This plan is a living document and subject to revisions based on updated information from city, county, state, and national health, public education, and government agencies and officials.

Published: July 31, 2020

Updated: September 8, 2020
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Dear Fargo Public Schools Staff, Students, Parents, and Community Members,

Welcome to the 2020-2021 school year! I don’t think any of us imagined the start of another school year would present itself with so many uncertainties, unique challenges, and difficult decisions. However, I am also grateful to recognize that the restrictions resulting from COVID-19 have presented Fargo Public Schools with new opportunities to modify traditional methods of teaching and learning to benefit our students during unprecedented conditions.

The FPS Smart Restart Plan was developed based upon four guiding principles:

- Ensure the safety and well-being of all students and employees
- Promote equity and accessibility to learning for all students
- Provide instructional delivery systems to meet the needs of all students
- Foster positive relationships and interactions

Resources supporting the development of the plan include guidance from the North Dakota Department of Public Instruction, North Dakota Department of Health, Governor Burgum, Centers for Disease Control and Prevention, American Academy of Pediatrics, Fargo Cass Public Health, and others. It is important to note that the FPS Smart Restart Plan is not intended to eliminate all risks associated with COVID-19. This plan intends to ensure that using the guiding principles above, Fargo Public Schools provides an educational experience for all students while mitigating the risks associated with COVID-19 to the greatest extent possible.

I would like to express my gratitude to the diligent staff of Fargo Public Schools who have spent countless hours in the development of the FPS Smart Restart Plan. Even during a global pandemic, the educators of Fargo Public Schools continue to impart a sense of calm, comfort, security, and wisdom to our students and community, as they always have before. Moreover, I would like to thank all our parents who participated in our input sessions and provided feedback on the FPS Smart Restart Plan during draft stages. Parent involvement is critical, and the feedback collected from parents further helped develop the best plan we can for all students in Fargo Public Schools. Lastly, I would like to thank the Fargo Board of Education and Fargo Education Association for their collaboration, feedback, and decision-making in helping finalize the FPS Smart Restart Plan. This plan continues to exemplify the collaborative spirit of Fargo Public Schools and ensures fulfillment of our mission to educate and empower all students to succeed.

Sincerely,

Rupak Gandhi, Ph.D.
Superintendent
Fargo Public Schools
SECTION 1: 
ND/FPS Assumptions, Guiding Principles, and Expectations
North Dakota Department of Public Instruction Assumptions

The North Dakota Department of Public Instruction maintains these assumptions:

- Schools will provide instruction in the fall and throughout the 2020-21 school year.
- COVID-19 may continue to spread throughout the school year.
- Every student will have the opportunity to engage in a full year of learning, irrespective of the spread of COVID-19 in a community.
- Depending upon local conditions, as reported by ND Department of Health (NDDoH) and local public health units, instruction may be face-to-face, virtual, or a hybrid.
- Each school district will work in collaboration with local health professionals (including local public health units), faculty, students, staff, and families.
- Each school district will make decisions based on the most current guidance from the Centers for Disease Control and Prevention (CDC), current status of virus spread in and around the school community as reported by NDDoH and local public health units, and in the best interests of staff, students, and families.
- School boards will play a vital role as this unprecedented event unfolds. With the situation changing daily, good policies and best practices are as important as ever and the public is looking to their school district leadership teams to provide a unified message to employees, parents, students, and the general public.
- Schools will take practical steps to mitigate the spread of the virus while continuing to focus on student learning.
- Schools are congregate settings. Congregate settings are known to increase transmissible moments and therefore, are more susceptible to spreading COVID-19.
- Each school district required to conduct tribal consultations under the Every Student Succeeds Act will work in collaboration with the tribal leadership.
- These guiding principles are not all-inclusive and are not intended as legal advice.

Fargo Public Schools Guiding Principles

The Fargo Public Schools (FPS) Smart Restart Plan was developed using the following guiding principles:

- Ensure the safety and well-being of all students and employees.
- Promote equity and accessibility to learning for all students.
- Provide instructional delivery systems to meet the needs of all students.
- Foster positive relationships and interactions.
North Dakota expectations for schools

- Schools will continue to be a safe environment for students, focusing on both social-emotional and physical health. Local decisions will be rooted in what is best for students.

- School districts should prioritize state guidance and utilize national recommendations as a guide.

- School administrators will make reasoned judgments to limit the spread of COVID-19.

- School administrators will work with their school boards, faculty, staff, and community to communicate decisions and data guiding those decisions.

- Health and Safety Plans will be approved by the district’s school board in consultation with local public health units. Those plans are published on the school’s publicly accessible website. Governor’s Executive Order 2020-38

- Schools will have a school board approved Distance Learning Plan on file that includes all elements contained in the Governor’s Executive Order 2020-38. School districts can use their original Distance Learning Plan but will include new information required and improvements made. Those plans will be published on the school or district’s website.

- Schools will take into consideration a hybrid approach to in-person instruction along with distance learning to best meet the health and safety plans of all students and families.

- Schools will utilize the North Dakota High School Activities Association (NDHSAA) guidance for all decisions regarding school athletics, activities, and competitions.

Health and Safety Plans
Recognizing that each school district and individual building is unique and that all plans for the upcoming school year must reflect local needs, each school district must create a Health and Safety Plan, which will serve as the local expectations for the phased approach to in-person instruction. The Health and Safety Plan should meet the needs of each school and must be created in consultation with local health professionals, faculty, staff, parents and students.

Health and Safety Plans must be approved by each school district’s school board (in the case of Fargo, the Board of Education) in consultation with local public health units. Those plans must also be published on the school or district’s publicly available website prior to the reopening of schools and providing services to students.

Non-public, private or parochial schools are strongly encouraged to create a Health and Safety Plan tailored to their needs and publish the Health and Safety Plan on their publicly available website prior to reopening.

Each district that is required to conduct tribal consultations under the Every Student Succeeds Act must consult with tribal leadership.

There are 15 residential education facilities in North Dakota. To ensure the maximum safety, health, and overall well-being of students, staff, and faculty in these situations, we encourage residential facility administrators to implement the North Dakota Department of Health’s recommendations for congregate settings whenever possible.
SECTION 2:
Fargo Public Schools
Health & Safety Plans
Introduction and Overview

As part of Fargo Public Schools Smart Restart Plan, this document provides additional information on protocols for responding to specific COVID-19 scenarios which will be used in all phased approaches to in-person instruction. Protocols from the Centers for Disease Control and Prevention (CDC), Fargo Cass Public Health (FCPH), North Dakota Department of Health (NDDoH), or other health agencies related to this topic may be released in the coming weeks. Therefore, this guidance may be updated accordingly.

This guidance provides more information and protocols to answer the following questions:

- What should a district do if there is a symptomatic individual – at home, on the bus, or at school?
- What should a district do if someone in the school community tests positive for COVID-19 – be it a student, teacher, staff, or bus driver, or one of their household members or close contacts?
- Who should get tested for COVID-19 and when?
- In what circumstances would someone need to quarantine (when they have been exposed but are not sick) or isolate (when they are sick)?
- What should school districts do to monitor COVID-19 spread in their communities?

A safe return to in-person school environments will require a culture of health and safety every step of the way. Specifically:

- It is not one mitigation strategy but a combination of all these strategies taken together that will substantially reduce the risk of COVID-19 transmission. No single strategy can ever be perfect, but all strategies applied together will reduce risk. In addition, although North Dakota is currently in risk level green as of July, it will take collective, continued vigilance towards health and safety measures to continue to contain COVID-19.
- Staff must monitor themselves for symptoms daily and students, with the assistance of families, must also be monitored daily for symptoms. Staff and students must stay home if feeling sick. Everyone must do their part to protect others and not come to school if they are exhibiting any COVID-19 symptoms or are feeling sick.
- Masks are among the most important single measures to contain the spread of COVID-19. We require all students and all staff to wear masks that adequately cover both their nose and mouth. Exemptions will be made for students and staff with medical, behavioral, or other challenges who are unable to wear masks/face coverings.
  - Mask Exemptions require formal documentation
    - Students must provide medical documentation to your child’s school or have an IEP team or ICP recommendation for a mask exemption.
    - FPS staff must turn in any medical documentation to the HR department
  - Guests are required to wear a mask on site.
- Hand hygiene is critical. Students and staff are required to exercise hand hygiene (handwashing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, after recess, after using the restroom, before dismissal, and as deemed necessary.
- Physical distance greatly reduces the risk of transmission. As COVID-19 is transmitted through respiratory droplets, putting distance between yourself and others reduces risk. In classroom settings, a minimum of three (3) feet of separation will be encouraged, with six (6) feet of separation being preferred.
- Cohorts/assigned seating. Students organized in groups/classrooms and other cohorts help mitigate transmission of the virus. Assigned seating is important because it effectively creates even smaller groups within cohorts which minimizes transmission. Assigned seats can also assist with contact tracing. Wherever possible, seats will be assigned (including classroom, bus, meals).

To support a culture of health and safety, Fargo Public Schools will use multiple ways to communicate with all families, students, teachers, and staff in order to send and receive key messages related to COVID-19.
Preparing to respond to COVID-19 scenarios
Even as we remain vigilant, and public health metrics in North Dakota remain positive, the risk of exposure to COVID-19 in schools will not be zero. As we prepare to reopen schools, we must also prepare to respond to potential COVID-19 scenarios, whether in school, on the bus, or in our communities. Depending on the circumstances, a positive COVID-19 test, a potentially symptomatic student, or exposure to someone in the outside community who has COVID-19 can each have health, safety, and operational implications.

Be prepared for remote learning
When students must stay home for quarantine or isolation, teaching and learning should not stop. Fargo Public Schools will provide remote learning for students who cannot be in school for any extended period of time. Students will need to bring their personal learning device home daily.

Testing, tracing, and isolation
It is important to note that testing, combined with contact tracing and isolation, helps control the spread of COVID-19 in North Dakota. All test results, both positive and negative, are reported to the NDDoH. When a person has a positive COVID-19 test, it is the local public health agency or the NDDoH that will reach out to provide support so that these individuals can remain safely in medical isolation. They will also ask for help to identify close contacts. These organizations will then reach out to the individual’s close contacts to provide important information that is aimed to stop the spread of the virus, including how to safely isolate/quarantine. While these organizations will provide support, to further assist with contact tracing the student/family and staff are asked to reach out to their personal contacts and notify the school.

Self-isolation for COVID-19 positive cases
Most people who test positive and have a relatively mild illness will need to stay in self-isolation for 10 days. The isolation period is 10 days from date of symptoms onset or 10 days from date of positive test, whichever pertains.
People who test positive can resume public activities after 10 days and once they have:
  a. gone for 24 hours without a fever (and without taking fever-reducing medications like Tylenol); and
  b. experienced improvement in other symptoms (for example, their cough has gotten much better); and
  c. received clearance from public health authority contact tracers.

Repeat testing prior to return is not recommended. Return to school should be based on time and symptom resolution.

Close contacts of a positive COVID-19 case will be asked to be tested by contact tracers. For general guidance, CDC and NDDoH define close contact as:

- Being within six (6) feet of COVID-19 case for at least 15 cumulative minutes. Close contact can occur while caring for, living with, visiting, or sharing a healthcare waiting area or room with a COVID-19 case while the case was symptomatic or within the 48 hours before symptom onset, OR
- Having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on).
- Click here for the NDDoH descriptions of COVID-19 close contact in child care/school settings.

In school settings, close contacts include other students and staff who were within six (6) feet of the student or staff for at least 15 cumulative minutes in a classroom, in other school spaces, on the bus, or at an extracurricular activity. In elementary and other school situations where the students are in self-contained classrooms for an extended period, all students/staff within this “cohort” are considered close contacts as they may have been within six (6) feet of the person with a positive test result. All individuals identified as close contacts should not come back to school until they have completed their 14-day self-quarantine. If an individual tests positive for COVID-19, then self-isolation is for 10 days from date of symptom onset or 10 days from the date of positive test, whichever pertains and until at least 24 hours have passed with no fever and improvement in other symptoms as noted.
**Most common symptoms of COVID-19 and testing requirements**

The single most important thing to do if any of the following symptoms are present is to **STAY HOME**. Our collective health relies, in part, on individual attention and responsibility. Note that some symptoms of COVID-19 are the same as the flu or a bad cold; please do not assume it is another condition. When in doubt, stay home.

Please **STAY HOME** if you have any of the symptoms listed.

Below is the full list of symptoms for which caregivers should monitor their children, and staff should monitor themselves (Center for Disease Control, 2020):

If your child has one of the following keep your child home and monitor:

- Fever (100.4° Fahrenheit or higher), chills, or shaking chills
- New loss of taste or smell

If your child has two or more of the following keep your child home and monitor:

- Cough (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath
- Sore throat
- Headache
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea
- Fatigue
- Nasal congestion or runny nose (not due to other known causes, such as allergies)

**If staff or students symptoms prolong or worsen**, we encourage them to consult with their primary care physician or medical provider for further instructions. **If a COVID-19 test is recommended, continue to stay home.**

- ND Department of Health and the ND Department of Public Instruction School Recommendations
  - Guidance for Parents on School Attendance

**Protocols for possible COVID-19 scenarios**

While specific protocols vary, there are some common elements for each possible COVID-19 scenario:

- Evaluate symptoms
- Separate from others
- Clean and disinfect spaces visited by the person
- Test for COVID-19 and stay at home while awaiting results
- If test is positive:
  - Remain at home at least 10 days and until at least 24 hours have passed with no fever and improvement in other symptoms
  - Monitor symptoms
  - Notify the school and personal close contacts
  - Answer the call from NDDoH or contact tracing to help identify close contacts to help them prevent further transmission
  - Secure release from public health authority contact tracers for return to school

**The following pages outline protocols for the scenarios below.**

Section 1: Protocols for individual exposure or individual positive test

- Protocol: Student or staff tests positive for COVID-19
- Protocol: Close contact of student or staff tests positive for COVID-19
- Protocol: Student is symptomatic on the bus
- Protocol: Student is symptomatic at school
- Protocol: Staff is symptomatic at home
- Protocol: Staff is symptomatic at school

Section 2: Protocols for potential school closure (partial or full) or district closure
- Protocol: Presence of multiple cases in the school or district
- Protocol: Presence of significant number of new cases in a municipality
- Protocol: Statewide regression to a previous reopening phase

Summary Graphic of Fargo Public Schools Protocols for handling COVID related illness.
- Fargo Public Schools | COVID-19 Action Tree
# Quick Reference Sheet: Key actions for individual COVID-19 events

## INDIVIDUAL IS SYMPTOMATIC

<table>
<thead>
<tr>
<th>Location of Event</th>
<th>Immediate Action</th>
<th>Testing Result</th>
<th>Return to school Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>At home</td>
<td>If an individual is symptomatic at home, they should stay home. If staff or students symptoms prolong or worsen, we encourage them to consult with their primary care physician or medical provider for further instructions.</td>
<td>Individual is not tested</td>
<td>Stay home at least 10 days from the onset and for 24 hours with no fever and improvement of symptoms-whichever is longer OR A healthcare provider’s note detailing symptoms as being caused by a non-COVID related illness is provided.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual tests negative</td>
<td>Stay home at least 10 days from the onset and for 24 hours with no fever and improvement of symptoms-whichever is longer OR A healthcare provider’s note detailing symptoms as being caused by a non-COVID related illness is provided.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual tests positive</td>
<td>Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from FCPH. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 24 hours have passed with no fever and improvement in other symptoms. Contact Tracers from Fargo Cass Public Health will supply the family with a “Return to School” email. Families need to provide the “Return to School” email to their home building before they return to school in person.</td>
</tr>
<tr>
<td>On the bus</td>
<td>If an individual student is symptomatic on the bus or at school, they will remain masked and adhere to strict physical distancing. Students will then be met by school personnel and stay in the school’s care room until they can go home. They will not be sent home on the bus.</td>
<td>Individual is not tested</td>
<td>Stay home at least 10 days from the onset and for 24 hours with no fever and improvement of symptoms-whichever is longer OR A healthcare provider’s note detailing symptoms as being caused by a non-COVID related illness is provided.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual tests negative</td>
<td>Stay home at least 10 days from the onset and for 24 hours with no fever and improvement of symptoms-whichever is longer OR A healthcare provider’s note detailing symptoms as being caused by a non-COVID related illness is provided.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual tests positive</td>
<td>Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from FCPH. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 24 hours have passed with no fever and improvement in other symptoms. Contact Tracers from Fargo Cass Public Health will supply the family with a “Return to School” email. Families need to provide the “Return to School” email to their home building before they return to school in person.</td>
</tr>
</tbody>
</table>
At School

If an individual staff member is symptomatic at school, the school administrators will find coverage for their duties and the staff members will be asked to go home and monitor their symptoms. If staff or students symptoms prolong or worsen, we encourage them to consult with their primary care physician or medical provider for further instructions.

<table>
<thead>
<tr>
<th>Location of Notification</th>
<th>Immediate Action</th>
<th>Testing Result</th>
<th>Return to school Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>At home</td>
<td>If an individual is at home when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 7-10 days after their last exposure.</td>
<td>Individual is not tested</td>
<td>Remain home in self-quarantine for 14 days from last exposure. Contact Tracers from Fargo Cass Public Health will supply the family with a “Return to School” email. Families need to provide the “Return to School” email to their home building before they return to school in person.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual tests negative</td>
<td>Remain home in self-quarantine for 14 days from last exposure. Contact Tracers from Fargo Cass Public Health will supply the family with a “Return to School” email. Families need to provide the “Return to School” email to their home building before they return to school in person.</td>
</tr>
</tbody>
</table>
### Section 1: Protocols for individual exposure or individual positive test

**Protocol: Student or staff tests positive for COVID-19**

1. The student or staff member must remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from FCPH. For most people who have relatively mild illness, they will need to stay in self-isolation for at least 10 days and until at least 24 hours have passed with no fever and improvement in other symptoms. Contact Tracers from Fargo Cass Public Health will supply the family with a “Return to School” email. Families need to provide the “Return to School” email to their home building before they return to school in person.

2. The student’s parent/caregiver or the staff member informs the proper school official (e.g., a designated person that is the COVID-19 school lead) that the individual has tested positive for COVID-19. The designated COVID-19 school lead in turn notifies others as pre-determined by the school (e.g., school leadership, school nurse or school medical point of contact, building management, maintenance).

3. Determine whether the student or staff member was on the premises during the time frame that started two days prior to symptom onset (or testing positive if not symptomatic) until the time of isolation.
   a. If so, promptly close off areas visited by the COVID-19 positive individual until such areas can be cleaned and disinfected with an Environmental Protection Agency (EPA) approved disinfectant following the manufacturer’s label.
   b. Promptly clean and disinfect the student’s or staff member’s classroom and any other facilities (e.g., extracurricular facilities) visited by the individual, if that has not been done already.
   c. Promptly clean and disinfect the bus(es) the student or staff member was on, if any.

