



COVID-19 Response Plan

Submitted to North Dakota Department of Public Instruction on March
24, 2020

INTRODUCTION

The following COVID Response Plan was submitted to the Department of Public Instruction on March 24, 2020 in advance of the Jamestown Public School District implementing a distance learning and virtual learning plan for K-12 students.

An emergency leadership team was assembled to include all administrators and directors as well as a Central Office support staff to draft guidance for the district in normal operations during the pandemic as well as outlining school and staff expectations for an extended closure.

The district engaged in action planning by employee classification ([Example](#)) to ensure guidance is in accordance to recommendations and protocols of the CDC. This plan outlined and defined clear COVID-19 threat levels and entailed reopening policies when appropriate. Furthermore, the plan ensured how staff have the appropriate support and direction necessary to plan for extended closure through distance/virtual learning opportunities.

Despite the closure of schools, the district is fully committed to continuing to fulfill our district's mission and vision and operating with the same core values.

District Mission

Engaging students with challenging and innovative experiences to prepare them for future success.

District Vision

Jamestown Public Schools supports a safe, educationally rigorous, and collaborative environment. Our vision is to prepare students for tomorrow's challenges by practicing skills such as collaboration, communication, creativity, and critical thinking. We believe all students should have personalized, authentic experiences that integrate with the community for meaningful learning. As an essential contributor to the growth of our student's intellectual, social, and personal well-being, we will positively impact our community and society.

Our Values

The Jamestown Public Schools values strong relationships between and among students, staff, parents and the community. By engaging students with a rigorous and relevant curriculum, we will deliver a high quality of instruction by leveraging innovative experiences. Through the support of our community, "Learning for All" will be the central value that guides our efforts to meet the mission and vision of our school district.

STAFFING EXPECTATIONS/EMERGENCY PREPARATION

| PERSONNEL | ACTION |
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| All | <ul style="list-style-type: none"> • Take precautions as directed by Center for Disease Control (CDC) and North Dakota Department of Health (NDDoH) • Model and encourage handwashing and other appropriate health hygiene practices at all levels. • Establish and practice isolation protocols for adults that exhibit symptoms should remain at home. • Establish and practice isolation protocols for students that are symptomatic and contact caregivers as soon as possible. |
| Administrators | <p><u>Normal School Operations</u></p> <ul style="list-style-type: none"> • Monitor attendance of students to determine the impact and report any significant elevations in absences to Central Valley Health. • Promote attendance policies that reinforce any student or staff exhibiting symptoms of illness to stay home. • Develop processes to address large numbers of staff absences. • Prepare distance/virtual learning plan in the event of a prolonged closure. • Create staff expectations at each building for operations within Tier 1, Tier 2, and Tier 3 designations in accordance with NDDoH and CDC guidance. <p><u>Extended Closure</u></p> <ul style="list-style-type: none"> • Identify essential personnel to support the transition to distance/virtual learning. • Report to regular, or potentially modified, office hours, as necessary, and provide to central office. • Execute distance/virtual learning programs. • Organize and coordinate various staff groups that will be necessary to maintain and plan for the extended closure and prepare to be reopened. |
| Secretary | <p><u>Normal School Operations</u></p> <ul style="list-style-type: none"> • Implement any absence policy changes and ensure parents, families and students are aware of these changes. • Determine location to hold symptomatic students away from well students. • Contact parents when child is symptomatic. |

