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TGU Families,

The TGU School District is dedicated to providing a high quality education for every student in our district. During the current COVID-19 crisis, that means creating an educational platform for those students and families who are uncomfortable returning to the regular educational classroom. In order to accomplish this goal, we have created the following framework for distance learning.

Titan Academy is the new distance learning platform created to fill this new student need. The Titan Academy will allow students to access high quality instruction online while also providing families the flexibility to keep their students at home. While we all hope for a quick return of our social norms, it is the intent of the TGU School District to continue with this programing option for families for the duration of the COVID-19 pandemic.

Sincerely,

Erik Sveet  
Superintendent  
TGU School District

Tonya Hunskor  
Principal  
TGU Granville School

Adam Beyer  
Principal  
TGU Towner School

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## Pandemic – Epidemic Job Roles

TGU School District has recognized the uniqueness of the COVID-19 Pandemic, and has created the following chart as a reference for all personnel to follow during an extended closure and possible reopening of our facilities during the crisis.

Personnel	Extended Closure	Potential Reopening of Facility
<b>Administration</b>	<ul style="list-style-type: none"> <li>• Create list of essential personnel for each facility</li> <li>• Determine office hours</li> <li>• Oversee distance learning program</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor student attendance</li> <li>• Encourage families to keep students at home when feeling sick</li> <li>• Encourage staff members who feel sick to stay home</li> <li>• Oversee environmental cleaning process and other precautions to limit virus transmission</li> </ul>
<b>Office Staff</b>	<ul style="list-style-type: none"> <li>• Assist administration with communication plan</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage staff members to utilize the e-Nurse program to help monitor student health.</li> <li>• Assist in monitoring student attendance</li> </ul>
<b>Custodial Staff</b>	<ul style="list-style-type: none"> <li>• Follow recommendations of supervisor for alternative work hours &amp; expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Follow recommendations of supervisor for enhanced cleaning process and environmental cleaning</li> </ul>
<b>Licensed Staff</b>	<ul style="list-style-type: none"> <li>• Execute distance learning plan</li> <li>• Communicate with students and families and be available during office hours</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with students and families about reopening process</li> <li>• Assist with daily environmental cleaning of classroom</li> </ul>
<b>Non-licensed Staff</b>	<ul style="list-style-type: none"> <li>• Assist in communicating with students and families.</li> <li>• Be available to assist the school district in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>• Assist in monitoring student health, utilize e-Nurse program as needed</li> <li>• Bus drivers will assist in cleaning bus surfaces following each route.</li> </ul>
<b>Technology Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist with communication via school website</li> <li>• Assist with the distribution of Chromebooks to families</li> </ul>	<ul style="list-style-type: none"> <li>• Assist administration with communication plan via school website</li> </ul>
<b>Food Service</b>	<ul style="list-style-type: none"> <li>• Food service will continue under summer meal program.</li> <li>• Meals will be grab and go, available at Towner, Granville, Upham, and Willow City.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with administration to stagger service times</li> <li>• No items will be delivered in a self-service format.</li> <li>• Salad bar will not be available and fresh vegetables will be prepackaged by staff.</li> </ul>

## Communication Plan

The TGU School District will be utilizing the communication plan outlined within the Crisis Management Plan for the TGU School District.

### Communication Procedures

The building administrator is responsible for FIRST ensuring the safety of students and staff. As soon as practical, the administrator will notify the Superintendent. The remaining members of the crisis team will be called. In addition, the board president will be called.

### TGU School District Communication Team

#### Superintendent

Erik Sweet ..... (701) 537-5414

#### Building Administration

Tonya Hunsakor..... (701) 728-6641

Scott Thorson..... (701) 537-5414

#### Dean of Students

Chantel Luna ..... (701) 537-5414

Lisa Olson ..... (701) 728-6641

#### Administration Assistant

Alesha Johnson..... (701) 728-6641

Lisa Thompson..... (701) 537-5414

If necessary, the TGU Administration will appoint other members to the Communication Team.

The district will utilize mail, phone, and web-based strategies to ensure that all stakeholders are involved in consistent communication with the district.

<http://www.tgu.k12.nd.us/2020/03/15/governor-doug-burgum-orders-k-12-schools-to-close-through-friday-march-20/>

<http://www.tgu.k12.nd.us/2020/03/23/tgu-updates-announcements/>

<http://www.tgu.k12.nd.us/files/2020/03/Google-Classroom-Instructions-for-Students.mp4>

## Level of Continuation

The TGU School District recognizes the importance of student's ability to access grade-level and subject-matter content. Instructional support will be provided including assessment and evaluation of work. Work for students will be delivered through the Google Classroom website, phone and video conferencing, and hard copy materials delivered directly to the home by district employees.

## Ensuring Student Success Through Robust Relationships

TGU School District Mission Statement:  
“Creating Opportunities for Individual Student Needs”

TGU School District Vision Statement:  
“Students will use innovative learning skills to graduate world ready, preparing them to be positive productive citizens.”

At TGU, we believe all students can learn, given equitable opportunities. It is our responsibility to prepare students for the future and provide a safe and secure learning environment. To accomplish our vision, we have established a list of District Goals:

- TGU Community Members will provide a welcoming and safe learning environment.
- TGU Staff will demonstrate professionalism through words and actions.
- TGU Students will be engaged learners, preparing them to be choice ready graduates.

For the TGU School District, a change in educational modality does not represent a change in educational philosophy. All members of TGU will continually strive to meet the needs of our students during the COVID-19 Pandemic.

## Health and Safety Considerations

The TGU School District has formed a partnership with Avera e-Care to provide a school health program for both students and staff. Telehealth nursing services will continue to be available to both students and staff members. Staff members will be informed of these continued services during virtual staff meetings. Stakeholders within the district will be informed through the district website and Facebook, as well as a letter mailed out to each student household.

TGU will also continue to promote social distancing for our students, their families and our communities. We will stay in contact with state and local health agencies to ensure we are up to date on Covid-19 information.

<https://www.cdc.gov/>

## Attendance Procedures

The TGU School District is aware that the home environment and situation will be unique for each of our students. As part of our plan, we attempted to provide as much flexibility for students and families as possible. To accomplish this goal, all materials and instruction will be delivered in both synchronous and asynchronous models.

### Measuring Attendance

During an extended closure, it will be important to monitor student participation in order to ensure the success of the distance learning plan. Both teachers and

administration will monitor attendance through student logins to asynchronous instruction and materials, as well as, participation in synchronous learning opportunities.

Students who begin to fall behind in their coursework, or are continually unavailable for synchronous learning opportunities will be contacted by their homeroom teacher. Administration will monitor these situations closely and will ensure that families are contacted when participation by their student becomes a concern.

Parents are expected to contact the district office to report an extended student absence due to sickness or other extenuating circumstance.

Accommodations for students may be needed and will be provided on a case by case basis.