### Table: Exposure to a COVID-19 positive individual

<table>
<thead>
<tr>
<th>At school</th>
<th>Individual is not tested</th>
<th>Remain home in self-quarantine for 14 days from last exposure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual tests positive</td>
<td>Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from FCPH. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 24 hours have passed with no fever and improvement in other symptoms. Contact Tracers from Fargo Cass Public Health will supply the family with a “Return to School” email. Families need to provide the “Return to School” email to their home building before they return to school in person.</td>
<td></td>
</tr>
<tr>
<td>Individual tests negative</td>
<td>Remain home in self-quarantine for 14 days from last exposure</td>
<td></td>
</tr>
<tr>
<td>Individual tests positive</td>
<td>Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from FCPH. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 24 hours have passed with no fever and improvement in other symptoms. Contact Tracers from Fargo Cass Public Health will supply the family with a “Return to School” email. Families need to provide the “Return to School” email to their home building before they return to school in person.</td>
<td></td>
</tr>
</tbody>
</table>
4. **ELEMENTARY SCHOOL:** Student or staff tests positive for COVID-19 (e.g., student has self-contained classroom throughout the day):
   a. Send a communication to the other families in the student’s class (e.g., student group) that there has been a positive test without naming the individual student or staff member who tested positive.
   b. Communications sent to families/staff will:
      i. Inform them there was a positive test (not the specific individual) in the self-contained classroom.
      ii. Explain that since they were within this group of students and may have been within six (6) feet of the person with a positive test, they are considered a “close contact” and therefore should be tested. (In cases where the student may have been in close contact with others outside their student group, having assigned seating and keeping up-to-date seating charts will help identify who should be instructed to be tested: specifically, those who were sitting next to the student, plus any others who also had close contact with the student.)
      iii. Explain close contacts will need to remain home in self-quarantine for 14 days and may not return to school until they receive a “Return to School” email from FCPH. This letter needs to be provided to the child’s home building.
      iv. Close contacts may be recommended by contact tracers to be tested for COVID-19.
      v. Remind families and/or staff of the importance of not having contact with higher-risk individuals (e.g., grandparents and those with underlying medical conditions).
      vi. Remind families and/or staff of the list of COVID-19 symptoms for which to monitor.
   c. If the school finds out about the original COVID-19 positive test in the middle of a school day when the rest of the student group is in class:
      i. Make sure these students are wearing masks. FPS will enforce strict physical distancing and require students to wash their hands.
      ii. The school will quickly identify the individuals who may be “close contacts” of the student and notify students and their families.
      iii. Caregivers of students in the class or other close contacts may pick students up prior to the end of the day. Caregivers must wear a mask/face covering when picking up their student. Students who are close contacts and students with any symptoms will not be allowed to ride the school bus to get home.
   d. As feasible, to assist with contact tracing, schools will make a list including phone number and email of any other close contacts the student or staff member had, beginning two days before the onset of symptoms (or positive test if asymptomatic) until the individual was isolated. Those students and/or staff members will be instructed to get tested according to the same protocol as the student’s group above.

5. **MIDDLE AND HIGH SCHOOL:** Student or staff tests positive for COVID-19 (e.g., no single self-contained classroom):
   a. The school will identify the student’s or staff member’s possible “close contacts” based on the assigned seating charts. The lookback period will begin two days before symptoms appeared (or two days prior to the date of the positive test if there were no symptoms) and include up until the time the student was isolated. Students and staff members who were within six (6) feet of the individual for 15 cumulative minutes in class, on the school bus, or at extracurricular activities will be considered.
   b. Send a communication to the other families in the student’s class (e.g., student group) that there has been a positive test without naming the individual student or staff member who tested positive.
   c. Communications sent to families/staff will:
      i. Inform them there was a positive test (not the specific individual) in the self-contained classroom.
      ii. Explain that since they were within this group of students and may have been within six (6) feet of the person with a positive test, they are considered a “close contact” and therefore should be tested. (In cases where the student may have been in close contact with others outside their student group, having assigned seating and keeping up-to-date seating charts will help identify who should be instructed to be tested: specifically, those who were sitting next to the student, plus any others who also had close contact with the student.)
      iii. Explain close contacts will need to remain home in self-quarantine for 14 days and may not return to school until they receive a “Return to School” email from FCPH. This letter needs to be provided to the child’s home building.
      iv. Close contacts may be recommended by contact tracers to be tested for COVID-19.
v. Remind families and/or staff of the importance of not having contact with higher-risk individuals (e.g., grandparents and those with underlying medical conditions).

vi. Remind families and/or staff of the list of COVID-19 symptoms for which to monitor.

d. If the school finds out about the original COVID-19 positive test in the middle of a school day when the rest of the student group is in class:
   i. Make sure these students are wearing masks. FPS will enforce strict physical distancing and require students to wash their hands.
   ii. The school will quickly identify the individuals who may be “close contacts” of the student and notify students and their families.
   iii. Caregivers of students in the class or other close contacts may pick students up prior to the end of the day. Caregivers must wear a mask/face covering when picking up their student. Students who are close contacts and students with any symptoms will not be allowed to ride the school bus to get home.

6. IF OTHERS IN THE SCHOOL TEST POSITIVE: Perform all steps under this protocol for that person. ALSO FOLLOW: “Protocol: Presence of multiple cases in the school.”

7. IF NO OTHERS IN THE SCHOOL TEST POSITIVE: Close contacts can return to school 14 days after last exposure as long as they remain asymptomatic.

Any areas of the school visited by the COVID-19 positive individual will be closed off and/or cleaned and disinfected. The area should be closed until the cleaning and disinfecting can be completed.

**Protocol: Close contact of student or staff tests positive for COVID-19**

1. Current CDC and NDDoH guidance is that all close contacts of someone who has tested positive for COVID-19 will be asked to be tested, if appropriate, as determined by the contact tracer.

2. Sites may require pre-screening, a referral, and/or an appointment. An individual will need to quarantine for 14 days and until asymptomatic.

3. Because tests performed too early can be falsely negative, ideally the test should be performed 7-10 days after the last contact with the person who tested positive.

4. IF POSITIVE TEST: The student or staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from FCPH. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 24 hours have passed with no fever and improvement in other symptoms. **FOLLOW STEPS UNDER: “Protocol: Student / staff tests positive for COVID-19.”**

**Protocol: Student is symptomatic at home**

1. Families should monitor their students at home each morning for the most common symptoms of COVID-19 (see list above).

   a. **IF NO SYMPTOMS:**
      i. Send student to school.

   b. **IF SYMPTOM(S):**
      i. Do not send the student to school.
      ii. Call the school’s COVID-19 point of contact and inform them that the student is staying home due to symptoms.
      iii. Current guidance is that all symptomatic individuals, even those with mild symptoms, should be tested.
         1. An individual who does not wish to be tested should stay home at least 10 days from the onset and for 24 hours with no fever and improvement of symptoms- whichever is longer OR provide a healthcare provider’s note detailing symptoms as being caused by a non-COVID related illness.
      iv. Isolate at home until test results are returned.
Proceed as follows according to test results:

1. **IF NEGATIVE:** Stay home at least 10 days from the onset and for 24 hours with no fever and improvement of symptoms—whichever is longer OR provide a healthcare provider’s note detailing symptoms as being caused by a non-COVID related illness.

2. **IF POSITIVE:** Student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from FCPH. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 24 hours have passed with no fever and improvement in other symptoms (Center for Disease Control, 2020). **FOLLOW STEPS UNDER:** “Protocol: Student / staff tests positive for COVID-19.”

**Protocol: Student is symptomatic on the bus**

1. Although families are the most important first line of defense for monitoring symptoms, bus drivers and bus monitors also play an important role in flagging possible symptomatic students.

2. If symptoms are noticed as the student is getting on the bus and if there is a caregiver present, do not allow the student to board the bus. Caregiver should then **FOLLOW STEPS UNDER:** “Protocol: Student is symptomatic at home.”

3. If a student is already on the bus, the bus driver will be asked to ensure the student is masked and keeps the mask on. The bus driver will try to ensure other students keep their masks on and that the student keeps required physical distance from others on the bus.

4. Bus driver/monitor will call ahead to the bus service dispatch. The bus service dispatch will be equipped with appropriate phone numbers for school and district personnel. The dispatch will contact the school to inform the medical point of contact of a possible symptomatic child.

5. School personnel will meet the bus as it arrives, wearing a mask. As practical, students with possible symptoms should exit the bus first.

6. Bus should be cleaned/disinfected following approved protocols.

7. School medical point of contact will evaluate the student for symptoms (see list above: “Most common symptoms of COVID-19”).

   **a. IF ANY SYMPTOM:**
   
   i. The student will be placed in the designated care room. There is no specific capacity limit for the care room, but all students in the care room will be as far apart as possible, and no less than six (6) feet. Strict mask wearing covering the nose and mouth at all times for every person in the room will be enforced. Students can work on individual schoolwork or other activities while in the care room.

   ii. Contact caregiver for pick-up.

      1. **IF CAREGIVER CAN PICK UP DURING THE DAY:** Student will wait to be picked up in the care room. Caregivers must wear a mask/face covering when picking up their student. Student will not be allowed to ride the school bus to get home. Caregiver and student should wash their hands upon arriving at home and change their clothes, as a precaution.

      2. **IF CAREGIVER CANNOT PICK UP DURING THE DAY:** The student will wait in the care room until the end of the day to be picked up by caregiver. The student will not go home on a school bus with other students.

   iii. Current NDDoH and FCPH guidance is that all close contacts of someone who has tested positive for COVID-19 will be asked to be tested, if appropriate, as determined by the contact tracer. An individual who does not wish to be tested should instead self-isolate for 14 days and until asymptomatic without using fever reducing medication.

   iv. Testing sites may require pre-screening, a referral, and/or an appointment.

   v. Isolate at home until test results are returned.

   vi. Proceed as follows according to test results:

      1. **IF NEGATIVE:** If the student does not have COVID-19, the student will need to stay home at
least 10 days from the onset and for 24 hours with no fever and improvement of symptoms-whichever is longer OR provide a healthcare provider’s note detailing symptoms as being caused by a non-COVID related illness to the school.

2. **IF POSITIVE**: Student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from FCPH. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 24 hours have passed with no fever and improvement in other symptoms. **FOLLOW STEPS UNDER**: “Protocol: Student/staff tests positive for COVID-19.”

b. **IF NO SYMPTOMS**:
   i. If the evaluation shows the student does not have symptoms, send the student to class.

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**Protocol: Student is symptomatic at school**

1. Although families are the most important first line of defense for monitoring symptoms, teachers will play an important role in referring possible symptomatic students to the school medical point of contact.

2. Teachers will try to ensure the student is wearing a mask that fully covers nose and mouth at all times.

3. Teacher will call the school medical point of contact to inform them that they have a possible case. The school medical point of contact will come get the student from class.

4. School medical point of contact will evaluate the student for symptoms (see list above: “Most common symptoms of COVID-19”).

   a. **IF ANY SYMPTOM**:
      i. The student will be placed in the designated care room. There is no specific capacity limit for the care room, but all students in the care room will be as far apart as possible, and no less than six (6) feet. Strict mask wearing covering the nose and mouth at all times for every person in the room will be enforced. Students can work on individual schoolwork or other activities while in the care room.
      ii. Contact caregiver for pick-up.
         1. **IF CAREGIVER CAN PICK UP DURING THE DAY**: Student waits to be picked up in the care room. Caregivers must wear a mask/face covering when picking up their student. Students will not be allowed to ride the school bus to get home. Caregivers and students should wash their hands upon arriving at home and change their clothes as a precaution.
         2. **IF CAREGIVER CANNOT PICK UP DURING THE DAY**: The student will wait in the care room until the end of the day to be picked up by the caregiver. The student will not go home on a school bus with other students.
      iii. Current guidance is that all symptomatic individuals, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 10 days and until asymptomatic whichever is longer.
      iv. Sites may require pre-screening, a referral, and/or appointment.
      v. Isolate at home until test results are returned.
      vi. Proceed as follows according to test results:
         1. **IF NEGATIVE**: An individual who does not wish to be tested should stay home at least 10 days from the onset and for 24 hours with no fever and improvement of symptoms-whichever is longer OR provide a healthcare provider’s note detailing symptoms as being caused by a non-COVID related illness.
         2. **IF POSITIVE**: Student remains at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from FCPH. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 24 hours have passed with no fever and improvement in other symptoms. **FOLLOW STEPS UNDER**: “Protocol: Student or staff tests positive for COVID-19.”

b. **IF NO SYMPTOMS**:
   i. If the evaluation shows the student does not have symptoms, send the student back to class.
Protocol: Staff is symptomatic at home

1. Staff should monitor themselves at home each morning for the most common symptoms of COVID-19 (see list above: “Most common symptoms of COVID-19”).
   a. **IF NO SYMPTOMS:**
      i. Come to work.
   b. **IF ANY SYMPTOM:**
      i. Do not come to work.
      ii. Contact the school’s COVID-19 point of contact and/or other absence reporting mechanism established by the school.
      iii. Current guidance is that all symptomatic individuals, even those with mild symptoms, should be tested.
         1. An individual who does not wish to be tested should stay home at least 10 days from the onset and for 24 hours with no fever and improvement of symptoms- whichever is longer OR provide a healthcare provider’s note detailing symptoms as being caused by a non-COVID related illness.
      iv. Testing sites may require pre-screening, a referral, and/or an appointment.
      v. Isolate at home until test results are returned.
      vi. Proceed as follows according to test results:
         1. **IF NEGATIVE:** An individual who does not wish to be tested should stay home at least 10 days from the onset and for 24 hours with no fever and improvement of symptoms- whichever is longer OR provide a healthcare provider’s note detailing symptoms as being caused by a non-COVID related illness.
         2. **IF POSITIVE:** Staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from FCPH. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 24 hours have passed with no fever and improvement in other symptoms. **FOLLOW STEPS UNDER:** “Protocol: Student/staff tests positive for COVID-19”.

Protocol: Staff is symptomatic at school

1. As noted above, staff should be encouraged not to come to school if they are experiencing any symptoms of COVID-19.
2. If a staff member suspects any symptoms during the day, they should follow the school’s protocols for getting another adult to cover their class mid-day, if needed, and see the school nurse (or school medical point of contact) to be evaluated for symptoms.
   a. **IF NO SYMPTOMS:** The staff member should follow the school’s standard protocols for being excused due to illness.
   b. **IF ANY SYMPTOM:**
      i. Current guidance is that all symptomatic individuals, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic for 24 hours without fever reducing medication.
      ii. Sites may require pre-screening, a referral, and/or appointment.
      iii. Isolate at home until test results are returned.
      iv. Proceed as follows according to test results:
         1. **IF NEGATIVE:** An individual who does not wish to be tested should stay home at least 10 days from the onset and for 24 hours with no fever and improvement of symptoms- whichever is longer OR provide a healthcare provider’s note detailing symptoms as being caused by a non-COVID related illness.
         2. **IF POSITIVE:** Staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from FCPH. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 24 hours have passed with no fever and improvement in other symptoms. **FOLLOW STEPS UNDER:** “Protocol: Student/staff tests positive for COVID-19”.

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Section 2: Protocols for potential school closure (partial or full) or district closure

Protocol: Presence of multiple cases in the school or district
1. If there is more than one confirmed COVID-19 case (students or staff) in the school at one time, or if there is a series of single cases in a short time span, Fargo Public School district and school leaders will work with FCPH to determine if it is likely that there is transmission happening at school.

2. For each individual case, **FOLLOW STEPS UNDER: “Protocol: Student or staff tests positive for COVID-19.”**
   - When there is one isolated case, the student’s close contacts will need to stay home and be tested, not the whole school.

3. When there is suspected in-school transmission **beyond one group of students or a small number of groups**, school and district leaders will consult with FCPH as to proposed next steps. These steps could include, for example, making a decision to:
   - a) close part of the school or the entire school for a short time (e.g., 1-3 days) for an extensive cleaning or other facility mitigation,
   - b) close the school partially or fully for the longer duration of a 14-day quarantine period.

4. Should there be circumstances where there are multiple cases in multiple schools, school and district leaders will consult with FCPH as to proposed next steps. These steps could include, for example, making a decision to:
   - a) shut down the district for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation,
   - b) shut down the district for the longer duration of a 14-day quarantine period.

5. **Before a final decision is made on a school or district closure, the superintendent will consult with FCPH for further guidance.**

6. If the decision is made to close for some number of days, the school and/or district will send clear information and instructions to families and staff:
   - a. Informing them that it is possible COVID-19 is being transmitted in the school and/or district
   - b. Noting that there may be more potential cases that are not yet symptomatic
   - c. Recommending students self-quarantine and not have contact with others
   - d. Reminding families of the importance of not having contact with higher-risk individuals (e.g., grandparents)
   - e. Reminding families of the list of COVID-19 symptoms for which to monitor
   - f. Ensuring that remote learning is immediately provided to all students

7. Before bringing students back to school, Fargo Public Schools will:
   - a. Check inventory levels of needed supplies (e.g., disposable masks, soap, hand sanitizer, cleaning products); and re-order replacement inventory
   - b. Check the impact of the event on staffing
   - c. Consider a school-wide refresher training on the importance of correct hygiene procedures (masks, physical distance, handwashing, etc.)
   - d. Reiterate the critical nature of masks, physical distancing, and hand hygiene when students return to school

Protocol: Presence of significant number of new cases in a municipality
1. In the case of significant municipal outbreak, as determined by FCPH or NDDoH, the superintendent and school leaders will consult with the local health officials to determine whether it is appropriate to close a specific school, schools, or an entire district.

2. **Before a final decision is made on a school or district closure, the superintendent will consult with FCPH for further guidance.**
Protocol: State-wide regression to a previous reopening phase

1. North Dakota Department of Health is tracking its overall statewide reopening in phases, according to the ND Smart Restart plan. Currently, North Dakota is in risk level green, where even more businesses can resume operations with specific guidance.

2. If North Dakota moves back into a prior phase, FCPH (in consultation with the NDDoH) will communicate with school districts and schools to determine whether in-person school should continue.
SECTION 3:  
ND Color-Coded 
Health Guidance System 

RISK LEVEL
The K-12 Smart Restart has adopted the color-coded guidance in the ND Smart Restart Plan. This plan categorizes reopening into five phases: Red, Orange, Yellow, Green, and Blue. These designations signal how restrictions on school, work, congregate settings and social interactions will ease in each county. This color-coded guidance can be applied during the levels of ND Smart Restart to protect health, bolster confidence and provide more security. It is likely that counties across the state could be in different phases based on multiple factors used to determine health guidance. Contact the local public health unit for information.