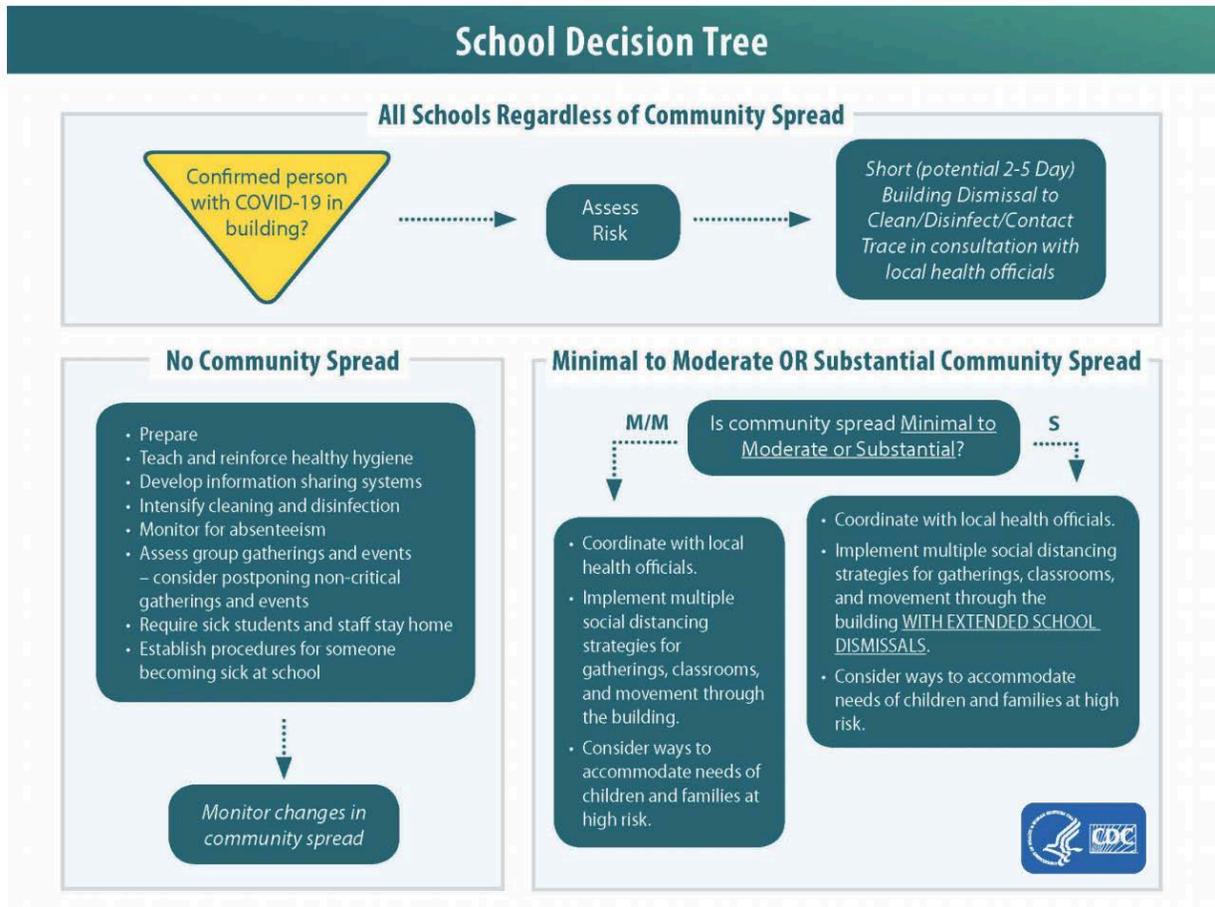
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| | <ul style="list-style-type: none"> Establish procedures for student with medical diagnosis and note to be marked as Medical (M) and student with fear/anxiety marked as Family (F). Provide counseling staff with updated lists of students experiencing fear or anxiety. <p><u>Extended Closure</u></p> <ul style="list-style-type: none"> Report to regular, or potentially modified, hours to maintain the communications hub of the school office. Conduct any daily work, such as cleaning, taking inventory, etc. as deemed appropriate by immediate supervisor. |
| Custodian | <p><u>Normal Operations</u></p> <ul style="list-style-type: none"> Follow enhanced cleaning procedures as prescribed by building supervisor in accordance with CDC environmental cleaning guidelines. Clean high traffic/highly touched surfaces daily on a regular and as-needed basis. Clean and disinfect holding area for ill students as needed. Monitor cleaning supplies or allow ample time for shipping. Address safety concerns with building administrator. <p><u>Extended Closure</u></p> <ul style="list-style-type: none"> Report to regular, or potentially modified, hours. Maintain regular upkeep and environmental cleaning, as necessary. |
| Nurse (Central Valley Health) | <p><u>Normal Operations</u></p> <ul style="list-style-type: none"> Provide support to building principals and staff with response guidance and actions. Assist in providing support to students exhibiting symptoms. Ensure schools have needed medical supplies. Monitor absence levels across the district and report any areas of concern to district officials. <p><u>Extended Closure</u></p> <ul style="list-style-type: none"> Continue to provide recommendations to district office in regard to closure and community impact. Provide guidance as needed for various stakeholders. Assist building principals with implementation of telehealth as needed for students. |
| Teacher | <p><u>Normal Operations</u></p> <ul style="list-style-type: none"> Students that are symptomatic should be kept away from well students and parents contacted. |