## Ensuring Equitable Services for Students and Families

### **Preparing for Distance Learning**

The TGU School District is prepared to offer continued educational services for all students in grades K-12. Each teacher will continue instructional services for all of their scheduled classes for the 2019 – 2020 spring semester. Teachers will utilize Google Classroom to deliver online content to students. Those classrooms have already been created and teachers will ensure that all students have joined that classroom prior to the start of instruction. Teachers will contact those students who are not enrolled and resolve issues that are preventing them accessing the classroom.

In addition to online material presented through Google Classroom, there may be a need for some educational materials to be delivered to a student's home. To accommodate this need for teachers, TGU bus drivers will make home deliveries of educational resources on Friday of each week for the duration of the extended closure. These materials will remain in the family's possession and be returned to the at a later date if necessary.

### **Staff Development**

From the beginning of the COVID-19 crisis, TGU staff members began to diligently prepare for the possibility of an extended closure of our school facilities. Both teachers and paraprofessionals were provided online tutorials on the use of the Google Classroom Suite platform. Many of our staff members had already received professional development on Google Classroom in 2016 and again during the 2017-2018 school year.

In addition to online tutorials and previous professional development, TGU staff members have been participating in daily staff meetings via Zoom app. These meetings have allowed staff members to collaborate with one another, aiding in their ability to provide quality online learning. The district has also established a Google Classroom entitled "Staff Development" which is intended to be a resource for staff to share resources and materials with each other.

The North Central Education Cooperative (NCEC) team recognized that we needed help to build overall teacher capacity quickly to be successful in an online learning environment. The NCEC team will lean on our local experts initially and may branch out to Edutech and other state, regional, or national trainings. The following has already been created.

These trainings will be held in the NCEC Educational Hub and will be accessible for all regional educators:

<https://www.nceceducationalhub.com/course/view.php?id=132#section-6> (E – Learning Resources)

<https://www.nceceducationalhub.com/course/view.php?id=131> (Zoom)

### **Student Development**

The TGU School District understands that a student's ability to access online content will directly impact the quality of their distance learning experience. We are confident that this barrier for students will be easily eliminated by the learning experiences of our students prior to the start of our Distance Learning Plan. All students in grades K-12 in the TGU school district have been given Google Accounts and many of them have been utilizing portions of the Google suite prior to the school closure.

The TGU School District Distance Learning Plan ensures that all students have access to an educator that will assist them to navigate the transition into distance learning. This assistance will be provided by phone or ZOOM meetings at least twice per week. These virtual meetings will also provide an opportunity to check on a student's social and emotional welfare. As our community navigates through this crisis together, we recognize the importance of providing services for the entirety of our students needs.

All staff members will have office hours when they will be available for assistance, guidance, or simply to allow for students to check in or visit with their teachers. Office hours will be posted within the Google Classroom and on the TGU District Website.

### **Student Access to Devices**

The TGU School District understands that the internet has become an integral part of education in the 21st century. Not only has it changed how and when we access material, but it has also vastly increased the volume of information that is available. We also understand, however, that not all students have access to this technology at home. In order for teachers to include internet usage within their lesson plans, the TGU School District must ensure that all students have access to the appropriate technology. To ensure that all of our students have access to devices, TGU will take the following steps:

- Each household in the district will be contacted via phone call by office staff to ask if their student has adequate access to a device capable of internet access.
- Families who self-identify as lacking adequate access to an internet device will be provided with a Chromebook by the TGU School District. These Chromebooks are borrowed to students free of charge.

- Devices are available for curbside pickup or by delivery.

The district has already issued 115 Chromebooks to our TGU families.

### **Assistive Technology**

The TGU School District will work closely with Peace Garden Special Education Unit to supply any assistive technology needed for a student to ensure that they have equal access to educational services.

### **Student Access to High-Speed Internet**

The TGU School District also understands that while access to a device is a necessity, that only provides half of the access requirement. Students will also need access to reliable, high-speed internet on a daily basis. With that understanding, and to ensure that all students can access all information available online, TGU will take the following steps:

- Each household in the district will be contacted via phone call by office staff to ask if their student has access to reliable high-speed internet.
- Households who self-identify as lacking access to reliable high-speed internet will be informed of the school's partnership with SRT, who has offered to make internet access available to all students.
- If granted permission, we will forward contact information of households that do not have high speed internet access to SRT, who will provide internet access to those homes until the COVID-19 crisis is resolved and educational practices return to normal.

## **Providing Access to All Classes and Courses**

The TGU School District will continue with all courses scheduled for the spring semester of the 2019-2020 school year. Each teacher has set up a Google Classroom for each of their classes. The district has provided guidance for families, in a variety of ways, to access these accounts. There is an instructional video on the district website. Written instructions were also posted to the district website and Facebook page. Teachers will ensure that all their students have accepted the invitation to the class prior to the beginning of instructional time.

### **Models of Instruction**

The TGU School District intends 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>

As a region, North Central Education Cooperative (NCEC), and our schools have been working together for the last two weeks to compile and share web-based resources that teachers can build into their e-learning platforms. Links to this content has been provided by grade level.



Private Schools There are currently no private schools operating within the TGU School District.

Pre-K TGU School District is a collaboration between our school district and Early Explorers Head Start. The center serves our preschool population and has been involved in all of our planning meetings. Our preschool has uploaded to both the school website and shared through the preschool's Remind app a weekly activity plan. The preschool teachers will be using our closed Facebook groups to do Facebook Live book reads and activities. Teachers will reach out to each family weekly to see if they have any immediate needs. Teachers have dropped off supplies to families that lack access. Teachers will continue to make weekly contacts with families and also complete a weekly action plan and a family contact form.

Elementary (K-6) Google Classroom, Google Sites, and Zoom will be used to virtually interact with our students synchronously and asynchronously to provide services and support. Elementary teachers will organize learning events by remaining essential standards. They will organize learning opportunities around the premise of choice boards.

Kindergarten:

[https://drive.google.com/open?id=1KhvtXmZgrS2GAn\\_62SN\\_bZP-7VoErl95Rd6yU3Ev\\_BE](https://drive.google.com/open?id=1KhvtXmZgrS2GAn_62SN_bZP-7VoErl95Rd6yU3Ev_BE)

Grade 1:

<https://drive.google.com/open?id=1PAStbyZpXtagqmLjyCohZfSkO6lDzHvBqn7X32KaEVw>

Grade 2: [https://drive.google.com/open?id=1ZfBKwQzdiJM-Tbdqwj-w-lz6ps9DqL5Th\\_WDoHy45VM](https://drive.google.com/open?id=1ZfBKwQzdiJM-Tbdqwj-w-lz6ps9DqL5Th_WDoHy45VM)

Grade 3:

<https://drive.google.com/open?id=17tlns50XuGyJ6jaePOmjym069hEtxeEi60ggKDQq-4Y>

Grade 4:

<https://drive.google.com/open?id=1BcJDimTWnt0OGtCZ8Dm-tYLBQsQAdRVxokjCkGG6fKQ>

Grade 5: <https://drive.google.com/open?id=1bexc-jVTZe2b1Hpl1pfkEceTmWBiQH06wgDMp9zbcvY>

