

Ellendale Pubic School District #40

Distance Learning Plan 2020

Submitted to the NDDPI

March 27, 2020



Introduction

At the beginning of March 2020, it became clear that the coronavirus was a serious threat to North Dakota and Ellendale Public School. At that time, it was determined that the School District needed to start planning for a pandemic / epidemic that could impact how we provide educational services. The following steps were taken to prepare for such an event.

Immediately, the Emergency Response Team (ERT) began developing a pandemic / epidemic response plan. The ERT team was already in place from past planning and consists of a School Board Member, the Superintendent, Building Principals, Technology Coordinator, School Counselor, Business Manager, Head Custodian, Law Enforcement, and the County Emergency Manager. In this case, we also utilized the County Health District with their expertise in the medical field.

At the same time, the Administrative Team started working on a plan to reopen the school and ensure educational opportunities resumed. When the Administrative Team began the planning process it was important to ensure that school staff had the appropriate support and direction to plan for distance learning. We also took into account the many unique needs of our learners and how to best support them via distance learning.

For any part of this plan to be effective, we knew we had to be effective communicators. Ellendale Public School District already had a communications plan in place which it relied on heavily. All communication was funneled through the Superintendent's Office to ensure consistency. A website was also created to provide updates to our patrons. Ellendale Public School's COVID-19 Update website can be found at <http://www.ellendale.k12.nd.us/covid-id-update/>.

Despite the current school closure, Ellendale Public School District #40 is committed to serving our community. We will continue to fulfill our district's mission and operate with the same core values.

Our Mission

To educate and empower ALL to thrive as productive citizens.

Our Vision

Empower ALL to succeed in a student-centered environment that fosters learning and growth. We will accomplish this by utilizing a standards-referenced curriculum that cultivates 21st Century learning, technology literacy, and life skills.

Our Values

- Collaborative and safe learning environment
- Academic opportunities
- Respectful relationships
- Dedicated and caring staff
- Student learning and growth

Our Belief

ALL can succeed.

Emergency Plan

Pandemic - Epidemic

PERSONNEL	ACTION
All	<ul style="list-style-type: none"> • Take precautions as directed from the CDC and NDDoH. • Encourage frequent hand washing. • Avoid close contact and put distance between yourself and other people (social distancing). • Stay home if you're sick, except to get medical care. • Students that are symptomatic should be kept away from well students and parents contacted. • Cover coughs and sneezes.
Principals	<p>Normal School Operations</p> <ul style="list-style-type: none"> • Monitor attendance of students to determine the impact and report significant daily absences to Dickey County Health. • Promote attendance policies that reinforce students who are sick to stay home. • Be prepared to address large numbers of staff absences. • Prepare distance learning plan in the event of a prolonged closure. <p>Extended Closure</p> <ul style="list-style-type: none"> • Identify essential personnel. • Set alternate office hours and provide them to Superintendent. • Execute distance learning programs such as online learning. • Organize and coordinate various staff working groups to maintain and plan for the extended closure and the possibility of reopening.
Secretary	<p>Normal School Operations</p> <ul style="list-style-type: none"> • Implement any absence policy changes and ensure parents, families, and students are aware of those changes. • Determine location to hold symptomatic student away from well students until parents can pick them up. • Contact parents when child is symptomatic. • Establish procedures for students with absences related to the pandemic / epidemic and mark as Excused (E) in PowerSchool. <p>Extended Closure</p> <ul style="list-style-type: none"> • Conduct any daily work, such as cleaning, taking inventory, etc. as deemed appropriate by the immediate supervisor. • Secretarial staffing may vary depending on if staff is allowed into the buildings and/or the activities that could be completed at home – this would require establishing a schedule with the building principals.

<p>Custodian</p>	<p>Normal Operations</p> <ul style="list-style-type: none"> • Follow enhanced cleaning procedures as prescribed by the Superintendent in accordance with CDC environmental cleaning guidelines. • Clean 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 Superintendent. <p>Extended Closure</p> <ul style="list-style-type: none"> • Report to regular, or potentially modified, hours at Superintendent’s discretion. • Maintain regular upkeep and environmental cleaning, as needed. • Follow all CDC and NDDoH recommendations and guidelines.
<p>Nurse (Dickey County Health)</p>	<p>Normal Operations</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 the school has needed medical supplies. • Monitor absence levels across the district and report any areas of concern to the Superintendent. <p>Extended Closure</p> <ul style="list-style-type: none"> • Continue to provide recommendations to the Superintendent in regard to closure and community impact. • Provide guidance as needed for various stakeholders.
<p>Teacher</p>	<p>Normal Operations</p> <ul style="list-style-type: none"> • Students that are symptomatic should be kept away from well students and sent to office / holding area. • Be prepared to provide instructional opportunities in the event of a closure. Prepare to be able to continue teaching from home/office. • Reassure students and provide emotional supports as needed. • Direct additional supports as necessary including counseling services. <p>Extended Closure</p> <ul style="list-style-type: none"> • Collaborate virtually to develop a distance learning plan that includes appropriate learning opportunities for students. • Execute distance learning plan for EPS students. • Set daily office hours and provide information to families. • Staff must be available during office hours. • Special Education, 504, and EL student will be provide the same accommodations and modifications outlined in their plan. Special education teachers will work with regular education staff to determine the appropriate modifications for distance learning.