Each level of guidance after Red becomes progressively less restrictive. Every level protects public health and outlines the necessary transmission mitigation strategies. Each level is guided by a rigorous measurement system, based on criteria such as the number of cases reported, positivity rates, testing capacity, hospital capacity, occurrence of point-source outbreaks, level of community spread, vulnerable populations affected and ability to protect, the availability of personal protection equipment (PPE), etc. North Dakotans should think of the guidance system as a dial that can be turned up or down for each geographical area based on the health risk in that area.

**Red / Critical Risk** is the level with the highest disease burden and level of significant and uncontrolled community transmission, multiple outbreaks resulting in increased deaths, surge capacity of hospitals are threatened and there is lack of adequate PPE supplies available for healthcare workers. The most significant mitigation strategies are implemented at the Red/Critical Risk level.

**Orange / High Risk** is the level of significant transmission and high risk for exposure due to widespread community spread of infections. There are significant mitigation strategies emphasizing “Stay Home. Stay Healthy. Stay Connected.” Only essential travel and essential workforce, adherence to strict social distancing guidance, increased cleaning and disinfecting of bathrooms and high other touch surfaces are recommended.

**Yellow / Moderate Risk** is the level of heightened exposure risk and transmission is controlled in these areas. Cases are reported but contained by rapid testing and robust contact tracing. Moderate social distancing and precautions are needed. Increased cleaning on high-touch surfaces and cleanings on shared spaces should be routine. Shared surfaces will be more frequently cleaned and disinfected. Case-based interventions will actively identify and isolate people with the disease and their contacts. All vulnerable individuals should continue to self-isolate and avoid large groups in public places. Those who are sick will be asked to stay home and seek testing for COVID-19.

**Green / Low Risk** for exposure or transmission, low case counts are reported, public health and private healthcare are ND Smart Restart able to safely diagnose, treat, and isolate COVID-19 cases and their contacts. Some physical distancing measures and limitations on gatherings will still be recommended to prevent transmission from accelerating again. For older adults (those over age 65), those with underlying health conditions, and other populations at heightened risk from COVID-19, continuing to limit time in the community will be important. State and community leaders should prepare health alerts, communicate risk and symptoms, review plans, prepare for public health capacity if needed for spikes in cases.
Blue / New Normal is when most normal activity can resume, with standard precautions and awareness of health guidelines such as routine hand washing, stay home when sick, cover your cough, education, stockpiling, planning, routine health alerts, etc. Monitoring for illness and outbreaks will continue. Even under new normal conditions, those found to be ill will be asked to self-isolate and contacts will be asked to remain at home.

Depending on the public health conditions, as reported by NDDoH, there could be additional actions, orders or guidance that is provided by NDDPI or NDDoH as a county is designated as Red, Orange, Yellow, Green, or Blue. Some counties may not experience a straight path from a red to a blue designation. Instead, cycling back and forth between less restrictive to more restrictive designations may occur as reported by local public health units. This means that each district should consult with the local public health unit and account for changing conditions.

The CDC has released two documents to assist states and school districts in planning for a gradual scale-up and eventual reopening of schools: the Schools Decision Tree and the Interim Guidance for Schools and Day Camps. On June 30, 2020, the CDC published COVID-19 testing guidance for K-12 schools related to SARS-CoV-2 and COVID-19 and Considerations for Schools. These documents, along with guidelines from NDDoH and the North Dakota Smart Restart guidance provide the foundation for this guidance from North Dakota to allow local school boards in consultation with local public health units to measure and balance the risk of health and safety for students along with students’ overall social emotional educational experience. All documents will be updated, as needed, to reflect best practices.
SECTION 4: Fargo Public Schools Phased Approach

- **Level 1**: All Distance Learning
- **Level 2**: Distance Learning with Limited In-Person Instruction
- **Level 3**: Hybrid Instruction
- **Level 4**: In-Person Instruction with Restrictions
- **Level 5**: All In-Person Instruction

Virtual Academy | Family Choice
- Available K–12
- Semester 1
- Semester 2
- Full Year (Semester 1+2)
It is not the role of Fargo Public Schools to change the county or state color; rather, it is the school district’s role to adopt an instructional model based on the previously outlined guiding principles.

The FPS Smart Restart Plan categorizes learning into five instructional models: all distance learning, distance learning with limited in-person instruction, hybrid instruction (combination of distance learning and in-person instruction), in-person instruction with restrictions, and all in-person instruction. In this plan, these instructional models are referenced according to the guide below:

- **Level 1**: All Distance Learning
- **Level 2**: Distance Learning With Limited In-Person Instruction
- **Level 3**: Hybrid Instruction
- **Level 4**: In-Person Instruction With Restrictions
- **Level 5**: All In-Person Instruction

According to this FPS Smart Restart Plan, Fargo Public Schools is establishing an FPS COVID-19 Instructional Plan Committee. The purpose of the committee is to meet every two weeks, review data regarding COVID-19 cases in our community, and make determinations for the FPS Instructional Plan that should be adopted.

The committee members will be as follows:

- Rupak Gandhi, Superintendent
- Robert Grosz, Associate Superintendent
- Missy Eidsness, Associate Superintendent
- Jenifer Mastrud, FEA President/Middle School Teacher
- Tracie Newman, School Board Member
- Blake Mikesell, Director of Maintenance and Operations
- Doug Andring, Director of Human Resources
- Mackenzie McCormick, Coordinator of Safety & Emergency Management
- Brenton Nesemeier, Fargo Cass Public Health Epidemiologist
- Andy Dahlen, High School Principal
- Shane Martin, Middle School Principal
- Rebecca Folden, Elementary Principal
- Payton Thimjon, Elementary Teacher
- Keith Lehman, High School Teacher
- Becky Atkins, Support Staff Member
- Melissa Burkland, Elementary School Parent
- Joel Fremstad, Middle School Parent
- Scott Stengrim, High School Parent

Alternates
- Robin Nelson, Board of Education Alternate
- Brent Aasby, FEA/Middle School Teacher Alternate
- Anna Burger, Elementary Teacher Alternate
- Phil Campbell, High School Teacher Alternate
- Stacy Lovelace, Support Staff Alternate
- Zachary Parkman, Elementary Parent Alternate
- Nathaniel Karlins, High School Parent Alternate
- Nick Hamilton, Middle School Parent Alternate
Specific criteria used by the committee to determine which FPS Instructional Plan is adopted includes:

- Guidance from state
- Guidance from Cass County
- Cass County Death Rate
- Cass County hospitalization rate
- Cass County transmission rate
- Ability to implement social distancing
- Staff leave data
- Substitute fill rate

Additionally, for the 2020-2021 school year, Fargo Public Schools will offer students the opportunity to enroll in an independent Virtual Academy, which provides a remote learning experience. The Virtual Academy will require a commitment for at least one semester and will not be impacted by the phased instructional models for students not enrolled in the Virtual Academy.

**North Dakota K-12 Smart Restart Learning Plans**

In accordance with the North Dakota K-12 Smart Restart (Fall 2020) and the Governor’s Executive Order released in July 2020, all district distance education plans must meet the purpose of educating our K-12 students and safeguarding the health and safety of students, teachers, staff, families, and the community at large.

Equity is a critical consideration when designing learning structures. Districts must be intentional to understand the needs of and to provide supports/services to all students, with special considerations for subgroups (i.e., students with disabilities, English learners, gifted students, students experiencing homelessness, students experiencing sickness, disengaged students, etc.). Only distance education plans outlining a full continuation of services for all students will be considered as replacing instructional time.

**Distance Learning Plan Expectations (updated July 14, 2020)**

School districts shall assure in STARS (State Automated Reporting System) that there is a school-board approved distance learning plan publicly available on the district website. Each plan must include the following:

The below information applies to all North Dakota risk level color designations:

- Detailed process for determining assurance and adherence to North Dakota K-12 Smart Restart expectations
- Description of how the school district will ensure that all students have access to an educator
SECTION 5:
FPS Learning Plans
(Information Pertinent to All Levels)

Level 5 | ALL IN-PERSON INSTRUCTION
Level 4 | IN-PERSON INSTRUCTION WITH RESTRICTIONS
Level 3 | HYBRID INSTRUCTION
Level 2 | DISTANCE LEARNING WITH LIMITED IN-PERSON INSTRUCTION
Level 1 | ALL DISTANCE LEARNING

Virtual Academy | FAMILY CHOICE
• Available K–12
• Semester 1
• Semester 2
• Full Year (Semester 1 + 2)
Fargo Public Schools Smart Restart Learning Plans

DISTRICTS MUST:

I. Attendance Procedures
   Detailed process for how districts will track participation and attendance for all students attending remotely, whether full time or intermittently.

   FARGO PUBLIC SCHOOLS ACTION:

   ● Regardless of grade level, student attendance will be taken during the synchronous classes in the same manner attendance is taken in face-to-face classes.
   ● Students will be marked present when they complete their assignments for distance learning days.
   ● Teachers will follow up with students who are absent from synchronous, face-to-face, asynchronous sessions, or fail to turn in assignments through phone calls, emails, or school approved communication channels. Teachers can update attendance in PowerSchool up to ten days after an absence occurs to account for a completed assignment(s) turned in after the requested date.
   ● Additional attendance codes have been added to allow for marking a COVID-19 related absence.
   ● Parents and guardians will be able to review the daily attendance for their child in PowerSchool. FPS will implement the student attendance policy (AP 6220) and notify parents of excessive absences.
   ● During distance learning, every effort will be given to communicating with families whose students have difficulty attending synchronous sessions or completing required assignments. Lack of engagement or poor attendance may result in coordinating on-site support for the students during Level 2 and Level 3. Students will be referred to the Student Attendance Review Board (SARB) by their home school when attendance problems have not been resolved through the usual avenues of classroom, school, and district interventions.
     ○ The SARB aims to work cooperatively with students and families to alleviate the factors that interfere with regular school attendance. However, if students and/or parents decline to work with the SARB and the student continues to be absent or tardy from school, the SARB will take the necessary steps to ensure enforcement of compulsory attendance laws.

DISTRICTS MUST:

II. Educational Staff Expectations
   School districts must include provisions outlining the roles and responsibilities for staff working remotely and providing student services. Plans must be clearly communicated and include implementable action steps. All plans should include the following:
   ● Detailed job expectations regarding duties in a distance learning environment.
   ● Commitments on delivery of employee support services including, but not limited to, the following:
     ○ Human resources policies
     ○ Professional development opportunities
     ○ Regular communication and opportunities for input with district/school administration and colleagues
FARGO PUBLIC SCHOOLS ACTION:

- Teacher Expectations:
  - Teachers will provide students with synchronous and asynchronous sessions (additional details will be listed in each phase below). Teachers will develop asynchronous (not existing or happening at the same time) lessons and post them using the learning management system. Teachers will provide synchronous (existing or occurring at the same time) learning that will be recorded and made available to students to watch. Teachers will provide assessment opportunities linked to the course essential learning outcomes (prioritized North Dakota Content Standards) and give feedback to their students. The teacher will actively monitor and track individual progress and attendance of each student assigned to their class. The teacher will provide instruction in academic content, and social emotional learning areas that align with FPS approved essential learning outcomes.
  - The Fargo Public Schools distance learning system will utilize Google Classroom, Moodle, SeeSaw, or the Learning Management System (LMS) used currently in the course (course management system).

- Professional Development
  - Librarians and Tech Coaches will continue to provide professional development to staff to ensure they have the skills and support to implement the FPS Distance Learning plan.
  - Teachers can access training modules in several ways:
    - Online tutorials. Websites containing video tutorials and handouts are linked to our Employee Portal.
      - Elementary Technology Tools
      - Secondary Technology Tools
    - Synchronous Training Schedule. Zoom-based training schedules are posted on the Technology tools sites for teachers who would like guided instruction. Additional training will be scheduled in response to needs over time.
      - Sample Elementary Training Schedule
      - Sample Secondary Training Schedule
    - Video Messages & Zoom Meetings. In addition to learning how to use new tools and resources, teachers need to know some of the instructional details outlined in this plan. Administrators share this information with teachers through face-to-face meetings, video conferencing, and in a written format.

- Employee Support Services
  - FPS will revisit its human resources policies and procedures to provide adequate flexibility and guidance regarding sick leave, personal leave, and leave without pay.
  - Pay and Leave Usage Requirements: The Board of Education authorized administration to continue to pay staff their regularly scheduled days or hours during the 2020-2021 school year due to COVID-19 related absences where that employee does not have Emergency Paid Sick Leave, a provision of the Families First Coronavirus Response Act, available and is unable to telework due to the functions of their job. Administration would not require employees to use their own leave balances for leaves specific to COVID-19 related absences.
Essential personnel: During a closure, administration will continue to determine who is deemed an essential employee. The essential employee list is fluid and may change daily as needed. Employees needing to report to work will be contacted directly by their principal or supervisor with further instructions. All other employees should not report to work. All standing FPS committee meetings are canceled until further notice.

Staff FAQ: To assist staff with questions they may have regarding pay, insurance coverage, essential personnel questions, and other concerns during the closure due to COVID-19, the following link will bring you to a staff FAQ document: Staff FAQ. Further information will be added to the FAQ document as it becomes available.


● Regular communication and opportunities for input
  ○ Building Staff Input & Parent Distance Learning Survey (May 2020)
  ○ Admin Summit to review building input and parent survey data (June 2020)
  ○ Consultation with Cass County Public Health (July 7, 2020)
  ○ Parent & Staff Survey on re-entry (July 2020)
  ○ Staff Input & Feedback sessions (July 15, 2020)
  ○ Consultation with Cass County Public Health (July 28, 2020)
  ○ Staff Workgroups (July 15-July 29, 2020)
  ○ Building Level Implementation Input Session (TBA - August 2020)
  ○ Input session for parents of students on Individualized Education Programs (IEP)
  ○ Staff Training and Professional Development (August 24-28, 2020)
  ○ Parent and Student Overview and training on re-opening and through small group conferencing at each building (week of August 31, 2020)

DISTRICTS MUST:

III. High-Quality, Effective, Standards-Based Education

Plans and examples of how a school district will provide substantive distance learning, such as a description of modes of instruction, methods of content delivery, and a process for monitoring learning, including, but not limited to, the following:

● Student access to devices, if necessary
● Student access to reliable, high-speed internet, if necessary
● Student access to assistive technology and/or appropriate device(s) to meet needs, if necessary
● Communication and support to all families, including those families whose native language is not English
● Exposure to high-quality, standards-based skills and content
● Academic progress monitoring
● Provisions for instructional support (including assessment and evaluation of work)

FARGO PUBLIC SCHOOLS ACTION:

● Infrastructure: Access and Enable
● Technology
  ○ The Fargo Public Schools Technology Plan states that all students should have 24-7 access to resources. Although most students in FPS have access to the
Internet at home, some do not; this puts those students and families at a disadvantage for learning. It is FPS’ responsibility to ensure that all students have access to learning resources at school and at home.

- All PK-12 students will be supplied with a district device. Students will have electronic access to course documents, resources, and assignments anytime and from any device. Teachers will post student assignments, course resources, and collect student work electronically. FPS ensures students have Internet access at home by partnering with the community to provide access as necessary for qualifying families.
- FPS will ensure students and parents know how to access resources from home by providing family training.
- A robust technology infrastructure supports teaching, learning, and operational needs. This infrastructure includes people, processes, learning resources, policies, and sustainable models for continuous improvement and broadband connectivity, servers, software, management systems, and administration tools. As technology advances, the infrastructure to support it must advance as well.

- **Special Populations**
  - In addition to the hardware and software for general populations of students, our special populations (Special Education, ELL, Title I, literacy support, etc.) receive additional resources to meet unique needs. Read 180 and System 44 are used for our courses for struggling readers and ELL students, and special services use many iOS devices as well as adaptive hardware and software. Parent-Teacher Organizations and Associations and grants are other sources of funding for “special requests” for hardware and software. All of these requests are managed in the online Requests database to ensure compatibility with existing systems.
  - In addition to access to face-to-face interpreters, FPS has invested in a web-based interpreting application called Voiance. This service also allows any FPS staff member to connect with an interpreter by phone or through a computer to provide live interpreting services.

### DISTRICTS **MUST:**

#### IV. Ensuring Equitable Services

School districts must include provisions for addressing the unique needs of all grade levels, classes, and courses as well as address processes for ensuring both equity and access to high-quality, age-appropriate instruction at each level to ensure full continuity of the regular school experience. All plans should include the following:

- **Special Education Considerations - Individualized Educational Plans (IEPs) and 504s:** All educational decisions for students with IEPs must be made on an individual basis and be consistent with the Individuals with Disabilities Education Act (IDEA) and the North Dakota Department of Instruction’s Office of Special Education guidelines. [More information](#) regarding Special Education can be found online.
  - Procedures for ensuring each student on an IEP or a 504 plan is continued while maintaining student and staff safety
- **English Learner Considerations**
  - Process for the continued identification of English learners within 30 days of the first day of school or two weeks of enrollment during the school year
  - Process for appropriate scaffolding of instruction for English learners to ensure accessibility to content
  - Process for adapting the language instruction educational program (LIEP) for distance learning
- **Federal Title Considerations**
  - Process for appropriate instruction to ensure accessibility to content, dependent on federal title designation
Schoolwide: this is addressed in the school’s overall plan as staff funded with Schoolwide funds can serve all students

Targeted: this needs to be specifically addressed in how Title I teachers will be providing instruction to identified Title I students

Private: districts will need to reach out to private schools and include in their plan how Title I teachers will provide instruction to identified students

**FARGO PUBLIC SCHOOLS ACTION:**

- Special Education Considerations
  - Procedures for ensuring each student on an IEP will receive individual consideration.
  - If FPS has extended school closures but continues to provide educational services to all students, the district will remain responsible for the free and appropriate public education (FAPE) of its students eligible for special education services with an individualized education program (IEP).
  - FPS will ensure each child receives comparable services to all other students. Services might include instructional packets, online learning, or other methods adapted to a student's needs and location.
  - During this unique learning time, special education teams will attempt to hold annual IEP meetings by phone or virtual conferences as appropriate and possible.
  - Special education teachers will be in contact with parents and guardians regarding special education services during extended closures. This contact should occur before distance learning instruction, during instruction, and when the extended closure has ended.
  - It may be necessary to adjust special education and related services on the IEP, such as occupational therapy, physical therapy, and speech services, while students are receiving distance learning. Any changes to services would need to be reflected in your child’s IEP per an individualized contingency plan.
  - After the school closure has ended, FPS is responsible for determining if it has impacted your child. The impact of the closure will be determined by progress monitoring your child and applying regression/recoupment measurements. Additional services or extended school year services may be needed to support your child’s learning based on those measurements.
  - Special education teachers and/or related service providers will work with the Assistive Technology (AT) coordinator to ensure all students who require AT or Augmentative and Alternative Communication devices as part of their individualized contingency plans will have access to those devices and applications. If needed, the AT coordinator will assist parents in using AT applications and AAC devices.
  - The Special Education Department will create proposed Individualized Contingency Plans for each student.
    - Outlines service during distance learning
    - FPS staff will use a district-created template
      - Could be completed as a Notice of Changes to IEP without an IEP
    - Need to provide the opportunity for parent participation
    - Select main goal area(s) that can be worked on as distance learning students
  - Provision of Instruction in Goal Area
    - Specific materials to work in goal area
    - Data collection
- Collect via remote contact with parents
- Collect via returned artifacts

- Description of Learning Management Systems
  - Teacher-developed lessons can be provided either through e-learning or packets sent to the home.