Grade 6: [https://drive.google.com/open?id=1EKl6Knz8ZhbPx-Ohgq1a9HuSsTjr1azhN\\_x0r4gwgnQ](https://drive.google.com/open?id=1EKl6Knz8ZhbPx-Ohgq1a9HuSsTjr1azhN_x0r4gwgnQ)

Physical Education:

<https://drive.google.com/open?id=1c04P9nZUEwPVhbOrbhGzmlalXUg43Xl9h2F5c6e0kdo>

Music:

[https://drive.google.com/open?id=19cF4rPiXhVhIP0M3mxgZk8k\\_qtBwV2fG2BQxn40PxX0](https://drive.google.com/open?id=19cF4rPiXhVhIP0M3mxgZk8k_qtBwV2fG2BQxn40PxX0)

Title 1:

[https://drive.google.com/open?id=1b7uEnZGG6dY1VeiZI9\\_2yi7ftV5pwC1M-7LidqHPYTc](https://drive.google.com/open?id=1b7uEnZGG6dY1VeiZI9_2yi7ftV5pwC1M-7LidqHPYTc)

Special Education:

<https://drive.google.com/open?id=1ONvKC6-1b3ZIPXYgLvPcOgIRFTXc3SPpfGMCUYMOLLg>

Junior High School (7-8)

Google Sites, Google Classroom, and Zoom will be used to virtually interact with our students synchronously and asynchronously to provide services and support. The Junior High will use Google Classroom to deploy blended learning experiences every school day. Teachers will organize learning events around the remaining essential standards.

Grade 7/8:

<https://drive.google.com/open?id=1iC6ZAJgruQXvs4YXVGBvAl6Uy19U-RFDsTfdSjHUrGg>

Physical Education:

<https://drive.google.com/open?id=1c04P9nZUEwPVhbQrbhGzmlalXUg43Xl9h2F5c6e0kdo>

Music:

[https://drive.google.com/open?id=19cF4rPiXhVhIP0M3mxgZk8k\\_qtBwV2fG2BQxn40PxX0](https://drive.google.com/open?id=19cF4rPiXhVhIP0M3mxgZk8k_qtBwV2fG2BQxn40PxX0)

Title 1:

[https://drive.google.com/open?id=1b7uEnZGG6dY1VeiZI9\\_2yi7ftV5pwC1M-7LidqHPYTc](https://drive.google.com/open?id=1b7uEnZGG6dY1VeiZI9_2yi7ftV5pwC1M-7LidqHPYTc)

High School (9-12)

Google Sites, Google Classroom, and Zoom will be used to virtually interact with our students synchronously and asynchronously to provide services and support. The High School will use Google Classroom to deploy blended learning experiences every school day. Teachers will organize learning events around the remaining essential standards.

9<sup>th</sup>/10<sup>th</sup> Grade all Content Resources:

<https://drive.google.com/open?id=1s5lmuUmbm-Zjl9JLHSB9fniSeUPWDI4N9-ZdlwhQJPg>

11/12 Grade all Content Resources:

<https://drive.google.com/open?id=1HOTqPjClRymBZ2XJEEEn2XBxzOkXq9QdYW8XUofXd2ZM>

Physical Education:

<https://drive.google.com/open?id=1c04P9nZUEwPVhbQrbhGzmlalXUg43Xl9h2F5c6e0kdo>

Music:

[https://drive.google.com/open?id=19cF4rPiXhVhIP0M3mxgZk8k\\_qtBwV2fG2BQxn40PxX0](https://drive.google.com/open?id=19cF4rPiXhVhIP0M3mxgZk8k_qtBwV2fG2BQxn40PxX0)

Title 1:

[https://drive.google.com/open?id=1b7uEnZGG6dY1VeiZI9\\_2yi7ftV5pwC1M-7LidqHPYTc](https://drive.google.com/open?id=1b7uEnZGG6dY1VeiZI9_2yi7ftV5pwC1M-7LidqHPYTc)

CTE &  
Lab  
Sciences

CTE & science teachers will utilize Google Classroom and ZOOM to connect with our students synchronously and asynchronously to provide service and support. These courses require hands on learning opportunities that will now be addressed with the use of video lessons, virtual fieldtrips & experiences, and real-world projects that can be completed at home. CTE support is also available from the CRACTC in form of online course offerings on Multiple learning management systems such as Google Classroom, Moodle, Blackboard, etc. Emphasis will also be made to include hands-on and project based learning. All instruction will continue to be based upon ND Standards, with content similar to instruction that would have been provided prior to the school closure.

Business resources (in conjunction with regular business classes)

- EverFi - [www.everfi.com/login](http://www.everfi.com/login)
- MoneySkill - <https://lms.moneyskill.org/students>
- FoolProof - [www.foolproofme.org](http://www.foolproofme.org)
- Better Money Habits - [www.bettermoneyhabits.com](http://www.bettermoneyhabits.com)
- Life Scenarios by Banzai! - [www.teachbanzai.com](http://www.teachbanzai.com)
- EverFi - [www.everfi.com/login](http://www.everfi.com/login)
- Google Finance - [www.google.com/finance](http://www.google.com/finance)
- MoneySkill - <https://lms.moneyskill.org/students>
- Better Money Habits - [www.bettermoneyhabits.com](http://www.bettermoneyhabits.com)
- Life Scenarios by Banzai! - [www.teachbanzai.com](http://www.teachbanzai.com)

Science (in conjunction with regular science classes)

- Phet Interactive resources  
[https://phet.colorado.edu/ChemistryHomework Interactive Tutorials](https://phet.colorado.edu/ChemistryHomeworkInteractiveTutorials)
- <http://chemistry2.csudh.edu/homework/hwintro.htm>
- Holt Quicklabs
- Go-Labs Online Labs <https://www.golabz.eu/labs>
- PBS Learning Media <https://prairiepublic.pbslearningmedia.org/>
- BioInteractive <https://www.biointeractive.org/>
- Biology Simulations <https://www.biologysimulations.com/>
- ClassicGenetics Simulator <http://cgslab.com/>
- Virtual dissections
- <https://www.purposegames.com/game/anatomy-of-a-common-earthworm-quiz>
- <https://www.purposegames.com/game/2335>
- <https://www.purposegames.com/game/cow-eye-labeling>
- <https://www.purposegames.com/game/perch-anatomy-internal-game>

- <https://www.purposegames.com/game/frog-anatomy-quiz>

Ag Ed (in conjunction with regular vo-ag classes)

- National FFA Organization
- MYCaert Standards-Based Lessons <https://www.mycart.com/>
- Miller Welding Education  
<https://www.millerwelds.com/industries/welding-education-and-training>
- Lincoln Electric Education <https://education.lincolnelectric.com/>

ITV and Online Course work      The TGU School District offers online courses through NDCDE and ITV courses through CDDL. Online coursework will continue in its regular fashion. ITV courses will follow the Alternative Instruction Plan, utilizing Pexip and Vbrick.

