual training to our educators, quality instruction to our students, and support the unique health & wellness needs to both groups through our e-learning system.

Students in PK-12 will have access to a variety of online learning technologies. Elementary students will use the interactive technology in the form of **ClassDojo**. ClassDojo is an educational technology communication app and website. It connects primary school teachers, students and families through communication features, such as a feed for photos and videos from the school day. Middle school and high school students will use Microsoft Teams to interact with one another and their teacher in real time, the internet, and emails to keep connected.

<https://www.classdojo.com/>

<https://support.office.com/en-us/article/microsoft-teams-video-training-4f108e54-240b-4351-8084-b1089f0d21d7>

<https://www.bu.edu/tech/services/cccs/conf/online/microsoft-teams/>

Professional development

Professional development will be provided for staff through Edutech on providing appropriate online methods for teaching distance learning courses. Starkweather School is in collaboration with Edutech, NESCC, and NDCEL to address ongoing professional learning needs related to the delivery of distance learning. Additional professional development during the transition phase and first couple of weeks of distance learning will continue to be provided through Zoom for Staff, students, and their parents.

- Resources will be shared with staff on an ongoing basis.
- Daily check-ins with administration will be required (duration may change depending on how the transition is going)
- Starkweather School certified staff will meet weekly to address the evolving professional learning needs through discussion with staff and distance learning plan as it becomes operationalized.
- Ongoing staff, student and family technology support will be provided by Mrs. Groves on an as needed basis

<https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-Meeting>

Student Development

To prepare students for distance learning our counseling staff will be provided a list of all student phone numbers and emails so they can reach out to students and their families to provide social and emotional support and guidance throughout the duration of the school closure. The administration will send out instant alerts to provide students and their families with context and guidance for the academic transition from classroom instruction to digital distance learning. Our technology coordinator will post daily updates with social emotional and academic guidance. Teachers will design weekly academic packets that include digital learning. Each packet included age appropriate instruction building on what students have already learned, with a focus on expanding learning through the end of the year. Packets will include:

- Teacher guidance for instruction covering daily assignments through the course of the week
- Assignments are time stamped with clear expectations for digital submission
- Grading will follow the Starkweather School Student and Family Handbook with a degree of flexibility built into grading to ease the transition to distance digital learning
- Teachers will utilize technology to hold daily classroom instruction using Microsoft Team, Zoom and ClassDojo (digital instruction will vary from instructor to instructor)

Providing and Ensuring Access

Starkweather Public School will provide iPads to all students in K-4 grade who need them and laptops for students in grades 5-12.

- If possible, devices shall be sent home with students with their chargers before a closure is announced.
- If devices are with students when a closure is announced principals should arrange times for parents/students to pick them up in ways that follows recommended guidance to protect from pandemic/epidemic.

Online learning requires access to internet services. NDTC has partnered with Starkweather Public School to provide families with free academic based internet services, who otherwise could not afford internet service, to ensure equitable education services for all.

In the event of a closure, a stakeholder survey will be conducted to determine each family's level of access to internet and other technology. This information will be used to plan for an extended closure with the goal of ensuring equitable educational opportunities for all students.

No Access Options

- Use survey data to assess internet connectivity needs and work with NDTC to provide free internet service for families in need.
- Work with district stakeholders to ensure 100% accessibility to internet services district wide.
- Starkweather Public School is committed to providing solutions to connectivity issues for all our stakeholders.
- [Starkweather School Questionnaire](#)

High-Quality, Effective, Standards-Based Education

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>

Students

During distance learning, students will be provided work from their teachers in all their subjects that would equate to no more than 1 to 3.5 hours per day, determined by age and grade. Teachers will use their judgement based on the complexity of work. Teachers will partner with parents to provide them with the essential tools they need to provide technological support to their children.

Scheduling

Starkweather School PreK-6 students' educational setting is a self-contained classroom. Students in grades 7-12 move from class to class based on academic discipline. In the event that a "hybrid" model for delivery becomes available students will be transported in small numbers to the school once per week and will participate in face-to-face instruction with their respective teacher but will continue to practice social distancing with other personnel.