- Approximate Time Frame for Learning
  - Individualized based on each student's unique learning needs

- Teacher Roles and Responsibilities
  - Connect with parents and students
  - Create and implement lessons
  - Complete IDEA procedures
    - Include mandated members of IEP team
  - Meet via phone or over e-platform

- Maintain, as close as possible, IDEA time-frames for procedures
  - Continue to send IEP paperwork to parents via mail/email
  - Collaborate with general education teachers

- Student Roles and Responsibilities
  - Engage in the Lessons
  - Respond to Teacher Initiated Contact

- Parent Roles and Responsibilities
  - Communicate with teachers, case managers, special education teachers, and other staff.

- Guide Student Learning
  - Providing high-quality, effective, standards-based education
  - Is the virtual learning experience of high quality?
  - Does the content align with North Dakota Content Standards?
  - Does the technology platform allow access to an educator?
  - Do you have a mechanism in place for assessing students and assigning “grades”?

- Section 504 Considerations (for parents)
  - According to the Department of Public Instruction, the plan must describe the following:
    - Procedures for ensuring each student on a 504 plan will receive individual consideration
    - Fargo Public Schools will continue to follow each students’ team-developed 504 plan as applicable to distance learning.
    - FPS will ensure that a student who has a 504 plan will have equitable access to the FPS distance general education curriculum and instruction.
    - If a parent or student wants to discuss or revise their 504 plan during this distance learning phase (or at any time), they should contact their 504 case manager to arrange a team meeting to review the 504 plan.

- English Learners (EL) Consideration (for parents)
  - FPS will continue to meet the requirements of Federal Title III: Identify and provide educational services for EL qualifying students.
  - FPS will continue to evaluate new students who, through the FPS enrollment process, are identified as potential EL students.
  - FPS will continue to implement each EL student’s Individual Learning Plan (ILP) and provide highly qualified EL guidance and instruction.
  - EL teachers will continue with the existing curriculum scope and sequence of the EL specific curriculum. They will also provide scaffolding for students to reach the distance learning curriculum being provided within general education.

- Federal Funded Programs
Paying federally funded staff during school closure guidance: a state, district, or other recipients may use federal funds to pay its federally funded staff during a closure if it uses state or local funds to pay state and locally funded staff during the closure. For example, if state funds pay state-funded staff during a closure, then Title I funds can pay Title I-funded staff, Title II funds can pay Title II-funded staff, and IDEA funds can pay IDEA-funded staff, etc. Districts need to continue to pay paraprofessionals and ancillary staff with state funds so federal funds can continue to pay federally funded paraprofessionals and ancillary staff.

**DISTRICTS MUST:**

V. School Counseling Services

Schools must continue to provide school counseling services, even if this is done electronically. Please see the linked guidance from the American School Counselor Association relating to virtual school counseling during an emergency shutdown. School counselors must still follow all ASCA Ethical Standards for School Counselors. School counselors should also work collaboratively with all stakeholders to ensure equity, access, and success of all students whether virtual school counseling is offered synchronously or asynchronously. Click on this link to access ASCA’s position statement on virtual school counseling. Description of plans and examples of how the school district will provide social and emotional learning support to students, including counseling services.

**FARGO PUBLIC SCHOOLS ACTION:**

- **Counselors:** FPS counselors understand the expectations and limitations of providing virtual (Zoom/email/phone) 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:
  - School counselors will continue to provide age appropriate guidance lessons to students and staff using teachers and the district technology plan to deliver to all students.
  - School counselors will be available to all students via virtual counseling to provide direct services to include crisis response and mental health supports as appropriate.
  - School counselors will be available via Zoom/email/phone for parent and staff consultation/collaboration, appraisal/advisement, referrals, and other indirect service.

- **Student Wellness and Family Facilitators Services**
  - The Student Wellness and Family Facilitators (SWFFs) promote the academic mission and alleviate barriers by connecting students to community partnerships.
  - During this time SWFFs will make contact with all students and families on their caseloads to check-in and to review and provide guidance on COVID-19 basic and mental health needs. Communication with families will be held in a virtual format (text messages, phone calls, video calls, email) and they will not provide transportation.
SWFFs will continue to accept new referrals. All referrals will follow the pre-established protocol and will be made by either a principal or school counselor.

- Community Supports
  - The impact of a school closure often goes beyond academics. Schools and families need to be aware of and be prepared to cope with the potential impact these closures will have on the mental health and wellbeing of students, staff, and families.
  - The following resources can help provide support during school closure.

**Available 24 hours/7 days per week:**

- If this is an emergency call: 9-1-1
- FirstLink: Call 2-1-1 or text 701-235-7335;
  - Receive free, confidential support, referrals to resources, and crisis intervention including access to the National Suicide Prevention Lifeline
- Rape & Abuse Crisis Center: 701-293-7273; 800-344-7273;
  - [www.info@raccfm.com](http://www.info@raccfm.com)
  - Services victims of domestic/dating violence, sexual assault, trafficking, and child sexual abuse
- Recovery Support: 1-844-44TALK2
  - Connect with a trained support specialist who has experienced addiction similar to the caller
- Prairie St. Johns: 701-476-7200
  - A continuum of care for all ages living with mental health and substance use challenges
- Text A Tip: 701-730-8859
  - Report crime information anonymously
- Ask A Nurse (Sanford): 701-234-5000
- Essentia Health: 701-364-8000; [www.essentiahealth.org](http://www.essentiahealth.org)
- Sanford Health: 701-417-2100; [www.sanfordhealth.org](http://www.sanfordhealth.org)

**Available Weekdays 8-5 pm:**

- Southeast Human Service Center 701-298-4500 (ask for RIS Team)
- Homeless Support: Stepping Stones Resource Center (SSRC): 701-356-8585
- Fargo Cass Public Health: 701-241-1360
- Family HealthCare: 701-271-3344
- ND Department of Health: 866-207-2880

**Available Weekdays 5 pm - 8 am / 24 Hours Per Day on Weekends:**

- Mobile Mental Health Team: 701-298-4500
  - Works to respond within 30-minutes to resolve a crisis and prevent hospitalization

**Online Resources:**
VI. Assessment and Grading Practices (refer to the Assessment section)

- Description of how the school district will require students to demonstrate ongoing understanding and growth toward academic proficiency in grade level or advanced grade level content
- Description of the mechanisms in place for assessing students and assigning grades in continuation of your school district’s grading policies
- Plans on how the school district will assess students with the first four weeks of the school year for all students, kindergarten through grade twelve

**FARGO PUBLIC SCHOOLS ACTION:**

- Teachers will provide assessment opportunities linked to each course’s essential learning outcomes (developed from the North Dakota Content Standards) and give feedback to their students.
- FPS will follow our Grading and Progress Report Policy AP 4810
  - **ELEMENTARY PROGRESS REPORT**
    - Fargo Public elementary schools use a standards-based progress report to provide detailed feedback regarding student progress toward grade level essential learning outcomes. The standards-based report card measures how well an individual student performs to the grade level essential learning outcomes rather than in comparison to other students.
  - **MIDDLE SCHOOL AND HIGH SCHOOL GRADES**
    - The grading system at the middle school and high school is a five-letter system consisting of A, B, C, D, and F. However, other reasonable grading systems such as satisfactory/unsatisfactory grades and incompletes may be utilized.
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grades</th>
<th>Season</th>
<th>Testing Dates</th>
<th># Days</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>AW+</td>
<td>K to 5</td>
<td>Fall</td>
<td>9/1 - 9/25</td>
<td>18</td>
<td>All students on an IEP with a reading and/or math goal (excluding students identified as ID or MI) must be benchmarked on grade level in their service area</td>
</tr>
<tr>
<td>AW+</td>
<td>6 to 12</td>
<td>Fall</td>
<td>9/1 - 9/25</td>
<td>18</td>
<td>Assess all students in grades 1-5 with Fountas and Pinnell Benchmark Assessment following the Fall Assessment Protocol, FPS Small Group Instruction (begins October 5)</td>
</tr>
<tr>
<td>Benchmark Reading</td>
<td>1 to 5</td>
<td>Fall</td>
<td>ends 10/5</td>
<td>31</td>
<td>Assess all students in grades 1-5 with Fountas and Pinnell Benchmark Assessment following the Fall Assessment Protocol, FPS Small Group Instruction (begins October 5)</td>
</tr>
<tr>
<td>MAP</td>
<td>3 to 10</td>
<td>Fall</td>
<td>9/8 - 10/2</td>
<td>19</td>
<td>Note: Fall testing sessions are optional for grades 3-10</td>
</tr>
<tr>
<td></td>
<td>6 to 12</td>
<td>Fall</td>
<td>9/8 - 10/2</td>
<td>19</td>
<td>MAP Screening required for students enrolled in intervention programs, specific to intervention content. Survey with Goals available, if preferred.</td>
</tr>
<tr>
<td>ASPIRE or Engage</td>
<td>6 to 9</td>
<td></td>
<td></td>
<td></td>
<td>As determined by middle/high schools.</td>
</tr>
<tr>
<td>RI - PI - MI</td>
<td>6 - 12</td>
<td>Fall</td>
<td>8/27 - 9/11</td>
<td>11</td>
<td>To be used with Read 180, System 44, or Math 180</td>
</tr>
<tr>
<td>AVMR</td>
<td>K - 2 (3-5*)</td>
<td>Fall</td>
<td>ends 10/5</td>
<td>31</td>
<td>Following the assessment protocol, FPS Small Group Instruction (begins October 5) * Grades 3-5 in Schoolwide AVMR Buildings</td>
</tr>
</tbody>
</table>
SECTION 6:
Level 1 - All Distance Learning
**FPS Distance Learning Plan**
Schools should remain closed for general in-person instruction. All instruction must continue via distance learning, whether using digital or non-digital platforms.

<table>
<thead>
<tr>
<th>DISTRICTS <strong>MUST:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health &amp; Safety Plan</strong></td>
</tr>
<tr>
<td>Develop a written Health and Safety Plan. The plan must be approved by each district’s school board in consultation with the local public health unit and published on the school or district’s website.</td>
</tr>
</tbody>
</table>

**FARGO PUBLIC SCHOOLS ACTION:**
- See plan below
- Approved by FPS School Board - 07/30/2020
- Posted on the District Website

<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for ensuring ongoing communication with families around the elements of the local Health and Safety Plan, including ways that families can practice safe hygiene in the home.</td>
</tr>
</tbody>
</table>

**FARGO PUBLIC SCHOOLS ACTION:**
- FPS will continue to use multiple communication methods to keep families informed of the local Health and Safety plan. Asynchronous and synchronous safety hygiene informational sessions will be communicated with families before school begins and during the school year. FPS will be partnering with Cass County Public Health to produce the informational informative videos and documents to highlight portions of the Health and Safety plan.

<table>
<thead>
<tr>
<th>School Meals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider provisions for student services such as school meal programs are highly encouraged to continue.</td>
</tr>
</tbody>
</table>

**FARGO PUBLIC SCHOOLS ACTION:**
- Fargo Public Schools will continue meal distribution centers for students to access meals. The schedule will be posted and communicated with families on a weekly basis.
FARGO PUBLIC SCHOOLS ACTION:

- Refer to Level 2 (see below) for details of the distance learning plan

School campus is closed and restricted to essential personnel. All students participate in synchronous (scheduled) video conference sessions and asynchronous (unscheduled) online activities five days per week. Adjusted distance learning expectations communicated in response to crisis. No student activities.
SECTION 7:
Level 2 – Distance Learning with Limited In-Person Instruction
**FPS Distance Learning Plan**

School campuses will be closed and restricted to essential personnel only. Teachers may work onsite and use school guidelines to occasionally schedule small groups of students onsite for assessment or intervention. All students participate in synchronous (scheduled) video conference sessions and complete asynchronous (unscheduled) online activities. Distance learning expectations are clearly communicated and enforced to support student success.

**Elementary Instruction**

Students keep their school-issued iPad (K–2) or Chromebook (grades 3–5) at home and attend school online five days a week. Teachers send a video through *SeeSaw* each morning describing the schedule and tasks for the day. Students participate in a whole group morning meeting each day. Students participate in small group video conference sessions with their classroom teacher a minimum of two days each week. Students participate in video conference sessions with specialist teachers each week.

<table>
<thead>
<tr>
<th>Sample Distance Learning Schedule; may differ by school</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:40</td>
</tr>
<tr>
<td>8:40-9:00</td>
</tr>
<tr>
<td>9:00-9:45</td>
</tr>
<tr>
<td>9:45-10:30</td>
</tr>
<tr>
<td>10:30-11:15</td>
</tr>
<tr>
<td>11:15-12:00</td>
</tr>
<tr>
<td>12:00-12:45</td>
</tr>
<tr>
<td>12:45-1:30</td>
</tr>
<tr>
<td>1:30-1:45</td>
</tr>
<tr>
<td>1:45-2:30</td>
</tr>
</tbody>
</table>
### Secondary Instruction
Students are expected to participate and attend scheduled synchronous video conference classes following an A / B schedule (five synchronous sessions each two weeks). Students are expected to work on assignments outside of class the school days they are not attending the synchronous classes. Teachers begin each video conference class with the whole group and determine how to work with smaller groups within the 65-minute time block. It is unlikely students would be online for the full 65-minute class period twice each week. Student attendance will be taken during the synchronous classes. Students will be marked present when they complete their assignments.

#### Sample Distance Learning Schedule Week One; may differ by school

<table>
<thead>
<tr>
<th>WEEK ONE</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 - 8:45</td>
<td>Teacher Prep / PLC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Time</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>9:00 - 10:05</td>
<td>Period 1</td>
<td>Period 2</td>
<td>Period 1</td>
<td>Period 2</td>
<td>Period 1</td>
</tr>
<tr>
<td>10:05 - 10:25</td>
<td>Break or Individual Follow-Up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:25 - 11:30</td>
<td>Period 3</td>
<td>Period 4</td>
<td>Period 3</td>
<td>Period 4</td>
<td>Period 3</td>
</tr>
<tr>
<td>11:30 - 12:15</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15 - 1:20</td>
<td>Period 5</td>
<td>Period 6</td>
<td>Period 5</td>
<td>Period 6</td>
<td>Period 5</td>
</tr>
<tr>
<td>1:20 - 1:40</td>
<td>Break or Individual Follow-Up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:40 - 2:45</td>
<td>Period 7</td>
<td>Period 8</td>
<td>Period 7</td>
<td>Period 8</td>
<td>Period 7</td>
</tr>
<tr>
<td>2:45 - 3:45</td>
<td>Teacher Prep / Office Hours / PLC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Sample Distance Learning Schedule Week Two; may differ by school

<table>
<thead>
<tr>
<th>WEEK TWO</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 - 8:45</td>
<td>Teacher Prep / PLC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Time</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>9:00 - 10:05</td>
<td>Period 2</td>
<td>Period 1</td>
<td>Period 2</td>
<td>Period 1</td>
<td>Period 2</td>
</tr>
<tr>
<td>10:05 - 10:25</td>
<td>Break or Individual Follow-Up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:25 - 11:30</td>
<td>Period 4</td>
<td>Period 3</td>
<td>Period 4</td>
<td>Period 3</td>
<td>Period 4</td>
</tr>
<tr>
<td>11:30 - 12:15</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15 - 1:20</td>
<td>Period 6</td>
<td>Period 5</td>
<td>Period 6</td>
<td>Period 5</td>
<td>Period 6</td>
</tr>
<tr>
<td>1:20 - 1:40</td>
<td>Break or Individual Follow-Up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:40 - 2:45</td>
<td>Period 8</td>
<td>Period 7</td>
<td>Period 8</td>
<td>Period 7</td>
<td>Period 8</td>
</tr>
<tr>
<td>2:45 - 3:45</td>
<td>Teacher Prep / Office Hours / PLC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Woodrow Wilson High School will follow its regular daily am/pm block schedule in both on-site and distance learning formats.

**Health and Safety Plan:** See Level 3, below.
SECTION 8: Level 3 – Hybrid Instruction
**FPS Learning Plan**

**Elementary Hybrid Learning for K-5**

School campus is open for all K-5 students. Elementary students attend school in-person two to three days per week and participate in asynchronous (unscheduled) online activities two or three days per week. Schools enforce social distancing in the classroom and in large group spaces. Capacity restricted to 50% for students and staff in large and small groups (instructional staff on site every day and 50% students on site every day). Lessons on social emotional health emphasized in online and in-person activities. Visitation and field experiences are restricted.

**Grade Levels K-5**

A student in group A will always attend school in person on every Monday and Tuesday of each week. They will also attend in person every other Wednesday (odd weeks). A student in group B will attend school in person every Thursday and Friday and every other Wednesday (even weeks).

**Even Weeks:**

<table>
<thead>
<tr>
<th>Student Group A</th>
<th>Student Group B</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:40-9:00</td>
<td>Whole Group SEL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00-9:39</td>
<td>Literacy Block 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:39-10:19</td>
<td>Literacy Block 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:19-10:58</td>
<td>Flex Block 1 and Recess</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:58-11:37</td>
<td>Math Block 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:37-12:02</td>
<td>Lunch in the classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:02-12:41</td>
<td>Math Block 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:41-1:20</td>
<td>PE, Music, and Art</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:20-1:59</td>
<td>Flex block 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:59-2:02</td>
<td>End of Day &amp; Dismissal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Odd Weeks:**

<table>
<thead>
<tr>
<th>Student Group A</th>
<th>Student Group B</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:40-9:00</td>
<td>Whole Group SEL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00-9:39</td>
<td>Literacy Block 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:39-10:19</td>
<td>Literacy Block 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:19-10:58</td>
<td>Flex Block 1 and Recess</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:58-11:37</td>
<td>Math Block 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:37-12:02</td>
<td>Lunch in the classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:02-12:41</td>
<td>Math Block 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:41-1:20</td>
<td>PE, Music, and Art</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:20-1:59</td>
<td>Flex block 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:59-2:02</td>
<td>End of Day &amp; Dismissal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Potential Distance Learning Days
On distance learning days, each student will watch a welcome video sent to them on SeeSaw to describe the daily assignments and social emotional activity. The student will have literacy and math assignments to complete at home from their classroom teacher on distance learning days and a STEAM (Science, Technology, Social Studies, Music, Art, Physical Education) lesson and assignment. On distance learning days, there will be a combination of synchronous and asynchronous lessons. The classroom teacher will follow up with each student on face-to-face days to collect and review progress on the assigned tasks.