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| | <ul style="list-style-type: none"> • Prepare a plan to provide instructional opportunities in the event of a closure. Prepare to be able to continue teaching from home/office. • Reach out to parents to prepare them for the possibility of a closure. • Reassure your students and provide emotional supports as needed. • Direct additional supports as necessary including counseling services. <p><u>Extended Closure</u></p> <ul style="list-style-type: none"> • Collaborate (on-site and through virtual opportunities) as needed to continue focus on professional learning communities. • Continue to appropriately plan and research learning opportunities for students. • Execute virtual learning plan for JPS students. • Provide families and students with scheduled virtual office hours. |
| <p>Tech Department</p> | <p><u>Normal Operations</u></p> <ul style="list-style-type: none"> • Ensure operations of educational tools used for online learning. • Prepare to support teachers in providing instruction remotely. • Organize and clean all mobile devices and develop a process to provide devices to students for virtual learning. • Provided additional training and support as needed. • Prepare for implementation of helpdesk operations during closure. • Create survey to gather information from families on internet and device access. • Develop website Alert Center to house all information related to COVID-19 pandemic. <p><u>Extended Closure</u></p> <ul style="list-style-type: none"> • Implement helpdesk operations. • Create process to disseminate devices to students who lack devices to effectively participate in virtual learning. • Determine mechanisms to provide internet access to those families that lack access to participate in virtual learning. • Continue to support educators and families as needed. |

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| <p>Central Office</p> | <p><u>Normal Operations</u></p> <ul style="list-style-type: none"> • Prepare communications, press releases, and statements to share information with stakeholders. • Begin initial preparations for potential pandemic. • Begin formalize a plan for distance/virtual learning opportunities for students. • Maintain contact and monitor information from NDDoH and NDDPI. • Coordinate with Central Valley Health as necessary. <p><u>Extended Closure</u></p> <ul style="list-style-type: none"> • Continue to prepare communications, press releases, and statements to share information with stakeholders. • Continue to work with agencies related to health and school closures. • Provide the support, as necessary, for staff to engage in a distance/learning environment. • Continue to monitor and communicate school closures based on recommendations. • Identify essential personnel and work duties during closure. • Prepare for reopening as closure concludes. |
| <p>Food Service</p> | <p><u>Normal Operations</u></p> <ul style="list-style-type: none"> • Prepare for food distribution if a closure would occur. • Work with Central Office to inform stakeholders as needed. <p><u>Extended Closure</u></p> <ul style="list-style-type: none"> • Operate food distribution and delivery for food service. |
| <p>Business Office</p> | <p><u>Normal Operations</u></p> <ul style="list-style-type: none"> • Support all departments in preparation of school closure. • Prepare offices to begin remote service if necessary. <p><u>Extended Closure</u></p> <ul style="list-style-type: none"> • Maintain operations to ensure sound operations of the business office through remote or on-site. |

HEALTH AND SAFETY GUIDELINES

The district has reviewed the CDC and North Dakota Department of Health (NDDoH) guidelines and created appropriate protocols for cleaning, social distancing, and accommodating for students who are considered at-risk. All staff were required to receive professional development on symptoms and mitigation strategies of COVID-19. Further, the district created leveled staff expectations by building to ensure that, regardless of threat level, there is clarity on procedures ([Example](#)).



STATE GUIDELINES

For efficient review of the Jamestown Public School District plan for distance/virtual learning opportunities, state guideline requirements have been outlined in this section. Further detail, as necessary, is outlined in the plan breakdown that follows this section.

Do all students have access to a device?

Yes, a survey was given to all families and devices were provided to those families in need of the technology necessary to fulfill learning objectives. In addition, a calling tree has been developed and implemented ensure all families are able to access technology if necessary.

Do all students have access to reliable, high-speed internet?

