

Montpelier Public School Pandemic-Epidemic Plan

Pandemic – Epidemic Job Roles

All Personnel:

- Maintain Social Distancing
- Self-monitor health. Any symptoms necessitate absence from the physical workspace.

Administrators:

- Prepare distance learning plan
- Identify essential personnel.
- Set office hours.
- Execute distance learning programs.
- Be aware of absence policy changes to inform parents and families.
- Assist in keeping students with symptoms away from other students.

Custodial Staff:

- Follow enhanced cleaning procedures.
- Follow recommendations from superintendent for alternate work hours and expectations.

Teachers

- Keep students with symptoms away from other students.
- Begin reaching out to parents preparing them.
- Reassure students and provide emotional supports.
- Execute distance learning plan.
- Set daily office hours and inform students and families.

Tech Coordinator

- Support teachers in providing remote instruction.
- Create online meeting spaces as needed for administrative and teacher meetings.
- Provide additional training and support as needed.

Communications Director

- Prepare and deliver statements for stakeholders.
- Prepare daily video and publish to the internet.

Food Service

- Distribute food to all families in need.

District

- Execute closure plan.

- Prepare reintegration plan as closure concludes.

Communication Plan

Superintendent serves as communication officer. Superintendent communicates daily via web video, via email list-serv, and the school's Facebook page. All decisions are communicated immediately. Our school website includes ever-changing documentation regarding our planning communications to stakeholders: <http://www.montpelier.k12.nd.us/wordpress/index.php/covid-19-preparation/>

Level of Continuation

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.

Ensuring Student Success through Robust Relationships

Mission: Embracing Success Through Education

Vision: Preparing Today for a Better Tomorrow

Belief: Montpelier School believes that each student is unique, capable of learning, has potential, and is able to attain personal goals; Montpelier School is preparing students to succeed in a changing world while supporting students' emotional and physical well-being.

Health and Safety Considerations

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

Attendance Procedures

Montpelier School does realize that this is a challenging time for parents and kids and we strive to be understanding of challenging living conditions. In order to be alert, we are implementing the following attendance procedures.

1. Teachers will be reaching out to parents electronically. If electronic communication proves ineffectual, telephone calls will be used.
2. Synchronous and asynchronous learning sessions will be implemented. This will determine student attendance.
3. Teachers will monitor any absences. If a student does not check in every day, teachers will then communicate with parents.
4. If no communication between teachers and students or teachers and parents occur for three days, administration will be alerted.

Ensuring Equitable Services for Students and Families during Closure

Preparing for Distance Learning

Google classroom will be the primary distance learning platform. Teachers will use Google Meet or Zoom for synchronous lessons. In addition, weekly physical materials will be delivered to student homes and physical materials will be returned to teachers weekly. Other online tools will be used to enhance the learning environment such as Kahn Academy, Flipgrid, Class Dojo, Facebook, and Dochub.

Students in grades 2-12 are 1:1 Chromebooks. Parents were surveyed to determine what technology needs exist and Chromebooks were sent home if needed. For younger students, iPads are used to supplement hardware deficiencies.

Montpelier School does not currently have any homeless students, but our homeless liaison is alert to the potential during this trying time that pockets of homelessness may erupt and teachers will alert the liaison to any changes they detect.

Staff Development

1. The District has prepared staff to engage in Distance Learning through professional development on Monday, March 16th. In addition, staff has had continual development over the years ever since we went 1:1 with Chromebooks. PD has been led by the district's technology coordinator and utilized Google's Educator prep courses.
2. The District will use the support offered by EduTech and SEEC to provide ongoing teacher support for Distance Learning, including courses for Distance Learning Teaching, Sandboxes for Distance Learning Tools, Distance Learning and Tech Support, and Virtual PLCs and PWCs.
3. Either or both of the above

Student Development

The District will partner with James River Special Education Unit to ensure access that accommodates students with accessibility needs.

Internet Access

Ensuring Access

The District surveyed families to determine the number of households who need internet access and worked with Dakota Central Telecommunications to ensure access.

No Access Options

1. Contact families directly to discuss commercial connection options.

2. Work with community partners to provide service.
3. If nothing else works, the District will work with the family to ensure continued learning through other means.