Grade Levels K-5, Option for Guided Practice on Distance Learning Days
The Guided Practice Center may be available to K-5 students who are participating in the Hybrid Instructional Model. The Center would be open on distance learning days at a high school or middle school. If staffing and commitments from families result in the inability to use the guided practice center for all families that request it, FPS reserves the right to develop qualifying criteria based on internet access and engagement for attendance into the Guided Practice Center.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Group A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Group B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Guided Practice Center would be available when a student is on a distance learning day.
- **Dates:**
  - Semester 1: October 5-January 15
  - Semester 2: January 18 - June 3
- Access to breakfast and lunch
- The day would be the same as a school day
- Staffed with FPS support staff
- The ratio of students to a supervisor is 12-to-1
- There is no charge for the Guided Practice Center
- Space will be prioritized if all parent requests cannot be met
- The day would be scheduled similarly to a childcare center
- The center is not a school and does not provide services received at the school
- The Guided Practice Center is only offered when the district is operating at Level 3.

Secondary Instruction
School campus is open for secondary students. Secondary students attend school in-person two to three days per week and participate in asynchronous (unscheduled) online activities or independent work two or three days per week. Schools enforce social distancing in the classroom and in large group spaces. Visitation and field experiences are restricted. Students and staff will be required to wear masks that **adequately cover both their nose and mouth**. Exceptions will be made for students with medical, behavioral, or other challenges who are unable to wear masks/face coverings.
Secondary Schedule
A student in group A will always attend school in person on every Monday and Tuesday of each week. They will also attend in person every other Wednesday (odd weeks). A student in group B will attend school in person every Thursday and Friday and every other Wednesday (even weeks).

<table>
<thead>
<tr>
<th>Even Weeks:</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Group A</td>
<td>![Image]</td>
<td>![Image]</td>
<td>![Image]</td>
<td>![Image]</td>
<td>![Image]</td>
</tr>
<tr>
<td>Student Group B</td>
<td>![Image]</td>
<td>![Image]</td>
<td>![Image]</td>
<td>![Image]</td>
<td>![Image]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Odd Weeks:</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Group A</td>
<td>![Image]</td>
<td>![Image]</td>
<td>![Image]</td>
<td>![Image]</td>
<td>![Image]</td>
</tr>
<tr>
<td>Student Group B</td>
<td>![Image]</td>
<td>![Image]</td>
<td>![Image]</td>
<td>![Image]</td>
<td>![Image]</td>
</tr>
</tbody>
</table>

Sample Face-to-Face Middle School Schedule; may differ by school

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>TIMES</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:50–9:35</td>
<td>Announcements</td>
</tr>
<tr>
<td>2</td>
<td>9:38–10:15</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10:18–10:55</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>10:58–11:55</td>
<td>6th Grade Lunch</td>
</tr>
<tr>
<td></td>
<td>10:58–11:35</td>
<td>7th &amp; 8th Grade Class</td>
</tr>
<tr>
<td>5</td>
<td>11:38–12:35</td>
<td>7th &amp; 8th Grade Lunch</td>
</tr>
<tr>
<td></td>
<td>11:58–12:35</td>
<td>6th Grade Class</td>
</tr>
<tr>
<td>6</td>
<td>12:38–1:15</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1:18–1:55</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1:58–2:35</td>
<td>Messages Delivered</td>
</tr>
</tbody>
</table>
Woodrow Wilson High School will follow its regular, daily am/pm block schedule in both on-site and distance learning formats.
Schools may provide in-person instruction after developing a written Health and Safety Plan securing approval by each
district’s school board in consultation with the local public health unit and publish the plan on the school or district’s
website. The elements for the plan in this phase are nearly identical to the state green and blue phases. In this phase,
school districts should be alert to the possibility of increased community spread and the need to transition to distance
learning. This phase should emphasize facial coverings, personal hygiene, and social distancing practices.

### PLAN MUST INCLUDE THE FOLLOWING:

<table>
<thead>
<tr>
<th>COVID-19 Response Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identification of a &quot;COVID-19 coordinator&quot; and/or &quot;COVID-19 Team&quot; with defined roles and responsibilities for health and safety preparedness and response planning.</td>
</tr>
<tr>
<td>- Identification of an individual at each school to be notified by public health of COVID-19 cases in the school setting. This position must also report cases of COVID-19 identified in the school setting, if notified prior to public health. This individual will need to be available evenings and weekends to respond to phone calls from public health. This position will assist public health in identifying and notifying close contacts in the school setting. This individual will be responsible for notifying the state superintendent of COVID-19 cases occurring in the school setting.</td>
</tr>
<tr>
<td>- Processes for monitoring students and staff for symptoms, history of exposure, and absenteeism.</td>
</tr>
<tr>
<td>- Process to identify and protect children and staff at higher risk with an opportunity for continued distance teaching and learning.</td>
</tr>
<tr>
<td>- Process to rapidly notify parents and staff of COVID-19 exposures in the school setting.</td>
</tr>
</tbody>
</table>

### FARGO PUBLIC SCHOOLS ACTION:

- FPS COVID-19 Coordinator is Mackenzie McCormick; Coordinator of Safety and Emergency Management (Job Description)
- Fargo Public Schools lead principals will serve the role of contact person for the building to be notified by public health.
- See Safety Plan above for monitoring students and staff for symptoms, history of exposure and absenteeism.
- Fargo Public Schools surveyed staff and parents regarding their desire to teach or participate in a distance learning virtual academy (Parent and Staff Survey Results).
- See Safety Plan above for process to rapidly notify parents and staff of exposures in the school setting.

### Positive or Close Contact

*Include the NDDoH protocols for:*

- Process for isolation and quarantine when a staff member, student, or visitor becomes sick or demonstrates a history of exposure.
- Guidelines for when an isolated or quarantined staff member, staff, or visitor may return to school.

### FARGO PUBLIC SCHOOLS ACTION:

- See Safety Plan above for isolation and quarantine when a staff member, student, or
visitor becomes sick or demonstrates a history of exposure.

- See Safety Plan above for when an isolated or quarantined staff member, staff, or visitor may return to school.

---

**Communication & Training**

- Train all faculty and staff on the implementation of the Health and Safety Plan.
- Train all faculty and staff on appropriate use and wearing of facial coverings.
- Plan for ensuring ongoing communication with families around the elements of the local Health and Safety Plan, including ways that families can practice safe hygiene in the home.

**FARGO PUBLIC SCHOOLS ACTION:**

- The Fargo Public Schools will train its staff in the implementation of the Health and Safety plan during the first week of the 2020-21 school year during the district’s professional development days.
- The Fargo Public Schools will train its staff on the appropriate use and wearing of facial coverings during the first week of the 2020-21 school year during the district’s professional development days.
- The Fargo Public Schools communication team will develop communications for families around the elements of the local Health and Safety Plan, including ways that families can practice safe hygiene in the home and utilize the FPS website, Twitter, Facebook, and district e-newsletters to distribute the information.

---

**Hygiene & Cleaning**

- Facial coverings (masks or face shields) should be worn by staff and students when social distancing is not possible.
- Guidelines for hygiene practices for students and staff which include the manner and frequency of hand-washing and other best practices.
- Protocols for cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (e.g., restrooms, drinking fountains, hallways, and transportation).

**FARGO PUBLIC SCHOOLS ACTION:**

- Fargo Public Schools will require all students and all staff to wear masks that adequately cover both their nose and mouth. Exceptions will be made for students with medical, behavioral, or other challenges who are unable to wear masks/face coverings.
- Fargo Public Schools will reinforce proper hand washing techniques regularly throughout the day.
- Fargo Public Schools will ensure buildings have foam-in, foam-out hand sanitizing stations at identified entrance doors.
- Fargo Public Schools will ensure:
  - All buildings have a rotation of enhanced cleanings.
  - Classroom teachers are provided with additional supplies to disinfect classrooms, gyms, cafeterias, weight rooms, and locker rooms daily.
- Custodial staff sanitize/disinfect all buildings weekly.
  - Each building is equipped with disinfectant sprayers.
- In the event of a positive COVID-19 case in the school, custodial staff immediately sanitize and disinfect the affected area.
  - All ordering and distribution of PPE are managed through each building’s lead custodian (masks, shields, gloves).
  - All buildings HVAC systems are set to increase fresh air input.
  - All buildings water fountain bubblers will be shut off.
- Fargo Public Schools transportation provider will ensure:
  - Students are offered on-board hand sanitizer on all buses.
  - Students are assigned seats whenever feasible.
  - Buses are cleaned each night utilizing enhanced cleaning methods.
  - Driver will disinfect handrails, seat tops, and entrance doors between runs.

### Physical Distancing

- Protocols for classroom/learning space occupancy that allow for separation among students and staff throughout the day to the maximum extent feasible (e.g., A/B days, A/B weeks, ½ days, cohorts of smaller groups, consistent student groups, etc.).
- Protocols for the use of cafeterias, commons areas, and other congregate settings for students, faculty, and staff.
- When weather permits, utilization of outdoor spaces is recommended.

### FARGO PUBLIC SCHOOLS ACTION:

- Fargo Public Schools will require all students and staff to wear masks that *adequately cover both their nose and mouth*. Exceptions will be made for students with medical, behavioral, or other challenges who are unable to wear masks/face coverings.
- Fargo Public Schools will follow its Level 3 (hybrid learning at the elementary level and distance learning at the secondary level) Learning Plan to allow for separation among students and staff throughout the day. (See plan below.)
- During Fargo Public Schools Level 3, elementary students will eat breakfast and lunch in their assigned classroom. Secondary students will be following a distance learning model and large groups of students will not congregate.
  - If the Fargo Public Schools must begin the year in Level 3, during the month of September, the secondary school campuses will be restricted to a maximum of ⅓ the building’s student population and essential personnel.
  - This will minimize the number of students and staff in the building, dramatically reduce the number of students in the cafeteria and other larger group spaces, dramatically reduce the number of students in the hallways during passing times, and allow students and staff to establish relationships before the learning shifts to 100% distance learning.
  - Students and staff will be required to wear masks that *adequately cover both their nose and mouth*. Exceptions will be made for students with medical, behavioral, or other challenges who are unable to wear masks/face coverings.
Additional Safety Measures

Plan should include the following to the extent possible:

- Protocols for limiting the sharing of materials among students to the maximum amount feasible.
- Protocols for identifying and restricting non-essential visitors and volunteers.
- Protocols for adjusting space occupancy on buses that allow for separation among students to the maximum extent feasible.

FARGO PUBLIC SCHOOLS ACTION:

- When possible Fargo Public Schools will purchase additional materials to reduce the sharing of learning materials among students.
  - When not possible, Fargo Public Schools will train its staff in disinfecting the materials between student use (to the maximum amount feasible).
- Fargo Public Schools will restrict non-essential visitation during Level 3.
- Fargo Public Schools will encourage parents/guardians to transport their student to and from school whenever possible.
- The elementary hybrid model will reduce the number of potential bus riders by 50% each day.
  - Students will be required to wear masks that adequately cover both their nose and mouth. Exceptions will be made for students with medical, behavioral, or other challenges who are unable to wear masks/face coverings.
- The secondary distance learning model will not include mass bus ridership.
  - If Fargo Public Schools must begin the year in Level 3, during the month of September, the secondary school campuses will be restricted to a maximum of \( \frac{1}{3} \) the building’s student population. This will reduce the number of potential bus riders by 66%.
  - Students will be required to wear masks that adequately cover both their nose and mouth. Exceptions will be made for students with medical, behavioral, or other challenges who are unable to wear masks/face coverings.
SECTION 9:

Level 4 – In-Person Instruction with Restrictions

Level 5 – All In-Person Instruction
Schools may provide in-person instruction after developing a written Health and Safety Plan securing approval by each district’s school board in consultation with the local public health unit and publish the plan on the school or district’s website.

**FPS Learning Plan**

**Level 4**
The school campus is open for traditional learning for all students. Schools implement preventative measures to mitigate spread and risk among staff and students. In classroom settings, when all parties are wearing masks, a minimum of three (3) feet of separation will be encouraged. If one or both parties are not wearing masks (special circumstances), six (6) feet will be encouraged—limited use of large group spaces, school-wide events, non-essential visitors, field trips, etc.

**Level 5**
The school campus is open for traditional learning for all students. Resume regular use of large group spaces and school-wide events, visitor policies, field trips, etc.

**PLAN MUST INCLUDE THE FOLLOWING:**

- Identification of a "COVID-19 coordinator" and/or "COVID-19 Team" with defined roles and responsibilities for health and safety preparedness and response planning.
- Identification of an individual at each school to be notified by public health of COVID-19 cases in the school setting. This position must also report cases of COVID-19 identified in the school setting, if notified prior to public health. This individual will need to be available evenings and weekends to respond to phone calls from public health. This position will assist public health in identifying and notifying close contacts in the school setting. This individual will be responsible for notifying the state superintendent of cases occurring in the school setting.
- Processes for monitoring students and staff for symptoms, history of exposure and absenteeism.
- Process to identify and protect children and staff at higher risk with an opportunity for continued distance teaching and learning.
- Process to rapidly notify parents and staff of exposures in the school setting.

**FARGO PUBLIC SCHOOLS ACTION:**

- Same as Level 3 (see above)

**Positive or Close Contact**

*Include the NDDoH protocols for:*

- Process for isolation and quarantine when a staff member, student, or visitor becomes sick or demonstrates a history of exposure.
- Guidelines for when an isolated or quarantined staff member, student, or visitor may return to school.

**FARGO PUBLIC SCHOOLS ACTION:**
- Same as Level 3 (see above)

**Communication & Training**
- Train all faculty and staff on the implementation of the Health and Safety Plan.
- Train all faculty and staff on appropriate use and wearing of facial coverings.
- Plan for ensuring ongoing communication with families around the elements of the local Health and Safety Plan, including ways that families can practice safe hygiene in the home.

**FARGO PUBLIC SCHOOLS ACTION:**
- Same as Level 3 (see above)

**Hygiene & Cleaning**
- Guidelines for hygiene practices for students and staff which include the manner and frequency of hand-washing and other best practices.
- Guidelines for when facial coverings should be worn by staff and students when social distancing is not possible.
- Protocols for cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (e.g., restrooms, drinking fountains, hallways, and transportation).

**FARGO PUBLIC SCHOOLS ACTION:**
- Same as Level 3 (see above)

**Physical Distancing**
- Protocols for classroom/learning space occupancy that allow for separation among students and staff throughout the day to the maximum extent feasible (e.g., A/B days, A/B weeks, half days, cohorts of smaller groups, consistent student groups, etc.).
- Protocols for the use of cafeterias, commons areas, and other congregate settings for students, faculty, and staff.
- When weather permits, utilization of outdoor spaces is recommended.

**FARGO PUBLIC SCHOOLS ACTION:**

During Level 4, Fargo Public Schools will implement the following protocols:
- Social distancing when feasible.
- Require all students and all staff to wear masks that *adequately cover both their nose and mouth*. Exceptions will be made for students with medical, behavioral, or other challenges who are unable to wear masks/face coverings.
- Practice hand hygiene (washing/sanitizing) throughout the day.
  - Reinforce proper hand washing techniques regularly.
- Encourage anyone who is sick to stay home.
- Post common signage promoting daily protective measures (social distancing, face coverings, hand washing, and staying home when sick) in common areas throughout each campus.
● Place students in similar groupings each day (i.e. lunch, bus, classroom seating) whenever feasible.
● Students face the same direction (rather than facing each other) or seat students on only one side of tables where feasible.
● Suspend all non-essential classroom visitations.
● Remove non-essential classroom materials/items in order to best accommodate social distancing.
● Encourage outdoor activities whenever feasible.
● Limit the sharing of objects which are difficult to clean.
● Hold virtual meetings when feasible.

Plan should include the following to the extent possible:

### Additional Safety Measures

- Protocols for limiting the sharing of materials among students to the maximum amount feasible.
- Protocols for identifying and restricting non-essential visitors and volunteers.
- Protocols for adjusting space occupancy on buses that allow for separation among students to the maximum extent feasible.

### FARGO PUBLIC SCHOOLS ACTION:

- Same as Level 3 (see above)
SECTION 10:
Optional Plan – Virtual Academy

Level 5 | All In-Person Instruction
Level 4 | In-Person Instruction with Restrictions
Level 3 | Hybrid Instruction
Level 2 | Distance Learning with Limited In-Person Instruction
Level 1 | All Distance Learning

Virtual Academy | Family Choice
- Available K–12
- Semester 1
- Semester 2
- Full Year (Semester 1 + 2)
FPS Virtual Academy for Grades K-5
Elementary students may choose to attend the FPS Virtual Academy for the fall semester or the full year. Students who choose this option will participate in 3 courses online in synchronous (scheduled) video conference sessions and complete asynchronous (unscheduled) activities. The Virtual Academy will be staffed with FPS teachers. Support services such as special education and English Language services will be provided in a distance learning environment.

- Literacy
- Math
- STEAM (Science, Technology, Social Studies, Music, Art, Physical Education)

Virtual Academy students will follow the Fargo Public Schools distance learning expectations as outlined in the distance learning agreement.

*Elementary Virtual Academy Sample Schedule*

8:15AM  Morning Meeting
8:45AM  Literacy Block
10:30AM  Math Block
11:45AM  Lunch
12:15PM  STEAM
1:30PM  Literacy and Math Blocks
2:30PM  Dismissal

FPS Virtual Academy for Middle School
Middle school students may choose to attend the FPS Virtual Academy for the fall semester or the full year. The Virtual Academy will be staffed with FPS teachers. Support services such as special education and English Language services will be provided in a distance learning environment.

Students who choose this option will participate in four courses online in synchronous (scheduled) video conference sessions and complete asynchronous (unscheduled) activities. Virtual Academy students will have access to asynchronous activities in the Arts and Physical Education, but these courses will not be instructor led.