Yes, the above-mentioned survey also provided the district with information on families that required internet access to fulfill learning objectives. The district's Technology Department worked with local providers to provide access. In the event that access is not possible, the student will be provided distance learning opportunities that do not require access to the internet. The calling tree and student log-ins will be referenced to determine access.

Does the plan include provisions to address the unique needs of all grade levels, classes, and courses?

Instruction will be provided through both synchronous and asynchronous methods based on the needs of the students, at age-appropriate levels, and in a manner which, with district guidance, can be supported in a home environment. The plan details at the elementary, middle school, and high school levels, inclusive of CTE/science/lab courses, are further outlined in Providing High-Quality, Effective, Standards-Based Education section.

Have teachers considered students' specialized and unique needs?

Students with specialized and unique needs will continue to be serviced as required through state and federal law. This includes students on Individualized Education Plans (IEP), students with 504 plans, students who are English Learners (EL), and student's targeted for additional supports through Title I. Specifics for each of these areas are outlined in the Ensuring Equitable Services section.

Does the distance/virtual learning plan provide high-quality, effective, standards-based education that includes access to an educator?

Yes, the distance/virtual learning plan, outlined below, provides distance/virtual learning that is high-quality, and is aligned to North Dakota Content Standards. The district is expected to offer a full continuation of services through traditional distance learning and virtual learning opportunities. Student will be able to access grade-level and subject-matter content. Instructional support is provided, including assessment and evaluation of work. Measurable student progress is expected.

The staff and administration remains committed to district’s mission, vision, and core values regardless of the changing delivery method. Further, the district is firm in the position that Learning for All is first developed through the cultivation of strong relationships and the district is working to fortify the methods used to continue to develop relationships between school and home and student and teacher. Each school will be purposeful in supporting families through this transition and how they connect to families given this new reality. This may include, but is not limited to, parent support groups, regular communication between school and home, online connections and relationship building opportunities for students, availability through online office hours, as well as other individual strategies.

How is the school district providing professional development to educators to prepare them for the transition into a distance learning environment?

The district mobilized key e-learning staff and instructional coaches to create an [action plan](#) to review readiness, develop e-learning expectations ([Example](#)) and outline specific professional learning necessary to support all instructors to make the transition to an online modality. Training for staff began during the week of March 16 – March 20 with more specialized training made available, as needed, during the week of March 23 – March 27. The professional development opportunities include online method as well as on-site, as appropriate, and within CDC guidelines.

How will the school transition all students into a distance learning environment?

All parents and students were provided with a detailed description of the online learning process ([Example](#)) at each level and were also provided with additional guidance, as necessary, to support both students and parents in this transition ([Example](#)). Additionally, each staff member is required to operate with online office hours to be available for students and families. These opportunities will be considerate of different hours that families and students may be available.

Student services, such as counseling, will be made available through virtual modalities. This is more fully outlined in the Ensuring Equitable Services section.

What are the school district’s process to revisit human resources policies and procedures to provide adequate flexibility and guidance regarding sick leave, personal leave, and leave without pay?

The Jamestown School District has approved an ongoing payment plan for all certified and support (i.e. classified) staff. All staff will be paid at regular wage and for regular hours throughout the mandated closure.

Essential staff will report to work, as requested, to ensure the facilities continue to be ready to reopen, food service is able to maintain providing meals to all children/families requesting meals, and to fulfill all teaching/learning expectations. Staff will be limited, to the extent possible, for on-site meetings, in favor of virtual meetings/gatherings. In all cases, CDC and NDDoh guidelines will be followed.

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

How will educators measure participation and attendance?

During the extended closure, student engagement is crucial to the student's continued academic growth. Attendance shall be monitored by teachers through tracking of student log-ins in asynchronous learning experiences and participation in synchronous learning experiences. Teachers, counselors, and/or building administrators shall contact students and/or caregivers to seek input, mitigate barriers for student participation and provide any supports needed.



ENSURING EQUITABLE SERVICES

The Jamestown School District has considered and implemented a plan that addresses the unique needs of all families and students when considering distance/virtual learning opportunities. During distance/virtual learning, students will be provided work from their teachers, across the same subject areas, through either distance or virtual learning experiences. The district has the infrastructure and professional capacity in place to support distance/virtual learning experiences as an emergency measure for an extended spring closure.