<p>Paraprofessionals</p>	<p>Normal Operations</p> <ul style="list-style-type: none"> • Assist in monitoring symptomatic students. Students that are symptomatic should be kept away from well students and send to office / holding area. • Reassure students and provide emotional supports as needed. • Direct additional supports as necessary including counseling services. <p>Extended Closure</p> <ul style="list-style-type: none"> • Assignments may vary depending on the nature of duties and the condition of the building. • Check in with supervisors weekly and attending meetings as required.
<p>Tech Department</p>	<p>Normal Operations</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, clean, and update all student learning devices to deploy for distance learning. • Set up and provide support for virtual meetings. • Provide additional training and support as needed. • Prepare for implementation of help desk operations during closure. • Update school website and social media pages with information. • Identify missing contact information in PowerSchool. <p>Extended Closure</p> <ul style="list-style-type: none"> • Implement helpdesk operations. • Create a process to deploy student devices. • Work with local telecommunications provider (DRN) to connect families that do not have access to internet service. • Continue to support educators, students, and families as needed.
<p>Food Service</p>	<p>Normal Operations</p> <ul style="list-style-type: none"> • Prepare for food distribution if a school closure would occur. • Work with the Superintendent to inform stakeholders as needed. <p>Extended Closure</p> <ul style="list-style-type: none"> • Operate food distribution and delivery for food service. • Create modified meal menu for distribution by Superintendent.
<p>Business Manager</p>	<p>Normal Operations</p> <ul style="list-style-type: none"> • Support all departments in preparation of school closure • Prepare offices to begin remote services if necessary <p>Extended Closure</p> <ul style="list-style-type: none"> • Maintain operations to ensure sound operations of the business office remotely or on-site. • Continue payroll services.

<p>Superintendent</p>	<p>Normal Operations</p> <ul style="list-style-type: none"> • Prepare communications, press releases, and statements to share information with stakeholders. • Conduct administration meetings with team. • Test communications systems to ensure they will be available when needed. • Maintain contact and monitor information from NDDoH and NDDPI. • Coordinate with Dickey County Health as necessary. • Determine event and school closures based on recommendations. • Identify essential personnel and work duties in light of a closure. • Prepare for business operations to continue as needed during a closure. • Prepare guidance for staff on leave and work hours during closure. • Prepare for transportation needs during closure. • Prepare for food distribution during closure. <p>Extended Closure</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. • Determine event and school closures based on recommendations. • Identify essential personnel and work duties during closure. • Prepare for business operations to continue as needed during a closure. • Prepare guidance for staff on leave and work hours during closure. • Prepare for transportation needs during closure. • Prepare for food distribution during closure. • Execute closure plan. • Prepare reintegration plan as closure concludes.
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Communication Plan

Ellendale Public School

PO Box 400
Ellendale ND 58436
(701) 349-3232

 www.ellendale.k12.nd.us
 @EHSCards
www.facebook.com/EHSCardinals

MISSION

To educate and empower ALL to thrive as productive citizens.

PURPOSE

The purpose of the **Ellendale Public Schools'** Communication Plan is to present a clear and concise framework for communicating with our school community. The plan addresses two types of communication **Internal** (students, teachers, staff, and School Board) and **External** (parents, businesses, and the general community).

SPECIAL CONSIDERATIONS

Crisis communications such as during weather events, or threats are detailed in the schools' Emergency Response Plan.

AUDIENCE

Internal

Students
Staff
School Board

External

Parents
Businesses
Civic Organizations
Print Media
Social Media / Website
Elected Officials
Parent Organizations

OBJECTIVE

Our objective is to improve communication with both our Internal and External audiences with the specific goal of creating open, two-way communication.

1. Clarify district flow of information
 - a. Charts will include individual areas of staff responsible for communication.
2. Provide training & support in effective communication
 - a. Provide training to office staff on positive communication strategies.
 - b. Provide training to teachers on how they can communicate the schools' message.
 - c. Provide training to those responsible that communicate the schools' message through social media or the web to create positive messages.
 - d. Provide training to administrators on how to create and maintain a strong communication procedures within their schools.
3. Transparency – Letting the sun shine in
 - a. Distribute or post School Board agendas and supplemental documents.
 - b. Maintain a public archive of School Board materials.
 - c. Distribute policies, agreements, handbooks, and other public documents as they are available and available to the public.
 - d. Distribute the annual “Superintendent’s Report to the Board”
4. Create a system to encourage input from parents & community
 - a. Encourage parents and community members to share information with administration.
 - b. Conduct electronic surveys to provide feedback.
 - c. Offer informational meetings
 - d. Expand the use of ParentLink and the district app.
5. Provide regular information
 - a. Distribute a monthly newsletter including upcoming events, news, celebrations, and parent resources.
 - b. Post information on the district web site and social media channels as needed.
 - c. Press releases as needed.
 - d. Provide timely information to parents on their child’s academic performance.
6. Be visible
 - a. Administration attend community meetings as needed.
 - b. Encourage school staff to talk positively about Ellendale Public School to friends, neighbors, and community.