Dual Credit Courses      TGU School District offers dual credit courses through Dakota College, Bottineau. These courses will continue as arranged through the college, credit and grades remaining unaffected.

MTSS Interventions      Reading intervention will start on April 6th. Our MTSS Coordinator is developing a schedule for our reading interventions that were developed this school year. We will deliver these supports and interventions virtually through Zoom. The coordinator is reviewing all teacher schedules and contacting students that were receiving Tier 2 and 3 support to establish virtual meetings at a minimum once per week. Due to copyright laws, we will be unable to continue our Leveled Literacy Intervention Program. We will, however, use some of the teaching methods we used for the program to lead small group literacy interventions virtually through a read-aloud format.

TGU has taken part in the NCEC regional PLCs and our educators have taken part in prioritizing standards (Need to Know) and developing proficiency scales. We will continue to use these priority standards and proficiency scales as we move on to the e-learning forum. <http://www.ncec.k12.nd.us/standards/>

#### Examples of Grade Appropriate Content

K Teacher Video:  
<https://classroom.google.com/c/NTQ3NTkwNDY3NjJa/p/NTYwMjkzODU5MDda/details>

Math:  
<https://classroom.google.com/c/NTQ3NTkwNDY3NjJa/a/NTc5MDgzMDQyODla/details>

- Grade 1 Teacher Syllabus:  
<https://classroom.google.com/c/NTQyNTQzNTMwMjla/p/NTc5ODI0MTM5MTha/details>
- Math:  
<https://classroom.google.com/c/NTQzNzkzNzYyNDBa/a/NTc1MzA1ND A2NzNa/details>
- Grade 2 ELA:  
<https://classroom.google.com/c/NTU2Nzg4MDQ5NzRa/a/NTc5MTg1OTA0MjBa/details>
- Grade 3 Math:  
<https://classroom.google.com/w/NTU4OTk4MDM1MzNa/tc/NTc0OTY4OTE3Mzla>
- Grade 4 Geography:  
<https://classroom.google.com/c/NTQzNTMzOTY3NTZa/a/NTY3MjM1Njk4NDVa/details>
- Grade 5 Teacher Syllabus:  
<https://classroom.google.com/c/NTQ5MjAyODgwNjBa/m/NTc5ODkyMDA1Njda/details>
- Math:  
<https://classroom.google.com/c/NTQ2OTYwNTMxMjVa/a/NTcwMzKxNTkzMjJa/details>
- Grade 6 Teacher Syllabus:  
<https://classroom.google.com/c/NTQ4Mzc3Njc4NDda/p/NTc5ODkwMDEyMzZa/details>
- Reading:  
<https://classroom.google.com/c/NTQ4Mzc3Njc4NDda/a/NTcxNTcwMTc0MDNa/details>
- Junior High Teacher Syllabus:  
<https://classroom.google.com/c/NTQyMDQ4NjUxMTZa/p/NTc5OTc2OTY4NjZa/details>
- ELA:  
<https://classroom.google.com/c/MjAyNTQyMjUxMDZa/a/MjAzNDE5MzcyNDZa/details>
- Ag:  
<https://classroom.google.com/c/NTQ5MzYxMDkwMjJa/m/NTc5OTgzNDU1MTJa/details>

High  
School

Teacher Syllabus:

<https://classroom.google.com/c/MjAyNzM1MDI5OTda/p/MjAzNzA0MTQ5Mzha/details>

US History:

<https://classroom.google.com/c/NTQ5NDM5ODI2Nzha/a/NTY2NTI1MzIzNzBa/details>

## Service Assurances to Students with Needs

### **At-Risk**

The TGU School District qualifies as a Schoolwide Title I school. Due to this designation, all of our students will be afforded the opportunity to benefit from additional supports for general education classes. These supports may include:

- Online tutoring
- Additional learning materials
- Books
- Assistance for parents in supporting their students
- Parenting tips
- Online resources

### **Special Education and 504**

Students receiving special services through an IEP or a 504 plan are unique and require special services in the event of a closure. 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.”

### **Communications and Plans**

The TGU School District will work in conjunction with Peace Garden Special Education Unit to ensure our special education case managers and service providers are meeting (virtually or by phone) to collaborate with parents/guardians on a contingency learning plan for their child. 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. 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 where services will take place. Ongoing communication with families throughout the closure will also be delineated.

### **Notice to Change without an IEP Meeting**

Documentation of the alternate learning plans will be shared with parents on a Prior Written Notice of Special Education Action (PWN). These PWN's will be sent digitally or by mail. 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).

### **Hosting an IEP Meeting**

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.

### **Services at School**

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 learning plan. The ability to provide related services will be determined based on school closures, risk assessments, and student needs.

### **Services provided through Distance Learning**

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.

### **English Language Learners**

The TGU School District understands the individualized services that are required for our EL students. In order to ensure that proper services are continued for those students, the EL coordinator will communicate directly with families. Translation services will also be provided if deemed necessary.

### **Students Experiencing Homelessness**

The TGU School District understands that students who are experiencing homelessness will need extra supports due to the additional anxiety created by the pandemic. Our district will monitor any additional recommendations and resources that become available for these students.

The Homeless Liaison for TGU School District will make contact with students and parents experiencing homelessness to ensure they are informed of all resources available to them. This includes the continued meal service program offered by the district.



The TGU School District will continue consistent communication with the local social services agencies in order to stay up to date with ongoing or emerging needs and to connect with resources that can assist students and families who are experiencing homelessness.

### **School Counseling**

The school counseling program at TGU will continue during the extended closure of our facilities. Counseling lessons will be made available to students through Google Classroom. Additionally, the counselor will provide students with the opportunity for individual counseling sessions. All sessions will follow guidelines for virtual learning outlined by ASCA. The school counselor, Mrs. Cassie Bethke, will be responsible for the continuation of the counseling program. For families that are in need of immediate assistance, Mrs. Bethke can be reached at [Cassie.bethke@k12.nd.us](mailto:Cassie.bethke@k12.nd.us).

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

In order to provide a high-quality, effective, standards-based education through the Distance Learning Plan, the TGU School District has created the following guidance for staff:

- Teachers will deliver high quality, grade level appropriate instruction.
- Teachers will design their lessons around the North Dakota Content Standards.
- Online content will be delivered through Google Classroom. This is a deliberate effort to limit confusion and frustration for families by utilizing a single platform for our educational delivery system.
- Teachers will develop online instruction as well as assessments that will gauge student learning.
- Instructional materials may vary. Materials will be delivered each Friday to student families. Teachers should have these materials organized and ready for delivery by 10:00 AM on Friday mornings.

## **Provisions for Instructional Support**

### **Assessments**

Teachers will be able to utilize a variety of curriculum materials to provide distance education for our students. They are expected to create assessments to evaluate students learning, and provide feedback to those students based upon those assessments. The majority of those assessment should be delivered through Google Classroom. Teachers may elect to utilize other more creative options to assess their students. Assignments will be returned to the teacher in a digital format in an attempt to limit exposure to CORONA virus for everyone.