PreK - 6th Grade

Weekly Schedule:

- Monday through Wednesday, 8:00-4:00 - Work from home
 - Staff will make themselves available to address individual student learning concerns.
 - Staff will connect with students and parents' daily emails, phone calls, Zoom, as well as provide students with age-appropriate learning packets
- Thursday and Friday: Teacher collaboration days (In school working under self-distancing guidelines)
- Thursdays: Hard copies of student learning materials for the following week will be mailed by 3:30 pm
- Fridays: Digital copies of lessons for the following week will be posted by 3:30 pm
- Learning packets will include scaffolding mastered material to new learning material.
- Where possible, offer cross-curricular learning opportunities. (Scholastic currently has a great resource for grade level bands called "Scholastic Home Learning.")
- Reading (with actual books and online) and writing should be a priority; paired activities with the reading are at the teacher's discretion.

- Staff will collaboratively brainstorm ways students can access materials, including books (i.e. online offerings, book pick-up times, etc.).
- Consider technology needs – making online learning games available to students.
- Keep learning expectations poignant and realistic.
- PreK-6 are using Epic (books) to promote reading and language arts education.

Daily Schedule:

- 8:00 to 9:00 am – Staff collaboration and planning.
- 9:00 am – Distance learning activities utilizing the Zoom platform. Instructors will also discuss individual physical and online learning packets (review packets) that students received the week prior (delivered by administrators & teaching staff).
- 9:30 to 1:00 pm - Student engagement, instruction, supervision, monitoring, support to students and parents as needed.
- 1:00 pm – Afternoon session of Zoom will occur for collaboration and online learning.
- 1:30 to 2 pm – PE/Music utilizing Zoom, Team and emails.
- 2:00 to 3:00 pm – Student engagement, instruction, supervision, monitoring, and support to students as needed (Enrichment hour for additional assistance).
- 3:00 pm – Verification/assessment of student work/engagement. Instructors will meet via Zoom with the entire class to discuss progress and instructional/curricular changes that may need to take place moving forward.

7th – 12th Grade

Students in grades 7-12 will be taught online using Teams. All students have access to this program through their EduTech accounts and have school computers to use at home. Curriculum resources and assignments aligned with the North Dakota State Standards are posted in the Teams app for each day. Students meet with the instructor through video chat on Teams and/or Zoom at least 4 times a week for class instruction and discussion. Students are also able to video chat, message or email the instructor through Teams whenever they have questions or need help. The instructor is also available by phone during the school day.

As students' complete assignments, they are returned through Teams. Assignments are then assessed and returned to students through this system as well. In addition, Flip Grid also is being used as a tool to assess student learning and progress in some cases. Assignments are recorded in PowerSchool, just as when the students are in the physical classroom.

Weekly Schedule

- Monday through Wednesday, 8:00-4:00 - Work from home
 - Staff will make themselves available to address individual student learning concerns.
 - Staff will connect with students and parents' daily emails, phone calls, Zoom, as well as provide students with age-appropriate learning packets
- Thursday and Friday: Teacher collaboration days (In school working under self-distancing guidelines)
- Thursdays: Hard copies of student learning materials for the following week will be mailed by 3:30 pm
- Fridays: Digital copies of lessons for the following week will be posted by 3:30 pm
- Learning packets will include scaffolding mastered material to new learning material.
- Where possible, offer cross-curricular learning opportunities. Teachers may decide to do this as an entire grade level band or to pair-up with similar content areas, such as Math-Science-Health and ELA-SS-Arts.

- Reading (with actual books and online) and writing should be a priority; paired activities with the reading are at the teacher's discretion.
- Staff will brainstorm ways students can access materials, including books (i.e. online offerings, book pick-up times, etc.).
- Consider technology needs – making online learning games available to students.
- Keep learning expectations poignant and realistic.

Daily Schedule:

- 8:00 to 8:30 am – Staff collaboration and planning.
- 8:30 am to 3:00 pm – Instructors and students will follow the regular high school class schedule. Instructors will utilize Zoom, Teams, emails, and teleconferencing to conduct instruction, discussion, and formative assessments with students.
- 3:00 to 4:00 pm – Staff collaboration and individual instructor/student collaboration as needed. Discussion will occur regarding the effectiveness of the delivery model and adjustments needed to accommodate student learning.
- During teacher prep periods students will be able to individually meet with teachers over Zoom or Teams to get assistance or ask questions.
- A minimum of two grades per week will be posted in PowerSchool and grading will occur as usual.

Access to All Classes/Courses

Academic programming during a closure due to a pandemic/epidemic shall continue to deliver instruction aligned to our district's guaranteed and viable curriculum. Starkweather Public School has used a PLC structure to evaluate and monitor the effectiveness of our instruction, resources, and supplemental materials.

PK Special Education

During a partial closure small group and one-to-one instruction shall be used. During a full closure ClassDojo will be used to virtually interact with students synchronously and asynchronously to provide services and support. Support to families will also be provided through direct phone calls and emails.