Student Access to Technology and Internet Access

During the week of March 16 – March 20, 2020, the district disseminated an online survey to families that requested information related to their capacity to support virtual learning at home. This included questions on available broadband internet, existing devices, and a system to request district devices to use at home. Follow-up has continued throughout the week of March 23 – 27 with individual family calls to ascertain if technology or internet access is needed. Further, a helpdesk has been established to ensure that support is accessible to all families and hardware can be fixed/replaced as soon as possible.

Internet Access

The district's Technology Department is working with service providers to waive setup fees and monthly charges for families in need as well as private donors and community groups who will provide access to families without existing services.

Access for Devices

All students that do not have devices available at home to be utilized, will have access to a school district-owned device. Each family will complete a user agreement for home use and will be made available before any virtual learning opportunities are assigned.

Assistive Technology

The Jamestown School District, through the special education department, will contact families with students that may require assistive technology to ensure continued access to quality education and services during any prolonged closure.

Providing Services to Needy Populations

The Jamestown School District ensures high-quality, age-appropriate instructional for all students. Unique populations and sub-groups will continue to be supported through special considerations. This includes Pre-K – Grade 12 students on Individualized Learning Plans, students on 504 plans, students receiving Title I services, including those in private education, and English Learners.

Special Education

In order to provide a free appropriate public education for students receiving special education services, case managers will be required to contact parent(s)/guardian(s) via telephone or online conferencing system, and, to the extent necessary, review all components of the current IEP and develop a distance

learning contingency service plan to address all goal areas, data collection, accommodations, service minutes and delivery format of services based on the student's individual needs. Teams will also take into consideration the student's preferred learning method, ability for independent work, and access to adult support. Services may be provided virtually, through an online platform, physical hardcopy of materials or a combination of both. After the case manager, parent, and, if applicable, student, agree to the distance learning contingency service plan, a prior written notice of action will be sent to the parent, along with a copy of the distance learning contingency service plan, to summarize the agree-upon service delivery model.

Monitoring student progress on contingency learning plans will be essential. As such, case managers may use different both synchronous and asynchronous methods. Case managers will communicate with families throughout the school closure and prior to the beginning of distance/virtual learning instruction, during instruction, and when the extended closure has been completed. IEP meetings will be conducted, as necessary, and in a manner that is conducive to parent(s)/guardian(s) participation. Case managers will also be available through virtual meeting hours and as needed.

It may be necessary to adjust special education and related services, such as physical therapy, occupational therapy, and speech services, while students are receiving distance/virtual learning. Any changes to serves will be reflected in the child's IEP per the individualized contingency plan. The ability to provide related services will be determined based on school closures, risk assessments, and student needs. Students may be provided services and instructional supports through online, face-to-face, individual and small group methods. If necessary, professional and support staff may travel to a home or other location to provide educational or related services. These methods may be explored and utilized only in accordance with CDC guidelines and through further guidance with state and federal regulations as outlined in the Individuals with Disabilities Act (IDEA).

Upon the completion of the school closure, the district will determine if the closure has impacted each student. This will be determined through progress monitoring and applying regression/recoupment measurements. Additional services may be utilized to support the child's learning based on those measurements. Upon return to normal school operations, the distance learning contingency service plan will be void and the current IEP will be reinstated as written.

Section 504

The district will continue to follow each students' team-developed 504 plan as applicable to distance/virtual learning. The district will ensure that a student who has a 504 plan will have equitable access to the general education curriculum and instruction of the distance/virtual learning plan. The district will, as necessary and as requested by students and parents, revise 504 plans to accommodate for virtual learning.

English Learners

English Learners (EL) will access instruction through distance/virtual methods. These students will continue to be serviced by the EL instructor through virtual supports. Additionally, the EL instructor will communicate

with the family to address individual issues. The EL instructor will support the teacher of record to accommodate, as necessary, for the specific needs of the EL student.

At-Risk Students

At-Risk Students are defined as students who received Title I services during the traditional school year. To ensure equitable services to these students during the closure, Title I teachers will communicate with classroom teachers to provide additional supports as needed in general education courses. Supports could be, but are not limited to, learning materials sent home, assisting parents in supporting students at home, parenting tips, online resources, and communication with parents through virtual means.