### **Grades**

The TGU School District will continue to follow current policies and practices for student grading.



### **Academic progress monitoring**

In the event that a student is not making adequate academic progress, the teacher will contact the student's family and identify the barrier to the student's success. Possible solutions could be:

- Reteaching of a lesson
- Extended time for assignments
- Virtual or online tutor

### **Food Service Program**

The TGU School District understands the importance of its food program and the need for the continuation of that program to supplement food availability at home. To ensure that meals are available to all students in the event of an extended closure, TGU will enact the following procedure:

- Lunch preparation will continue at each TGU location, meals will be grab and go, to be eaten off site. An effort will be made to generate weekly menus for those meals.
- Meals will be free for ALL students.
- Students will be able to pick up meals between 11:00 AM and 12:00 PM, Monday through Friday. Pick-up sites will be specified in Towner, Granville, Upham, and Willow City.
- A "lunch hotline" will be established for students to call, indicating number of meals needed for their household and pick-up location desired.

### **Human Resources Process, Protocols, and Policies**

The TGU School District will continue to adhere to all school policies, state law, and national law as we transition to an online learning environment. The district will ensure the continuation of payroll, funds receivable, funds payable, and human resources services remotely if needed. The district has established a secure connection at the homes of both business office employees.

The TGU School District has approved paying classified and certified staff during the duration of the COVID-19 closure. These payments shall be made as prescribed in our 2019-2020 expenditure budget. The school board may wish to suspend policies that limit or prevent operational efficiency or conflict with emergency declarations or guidance from community health officials. TGU will continue to comply with guidelines and regulations of all federal programs that affect the TGU School District.

# APPENDIX



TGU TOWNER SCHOOL  
302 2<sup>ND</sup> ST SE  
TOWNER, ND 58788  
(701)537-5414

PO BOX 270  
TOWNER, ND 58788  
(701)537-5413 (FAX)  
(701)5375414

TGU GRANVILLE SCHOOL  
210 6<sup>TH</sup> ST SW  
GRANVILLE, ND 58745  
(701)728-6641

03/27/2020

Dear Titan Families,

We hope that you and your family are doing well as we all attempt to navigate through this difficult period together. I am happy to announce that the TGU eCare school health program is still available to our students and staff members.

If you have a health concern and wish to speak directly with a nurse or health care professional, please contact the school office at (701)537-5414. TGU office staff will be schedule an appointment with a healthcare professional through our system.

Additionally, if you or a family member are experiencing symptoms of COVID-19, please refer to the attached memo from Avera Health. This document outlines steps for maintaining healthy habits, and recommended steps for managing the symptoms of the virus.

Please take the time to stay safe and healthy. Together we will get through these challenges, and become a stronger community.

Sincerely,

Erik Sweet  
Superintendent  
TGU School District

# Managing COVID-19 Symptoms at Home

Currently, there are no verified treatments for COVID-19. However, COVID-19 is similar to other viruses you might get during cold and flu season, and most people can recover at home without needing medical attention. Current treatment recommendations are to manage individual symptoms.

## Common symptoms can include:

- Fever
- Cough
- Shortness of breath
- Upset stomach, nausea, vomiting and diarrhea

## Managing fever

**Do not use NSAIDS (Advil, Motrin, Ibuprofen, Aleve)** to manage fever or pain. Instead, use acetaminophen (Tylenol). Current research indicates that using NSAIDS, such as Ibuprofen, can extend or worsen COVID-19 symptoms.

## Managing cough and shortness of breath

Over-the-counter medications used for upper respiratory infections may help alleviate symptoms.

Those medications include guaifenesin (Mucinex), pseudoephedrine (Sudafed) and dextromethorphan (Robitussin, Delsym).

Some medications include multiple drugs; contact your physician if you plan to take more than one medication to manage your symptoms.

## Other treatments that may help include:

- Using a humidifier
- Using a nasal rinse
- Using a chest rub, such as Vicks VapoRub
- Taking a hot shower
- Propping yourself up with pillows
- Practice slow, deep breathing in through the nose, out through the mouth

## Maintain healthy habits

Be sure to stay hydrated by drinking plenty of fluids. In general, you should drink a minimum of 8 cups of fluid each day when you have a cold or flu. If you are experiencing stomach upset, you should drink even more by continuously sipping smaller amounts of salt-containing fluids such as sports drinks.

Get plenty of rest, and wash your hands frequently. Incorporate fresh fruits and vegetables into your diet.

- Spinach and nuts are rich in vitamin E.
- Citrus fruits, cantaloupe, watermelon and berries are rich in vitamin C.

Incorporate exercise as you're able.

Eliminate stressors as best you can; keep connected to your friends and family through phone calls or other technology.

## Consult with your physician

- If you are taking an oral or inhaled steroid, please talk to your physician about whether or not you should continue. Steroids could increase the severity of COVID-19 symptoms.
- If you are using a nebulizer, please talk to your physician about whether or not you should continue. Nebulizers atomize or create very fine droplets that go into the lung and can come back out containing COVID-19 particles.

## Call your physician or the COVID-19 hotline

**Please call your physician or the COVID-19 hotline toll-free at 1-877-AT-AVERA if you are experiencing any of the following symptoms:**

- Respiratory distress: Monitor your breathing by asking yourself, "How is my breathing? Do I feel comfortable?" If you cannot talk in full sentences, you need to see your physician.
- Gastrointestinal distress: If you cannot keep fluids or food in your system due to vomiting or diarrhea.
- Fever of 104 or higher that is not responding to acetaminophen (Tylenol).

*Avera's mission is to make a positive impact in the lives and health of persons and communities by providing quality services guided by Christian values. If you think you may have problems paying part of your bill, contact your local business office or billing staff. We can discuss payment options that may be available to you.*



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All rights reserved. This health-related information is not  
intended to be a substitute for professional medical advice or  
for the care that patients receive from their health care provider.