Elementary (K-6)

During a partial or full closure ClassDojo will be used in grades K-4 to virtually interact with our students synchronously and asynchronously to provide services and support. Grades 5-6 will utilize Microsoft Teams. Our academic focus is to provide new learning opportunities building on the knowledge students had acquired leading up to the school closure due to the COVID-19 outbreak.

High School (9-12)

During a partial or full closure Microsoft Teams will be used in grades 9-12 to virtually interact with our students synchronously and asynchronously to provide services and support. Our academic focus is to provide new learning opportunities building on the knowledge students had acquired leading up to the school closure due to the COVID-19 outbreak.

CTE

Starkweather Public School students also take online CTE courses through Lake Area Career and Tech Center, located in Devils Lake, ND. Students will experience hands on learning opportunities that will now be addressed with the use of video lessons, virtual field trips and experiences, and real-world projects that can be completed at home.

Lab Sciences

During a closure Starkweather Public School will continue to use the North Dakota Center for Distance Education. Starkweather Public School uses the North Dakota Center for Distance learning to deliver all our 7-12 Science curriculum. It is 100% digital. The only change approved by the Center for Distance Learning and Starkweather Public School is to allow parents to proctor science exams from home, as needed.

Provisions for Instructional Support

Teachers will be available Monday through Friday from 8 am through 4 pm to provide students with academic support and direct feedback on student lessons. Teachers have also built into the instructional day direct teacher guided instruction through Microsoft Team, Zoom and ClassDojo. During direct one-to-one or small group instructions students will have an opportunity to ask questions and get teacher feedback.

Teachers will partner with parents to monitor student progress and ensure follow-through and submission of assignments as directed. Parents will provide a vital link in the academic chain encouraging students to use their academic time wisely and monitor submission of assignments.

Assessments

Assessments will vary from teacher to teacher as they are guided by the content-standards. Assessments will include tracking daily student progress, worksheets, quizzes, tests, and short writing assignments, all of which will be time stamped and submitted digitally.

Grading

Starkweather School District will continue to follow our policies, practices, and grading structure during a closure due to a pandemic/epidemic. Given the disruption to the learning environment teachers are encouraged to employ flexible grading practices guided by the Student and Family Handbook. The goal is to ensure each student has a successful transition from the classroom to distance digital learning.

Starkweather Public School will continue to offer school guidance counseling lessons delivered digitally to students through Microsoft Team, Zoom, Emails, and phone calls. Additionally, the counselors will adhere to the ASCA virtual learning guidance and ethics as they design synchronous and asynchronous digital lessons to address the needs of each student.

Progress Monitoring

Monitoring student progress will be accomplished through ClassDojo, Teams and emails. These digital tools allow us to review student submissions and provide feedback.

PLC will continue to meet weekly to monitor student progress and address learning gaps that may surface. PLC groups will have access to specialists to assist them in providing resources and supports to students demonstrating academic need.

<https://www.schoolcounselor.org/school-counselors/standards>

Mental Health Support

District school counselors are available to students and their families to call in the event of a crisis, providing families with available resources and supports within the community. Counselors will work with k-12 students in crisis and broker needed services such as offering online resources to connect with trained counselors and/or connect students with online and crisis hot lines as needed. They will also work

with students to address fears related to the COVID-19 virus outbreak, while continuing to provide students with character building lessons via social emotional learning using video and teleconferencing. As a small district, our counselors can reach out to each student and their families directly through teleconferencing to assess any needs that may arise. Counselors and Social Workers will be available on their normal contracted days/hours to respond to student needs via phone calls or email.

Lakes Social Services District and Lake Region District Health will continue to provide outreach support as needed via telehealth counseling services to students and their families in crisis.

Services Assurances to Needy Populations

Ensuring high-quality, age appropriate instruction for all students is always our goal, including during a pandemic/epidemic closure. Special considerations shall be made for needy and unique populations.

PreK Special Education

Follow the recommendations set forth in the Special Education/504 Section below.

At-Risk Students

At-risk students are defined as students who receive Title I Services during the school year. To ensure equitable services to these students during a closure the Title I teacher (Title I – Schoolwide) will work with classroom teachers to provide additional supports as needed to support general education courses. These supports could be:

- Learning materials – take home bags
- Books
- Assisting parents in supporting their students while at home
- Parenting tips and online resources

Starkweather Public School's MTSS groups will work online in IXL, Kids A-Z, Moby-Max, and other computer programs to close the gaps and provide enrichment in math and reading in grades PreK-6th grade.