- English Language Arts
- Math
- Science
- Social Studies

Virtual Academy students will follow the Fargo Public Schools distance learning expectations as outlined in the distance learning agreement.
# Middle School Virtual Academy Sample Schedule

## A Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:15-9:40</td>
<td>Advisory (Group 1)* (Synchronous)</td>
<td></td>
</tr>
<tr>
<td>9:45-11:05</td>
<td>Period 1** (Synchronous)</td>
<td></td>
</tr>
<tr>
<td>11:10-12:30</td>
<td>Period 2** (Synchronous)</td>
<td></td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:00-2:20</td>
<td>Period 3** (Synchronous)</td>
<td></td>
</tr>
</tbody>
</table>

*To be assigned by virtual teachers - students will be assigned to group 1 or 2
**Students will be required to complete additional asynchronous and independent work

## B Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:15-9:40</td>
<td>Advisory (Group 2)* (Synchronous)</td>
<td></td>
</tr>
<tr>
<td>9:45-11:05</td>
<td>Period 4** (Synchronous)</td>
<td></td>
</tr>
<tr>
<td>11:10-12:30</td>
<td>Period 5** (Synchronous)</td>
<td></td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:00-2:20</td>
<td>Virtual Office Hours/Work Time</td>
<td></td>
</tr>
</tbody>
</table>

*To be assigned by virtual teachers - students will be assigned to group 1 or 2
**Students will be required to complete additional asynchronous and independent work

Synchronous - All students are expected to be logged into the classroom Zoom session.
Asynchronous - Some students may be logged in while others are working independently.
Independent - Students will be working independently to complete assignments.

Courses: English Language Arts / Mathematics, Science, and Social Studies
Study Hall / Small Group Intervention (synchronous/asynchronous)

**FPS Virtual Academy for High School**

High school students may choose to attend the FPS Virtual Academy for the fall semester or the full year.

Fargo Public Schools will pay for up to six North Dakota Center for Distance Education courses (no more than two at one time) that will be included on the student's high school transcript. Students will consult with their school counselors to register for classes following their plan of study.
Virtual Academy students will follow the Fargo Public Schools distance learning expectations as outlined in the distance learning agreement. Additional information can be found on the [FAQ for FPS Virtual Academy website](#).
SECTION 11: 
Guiding Questions By Area
Learning is the primary purpose of schools, and the ability to resume place-based academic activities is essential to a school district’s system recovery. The resumption of in-person teaching and learning begins to restore normalcy to the school environment, which can be very important to the psychological and emotional health of students, educators, staff, and administrators.

When developing school district building re-entry plans, districts should use these guiding questions and resources to develop programs, systems, and supports to address the unique needs of each school community. Districts are encouraged to establish a planning team in collaboration with community partners to consider how the school district will approach re-entry.

More information and guidance on restart service to students with disabilities, compensatory education and Extended School Year can be found at NDDPI COVID-19 Updates and Guidance Special Education.

### Academic Planning – District-Level Considerations

<table>
<thead>
<tr>
<th><strong>Guiding Questions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Has the district solicited feedback from stakeholders regarding effective strategies of communication and methods of instruction?</strong></td>
</tr>
<tr>
<td>a. Building Staff Input</td>
</tr>
<tr>
<td>i. <a href="#">Link to Building Staff Input and Feedback Results</a></td>
</tr>
<tr>
<td>b. Parent Survey Evaluating Distance Learning, May 2020</td>
</tr>
<tr>
<td>c. Parent &amp; Guardian Submissions 3,715</td>
</tr>
<tr>
<td>i. <a href="#">Link to Survey Results</a></td>
</tr>
<tr>
<td>d. Staff Input Session on the FPS draft plan July 15, 2020</td>
</tr>
<tr>
<td>e. Parent &amp; Guardian Input Session on the FPS draft plan July 22, 2020</td>
</tr>
<tr>
<td><strong>2. Has the district evaluated the effectiveness of district technology resources, such as the Learning Management System (LMS), collaboration, and communication tools?</strong></td>
</tr>
<tr>
<td>a. We have evaluated all of the resources available and used from the remote learning implemented in the spring of 2020. The determination was made that a common platform should be used for the different grade levels for posting assignments and helping to manage remote learning (LMS).</td>
</tr>
<tr>
<td>b. The decision was made to leverage the Edual platform for grades 6-12, and SeeSaw for grades K-5. Dreambox has also been added for math-specific assignments and resources at the elementary and middle school levels.</td>
</tr>
<tr>
<td>c. For collaboration tools, the elementary will expand the use of SeeSaw and Google Classroom over what was done in the spring of 2020. The high schools will also expand the use of Google Classroom and Google Suite for Education for collaboration. Blackboard Mass Notification was chosen to continue our successful public communication tool, with the broader use of SeeSaw, also for enhanced parent engagement at the elementary level.</td>
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<tr>
<td>d. In the secondary schools, in addition to Blackboard Mass Notification, parent access to Edual for student assignments will continue.</td>
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<tr>
<td>e. Ensuring 1:1 devices are available at all levels and having plans to assist families with Internet access as needed were also identified as high priority items that we have put into place for the 2020-2021 school year.</td>
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</tbody>
</table>
3. Has the district explored strategies to help students and educators learn remotely, in the event of future restructuring or disruptions?
   a. FPS has committed to expanding 1-1 devices from grades 6-12 to PreK-12 to provide all students access to the district curriculum and resources. Additional applications such as SeeSaw and Dreambox to ensure clear communication of daily activities for students and provide adaptive interaction applications for students. An array of professional development has been and will be offered to staff on how to use the district applications effectively. Training sessions for students and parents have been identified as an area that needs development for the fall.

4. Has the school board approved policies and reviewed new operating procedures to respond to future disruptions to building access?
   a. Yes, policy and practices have been modified to support the health and safety of students and staff. FPS has organized nine workgroups; three focus on operating procedures: When someone gets sick, Healthy Environments, and Healthy Operations.

5. What options for new configurations might the district consider due to social distancing guidelines? (Examples to explore: blended learning, staggered reopening, alternate days (A/B day, morning/afternoon rotation, etc.), scheduling options, adjusting class size, etc.)
   a. FPS has explored multiple options to provide social distancing within a school (classrooms, common spaces, bathroom, and hallways) to maintain social distancing.

6. How will the district provide additional support for student learning and transition? (Examples to explore: “Acceleration Academies”, or “Jump Starts” for the 2020-2021 school year, summer programming, extended school day, before/after school programming, tutoring, etc.)
   a. All students, regardless of what plan level is being implemented, will be scheduled for an assessment and orientation session before school begins.
   b. If FPS implements Level 3, a guided practice center will be prioritized for elementary students who need additional support on distance learning days. Middle schools and high school students will be required to come into school in small groups for extra support.
   c. If FPS implements Level 3, middle school and high school students will receive one month of a rotational hybrid before going completely to distance learning.
   d. If FPS implements Level 2, small groups of PreK-12 students will be requested to be on-site for strategic support.

7. How can the district rethink the use of staff that do not have classroom responsibilities to support student re-entry and meeting individual student needs? (Examples to explore: paraprofessionals, specialists, support staff, administration, counselors, etc.)
   a. If FPS implements Level 3, any staff whose traditional role is not available will serve a support position at either the elementary guided practice center or small group support for secondary students (face-to-face).
   b. If FPS implements Level 2 or Level 1, any staff whose traditional role is not available will serve a support position as district small group distance learning support for PreK-12 students or serve a role with district meal distribution.

8. What planning needs to occur in order to meet the needs of courses with large populations and/or having close contact? (Examples to explore: physical education,
band, choir, extra curricular activities, Career and Technical Education courses, etc.)

a. FPS is working with departments and teacher leaders to research alternatives to activities that may act as “super spreaders” of COVID-19. Each workgroup will make recommendations on how to implement learning in each area in a manner that mitigates risk of spreading the virus.

9. What does the re-entry plan for the district staff look like (educators, staff, administration, paraprofessionals, etc.)?

a. Seven days will be reserved to provide robust professional development and training to all staff on the Five Levels of the FPS Smart Restart re-entry plan, Health and Safety Plan, technology devices and district applications, social emotional learning, and instructional best practices.

10. What planning needs to occur to ensure continuation of the identification of students for additional support such as IEP/504s, English learners, levels of service, etc.?

a. The Special Education Leadership team will determine appropriate procedures for Child Find and that those procedures are communicated to building administrators and staff.

b. FPS will continue to meet the requirements of Federal Title III: English Learners (EL), identifying and providing educational services for EL qualifying students.

c. FPS will continue to evaluate new students who, through the FPS enrollment process, are identified as potential EL students.

d. FPS will continue to implement each EL student’s individualized learning plan (ILP) and to provide highly qualified EL guidance and instruction within possible teaching/learning modalities that may include face-to-face on campus and/or distance learning.

e. Special education teachers will continue to implement each student’s individualized contingency plan (ICP) to provide specialized instruction and related services within a hybrid model or distance learning.

f. Special education teachers will continue to implement each student’s individualized education program (IEP) to provide specialized instruction and related services when programmed in a 5-day instructional model onsite as determined necessary by the IEP team to receive FAPE.

g. IEP/ICP case managers will continue to facilitate the management of their home school caseload regardless of instructional platform for their students and are responsible for assessment of progress and determining the modification of services and support with the IEP/ICP team.

h. EL teachers will continue with the existing curriculum scope and sequence of the EL specific curriculum and they will also provide scaffolding for students to reach the distance learning curriculum being provided within general education.

i. FPS will continue to follow each student’s team-developed IEP, ICP or 504 plan as applicable to the various teaching-learning modalities that may include both face to face on-campus and/or distance learning.

j. FPS will ensure that a student who has a 504 plan will have equitable access to the distance general education curriculum and instruction.

k. If a parent or student would like to discuss or revise their IEP, ICP or 504 plan during this distance learning phase (or at any time), they should contact their case manager to arrange a team meeting to review the plan.
**Guiding Questions**

1. **How will the district sustain processes of identification of students needing specialized supports? How will the district ensure it is meeting the needs of the specific populations of these students?** (Examples to explore: students with health concerns or special needs, those experiencing homelessness, gifted, those living in poverty or foster care, English learners, migrant children, newly enrolled students, pre-kindergarten children, etc.)

   a. FPS will continue all screening processes and services for students. The methods to complete the screening or service will vary depending on what FPS Learning Plan level we are implementing.

      i. Level 1: All services would be implemented through alternatives to face-to-face interactions. Any face-to-face interactions with families and staff would need permission from the Superintendent or his assigned designee.

2. **How will the district ensure it is meeting the needs of students with special needs and those requiring accommodations?**

   a. Progress monitoring data is collected and reviewed on the student's written education plan. If a student is not making progress, a meeting will be called to revise the student's plan.

3. **Has the district identified sub-populations of students needing specialized supports? How are these needs being identified and met?** (Examples to explore: students living in poverty, special education, 504 accommodation plan, English learners, new enrollees, Title I, health concerns, migrant, gifted, homeless, pre-kindergarten, etc.)

   a. Yes, FPS is implementing a K-12 academic and social, emotional screener within the first six weeks of the school year, along with attendance and work completion data. This set of data will assist in identifying students needing additional support.

   b. Under FPS Learning Plan Levels 1, 2, and 3, additional supports include small group or individual sessions with a teacher or support staff.

4. **What supports or interventions are provided to those students who were not responsive to the distance learning instructional model?**

   a. Under FPS Learning Plan Levels 2 and 3, students may be requested to attend on-site support sessions in small groups or individually.

   b. FPS will implement the student attendance policy (AP 6220) and notify parents of excessive absences.

      i. During distance learning, every effort will be given to communicate with families whose students are struggling to attend synchronous sessions or complete required assignments. This may result in coordinating on-site support for the students in Level 2 and Level 3. Students will be referred to the Student Attendance Review Board (SARB) by their home school when attendance problems have not been resolved through the usual avenues of classroom, school, and district interventions.

      ii. The SARB aims to work cooperatively with students and families to alleviate the factors that interfere with regular school attendance. However, if students and/or parents decline to work with the SARB and the student continues to be absent or tardy from school, the SARB will take the necessary steps to ensure enforcement of compulsory
5. **How will educational support be provided to vulnerable populations that continue to be high risk (or have family members who are high risk) and cannot physically reconvene? What might this alternate education programming look like?**
   a. Regardless of what Plan Level FPS is implementing, every family will have the option to attend the Virtual Academy. The Virtual Academy will provide adaptive support for the students with individual plans. FPS will have a combination of special education teachers and related service providers facilitate specialized instruction and related services as designated by the ICP. Additionally, some students may require more intensive supports at their home due to medical fragilities. FPS will deploy a homebound teacher that will deliver instruction to students who require that level of support.

6. **How will policies and the system support educational staff that fall into a vulnerable population?** (Examples to explore: allowing them to teach remotely and utilizing larger classroom space where social distancing can be maintained.)
   a. FPS Human Resources department will consult with any employees to navigate the process of requesting accommodations or modified work assignments.
   b. All FPS teachers have been surveyed on their preference to start teaching in the fall as either: Face-to-face with minimal precautions, face-to-face with 50% capacity, or teaching remotely.

7. **What accommodations will be made for students or staff who are required to quarantine due to exposure or potential exposure?**
   a. Students will be allowed to begin remote instruction immediately under the supervision of their classroom teacher.
   b. Staff will be assigned a remote teacher assignment for the period of time they are in quarantine.
      i. Staff FAQ: To assist staff with questions they may have regarding pay, insurance coverage, essential personnel questions, and other concerns as a result of COVID-19, refer to the staff FAQ document linked here: Staff FAQ. Further information will be added to the FAQ document as it becomes available.

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**Guiding Questions**

1. **What strategies will the district take to build and/or maintain connections with families and the community?**
   a. Connections with Families
      i. FPS will focus on two applications to communicate with families from their classroom teacher: *SeeSaw* and *EduCal*.
      ii. Opportunities for families to learn about the FPS re-entry plan and Healthy Protocols will be offered in multiple forms (digital and on-site).
      iii. Counselors will follow-up with families who have expressed interest in additional support for their family.
   b. Student Wellness and Family Facilitators Services
      i. The Student Wellness and Family Facilitators (SWFFs) promote the
academic mission and alleviate barriers by connecting students to community partnerships. During this time, SWFFs will contact all students and families in their caseloads to check-in and review and guide COVID-19 basic and mental health needs.

ii. Communication with families will be held in a virtual format (text messages, phone calls, video calls, email), and they will not provide transportation. SWFFs will continue to accept new referrals. All referrals will follow pre-established protocols and will be made by either a principal or a school counselor.

c. Community Supports

i. The impact of a school closure often goes beyond academics. Schools and families need to be aware of and prepared to cope with the potential impact these closures will have on the mental health and wellbeing of students, staff, and families. The resources listed under the counseling section of this document can help provide support during school closure.

2. How will the district communicate and support families who are unable to communicate in English (or whose native language is other than English)?

a. In addition to access to face-to-face interpreters, FPS has invested in a web-based application called Voiance. This service also allows any staff member in FPS to connect with an interpreter by phone or through a computer to provide live interpreting services.

Academic Planning – Classroom-Level Considerations

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**Relationships, Connections, and Transitions**

1. How will the school intentionally plan staff connections with students? What regular, frequent interactions can be facilitated between educators and students? (Examples to explore: mentoring, advisory time, group sessions, etc.)

   a. Elementary students participate in a morning meeting each day. This is a time to connect with the classroom community members with conversation and activities targeting social emotional wellness. On distance learning days, teachers will send a video to their students via SeeSaw welcoming them to the day and sharing the daily plan. These videos will include social emotional tips along with connection activities for the class.

   b. Middle school students participate in an advisory period each day. This is the time when students connect with each other and participate in activities targeting social emotional wellness. Counselors have organized a bank of social emotional learning (SEL) activities for teachers to support them in building SEL activities into their classroom lessons and are intentional about this support in instructional, assessment, and grading practices.

   c. High school teachers build social emotional learning (SEL) into all courses. Counselors have organized a bank of SEL activities for teachers to support them in building SEL activities into their classroom lessons and are intentional about this support in instructional, assessment, and grading practices.

2. What frameworks exist for educators to monitor how students are readjusting to school? How will they readily identify those having difficulty? What student-centered supports can be provided to aid those with minor adjustment problems? What specialized assistance may be needed for those who have major adjustment problems?

   a. The Multi-Tiered System of Supports (MTSS) process is designed for early
identification of students who are struggling academically and behaviorally. Teachers use computerized MTSS reporting tools to identify students who need support and “flag” students for administrators and counselors when Tier 1 intervention practices are not yielding results.

b. Students who are struggling in the distance learning environment will be invited to participate in guided practice centers where they can receive direct adult support.

3. **Based on the distance learning experience, what classroom practices might be obsolete? What new practices are promising or have contributed to learning?** (Examples to explore: meaningful feedback on student learning, active student engagement, etc.)
   
a. Engagement and self-direction is paramount in distance learning. Therefore, professional development for teachers has focused on standards-based instructional lessons and practices that help students assume ownership in their learning through a gradual release instructional model. Goal setting, feedback, and progress monitoring are central to implementation of standards-based instruction.

4. **How will the district determine if a student excelled or fell behind during distance learning?** (Examples to explore: formative and summative diagnostic assessments, screeners, progress monitoring tools, etc.)
   
a. See Assessment section.

5. **How will student progress continue to be measured? How will this be communicated with fellow educators?** (Examples to explore: special education, Title I, English Learners, other specialists, consecutive grade levels or subject areas, etc.)
   
a. Since many different adults work with a student, teachers use the Student Tracker, EDUcal, the MTSS tool, and email to communicate progress and concerns. MTSS teams at each school convene regularly to monitor progress and problem solve solutions for struggling students.

6. **How will these results inform student-centered approaches to instruction and learning?**
   
a. See question #7 below.

7. **How will previous distance learning experiences influence change in current assessment practices?**
   
a. Teachers will use common assessments to collaborate about grade/course level expectations and support differentiated student learning. Standards-based grading practices emphasizing feedback and reflection are a primary focus of professional learning for teachers. Our goal is for assessment to become a verb. Teachers use formative assessment practices that help teachers and students identify specific skills each student has mastered and target next steps in learning to meet essential learning outcomes.
1. What interventions are in place for all students? What interventions are in place for struggling students? What interventions are in place for vulnerable populations? Where do gaps exist?
   
a. Students who have Individualized Education Programs (IEP) will use the IEP process to determine what interventions are required. These interventions are provided though work on each student’s goal areas as well as through accommodation and modification, and Positive Behavior Intervention Plans.