Services to Students in Private Education

Title I and special education staff servicing private education students will communicate with, and provide support to, private school partners and students and families to ensure they can meet the educational needs of the students served in those educational settings.

Counseling Services

Counseling services will be made available through individual appointments, which may include virtual opportunities. Counselors met throughout the week of March 16 – March 20 to develop emergency protocols, available services, create a student [in-take form](#) for counseling sessions during extended closure, and develop guidance on ethical and legal considerations when providing virtual opportunities. In addition, counselors will be a part of providing continued virtual career and guidance lessons.

CTE/Science/Lab Courses

CTE and Science/Lab teachers will review essential learning standards based on pacing expectations and in alignment with curriculum. The hands-on experiences generally utilized in a traditional environment will be shifted to alternative online activities. A variety of activities will be available, [as outlined in the JHS CTE/Science/Lab Plan](#). As noted in the JPS Virtual Learning Plan, all participants will have access to technology and the internet to access the online platform and activities utilized by CTE, Science/Lab instructors. With the continuation of the essential learning standards, CTE, Science and Lab courses will be positioned to continue if a soft opening or full opening environment is reestablished.

Family and Student Virtual Access and Support

Each staff member will provide online office hours to be available for all student and families at least one hour per day. These services will be conducted to continue to cultivate strong relationships with students and families throughout an extended closure as well as provide a mechanism for student and family questions on learning opportunities and troubleshoot.

Development of Virtual Learning Guidelines and Guidance for Staff

The district engaged a team of local staff and administrators with e-learning expertise on March 16—19 to draft virtual guidance for staff to plan and implement virtual learning. This guidance is housed in a shared

cloud folder available for all staff. This includes a leveled virtual learning vision, implementation checklists, planning guides, family communications and other supports.

The district provided professional learning on March 19-20 on the various platforms that may be used across the district in a virtual learning environment. This includes Schoology, which is the Learning Management System (LMS) that will be implemented across JPS in the 2020/2021 School Year, Google Classrooms, Microsoft Teams, SeeSaw, and Zoom. More advanced trainings in these platforms will be provided as needed prior to March 31.

PROVIDING HIGH-QUALITY, EFFECTIVE, STANDARDS-BASED EDUCATION

The expectation is to focus on a range of 4-14 hours per week of virtual/distance learning instruction depending on the grade level and ability level of the student. To limit screen time, guidelines have been created. The general expectation is early childhood and Kindergarten students will be directly engaged with instruction for 45 minutes daily, Grades 1-2 will be directly engaged with instruction for 60 minutes daily, Grades 3-5 will be directly engaged with instruction for 90 minutes daily, Grades 6-8 will be directly engaged with instruction for 120 minutes daily and Grades 9-12 will be directly engaged with instruction for 170 minutes daily initially eventually growing to 250 minutes daily. This can be adjusted, as necessary, to adapt to the existing environment and to provide an age-appropriate learning expectation.

Learning priorities will be focused around course essential learning outcomes. Students may have online, off-line, and hybrid learning activities. The primary tools for communication will be learning management systems, such as Google Classroom and Microsoft Teams, other online applications, such as SeeSaw and social media, video conferencing, such as Zoom, and email.

When the more traditional distance learning opportunities are utilized, specifically with younger students, all teachers will implement, at a minimum, one virtual learning experience per day. In addition, the district is supportive of new learning experiences and has directed staff to prioritize maintaining positive and effective relationships and reviewing existing knowledge.

Distance and Virtual Learning Support

Staff will be engaged in collaborative opportunities throughout the week of March 16 – March 20, both in on-site and virtual experiences, to plan for distance/virtual experiences. The staff will prepare for, at a minimum, one-week of instruction at a time.

Staff experiences in supporting distance and virtual learning will be monitored by the building administrator. Additional support, including technical training, professional learning opportunities, and collaborations, will be scheduled, as necessary, to further build the capacity across the school continuum to provide high-quality instruction for all students.

Schedules

The following schedules will be implemented across the district levels. Individualization of these schedules are allowable as communicated to caregivers and students and with the approval of the building administrator.