Optional Special Education/504 Section of Distance Learning Application Plan

Students receiving special services through an IEP or a 504 plan are unique and require special services during a pandemic. From a Supplemental Fact Sheet Addressing the Risk of COVID-19 in Schools developed by the US Department of Education, *“the Department encourages parents, educators, and administrators to collaborate creatively to continue to meet the needs of students with disabilities. Consider practices such as distance instruction, tele-therapy and tele-intervention, meetings held on digital platforms, online options for data tracking, and documentation. In addition, there are low-tech strategies that can provide for an exchange of curriculum-based resources, instructional packets, projects, and written assignments.”* In addition, guidance from ND Department of Education regarding equitable online learning indicates *“Schools and districts should consider how alternative schedules, extended periods of remote learning and intermittent school closure may impact the delivery of services for students receiving special education services. Schools and districts need to ensure students have meaningful and effective access to the general education environment and instruction. Least restrictive environment (LRE) should be central to decision making”*.

Communications and Plans

Starkweather Public School will work in conjunction with Lake Region Special Education (LRSE) to make educational decisions for students with IEPs on an individual basis in compliance with the Individuals with Disabilities Education Act (IDEA) and ND Department of Instruction office of Special Education Guidelines. Case managers and school teams will meet (in-person, virtually or by phone) to collaborate with parents/guardians on an individual education plan (IEP) for their child. When planning for distance education, teams will take into consideration the student's preferred learning method, ability for independent work, access to adult support, adaptations/accommodations, assistive technology needs, how progress will be monitored, and additional barriers to student access to general education curriculum.

Distance learning for special needs students may include virtual learning, web-based sites, online services, and telephone contacts. Distance learning plans could also utilize textbooks, workbooks, worksheets, documents made available on technology devices, online resources and other Internet content. LRSE staff will only utilize online platforms that meet FERPA requirements. Ongoing communication with families throughout the distance learning period will also be delineated. Our goal is to develop plans that will ensure equitable and effective access provide FAPE for students with special needs in ALL learning environments.

Contingency Learning Plans may be used in the case of a short-term or emergency school closure. These plans will be developed in conjunction with the student's IEP. The parents/guardians, case managers, and service providers will collaborate on each IEP goal and determine how best to meet these goals through distance learning. Documentation of the contingency learning plans will be completed and shared with parents on a Prior Written Notice of Special Education Action. These forms will be sent digitally or by mail, if requested, to each family. Further changes to services can be discussed and documented as needed. Learning plans will consider both synchronous online learning (e.g. chat, streaming, video, instant message, web conferencing) or asynchronous online learning with capability for remote communication and assessment (e.g. email or learning management systems that deliver, track and manage classes or projects). Contingency learning plans will be implemented as needed during selective closure due to a COVID-19 outbreak.

Case managers will be available through virtual meeting hours to be established by each case manager. During this time, case managers will be accessible to support families and students. This may be done through telephone, teleconference or any online platform. IEP meetings will be scheduled through virtual methods as needed. Progress reports will be provided to parents to assist in determining progress with IEP goals.

It may be necessary to adjust special education and related services, such as physical therapy, occupational therapy, and speech services, while students are receiving distance/virtual learning. Any changes to services will be reflected in the child's individualized contingency learning plan. In collaboration with parents, the ability to provide related services will be determined based on school closures, risk assessments, and student needs.

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.

Preschool Special Education

During distance learning, teachers and case managers will communicate with families to assist in determining appropriate services for support to be provided in the home setting. Activities will be

organized through learning kits and packets that include materials to address goals and objectives in speech, language, early learning readiness and foundational skills, fine motor skills, gross motor skills and behavioral skills as identified by student Individual Education Plans. Materials will be provided with weekly lessons to be sent home digitally, by mail or to be picked up at a pre-determined location. While the majority of materials at the preschool level will be paper/pencil or skill building games and activities based on readiness, language and motor skills, age-appropriate web-based activities will also be provided as requested for families to utilize to continue student learning. Case managers will maintain regular contact hours when families can reach out through email or telephone for communication, additional guidance and assistance. All case managers will follow the same procedures for documentation and communication as outlined in the special education section. For children transitioning from Part C to Part B, LRSE and district schools will meet virtually or by phone with early intervention providers and parents for completing checklists to assist in determining eligibility. If appropriate, IEP meetings will be held as well either virtually or by phone.