Access to All Classes/Courses

The district has ensured that all distance learning instruction, resources, and supplemental materials are aligned to ND Standards. It should be noted that we are a small school with 116 kids PK-12. The greatest challenge for all schools in an emergency closure situation is communication, but in Montpelier we have a distinct advantage in this area. Our teachers take advantage of our small size by having digital and phone communication with all students and their parents. 100% of our students will have contact with 100% of their teachers. In addition, our school does have 1:1 Chromebooks for students in grades 2-12 and 1:1 iPads for grades PK-1. Our students know how to use the technologies and to go entirely online is not a big challenge. In addition, for grades 7-12, we have a Flex Mod schedule which emphasizes student responsibility. As such, our students are already in the mindset whereas they are responsible for getting work done. A school closure does not create a distinct problem for Montpelier School due to the above. We simply allow students and teachers to utilize those tools with which they are already familiar in order to ensure education does not suffer. I did separate 6 – 8 and 9 – 12 below, but delivery is the same for those levels.

PK: There are materials delivered every Monday and materials received back every Monday. Packets will be disinfected as drivers receive them and will be quarantined for 24 hours at the school after arrival. Our regular bus drivers drive the routes delivering and receiving materials. In addition, the PreSchool teacher uses Class Dojo to record herself and share with students. Also, there are frequent telephone calls to ensure students are understanding the content.

Grades K – 5: A variety of techniques are used. Every student in Montpelier from grades 2-12 is issued a Chromebook. This has been the case since long before any school closure seemed imminent. Most students in grades 2-5 were sent their Chromebooks for use in the classroom, but some students have personal devices at home and our default for this trying situation is to use what students know how to use in order that learning of content can occur without being in a position whereas we are forced to learn new technologies. All teachers are using Google Classroom, and Zoom or a combination of those listed. All teachers are using Google Meet or Zoom to communicate with individual students and groups of students for synchronous

instruction. Google Meet also allows for the recording of sessions for future playback which is being used in some classrooms. Some of these teachers also use class Dojo. Teachers also use Flipgrid in order that teachers and students can record short videos of themselves mostly for assessment of learning. Teachers also use the Journeys Reading Curriculum which has a variety of online activities which teachers are utilizing.

Grades 6 – 8: A variety of techniques are used. Every student in Montpelier from grades 2-12 is issued a Chromebook. This has been the case since long before any school closure seemed imminent. All students in grades 6 – 8 have their Chromebooks. They have all also been versed in Google classroom for three years and it is second-nature for them to be able to access materials online. All teachers are using Google Classroom. All teachers are using Google Meet to communicate with individual students and groups of students for synchronous instruction. Google Meet also allows for the recording of sessions for future playback which is being used in some classrooms. Khan Academy is used to provide extra resources to students especially in math. Our social studies textbook has online materials which were being used prior to school closure. Teachers also use Kahoot for on the spot assessment.

Grades 9 – 12: A variety of techniques are used. Every student in Montpelier from grades 2-12 is issued a Chromebook. This has been the case since long before any school closure seemed imminent. All students in grades 9 - 12 have their Chromebooks. They have all also been versed in Google classroom for three years and it is second-nature for them to be able to access materials online. All teachers are using Google Classroom. All teachers are using Google Meet to communicate with individual students and groups of students for synchronous instruction. Google Meet also allows for the recording of sessions for future playback which is being used in some classrooms. Khan Academy is used to provide extra resources to students especially in math. Our social studies textbook has online materials which were being used prior to school closure. Teachers also use Kahoot for on the spot assessment.

CTE/Science Classes and Labs: Our students attend The James Valley Career and Tech Center for coursework. The James Valley Career and Tech Center is under the umbrella of Jamestown Public Schools. Our students take Auto Mechanics courses which during a closure utilize Google Classroom and a program called Electude for labs. Our science labs are utilized much like regular classrooms with Google Classroom and Google Meet. The difference would be that there are more materials sent home for a science lab than for normal classes. For every grade, teachers have the ability to send home materials every Monday and materials are received back every Monday as well. This allows for the science teacher to send materials home to students and she holds labs virtually using Google Meet. She also uses Kahoot for on the spot assessment.