District Daily Elementary Schedule

Opening Exercises: 8:00 – 8:30

English/Language Arts: 8:30 – 10:00

Online Office Hours: 10:00 – 12:00

Math and Science: 12:30 – 1:30

Social Studies: 1:30 – 2:30

Music/Physical Education/Counseling: 2:30 – 3:30 (rotating basis)

District Middle School Schedule

Monday: Online office hours (10:00-12:00) / Period 1 (1:00-3:00)

Tuesday: Period 2 (10:00-12:00) / Period 3 (1:00-3:00)

Wednesday: Period 4 (10:00-12:00) / Period 5 (1:00-3:00)

Thursday: Period 6 (10:00-12:00) / Period 7 (1:00-3:00) / Online office hours (6:00-7:30)

Friday: Online office hours (10:00-12:00; 1:00-3:00)

District High School Schedule

Monday: Online office hours (10:00-12:00) / Period 1 (1:00-3:00)

Tuesday: Period 2 (10:00-12:00) / Period 3 (1:00-3:00)

Wednesday: Period 4 (10:00-12:00) / Period 5 (1:00-3:00)

Thursday: Period 6 (10:00-12:00) / Period 7 (1:00-3:00) / Online office hours (6:00-7:30)

Friday - Online office hours (10:00-12:00; 1:00-3:00)

Progress Monitoring of Learning and Grading

Monitoring of student progress will be accomplished through the review of student submissions and through teacher/peer feedback. The district will continue to follow consistent policies, practices, and grading framework during a full or partial closure.

Collaboration and Coordination of Instruction

Jamestown School District staff have already been trained and are implementing standards-based education practices through Professional Learning Communities. These PLCs will continue to operate to ensure high quality learning experiences. Each virtual team will determine the appropriate avenue to meet regularly. Online surveys will continue to be utilized to gauge which, and to what degree, the 4 Corollary Questions (What do we want students to know and learn, How do we know, What do we do when they don't know it, and How do we react when they do) are being considered during each meeting. These will continue to be monitored by the building administrator.

These PLCS have been trained and are implementing Standards Based Education practices and are expected and monitored to ensure these high quality learning experiences continue virtually. These groups will continue to meet on a weekly basis to monitor student progress and collaborate on addressing gaps in learning. Instructional coaches, specialized to the elementary, middle school, and high school levels, will continue to assist teachers by providing resource as well as guidance in data analysis and student supports.

Building administrators will coordinate staff, as necessary, either through virtual or face-to-face, to coordinate and collaborate on instruction. This may include the development of cross-curricular activities, development of virtual activities, utilizing online methods to connect with students, professional development, and research and discussion on available resources.



FOOD SERVICE, HUMAN RESOURCES, AND BUSINESS OPERATIONS

Food Service

All children, up to age 18, within the community of Jamestown will receive access to free nutritious meals through the Jamestown Public School Food Service program. Meals will be provided using a pick-up process at Jamestown Middle School, Lincoln Elementary School, Roosevelt Elementary School, and Washington Elementary School. There is also a delivery option available for families that are unable to come to a pick-up site. Adults are also able to pick up a grab-and-go lunch for \$4.00.

Human Resources

The consistent operations of human resources is critical in the school district at any time and that consistent operation is even more crucial in uncertain times. Human resources must be prepared for emergency planning and be prepared to enact policies and procedures to ensure operations with local health requirements as well as other state and/or federal guidelines.

Human Resources Policies and Procedures

Before the event of a full closure to schools and district operations, the Human Resources director shall present a plan on how to address sick leave, personal leave, and leave without pay to the superintendent for approval.

The school board may wish to suspend policies that limit or prevent operational efficiency or conflict with emergency declarations or guidance from community officials.

Federal Programs and Funds

The Jamestown School District will continue to comply with guidance and regulations on all federal programs utilized by the district.

Business Office Operations

Before the event of a full closure of schools and district operations due to a pandemic preparation shall be made to ensure continuation of payroll, funds receivable, funds payable, and human resources management through remote systems.

Operational plans shall be organized by the business manager and approved by the superintendent.

Classified and certified staff will be paid at regular wage and for regular hours during the school closure due to COVID-19 closure.