Private School Special Education/Title

During distance learning, case managers and Title I teachers serving private schools will communicate and collaborate with families on an IEP for their child that addresses individual student goals, needs, supports and services. Distance learning for special needs students may include virtual learning, web-based sites, online services and telephone contacts. Contingency learning plans could also utilize textbooks, workbooks, worksheets, documents made available on technology devices, online resources and other Internet content. As needed, paper/pencil material will be shared with parents through pick-up or mail. Weekly learning packets will be developed and shared with parents. Our goal is to provide equitable and effective special education services.

Distance learning for special needs students may include virtual learning, web-based sites, online services and telephone contacts. Distance learning plans could also utilize textbooks, workbooks, worksheets, documents made available on technology devices, online resources and other Internet content. Regular contact will be made with families to address any questions, concerns or needs for assistance. All case managers will follow the same procedures for documentation and communication as outlined in the special education section.

Sources –

<https://www.nd.gov/dpi/equitablenonlinethroughlensofstudents>

<https://www.nd.gov/dpi/parentscommunity/nddpi-updates-and-guidance-covid-19/covid-19-special-education>

English Language Learners

Starkweather Public School does not have any English Language learners going to school in the district.

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, Starkweather Public School shall develop a feeding plan to support these students. Starkweather Public School will follow guidance from NDDPI in the distribution of student's meals.

Human Resources – Supporting Our Adults

During any crisis including a pandemic/epidemic supporting our educators and support personnel is necessary to continue to provide quality and consistent educational services to our students. Continual

evaluation and emergency planning for the business office, building principals, and District superintendent are essential to combating emergency situations as they arise.

Business Office Operations

Before the event of a full closure of schools and district operations due to a pandemic/epidemic preparation shall be made to ensure continuation of payroll, funds receivable, funds payable, other essential services at remote/home, when possible.

The Starkweather School Board has approved paying ancillary and certified staff during the duration of the COVID-19 closure. These payments shall be made as prescribed in our 2021-2022 budget.

Superintendent and Board Oversight

Before the event of a full closure of schools and district operations due to a pandemic/epidemic preparation the Superintendent shall present a plan on how to address sick leave, personal leave, and leave without pay to the Board for approval.

Federal Programs and Funds

Starkweather School District will continue to comply with the guidance and regulations of all federal programs that affect the Starkweather Public School District.

Starkweather Distance Learning Packets

General Sample of Learning Packets that went home to students of all ages.

7th & 8th Grade American History

<https://drive.google.com/open?id=1qRUhtgv9fGPyjQ6GaLTaQh8GAzylVqf>

11th & 12th Grade American History

<https://drive.google.com/open?id=14YdCJz78ZzVhkIKSzohFfp95L-f9fNOs>

Junior High and High School CTE courses dealing with finances

<https://drive.google.com/drive/folders/13S5cf0kA0VnqnVeJhsXsB6q5WE5APFu5?usp=sharing>

3rd and 4th grade Lesson plans

https://drive.google.com/open?id=1IGXnaNyA-MgRyq_uTKNwzcSCiFJKaMbC

1st and 2nd grade Lesson plans

https://drive.google.com/open?id=14unmGLD9_-jEVZiIDkY8iVjsR-42IHeb

Addendum for 2020-21 School Year (July 20, 2020):

K-12 Smart Restart

COVID-19 Response Plan

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| <p>COVID-19 Response Plan Children and Staff at higher risk.</p> | <p>Families (pre-k through 12) will be provided with the option to continue a hybrid virtual distance learning environment (live streaming) upon request. Students will attend classes in real-time along with their peers during the regularly scheduled class periods. Class attendance is mandatory and regular attendance will be kept.</p> <p>See Master schedule:</p> <p>Staff with specific concerns regarding returning to work must clear them through the office accompanied by a doctor's note specifying the reason for the virtual teaching request.</p> |
| <p>Hygiene & Cleaning</p> | <p>Randy Griedl's Cleaning Steps</p> <ul style="list-style-type: none">-Wear disposable gloves when cleaning and disinfecting surfaces. Discard gloves after each use. Cleaning hands immediately after removal.-If surfaces are dirty, they will be cleaned with soap and water before disinfecting.-For most surfaces oracle 1 disinfectant will be used. It contains a concentrate of alcohol greater than 70%.-For certain items like computers and keyboards wipes that are EPA approved will be used between classes.- Total Release room disinfectant which is a fabric and leather cleaner that kills the influenza A virus on contact will also be used as needed.- Dirty laundry will be handled with gloves and washed with a bleach product.-Common items that are touched daily are a priority to clean... eg... Door handles, light switches, bathrooms, desks, chairs. |