We are a school-wide Title School. We do have a Title I Coordinator who does still meet with high school and elementary teachers during a school closure just as she does during the normal school year except during a closure those meetings are online using Google Meet. If students are identified as in need, the Title I Coordinator will reach out to those students and provide the supports as needed. Intervention courses delivered through MTSS are still delivered using the means listed for the regular courses.

Grading

Montpelier School District will continue to follow our policies, practices, and will issue final grades based on a pass/fail grading structure during a closure due to a pandemic/epidemic.

Services Assurances to Students with Needs

Special Education and 504

Communications and Plans

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

Notice to Change without an IEP Meeting

Following guidance our case managers will be in contact with each IEP students guardian to plan for services and accommodations. Plans should be made for continuation of services within a “Services at school” and “Services Online” model to be prepared for both scenario.

Hosting an IEP Meeting

If feasible, the IEP team will review and complete necessary planning for each student with an IEP. If feasible and meeting the accessibility concerns of participants IEP meetings may be conducted virtually using Google Meet.

Services at School

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

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

Services provided through Distance Learning

Distance Learning provisions will be offered considering all above preparations.

English Language Learners

Montpelier School does not have any English Language Learners.

School Counseling

The District will continue to offer school guidance counseling lessons.

Additionally, the counselors will adhere to the ASCA virtual learning guidance and ethics, which have been reviewed and entered into our synchronous and asynchronous platforms.

Counselors' contact information is posted on our school website and to our community list-serv. In addition, counselors will reach out to students electronically or by phone.

High-Quality, Effective, Standards-Based Education

An extended closure of our school requires all stakeholders to change mindsets away from traditional learning to the new methodology of distance learning. Teachers will be expected to review the priority/power standards they have not taught to this point in the year and focus on teaching those standards. All students will be given instruction to ensure they have the skills to successfully move on to the next grade.

Montpelier School's curriculum in every content area in every grade level is a standards-based curriculum. In K-12, we use Saxon Math for math. Our reading curriculum in the elementary is Houghton-Mifflin Harcourt Journeys. At the high school level we use the Prentice Hall Literature series. We will continue to use these for our core Math and Language Arts curriculum enhancing them with other materials addressing priority standards.

Provisions for instructional support

Grade Level Grouping Expectations

Montpelier School's Covid-19 Preparation web page has links to some individual teacher initial communication letters:

<http://www.montpelier.k12.nd.us/wordpress/index.php/covid-19-preparation/>

As a minimum, each grade level will be expected to have the following minutes of independent study time:

Grades PK-K = 45 minutes per day

Grades 1-2 = 60 minutes per day

Grades 3-4 = 90 minutes per day

Grades 5-8 = 120 minutes per day

Grades 9-12 = 120 minutes per day

General expectations

- A daily routine for students will be established and followed if possible.
- A learning space including a table should be established in the home.
- Teachers must be aware and empathetic to the various circumstances their students are in, i.e. parents only available at night to assist with homework and have meetings.
- Consistent and positive communication with students and parents will assist them in the distance learning process.
- Teachers are to be flexible and nimble as this is a learning process for all stakeholders.
- Teachers are to have "office hours" where parents and students know they will be available to answer questions. Teachers understand they will likely be contacted outside of the "office hours" as well.

PK-Kindergarten

- Students provided packets weekly of work for the upcoming week
- Each Monday the work from the previous week will be returned to teachers for corrections and feedback

The Daily Schedule in all grades varies depending on parent and student schedules. We emphasize the importance of families at this time understanding that all of our kids and parents have an elevated level of stress. For our PreSchool and Kindergarten students, this is even more true. As a result, schedules do flex but this is a potential PK an K grade level schedule:

9am – 10am: Parents and students will watch a video created by the teacher ensuring students and parents are aware of expectations. Students will reflect on that video and react to instruction provided in video.

10am – 11am: Teacher will have recorded a video which emulates what was done in the normal classroom. Students will watch this video with parents and discuss it.

11am – noon: Art – an art project will be provided along with a teacher made video.

Noon – 1pm: Lunch

1pm – 2pm: Science – Science projects will be assigned to students and a video instruction will be included.

2pm – 3pm: A nice end to the day is students reading with parents and reflecting on the reading.

6pm – 7pm: Teachers are available for parent calls.