TO: ITV Teachers, Principals and Superintendents

FROM: Kathy McCracken, Central Dakota Distance Learning Consortium Director

DATE: Friday, March 20, 2020

The school closings ordered by Governor Burgum has put everyone into planning for alternative instruction, to continue providing education for all students. CDDLDC is recommending the following for our ITV classes: (College classes and non CDDLDC classes are not included in this plan)

1. ITV classes will be setup each day during their regular scheduled time. The classes will be setup with a component called Pexip desktop that has been utilized by many already, but will not only be used by teachers, but also students.
2. Pexip connections will be setup with an open web portal. The web portal is easily accessed by the teacher and students at their home by simply pasting/clicking a link into a web browser (preferably Google Chrome). The link for each class is listed below. The classes will be interactive (live video and audio). The big difference that each student will appear on the screen individually as they connect. The students will see the teachers on a full screen as they speak or show computer content.
3. ITV teachers will need to let school principals and students know what they plan to use the Pexip option (live) or Vbrick option (recorded) for their class. Teachers also need to provide the information needed to connect to class. (Links are provided below) If you do not want to use these options for your class and have a different plan, please let me know.
4. If the student is unable to connect during the actual class time, they can watch a recording of the class in a program called Vbrick. This viewing option has been available for students all year. But if a student has not signed up to watch class recordings in the past, they will need to self-register in order to watch recorded classes. The directions to watch a recorded class are below.
5. If any ITV teacher does not want to use the Pexip video system and have your own plan for continuing with your classes, please email me at [Kathy.mccracken@k12.nd.us](mailto:Kathy.mccracken@k12.nd.us) as soon as possible so I can remove your class from setting up each day. Also, if do not want to meet everyday, let me know, so I can make changes to the scheduling software.
6. Even though many of the schools may not be ready for this by Monday the 23<sup>rd</sup>, I will still have everything scheduled on that day. It gives us all several days to get up to speed with how Pexip and Vbrick will work for those having never used it before.

## How to Join a Pexip Video Conference

<https://www.nd.gov/itd/services/desktop-video/how-join-pexip-video-conference>

Teachers will sign in as the 'Host' and students will sign in as a 'Guest'.

# Video Conference Viewing- Vbrick

<https://www.nd.gov/itd/services/video/video-conference-recording-vbrick/video-conference-viewing>

If you are not already enrolled as a user, click on the 'self registration' link and sign in as a new user. You can use any email address that you use regularly, then you will create a login and password you will need to remember.

Below are the classes and the links to use each day when connecting to the Pexip system:

1<sup>st</sup> Period - 8:35-9:23

Jessica Johnson – Spanish I – <https://join.nd.gov/1677724>

2<sup>nd</sup> Period – 9:23-10:08

Jason Joy – Accounting- <https://join.nd.gov/1677735>

Katie Clark – Intro to Coaching- <https://join.nd.gov/1677731>

3<sup>rd</sup> Period – 10:11-10:56

Jessica Johnson – Spanish II- <https://join.nd.gov/1677752>

Katie Clark – Sports Mgmt.- <https://join.nd.gov/1677751>

5<sup>th</sup> Period – 12:23-1:08

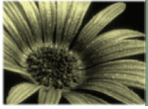
Susan Kusler – Spanish I- <https://join.nd.gov/1677756>

6<sup>th</sup> Period – 1:04-1:49

Jessica Johnson – Spanish II- <https://join.nd.gov/1677757>

7<sup>th</sup> Period – 1:52-2:37

Jessica Johnson – Spanish I- <https://join.nd.gov/1677758>



**Melissa Deckert, Director**

309 2nd St East  
Bottineau, ND 58318-1104  
Phone: 701-228-3743  
Toll Free: (ND) 1-800-932-8923  
Fax: 701-228-3365  
E-mail: [pgss@ndak.net](mailto:pgss@ndak.net)

## Optional Special Education/504 Section of Distance Learning Application Plan:

### *Special Education/504*

Students receiving special services through an IEP or a 504 plan are unique and require special services in the event of a closure. 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.”

**YOUR SCHOOL DISTRICT** will work in conjunction with Peace Garden Special Education Unit to ensure our special education case managers and service providers are meeting (virtually or by phone) to collaborate with parents/guardians on a contingency learning plan for their child. 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. 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 where services will take place. Ongoing communication with families throughout the closure will also be delineated.

Documentation of the alternate learning plans will be shared with parents on a Prior Written Notice of Special Education Action (PWN). These PNW’s will be sent digitally or by mail. 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).

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.

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 learning plan. The ability to provide related services will be determined based on school closures, risk assessments, and student needs.

While the 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.



## **ENGLISH LANGUAGE LEARNERS**

It is the policy of the TGU School District to provide the appropriate educational services as required by law. Students are guaranteed equal educational opportunities regardless of race, color, religion, gender, national origin, ancestry, disability, age, or other class protected by law. Students identified as lacking the necessary language proficiency to learn and interact in the classroom shall be provided necessary services.

The District provides appropriate educational services and parity in programs/services/resources provided to students who are Limited English Proficient (LEP) and/or English Language Learners (ELL). The District has developed a plan which describes the process of identifying and assessing students who are LEP or ELL. The plan is consistent with state and federal requirements.

The plan also includes a procedure for ensuring participation by identified students in state mandated assessments and a description of methods used to assist with language proficiency and academic achievement, including a description of the instructional model chosen, method of developing individual student instructional plans, teacher assessment, instructional planning, parental involvement, and program exit criteria. The plan assures that a trained ESL or bilingual education teacher shall oversee the LEP and ELL program. The plan will be monitored to ensure that portions that fail to meet the needs of LEP and ELL students are revised or discontinued.

Parents or guardians of ELL and LEP student shall be notified upon identification and be informed of student's needs, services available, and annual progress in English and academic achievement. Parents or guardians shall be communicated with, to the extent practicable, in their native language or a language that they can understand.

Policy Adopted 07/13/2004  
Policy Amended 07/11/2017

## **EDUCATION OF THE HOMELESS**

No child or youth shall be discriminated against or stigmatized in TGU School District #60 because of homelessness. Students who become homeless have a right to continued enrollment in school while they are homeless. It is the responsibility of the District to seek to eliminate barriers to school attendance. When feasible and consistent with a parent, guardian, or unaccompanied youth's wishes, the homeless student must be enrolled in his or her school of origin and transportation must be provided in accordance with law.

When not feasible for a homeless student to attend his or her school of origin, as determined by the Superintendent in consultation with the parent, guardian, or student, the student must be placed in a school that is in the "best interest of the student." The Superintendent must submit such placement decisions to the parent or guardian in writing along with notice of the right or appeal or dispute resolution procedure.

The District shall comply with all interim measures required by law during the dispute resolution process. The parent, guardian, or student wishing to file an appeal of a determination made through the district-level dispute resolution procedure shall notify the homeless student liaison. The liaison shall follow the dispute resolution procedure created by the state.

A homeless student is defined as one who is:

- I. Sharing the housing of other persons due to loss of housing or economic hardship.
- II. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations.
- III. Living in emergency or transitional shelters.
- IV. Abandoned in hospitals.
- V. Awaiting foster care placement.
- VI. Living in public or private places not designated for or ordinarily used as regular sleeping accommodations for human beings.
- VII. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations, or similar settings.
- VIII. A migratory child living in conditions described in the previous examples.

The Superintendent shall designate an appropriate staff member to be the District's liaison for homeless students and their families. The duties of the liaison shall include but not be limited to:

- I. Assisting parents and students in enrolling in and attending school.
- II. Helping unaccompanied youth enroll in and attend school.

- III. Administering the enrollment appeal process when families don't agree with their student's assignment to a school.
- IV. Coordinating with local social service agencies that provide services to homeless families.
- V. Collaborating with State and local housing agencies.
- VI. Providing notice of the rights of homeless students to attend school and access services in schools, family shelters and soup kitchens.
- VII. Evaluating District policies and recommending changes to reduce barriers for homeless children enrolling in and attending school.