2. What is the individualized intervention plan for each student? How will focused individual education be provided, especially for vulnerable populations? (Examples to explore: curricular tools, enhanced learning opportunities, supports to address unfinished learning, supports for early grade reading, supports for students with specific needs, emotional, behavioral, and mental health screeners and services, etc.)
   
a. Fargo Public Schools re-entry plan includes options for students who are especially vulnerable to learning gaps when instruction is delivered via distance learning (e.g., students with multiple impairments, significant cognitive disability, and some students who are on the autism spectrum). These options may range from more time on-site in a classroom (with precautions) to intervention materials designed to be delivered virtually.

Guiding Questions

1. What communication tools exist for educators to stay connected with families? Where are they effective? How will these resources be used to share information about school programming and expectations?
   
a. General district messaging to parents is done by automated calls, texts, and emails. In addition updated articles and information is posted on the FPS website and individual school websites.
   
b. School newsletters are sent out by email and posted to the building webpage at least monthly.
   
c. Parent/Student/Teacher communication primarily occurs online through PowerSchool, EduCal or SeeSaw.
   
d. Teachers also use direct emails and phone calls to communicate with parents.

2. How can each classroom support parents with continued student learning? What tips and instruction strategies can be given to families?
   
a. Opportunities for families to learn about the FPS re-entry plan, safety protocols, and technology tips will be offered in multiple forms (digital and on-site).
   
b. Classroom teachers will schedule a back-to-school conference or small group meeting to meet with students and parents to review critical safety and health protocols, technology tips, and distance learning expectations.
Despite the many pressing stressors placed on special education professionals and families during the COVID-19 pandemic, countless programs, schools, and districts have actively strived to serve students with disabilities amid closures. As North Dakota begins to live with the presence of the COVID-19 virus, planning for the upcoming 2020-2021 school year has begun. No plan to reopen can succeed without the input and partnership of the family, school, and community.

Schools and districts should consider how alternative schedules, extended periods of remote learning and intermittent school closure may impact the delivery of services for students receiving special education services. Schools and districts need to ensure students have meaningful and effective access to the general education environment and instruction. Least restrictive environment (LRE) should be central to decision making. Below are questions and potential risk factors to guide planning:

### Guiding Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td><strong>1. How will schools and districts ensure students with disabilities understand new expectations, such as social distancing?</strong></td>
<td>FPS will communicate with teachers the need to create ongoing supportive narratives about social distancing (i.e., social story). We will treat social distancing as an instructional need for students. Rooms will be set up in accordance to social distancing guidelines.</td>
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<tr>
<td><strong>2. How will schools and districts ensure social distancing expectations are met across all special education environments?</strong></td>
<td>FPS will communicate with teachers the need to create ongoing supportive narratives about social distancing (i.e., social story). We will treat social distancing as an instructional need for students. Rooms will be set up in accordance to social distancing guidelines.</td>
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<tr>
<td>a. How will schools and districts ensure Individual Education Programs (IEP) meetings, initial evaluations, reevaluations, and special education referrals are implemented in a timely manner?</td>
<td>FPS is considering a variety of ways to address these priority situations. We understand each student is unique and assessment will be provided based on individual needs in as close accordance to the Individuals with Disabilities Act (IDEA) procedures as possible given the unique situation of COVID-19.</td>
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<td><strong>3. How will schools make data-driven instructional decisions, including recoupment of unfinished learning during the distance learning period for students with disabilities?</strong></td>
<td>FPS staff will collect baseline data on student levels upon returning to school. This information, along with other relevant information, will be considered during formal meetings with IEP teams.</td>
</tr>
<tr>
<td><strong>4. How will schools and districts ensure that special education evaluations and reevaluations continue without interruption?</strong></td>
<td>FPS is considering a variety of ways to address these priority situations. We understand each student is unique and assessment will be provided based on individual needs in as close accordance to IDEA procedures as possible given the unique situation of COVID-19.</td>
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<tr>
<td><strong>5. How will schools and districts allow reasonable time for special education staff to collect data on students with disabilities present levels of performance in order to determine the impact on progress that occurred during COVID-19?</strong></td>
<td>FPS staff will collect baseline data on student levels upon students’ return to school.</td>
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This information, along with other relevant information, will be considered during formal meetings with IEP teams.

6. How will schools and districts ensure students with Individual Education Programs (IEPs) are provided a free, appropriate public education?
   a. Special education students are regular education students first, therefore, our plan will first align with what all students receive (general education). All students who receive special education will have an IEP and/or Individualized Contingency Plan (ICP) that is developed by the student’s IEP team. The IEP and ICP will include accommodations, modifications, and specialized instruction for each of the instructional model plans (Level 1, Level 2, Level 3, Level 4, and Level 5).

7. How will schools and districts ensure students with developmental challenges or those who are medically fragile are kept safe while in the school building?
   a. The IEP team will convene to discuss student specific needs and how FPS will provide instruction and accommodations that meet the student’s needs (to include safety precautions due to COVID-19). Fargo Public Schools is reserving rooms that only students with significant disabilities will use, thus reducing the number of students and adults who access those rooms.

8. How will schools and districts ensure individualized contingency plans meet students’ needs when instruction needs to take place through an alternative learning situation (i.e., alternate schedules, periods of distance learning)?
   a. FPS staff will be instructed on the need for annual IEP meetings to now include conversations about the need for Individualized Contingency Plans (ICP). Ensuring that the specially designed instruction for each student is provided regardless of Fargo Public Schools Instructional Model Plan (i.e., Level 1, Level 2, etc).

9. How will schools and districts ensure that students with disabilities have meaningful and effective access to general education and instruction?
   a. Each student’s general education teacher will have continued access to the IEP, ICP and/or Behavior Intervention Plan (BIP) for the students. Fargo Public Schools will create messaging as reminders about that access. Special education and general education teachers will use PLC, before/after school, and/or prep time to collaborate around meaningful and effective access to general education instruction.

10. How will schools and districts accommodate social distancing requirements while providing services to students who require 1:1 assistance and supervision?
    a. Adult staff will be instructed to wear a protective mask at all times due to the close proximity that a 1:1 paraeducator and/or teacher must maintain. Teachers and paras will set up learning environments and transitions to follow social distancing guidelines with an emphasis on both students and staff wearing masks and utilizing regular hygiene protocols.
    b. There may be times when students don't follow social distancing guidelines. At these times staff will work to reteach these social distancing guidelines to their students, including building students’ tolerance of safety items (e.g., face masks) through the use of shaping procedures.
    c. Use of visual supports will also be encouraged. Ultimately staff will make the safest decision and follow FPS safety policies to support students in maintaining a safe learning environment.

11. How will schools and districts ensure students who struggle with transitions are successful during sudden disruptions in routines and schedules?
    a. Fargo Public School will communicate with teachers the need to create ongoing supportive narratives that will be embedded into instructional routines to explain
possible future disruptions with the goal that students’ anxieties about disruptions can be as minimal as possible.

12. How will schools and districts ensure all IEP teams and educators have access to assessments, supports, and instructional supports to meet individual student’s assistive technology needs?
   a. FPS will continue to work with their assistive technology specialist who will collaborate with teachers and/or paraeducators to address student assistive technology needs.

13. How will students who participate in work-based or community learning experiences transition into environments?
   a. Teachers and/or Work Experience Educators will collaborate with local work-based partners to clarify guidelines and business needs to determine how students can continue with community learning experiences. In the event of distance learning, teachers will work with local work-based partners to establish what opportunities are available (business open/closed), and teachers and/or Work Experience Educators will continue with social and functional groups to support job related and independent living skills.

14. How will schools and districts plan for positive behavior interventions and supports to be in place and clearly communicated to all staff before students return?
   a. Staff will continue to be expected to review student plans (snap-shot IEPs, FBAs, BIPS, ICPs, etc.) prior to the start of the school year. Teachers will communicate with paraeducators prior to students returning to review student information and plans.

15. How will schools and districts ensure staff and other students are kept safe when responding to a student’s escalated or aggressive behaviors?
   a. Fargo Public Schools continues to provide training for staff to use when responding to student escalated or aggressive behaviors. This training includes de-escalation strategies. Staff will be expected to follow FPS policies regarding student escalated behaviors. Due to increased risk of exposure during COVID-19, staff will also be expected to follow appropriate safety procedural guidelines (e.g., wearing masks, washing hands, sanitization).

16. How will schools and districts make sure students who utilize sensory spaces (trampolines, squeeze machines, swings, etc.) will be free to use them when needed?
   a. Building staff will coordinate their shared use of larger sensory items that need to remain in a separate room whenever possible. Student IEPs and ICPs may need to reflect several options in the event that a particular option may not be available at any given time.

17. How will schools and districts ensure shared sensory space equipment is properly sanitized as each student uses the equipment?
   a. FPS leadership continues to take steps to ensure appropriate sanitization is available. The district may have to cease using some items that may not be able to be sanitized at the level required during COVID-19 (e.g., ball pits).
SEL is the process through which youth and adults identify and regulate emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain meaningful relationships, and make responsible decisions. SEL provides a teaching and learning process where youth and adults develop the necessary skills and attitudes that help them to engage in learning more successfully, build supportive relationships, engage civically, and have positive mental health. Thus, SEL provides a foundation for all students to thrive, where some students may need additional support (tier two and tier three) to achieve positive mental health.

Considerations have been made for what is appropriate for all, some, or a few, based on the unique experiences of how people experienced the pandemic, recognizing that each student possesses a unique combination of skills and environments which influence their development and well-being. Stakeholder layers include staff, students, families, and the community at large.

### School-Wide Procedures

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<tbody>
<tr>
<td><strong>1.</strong> Who will serve as the school lead for Social Emotional Learning (SEL)? Mental/behavioral health services?</td>
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<tr>
<td>a. Each school in FPS will identify one or two school leads for SEL and mental/behavioral health services. Names will be submitted to the district office.</td>
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<tr>
<td><strong>2.</strong> Which data will inform decisions regarding social-emotional needs of stakeholders?</td>
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<tr>
<td>a. Buildings will administer the Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) in October, December and April. Teachers, grade levels, and schools will be able to use the collected data to determine who may benefit from additional SEL support from school personnel and if there are students whose needs exceed the level of school support for referral to community resources.</td>
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<tr>
<td><strong>3.</strong> How will the district ensure the mental health and well-being/promote self-care for staff?</td>
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<tr>
<td>a. Building leadership teams will create well-designed and intentional opportunities for adults to engage in self-care, develop supportive staff relationships, and build their capacity for promoting students’ SEL. The CASEL SEL Roadmap for Reopening Schools [<a href="https://casel.org/reopening-with-sel/">https://casel.org/reopening-with-sel/</a>] addresses this in Critical Practice 2.</td>
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<tr>
<td><strong>4.</strong> How will the district ensure that school counselors are only being asked to do what they are trained for? (Example: school counselors may do short term counseling or small group counseling but should NOT be doing long-term counseling.)</td>
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<tr>
<td>a. School counselors will adhere to the guidelines set forth by the American School Counselor Association (ASCA). When students’ needs exceed these guidelines, school counselors will refer students to community resources or to FPS Student Wellness and Family Facilitators, who will work with the family to connect them to the appropriate community resources.</td>
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<tr>
<td><strong>5.</strong> How will the district ensure coordination and collaboration between counselors, social workers, teachers, and other staff?</td>
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<tr>
<td>a. Fargo Public Schools has an established system for referrals and continued support that will continue to be used and reviewed. Counselor and Student Wellness Course Captains, with their supervisors, will meet bi-weekly for this purpose. Communication is expected to their respective groups and necessary updates will be provided to school principals.</td>
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<tr>
<td><strong>6.</strong> How will counseling and/or psychological first aid be provided for those that need it?</td>
</tr>
<tr>
<td>a. Schools have an identified process for accessing school counselors. School counselors have many school and community resources that can be provided. When the needs exceed the</td>
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guidelines of ASCA, school counselors refer students and families to community resources or to FPS Student Wellness and Family Facilitators for assistance in connections to community support.

7. **How is the district ensuring that ALL STAFF (certified and classified staff) are prepared to be aware of students’ social and emotional well-being?**
   a. FPS is committed to training all staff on trauma informed schools, restorative justice, and relationship building. Each year training is available in each area.
   b. FPS will require additional training to all staff on the impact the pandemic has had on students and adults, strategies to support, and how to refer a student to more supports.

8. **What long-term plans will the district have for social emotional recovery as a result of the disruption to the regular routine?** (For some, it may take months or years to recover.)
   a. Fargo Public Schools developed a five-year MTSS-B plan that provides a strategic vision for providing social-emotional support to all students in Fargo Public Schools. This plan includes key components and practices that will be implemented at all buildings over the next five years. Three components of the plan include restorative practices, trauma-informed schools, and embedded social and emotional learning curriculum. Parents and community members provided insight on these topics and helped FPS develop an implementation and communication plan that will be used as we execute the five year MTSS-B plan.
      i. **FPS Five Year Plan for Social Emotional Learning**

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### Curriculum and Materials

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<th><strong>Guiding Questions</strong></th>
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<tbody>
<tr>
<td><strong>1. What instructional curriculum/supplements are available to explicitly teach social and emotional competencies? To integrate with content domains? What is the evidence surrounding those materials, and for whom?</strong></td>
</tr>
<tr>
<td>a. FPS uses a variety of resources to support social emotional learning competencies in all classrooms.</td>
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<tr>
<td>i. Elementary will build in time daily for social emotional lessons using Second Step Curriculum for grades K-5, Restorative Circles, the FPS SEL Resource Bank, and the Reunite, Renew, and Thrive Roadmap.</td>
</tr>
<tr>
<td>ii. Middle school students participate in an advisory period each day. This is the time when students connect with each other and participate in activities targeting social emotional wellness using Second Step Curriculum for middle school, Restorative Circles, the FPS SEL Resource Bank and the Reunite, Renew, and Thrive Roadmap.</td>
</tr>
<tr>
<td>iii. High school teachers build social emotional learning (SEL) into all courses. Counselors have organized a bank of SEL activities for teachers to support them in building SEL activities into their classroom lessons and are intentional about this support in instructional, assessment, and grading practices.</td>
</tr>
<tr>
<td><strong>2. What instructional curriculum/supplements are needed to explicitly teach student social and emotional competencies? To integrate with content domains?</strong></td>
</tr>
<tr>
<td>a. Teachers and counselors in grades K-8 use the Secondary Step Curriculum as their primary resource for teaching social emotional skills.</td>
</tr>
<tr>
<td><strong>3. How will the school district balance the social and emotional needs of youth to engage in learning with academic learning?</strong></td>
</tr>
</tbody>
</table>
| a. The start of school will begin with the majority of time dedicated to education on new
safety and health procedures and routines around social distancing, hand hygiene, mask and respiratory etiquette, and building trusting relationships with students/teachers and student/student. The art of teaching is blending this work into academic instruction over time.

4. What additional resources for SEL are needed?
   a. Additional time for professional learning and small group back-to-school conferences with students and families will allow the opportunity to identify social emotional needs related to the pandemic.

<table>
<thead>
<tr>
<th>Classroom and Instruction</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Environment</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1. What classroom routines and procedures are in place/can be integrated to support Social Emotional Learning (SEL) needs in the classroom? (Example: classroom meetings and classroom management strategies.) | a. K-8 schools have scheduled a dedicated time for SEL instruction and activities to occur daily as part of their implementation of Positive Behavioral Intervention Supports (PBIS) Tier 1 instruction.  
   b. Elementary, middle and high school teachers will include SEL activities and instruction as part of their regular classroom instruction. |
| 2. How do routines and procedures need to be modified to maintain physical safety and psychological safety while developing empathy and compassion for others? | a. The need to social distance and wear a face mask when in person will require dedicated time to teach and practice with students to become a routine.  
   b. Each building will be training staff on the new protocols before students come back to campus. |
| 3. What instructional practices support SEL in the classroom? How might those practices need to be modified per health and safety guidelines? (Examples: classroom discussions, cooperative learning, and assessment and feedback) | a. Professional learning on effective teaching practices has emphasized instructional strategies to get students interacting with each other in small groups. In many cases, we have moved away from individual student desks to tables so students can turn and talk to their peers. These procedures will need to be revised to allow for social distancing. |
| 4. How will teachers create a calm and supportive environment for students? | a. When adults are able to model calm and confidence, students are more likely to respond in a similar fashion. Our goal is to create systems and structures that increase confidence in all stakeholders to feel safe in school. |
Guiding Questions

1. **How will school district leaders help students reconnect with their peers in a learning environment? Socially? With their teachers? What will that look like in the “new normal”?** (Especially for students that are more introverted.)
   a. In Level 1 and Level 2:
      i. Synchronous sessions are required at all levels. Regularly synchronous sessions allow students to engage with one other digitally.
      ii. Each building will be asked to build in time that allows students to engage with each other (e.g., middle school dance/move party, advisory time, virtual show and tell, student discussion groups).
      iii. Student data will be reviewed monthly to identify the social emotional learning needs of students. The MTSS-B process will be implemented, which has a building level team to write and monitor an individual plan for a student.
   b. In Level 3 (elementary), Level 4, and Level 5:
      i. When face-to-face learning is in place, each level will schedule time for students to interact as part of their buildings PBIS plan.
   c. Middle school students participate in an advisory period each day. This is the time when students connect with each other and participate in activities targeting social emotional wellness. High school teachers build social emotional learning (SEL) into all courses. Counselors have organized a bank of SEL activities for teachers to support them in building SEL activities into their classroom lessons and are intentional about this support in instructional, assessment, and grading practices.

2. **How will teachers be prepared to address a potential increase in anxiety, post-traumatic stress disorder, etc. as a result of the disruption to a student’s regular routine?**
   a. FPS is committed to training all staff on trauma-informed schools, restorative justice, and relationship building. Each year training is available in each area.
   b. FPS counselors and SWFFs will be asked to design additional training for all staff on the impact the pandemic has had on students and adults, strategies to support, and how to identify potential concern areas that may require a referral of a student for more support.

3. **How will teachers be prepared to handle a potential increase in student behavioral issues as a result of the disruption to the student’s regular routine?**
   a. In Level 1, 2, and 3 each classroom teacher will be given an additional period for prepping, meeting with students, professional development, and professional learning communities. This designated time provides teachers and support staff time to customize support for students.

4. **How will teachers address potential bullying related to stigma associated with COVID-19?** (Examples: individuals who are sick (COVID-19 or other) and return to school, general coughing/sneezing, ethnicity, etc.)
   a. Buildings will discuss these questions before school begins with their building level administrator on the importance of preventive discussion teachers need to have with their students (SEL curriculum). There may be cases where the discipline or bullying policies may need to be enforced.

5. **How will staff members identify students that may need immediate counseling?**
   a. FPS has an established system for referrals and continued support that will continue to be used and reviewed. Counselor and Student Wellness Course Captains, with
6. **How will the teachers assure that students are able to reconnect socially with their peers?**

   (Especially students that are more introverted.)

   a. See question #1 from this section.