Grades 1-3

- A combination of work packets and digital synchronous and asynchronous learning will be utilized

- Each Monday the work from the previous week will be returned to teachers for corrections and feedback

The Daily Schedule in all grades varies depending on parent and student schedules. We emphasize the importance of families at this time understanding that all of our kids and parents have an elevated level of stress. As a result, schedules do flex but this is a potential 1-3 grade level schedule:

9am – 10am: Reading – Students work through the Journeys Curriculum.

10am – 11am: Math Lesson including a daily lab

11am – noon: Social Studies lessons out of the text

Noon – 1pm: Lunch

1pm – 3pm: Meet with Teacher virtually. First, group meetings will be held followed by individual conferences.

6pm – 7 pm: Teacher will be available for parent phone calls.

Grades 4-6

- A combination of work packets and digital learning will be utilized

- Each Monday the work from the previous week will be returned to teachers

for corrections and feedback.

-Digital work will be returned daily to teachers for corrections and feedback.

-Cross-curricular opportunities will be available if possible

The Daily Schedule in all grades varies depending on parent and student schedules.

We emphasize the importance of families at this time understanding that all of our kids and parents have an elevated level of stress. As a result, schedules do flex but this is a potential 4 – 6 grade level schedule:

Monday and Friday:

- 9am – 10am: Student Work Time for Reading, Math, Spelling, English and Spelling
- 10am – noon: Listen to audible story, go to spellingcity.com and do a lesson, do the posted science lab.
- Noon – 1pm: Lunch
- 1pm – 1:30: Prepare for Zoom Meeting
- 1:30 – 2:30: Zoom Meeting
- 2:30 – 4pm: Teacher Available for parent and student calls.

Tuesday - Thursday:

- 9am: Zoom Meeting
- 10am – 11am: Reading, Math, Spelling, English, and Science Independent Work.
- 11am – noon: Online Activities using audible, spelling city, and Journeys.
- Noon – 1pm: Lunch
- 1pm – 2pm: Zoom Meeting
- 2pm – 4pm: Teacher Available for parent and student calls.

Grades 7-12

-A combination of work packets and digital learning will be utilized

-An increased amount of learning will be digital.

-Each Monday the work from the previous week will be returned to teachers for corrections and feedback.

- Digital work will be returned daily to students with feedback.

-Cross-curricular opportunities will be available if possible

The Daily Schedule in all grades varies depending on parent and student schedules.

We emphasize the importance of families at this time understanding that all of our kids and parents have an elevated level of stress. As a result, our high school schedules flex. This is a potential 7 – 12 Daily Schedule:

- 8am – 10 am: Students awake and prepare for the day.
- 10am – Students have group class meeting via Google Hangouts for approximately a half hour.
- 10:30am – noon: Teacher schedules individual video meeting time with students.
- Noon – 1pm: Lunch (a whole hour!)
- 1pm – 3pm: Student Work time
- 6pm – 7pm: Parent Conferences

This, of course, will not be the same every day. Some days there will not be a need for parent conferences. In addition, due to time constraints not every student will be able to have individual video conferences every day but teachers will schedule conferences to ensure each student equitable access.

Assessments

Teachers will use the following for assessments

1. Distance learning quizzes/tests
2. Electronic/delivery of assignments
3. Google Classroom and Microsoft Forms will be used to create quizzes.
4. Regular actionable feedback
5. In some situations, paper quizzes and tests will be delivered to students and back to teachers.
6. Any combination of the above

Grades

1. The District's grading policy is appropriate for Distance Learning and will utilize it, grading assignments digitally and/or physically.

Academic progress monitoring

1. Teachers will continue to hold Staff meetings to monitor student progress.
2. Teachers will utilize online tools to monitor student progress and make adjustments through differentiated instructional formats for students not making progress.
3. Teachers will provide feedback and opportunities for mastery learning to ensure progress
4. Teachers will scaffold learning through its distance learning platform
5. Any combination of the above
6. Teachers will focus on student achievement based on the priority/power standards.

Student Meals & Feeding

Our kitchen staff will daily make meals which will be delivered daily by bus drivers at no cost. Administration will continuously honor requests to have students taken on or off the meal plan.

Human Resources Processes, Protocols, and Policies

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

1. The District will pay all staff throughout the closure
2. The District will pay for staff in the following manner:

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

A special board meeting was held to ensure staff will continue to get paid.