## **The School Counselor and Virtual School Counseling**

(Adopted 2017)

### **American School Counselor Association (ASCA) Position**

School counselors working in a virtual setting provide a school counseling program through the use of technology and distance (virtual/online/e-learning) counseling with the same standards and adherence to ethics as school counselors working in traditional school settings. School counselors work collaboratively with all stakeholders to ensure equity, access and success of all students whether virtual school counseling is offered synchronously or asynchronously.

### **The Rationale**

Online learning is becoming increasingly relied upon in the United States (Setzer & Lewis, 2005) as students ranging from kindergarten to the postsecondary level are enrolling in virtual schools and online distance-education programs (Holmes & Kozlowski, 2016). Clark (2001) defined a virtual school as “an educational organization that offers K–12 courses through Internet or web-based methods” (p. 1). Students can be involved in online programs, ranging from a part-time, hybrid model in which they take some components of their education in a face-to-face environment and some in a fully digital environment, to fully online programs and degrees (Holmes & Kozlowski, 2016).

Many states have approved virtual academies or virtual charter public schools to serve as state-funded educational environments; data have shown that enrollment in online or virtual learning is rapidly increasing. Within this new environment, school counselors provide programming to promote engagement in the virtual school counseling platform to ensure students can gain access to the tools required to reach their potential. “Counselors understand the additional concerns related to the use of distance counseling, technology and social media and make every attempt to protect confidentiality and meet any legal and ethical requirements for the use of such resources” (Corey, Schneider Corey, Corey & Callanan, 2015, p. 545).

School counselors should ensure they continue to follow ethical standards in their virtual school counseling program (Wilczenski & Coomey, 2006). Osborn, Peterson and Hale (2014) found that the experiences of school counselors can provide new frames of reference to unique experiences of those who service as virtual school counselors.

### **The School Counselor’s Role**

Within this new environment, school counselors provide programming to encourage engagement in the virtual school counseling platform to ensure students can gain access to the tools required to reach their potential. Students enroll in virtual schools for myriad reasons and come from diverse backgrounds. These students have unique reasons for choosing to attend a virtual school to remove barriers that keep them from achieving success in school. These unique reasons include but are not limited to:

- Dealing with mental health issues that lead to them needing to be in a smaller environment
- Being medically unable to attend a physical school
- Preferring a smaller environment, smaller class size or being able to be on their own
- Dealing with bullying in a traditional school setting
- Wanting a more rigorous school curriculum
- Wanting more individualized instructional support
- Requiring gifted and/or accelerated courses
- Developing asynchronously, such as being gifted in some courses and behind in others
- Participating in athletics or performing arts at the professional level

School counselors working with students in a virtual setting should:

- Adhere to the same ethical guidelines in a virtual setting as school counselors in a face-to-face setting
- Recognize and acknowledge the challenges and limitations of virtual school counseling
- Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available
- Recognize and mitigate the limitation of virtual school counselor confidentiality, which may include unintended viewers or recipients

- Inform both the student and parent/guardian of the benefits and limitations of virtual counseling
- Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship
- Educate students about appropriate conduct in the online setting and using digital literacy as a tool to have an impact on students
- Incorporate lessons that align with academic, career and social/emotional domains

### Summary

School counselors understand the expectations and limitations of providing virtual school counseling. School counselors have the responsibility to provide a school counseling program and develop programs to support all students in academic, career and social/emotional development that would emulate school counseling that would take place in a face-to-face environment. Virtual school counseling is a way to reach a diverse student set, to help students meet their potential and have an impact on their learning in a way they may not receive in a traditional face-to-face school environment.

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Policy Adopted 07/02/2001  
 Policy Amended 07/16/2013

## GRADING

If letter grades are used the grading scale is as follows:

A	100-95
A-	94-93
B+	92-91
B	90-87
B-	86-85
C+	84-83
C	82-79
C-	78-77
D+	76-75
D	74-72
D-	71-70
F	Below 70

Pluses and minuses may be used. Some classes may be a simple pass or fail grade depending on the nature of the subject matter. Grading will be on a nine-week basis.

### Honor Roll

The TGU Schools will determine and publish an honor roll for secondary grades. Students must have a 3.00 to be recognized for the honor roll. The following numerical scale is used for calculation of courses counted for honor roll:

A.....4.00	A-.....3.67	B+.....3.33	B....3.00	B-....2.67	C+....2.33
C....2.00	C-....1.67	D+....1.33	D....1.00	D-....0.67	F....0.00

### Incomplete Course Work

- Students may receive an incomplete for a grade if course work is not completed by the end of the grading period. All course work must be completed 10 days after the 9 weeks.

### Class Enrollment

- Students have the opportunity to change their class schedules within the first week of a new term;
- Students that drop a class prior to meeting the district and/or state requirements may not receive credit;
- Students may enter a full-year class after the 1st semester if approved by the administration and the teacher of that class;
- Students enrolled in an ITV, CTE or other courses may be allowed to drop a class with prior approval from administration, although fees may apply.



**NDSBA**  
NORTH DAKOTA SCHOOL  
BOARDS ASSOCIATION

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[www.ndsba.org](http://www.ndsba.org)

## **FAMILIES FIRST CORONAVIRUS RESPONSE ACT**

On March 18, 2020, the U.S. Congress passed the *Families First Coronavirus Act*, H.R. 6201 (Act). The Act was signed into law by President Trump later the same day. The Act was revised slightly from the bill passed by the House of Representatives on March 14, 2020. The Act does several things, including providing access to free COVID-19 testing, enhancing food assistance, increasing Medicaid funding, and providing paid leave and unemployment benefits to workers. The following is a broad summary of the provisions most relevant to public schools and their employees.

### **Paid FMLA Leave and Paid Sick Leave Provisions**

In addition, the Act provides certain paid leave and job protections related to school closures and government employees, including teachers. The following is detailed information regarding those provisions relating to paid FMLA leave and paid sick leave under the Act:

#### **Which Employers and Employees Are Covered by the Act?**

Both the paid FMLA and paid sick leave provisions apply only to private employers with *fewer than 500 employees* and certain public employers who employ 1 or more employees. Public school districts in North Dakota are considered covered employers under the Act.

Both provisions allow an employer of an employee who is a healthcare provider or an emergency responder to elect to exclude the employee from the application of these two provisions.

In addition, they both allow subsequent U.S. Department of Labor regulations to exempt small businesses with fewer than 50 employees when the provision would jeopardize the viability of the business as a going concern.

#### **FMLA Expansion for COVID-19**

The Act amends the FMLA to allow an employee who is unable to work (or telework) to take leave due to a need to care for the employee's son or daughter (under 18 years of age) if the child's elementary or secondary school or place of care has been closed, or the childcare provider is unavailable, due to a "public health emergency." A public health emergency means an emergency with respect to COVID-19 declared by a federal, state, or local authority.