### Adult Social Emotional Learning

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<thead>
<tr>
<th>Guiding Questions</th>
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<tbody>
<tr>
<td><strong>1.</strong> What types of supports do staff (certified and classified) need to re-engage in the working environment? To feel physically and psychologically safe?</td>
</tr>
<tr>
<td>a. Building leadership teams will create well-designed and intentional opportunities for adults to engage in self-care, develop supportive staff relationships, and build their capacity for promoting students’ SEL. The <a href="#">CASEL Reunite, Renew and Thrive: SEL Roadmap for Reopening Schools</a> addresses this in Critical Practice 2.</td>
</tr>
<tr>
<td>b. FPS will require all visitors, staff, and students that are in our buildings to wear a mask when entering and exiting a building. Masks will not be required for staff that are in their office or cubicle by themselves, but if they leave their office or cubicle, a mask should be worn to mitigate the chance of exposure when meeting other staff or students, in close contact, in hallways, and other work spaces.</td>
</tr>
<tr>
<td>c. Social distancing guidelines as recommended by the CDC will also be enforced.</td>
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<tr>
<td>d. A robust cleaning schedule will be enacted by FPS where classrooms and other shared work spaces are used to mitigate the possibility of contracting the virus from surfaces such as desks and chairs.</td>
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<tr>
<td>e. FPS will not require an employee to use any of their own leave balances, and keep that employee in regular pay status, when an employee has to quarantine due to contracting COVID-19 or has been exposed to someone that has COVID-19 and is ordered to quarantine.</td>
</tr>
<tr>
<td><strong>2.</strong> What types of school structures need to be put into place to support adults’ social and emotional development?</td>
</tr>
<tr>
<td>a. All school meetings and professional development should include the intentional integration of <a href="#">CASEL’s SEL 3 Signature Practices</a>:</td>
</tr>
<tr>
<td>i. Welcoming/Inclusion Activities</td>
</tr>
<tr>
<td>ii. Engaging instructional strategies, brain breaks, and transitions</td>
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<tr>
<td>iii. Optimistic Closures</td>
</tr>
<tr>
<td><strong>3.</strong> How will the school district ensure that adults are modeling good social and emotional competencies?</td>
</tr>
<tr>
<td>a. Social distancing and mask wearing are requirements of the district, per CDC guidelines. Role modeling by adults and fellow co-workers will be required to ensure that all who access our buildings and services are also following these rules and guidelines.</td>
</tr>
<tr>
<td><strong>4.</strong> What employee assistance programs will be available for staff members experiencing mental health issues as a result of the COVID-19 situation?</td>
</tr>
<tr>
<td>a. The Fargo Public Schools contracts with The Village Family Service Center to provide employee assistance services. These services are available to Fargo Public Schools staff and their families. More information about services offered by The Village Family Service Center can be found by clicking on <a href="#">this link</a>, or calling their toll free number: 1-800-627-8220.</td>
</tr>
</tbody>
</table>
Guiding Questions

1. What types of training do adults need to fully support students? To identify signs of trauma and grief in students?
   a. FPS is committed to training all staff on trauma informed schools, restorative justice, and relationship building. Each year training is available in each area.
   b. FPS will require additional training to all staff on the impact the pandemic has had on students and adults, strategies to support, and how to refer a student to more supports.

2. What types of school structures do adults need to fully support students?
   a. All staff will participate in additional training before the school year begins on safety protocols, SEL, distance learning, and technology.
   b. In Level 1, 2, and 3, each classroom teacher will be given an additional period for prepping, meeting with students, professional development, and professional learning communities. This designated time provides teachers and support staff time to customize support for students.

3. How do we create an environment in which adults feel connected and engaged with one another? With their students? With the families?
   a. Additional time for building teams is built into the schedule to support collaborative conversations with adults to support students.
   b. All families will be scheduled for an orientation session before school begins to understand safety protocol, technology expectations, and build relationships.
   c. Building leadership teams will create well-designed and intentional opportunities for adults to engage in self-care, develop supportive staff relationships, and build their capacity for promoting students’ SEL. The CASEL Reunite, Renew and Thrive: SEL Roadmap for Reopening Schools addresses this in Critical Practice 2
   d. All school meetings and professional development should include the intentional integration of CASEL’s SEL 3 Signature Practices:
      i. Welcoming/Inclusion Activities
      ii. Engaging instructional strategies, brain breaks, and transitions
      iii. Optimistic Closures

Family and Community Partnerships

Guiding Questions

1. How will the school district ascertain what helps stakeholders feel safe at school?
   a. Additional time for professional learning and small group back-to-school conferences with students and families will allow the opportunity to identify social emotional needs related to the pandemic.
   b. Fargo Public Schools has an established system for referrals and continued support that will continue to be used and reviewed. Counselor and Student Wellness Course Captains, with their supervisors, will meet bi-weekly for this purpose. Communication is expected to their respective groups and necessary updates will be provided to school principals.

2. What partnerships are needed/available to support student needs? Staff needs?
   a. The start of school will begin with the majority of time dedicated to education on new safety and health procedures and routines around social distancing, hand hygiene, mask and respiratory etiquette, and building trusting relationships with students/teachers and students/students. The art of teaching is blending this work into
academic instruction over time.

b. Fargo Public Schools has an established system for referrals and continued support that will continue to be used and reviewed. Counselors and Student Wellness Course Captains, with their supervisors, will meet bi-weekly for this purpose. Communication is expected to their respective groups and necessary updates will be provided to school principals.

c. Fargo Public Schools partners with The Village Family Services to provide free and confidential support for all staff.

3. How will the school district ensure stakeholders are informed and accounted for in the decision-making process?

   a. Fargo Public Schools has an established system for referrals and continued support that will continue to be used and reviewed. Counselors and Student Wellness Course Captains, with their supervisors, will meet bi-weekly for this purpose. Communication is expected to their respective groups and necessary updates will be provided to school principals.

4. How will the school district provide emotional support to students and families that might have been directly impacted by COVID-19? (Example: they or someone they know tested positive, had health issues, etc.)

   a. FPS is committed to training all staff on trauma informed schools, restorative justice, and relationship building. Each year training is available in each area.

   b. FPS will require additional training to all staff on the impact the pandemic has had on students and adults, strategies to support, and how to refer a student to more supports.

   c. Schools have an identified process for accessing school counselors. School counselors have many school and community resources that can be provided. When the needs exceed the guidelines of ASCA, school counselors refer students and families to community resources or to FPS Student Wellness and Family Facilitators for assistance in connections to community support.

5. How will the school provide emotional support to students and families that have experienced non-health related impacts as a result of the COVID-19 pandemic? (Examples: job loss, increase in domestic violence, etc.)

   a. Schools have an identified process for accessing school counselors. School counselors have many school and community resources that can be provided. When the needs exceed the guidelines of ASCA, school counselors refer students and families to community resources or to FPS Student Wellness and Family Facilitators for assistance in connections to community support.

6. How will immediate, short-term, and long-term counseling options and outside referrals be addressed?

   a. Schools have an identified process for accessing school counselors. School counselors have many school and community resources that can be provided. When the needs exceed the guidelines of ASCA, school counselors refer students and families to community resources or to FPS Student Wellness and Family Facilitators for assistance in connections to community support.

   b. FPS has an established system for referrals and continued support that will continue to be used and reviewed. Counselors and Student Wellness Course Captains, with their supervisors, will meet bi-weekly for this purpose. Communication is expected to their respective groups and necessary updates will be provided to school principals.
Through school closures, summer breaks, and re-opening, school nutrition programming remains a crucial support to students and families by providing meal services in both normal and uncertain times. Districts should build on the experiences of the spring school closures in 2020 to inform strategies on how to ensure continuity of meal services through new and evolving contexts.

As school districts map out goals for what school will look like in the upcoming academic year, these guiding questions and resources may be used to inform decisions related to how school nutrition may continue to meet student needs in a variety of settings, especially when students are unable to receive meals in a face-to-face learning setting in a school building. More school nutrition information is available on our website.

### District-Level Considerations

<table>
<thead>
<tr>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> What training do school food service staff need</td>
</tr>
<tr>
<td><strong>2.</strong> safety requirements, proper use of personal protective equipment, and social distancing?</td>
</tr>
<tr>
<td>a. Training is provided to all food service staff in a variety of formats including remote and small-group sessions. Returning and new staff will receive the annual training on the various topics required by the USDA National School Lunch Program <a href="https://www.fns.usda.gov/nslp">https://www.fns.usda.gov/nslp</a>. Additionally, food service staff receive training in the following areas: personal health screening requirements, processes for determining work restrictions related to COVID19 exposure and contraction, requirements for face coverings, alternative service models, and requirements for maintaining distance in work spaces, during breaks, and in common spaces.</td>
</tr>
<tr>
<td><strong>3.</strong> Have food service operations coordinated with teachers and administrators?</td>
</tr>
<tr>
<td>a. Nutrition Services has participated in re-entry planning. Collaboration with administrators and teachers will be ongoing. Nutrition Services will continually seek feedback and will be posed to make adjustments as needed to improve processes.</td>
</tr>
<tr>
<td><strong>4.</strong> Are menus developed that adhere to the United States Department of Agriculture (USDA) meal pattern regulations that do not rely on students self-serving (i.e., salad bar) items.</td>
</tr>
<tr>
<td>a. Nutrition Services is utilizing the collection of nationwide waivers for the Summer Food Service Program. The waivers provide flexibility to ensure meal options are available at no cost to students under all circumstances. The waivers are extended through December 2020 or until funds are available. Procedures for meal service are in place to comply with social distance and other food service related guidelines.</td>
</tr>
</tbody>
</table>
5. What meal service contingency plans are in place for remote learning scenarios? Establish procedures and protocols to ensure students have access to school meals during unanticipated school closures. School Districts should include at a minimum the following topics: Procurement of food, Food distribution options, Staffing and volunteers, and Transportation.

   a. Nutrition Services has the opportunity to develop and implement meal service for remote students by providing meal service to the community during the spring school closure and throughout the summer. Menus for distance learners can align with cafeteria menus by providing the meals frozen. Minimizing duplication of products will assist our vendors and streamline inventory.

   b. Processes developed for providing meals to remote learners strive to minimize exposure for staff and families, be convenient and accessible to all students who wish to participate, and be fiscally responsible.

   c. Meal preparation for remote students will rely heavily on the district’s central kitchen and the large kitchens at the three high schools. Households choosing to do all remote learning for the semester will have the opportunity to receive a week’s worth of breakfast and lunch meals at a single pickup. A pre-order system will be utilized which will provide the opportunity to clarify the payment requirements to households before they pick up meals. This will also help to plan for appropriate food quantities and staffing levels. Similarly, students remote learning partial weeks will have the opportunity to receive meals for all their distance learning days in the week at one pick up time. Households will have several options for meal pickup within the week.

   d. The Nutrition Services department has five cube vans, a regular van, and a refrigerated truck to transport meals throughout FPS to provide grab and go meals in volume in the event of multiple school closures. FPS contracts bus services and the vendor is available to provide food and staff transportation if needed.

6. What guidelines are in place regarding food brought from home (i.e. classroom celebrations, guardians dropping off food during the school day for individual student consumption)? Note: this is not meant to regulate food from home in student lunch boxes for individual student consumption. Policies concerning outside food brought into the building and any restrictions on outside persons during the meal service should be communicated with families.

   a. FPS will not allow the distribution of food products from one student to other students on site. FPS allows students to bring meals from home. Per the district’s wellness policy, home meals are to be nutritious.

7. Have you communicated with households regarding program changes between meal service during school closures and the new school year, including families which received meals at no cost and will not be eligible when school starts without applying for free or reduced-price meal benefits?

   a. Information on meal pricing and the free or reduced priced program has been provided to all district households via email. This information is available on the FPS website. Contact information for the Nutrition Services office is readily available and questions are encouraged. The information is available in multiple languages.

8. What is the district’s plan for disseminating information regarding free or reduced-price meal benefits, including supports available to assist families in completing forms?

   a. FPS’s customized household letter and application has been approved by the state and sent to all households via email. Both documents are available in multiple languages. Detailed information and documents are available on the FPS website. Applications are available both in paper and on-line.
9. How will this information be provided to families that don’t speak English as a first language and/or with disabilities?
   a. English Learner staff and social workers are available to assist households with completing the application. Contact information for the Nutrition Services office is advertised as a resource for answering questions and assisting with application submissions.
### Guiding Questions

1. **How will potable water be made available with all meals without relying on the water fountain or beverage containers to meet the requirement?**
   - a. Students will be encouraged to bring water bottles and will have access to filling stations throughout the day. Bottles and disposable cups will be provided to students who don’t have one from home.

2. **What point-of-service model is available that does not rely on students entering their own lunch number?**
   - a. FPS’s traditional use of pin pads will be eliminated. Students will verbalize their account number or name to the cashier. The cashier will verify the student by using at least two forms of identification (picture, name, ID number). When the point of sale software is not available, paper rosters will be utilized.

3. **How will staff and students practice social distancing during food preparation and meal service periods.**
   - a. Students will be assigned seats that are spaced out to allow for social distancing.

4. **Are procedures in place to:**
   - Ensure all highly touched surfaces are cleaned and sanitized throughout the meal service times.
   - Prevent students from sharing food or eating utensils.
   - Utilize disposable plates, cups, cutlery, etc., if necessary.
   - Ensure all students have adequate time to obtain and consume meals.
   - Limit unnecessary staff and visitors from foodservice areas.
   - Staff are required to wear face masks when they cannot maintain a 6’ distance from others.
   - Staff will be required to wear a mask along with a face shield while serving food to students and operating a POS.
   - Students will be instructed to maintain a 6’ distance from others while proceeding through serving lines and POS stations.
   - Students will be monitored throughout meal service to ensure safety protocols are followed.
   - Only disposable eating utensils will be utilized.
   - Principals and education staff will ensure adequate timelines for students to obtain meals and eat.
   - Kitchen areas have secured entrances.
   - Entrances are posted with access restrictions.
   - Delivery staff will need to do a health screening before entering the building.
     - a. FPS will consult with Cass County Public Health to ensure at all required procedures are followed to serve school meals to students.

5. **How will the district ensure that USDA Civil Rights requirements (i.e., special diets, protected classes) are followed?**
   - a. The Nutrition Services department will comply with the required Civil Right training requirement for all individuals who assist with providing NSLP services. Accommodations for disabilities will continue to be provided for all service models.
Elementary
Elementary teachers will use the Fountas and Pinnell benchmark assessment to identify fall entry reading levels for students entering grades K-5. These assessments will be administered during back-to-school conferences and the first two weeks of school. Teachers will use this assessment information to identify and target learning gaps as well as an initial measure to monitor growth throughout the year.

Elementary teachers will administer the aimswebPlus assessments to assess fall entry math levels. Additionally, all K-2 teachers will use Add+Vantage Math Recovery (AVMR) assessments to target skills in small group math instruction. 3-5 teachers who are AVMR-trained will also administer AVMR assessments. Teachers will use this assessment information to identify and target learning gaps as well as an initial measure to monitor growth throughout the year.

Middle School
Middle school English language arts teachers will administer common formative assessments to determine initial comprehension levels and application of literacy skills in grade level text for students entering grades 6, 7, and 8. Teachers will use this assessment information to identify and target learning gaps as well as an initial measure to monitor growth throughout the year.

Middle school math teachers will administer common formative assessments to determine math readiness skills for students entering grades 6, 7, and 8. Teachers will use this assessment information to identify and target learning gaps as well as an initial measure to monitor growth throughout the year.

High School
High school English Language Arts teachers will administer common formative assessments to determine initial comprehension levels and application of literacy skills in grade level text for students entering grades 9, 10, 11, and 12. Teachers will use this assessment information to identify and target learning gaps as well as an initial measure to monitor growth throughout the year.

High school math teachers will administer common formative assessments to determine math readiness skills for students enrolled in Algebra I, Geometry, and Algebra II. Teachers will use this assessment information to identify and target learning gaps as well as an initial measure to monitor growth throughout the year.
The Coronavirus Aid, Relief, and Economic Security (CARES) Act provided an economic stimulus to individuals, businesses, and schools. Under **ESSER Fund** authority, the North Dakota Department of Public Instruction (NDDPI) will award grants for the purpose of providing Local Educational Agencies (LEAs) with emergency relief funds to address the impact the Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the state.

The federal government has recognized the need for funding K-12 education during and after the times of this current COVID-19 pandemic. The **Coronavirus Aid, Relief, and Economic Security** (CARES) Act provided an economic stimulus to individuals, businesses, and schools.

Considering COVID-19, below is the most recent information we have about:
- Use of U.S. Department of Education (ED) grant funds for employee compensation and cancelled activities or travel
- CARES Act funding
- Waivers of certain fiscal requirements

LEAs should make informed and strategic decisions about the use of available funds.

<table>
<thead>
<tr>
<th>ED Grant Funds for Employee Compensation and Cancelled Activities or Travel</th>
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<tbody>
<tr>
<td>As authorized by the federal Office of Management and Budget, on April 8, 2020, the U.S. Department of Education (ED) offered relief in two key areas as described in this <a href="https://www.ed.gov/about/offices/list/foam/approved-fact-sheets">fact sheet</a>.</td>
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<thead>
<tr>
<th>Overview of CARES Act Funding</th>
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<tr>
<td>The Coronavirus Aid, Relief, and Economic Security Act (CARES Act) was signed into law on March 27, 2020. It includes two grant programs to help educational entities prevent, prepare for, and respond to coronavirus:</td>
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<tr>
<td>1. The Elementary and Secondary School Emergency Relief Fund (ESSER), and</td>
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<tr>
<td>2. The Governor’s Emergency Education Relief Fund (GEER).</td>
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<thead>
<tr>
<th>ESSER Overview</th>
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<tr>
<td>Under ESSER Fund authority, the North Dakota Department of Public Instruction (NDDPI) will award grants for the purpose of providing Local Educational Agencies (LEAs) with emergency relief funds to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the state. The use of funds under this program are broad and flexible, consistent with the federal government’s goal of preventing, preparing for, and responding to COVID-19. For more information including district allocations and FAQ, visit <a href="https://www.nd.gov/dpi/esser-funding">https://www.nd.gov/dpi/esser-funding</a>.</td>
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**EDGAR and UGG**

ESSER funds are subject to both the Education Department General Administrative Regulations (EDGAR) and the Uniform Grant Guidance (UGG).

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<tr>
<th>Resources</th>
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<tbody>
<tr>
<td>More information on school restart guidance can be <a href="https://www.nd.gov/dpi/esser-funding">found here</a>.</td>
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