Unlike the original bill, the closure of the child's school or childcare is the only reason allowed under the added FMLA provisions, and the only reason allowed for paid leave under the FMLA.



### **Paid Sick Leave for COVID-19**

The Act also adds a paid sick leave obligation. Employers with fewer than 500 employees or public employers that employs 1 or more employees must immediately make available **80 hours of paid sick leave for full-time employees (or the equivalent of the average number of hours over two weeks for part time employees)** for the following reasons (which are slightly different than in the original bill):

1. The employee is subject to a federal, state, or local quarantine or isolation order related to COVID-19.
2. The employee has been advised by a healthcare provider to self-quarantine due to concerns related to COVID-19.
3. The employee is experiencing symptoms of COVID-19 and seeking a medical diagnosis.
4. The employee is caring for an individual who is subject to an order as described in subparagraph (1) or has been advised as described in paragraph (2).
5. The employee is caring for their son or daughter if the school or place of care of the son or daughter has been closed, or the childcare provider of the son or daughter is unavailable, due to COVID-19 precautions.
6. The employee is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretary of the Treasury and the Secretary of Labor.

### **Amount of Pay**

Under the FMLA provisions, when leave is needed due to a school or day care closure, the employer can provide the first 10 days of leave unpaid, then subsequent absences for this reason must be paid at 2/3rds the employee's regular rate of pay (up to 10 work weeks). The Act includes a cap on paid FMLA leave of \$200 a day and \$10,000 in aggregate. If the first 10 days are unpaid, an employee may elect to substitute any accrued vacation leave, personal leave, or medical/sick leave for the unpaid leave.

For paid sick leave, workers taking leave for themselves will have to be paid at least their normal wage or the applicable federal, state, or local minimum wage, whichever is greater. Workers taking time off to care for family members must be paid at two-thirds of the foregoing rate. Sick leave is capped at \$511 per day and \$5,110 in the aggregate for leave taken in categories (1) through (3) described above (i.e., on one's own behalf), and capped at \$200 per day and \$2,000 in the aggregate for leave taken in categories (4) through (6) (i.e., to take care of another).

### **Effective Date**

Both the proposed FMLA changes and the proposed paid sick leave take effect not later than 15 days after the Act was signed into law and would remain in place until the end of 2020.





**Is leave job protected?**

Yes, the Act offers job protection. However, the FMLA's requirement that an employee be restored to the same or equivalent position after leave does not apply to an employer with fewer than 25 employees if the employee's position no longer exists due to economic conditions or other changes in the employer's operations that affect employment and are caused by the public health crisis during the period of leave.

The employer must make reasonable efforts to restore the employee to the same or an equivalent position, and if the reasonable efforts fail, the employer must make efforts to contact the employee and reinstate the employee if an equivalent position becomes available within a one-year period beginning on the earlier of (a) the date on which the qualifying need related to a public health emergency concludes, or (b) the date that is 12 weeks after the date the employee's leave started.

**Who pays for the sick time or leave?**

Employers must pay the benefits, but they will receive a tax credit from the federal government for doing so.

**Is the paid sick leave in addition to current leave provided by the employer?**

Employers with existing paid leave policies will be required to provide workers with the sick leave under this emergency program. In addition, an employer may not require an employee to use other paid leave provided by the employer before the employee uses the paid sick leave available under the Act.

**At what rate is the paid sick leave accrued?**

The entire 80 hours of paid sick leave is available immediately. There is no accrual rate or period.

**Which employees are eligible for these benefits?**

The new FMLA provisions would apply to employees who have been employed for at least 30 calendar days. The usual FMLA requirements that the employee has been employed for a year, worked for at least 1,250 hours, and works in a location where there are 50 employees within a 75-mile radius would not apply.

The paid sick leave requirements would apply to all employees under covered employers.

**What notice must an employee provide for leave?**

The FMLA provisions require employees to provide the employer with "notice of leave as is practicable."



The paid sick leave provisions state that after the first workday (or portion thereof) that an employee receives paid sick leave, an employer may require the employee to follow reasonable notice procedures in order to continue receiving the paid sick leave.

**Is carryover required for unused emergency paid sick leave?**

The Act's paid sick provisions state that unused paid sick leave does not carry over from one year to the next.

**Can an employee who takes emergency paid sick leave be required to find a replacement worker?**

The Act's paid sick leave provisions state that an employer may not require an employee to find a replacement worker when the employee takes such leave. In addition, an employer is prohibited from discharging or discriminating against workers for requesting paid sick leave or filing a complaint against the employer related to such emergency leave.

**Must an employer pay out unused emergency paid sick leave provided by the Act if the employee separates from its employment?**

An employer is not required to pay unused paid sick leave provided under the Act if an employee separates from employment.

**Who bears the financial burden?**

Employers will initially front the costs of sick leave wages; however, they will be reimbursed for 100% of those costs through a tax credit by the federal government within three months. The costs will be paid through a refundable tax credit against the Social Security payroll tax imposed on employers. The reimbursement will cover not only wages paid, but also the employer's contribution to employee's health insurance premiums. If the sick leave payments costs exceed the Social Security tax bill, the federal government will reimburse the employer to cover the remaining costs.

**The United States, state governments and local governments are specifically excluded from the tax credit.** As things now stand, there is nothing in place to provide federal, state and local governments, including school districts, with any reimbursement for the cost of the additional paid leave required by the bill.

**EMERGENCY UNEMPLOYMENT STABILIZATION**

With respect to the expected increase in claims for unemployment compensation, the Act provides:

- \$1 billion for emergency grants to states for activities related to processing and paying unemployment insurance benefits.



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- \$500 million of that amount would be used to provide immediate additional funding to all states for staffing, technology, systems, and other administrative costs, so long as they met basic requirements about ensuring access to earned benefits for eligible workers. Those requirements are:
  - Require employers to provide notification of potential unemployment insurance eligibility to laid-off workers.
  - Ensure that workers have at least two ways (for example, online and phone) to apply for benefits.
  - Notify applicants when an application is received and being processed and if the application cannot be processed, provide information to the applicant about how to ensure successful processing.
- \$500 million would be reserved for emergency grants to states which experienced at least a 10% increase in unemployment.
- States that experience an increase of 10% or more in their unemployment rate (over the previous year) and comply with all the beneficiary access provisions will qualify for 100% funding for Extended Benefits.
- Extended benefits are triggered when unemployment is high in a state and provide up to an additional 26 weeks after regular unemployment insurance benefits exhausted. This section also suspends the financial penalty for states that waive the usual one-week waiting period for benefits.

The National School Boards Association issued FAQs relating to the Act, which can be found on *COVID-19 Resources* page on NDSBA's website ([www.ndsba.org](http://www.ndsba.org)) .

The situation regarding the COVID-19 pandemic is constantly evolving. NDSBA will continue to provide ongoing guidance as the situation unfolds and additional issues arise. In the meantime, please feel free to contact NDSBA by phone or email with questions.