Communication Strategies

1. TAP

- a. All school communications should follow the TAP guidelines
 - i. Transparent – maintain openness, visibility and accountability
 - ii. Accessible – all communication is a matter of record and accessible
 - iii. Professional – all communication should be written in a professional format and manner

2. Keep Communication Simple

- a. Use clear, concise and non-educational style for general publications.
- b. Vary your level of communication to match the audience.
- c. Translate communications when appropriate.

3. Communicate Early & Often

- a. Prepare information sheets when appropriate to send to staff, parents, or students.
- b. Follow-up memos or communication to an audience if necessary.
- c. Make telephone calls when in doubt.

4. Communicate Face to Face

- a. During difficult situations, even more important to communicate face to face.
- b. Encourage staff to respond to messages through personal interactions when appropriate.

5. Keep Communication Brief and to the Point

- a. Keep a person's attention by keeping the message brief and to the point.

6. Customer Service is Important

- a. Greet with a smile and eye contact
- b. Actively listen to understand the message beyond the words.
- c. Customers must leave with an answer to their concern or question.
 - i. When an answer is not available, leave a customer with the reassurance you will contact them with the information requested.
- d. Never be dismissive

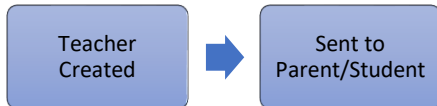
7. Prepare our Message

- a. Study issues facing education or our school to be prepared to respond.
- b. Be proactive and disseminate information or fact sheets ahead of an event or possible concern.
- c. Prepare stories to highlight events, people, and successes.

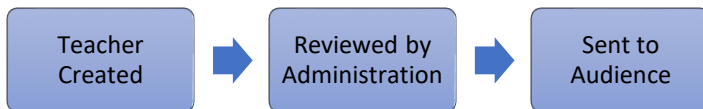
COMMUNICATION METHODS AND FLOW CHART

PRINTED MATERIALS

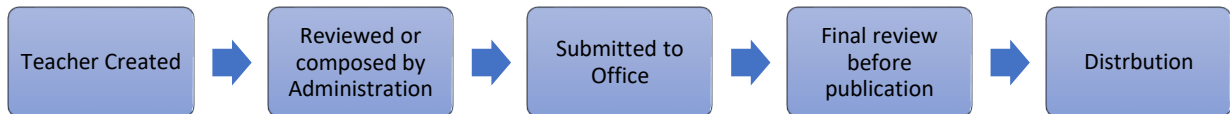
Classroom/Group or Student Memo / Letter



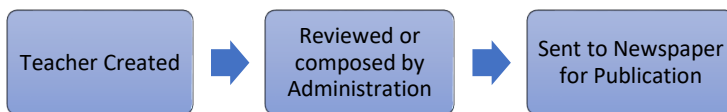
School Wide Memo / Letter



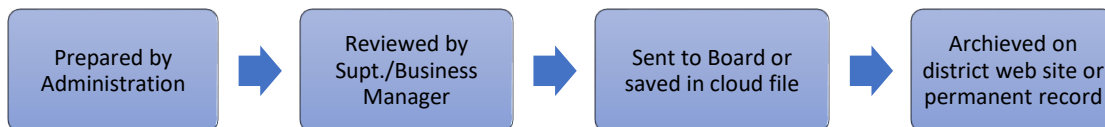
Ellendale School Newsletter



Newspaper



Documents Provided to School Board

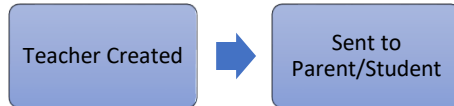


E-MAILS & TEXTING

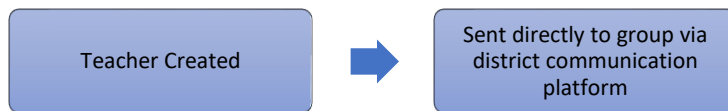
* When communicating with students staff are required to use the district communication platform.

** Texting with a parent is the teachers' prerogative. However, caution should be used to ensure it meets the requirements of effective school communication.

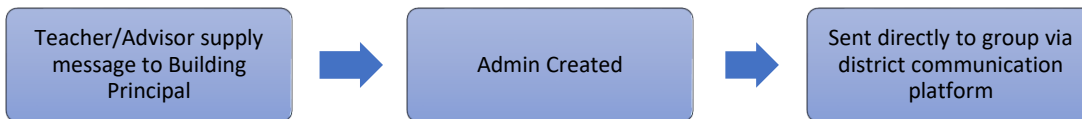
Classroom or Student Group Email – Direct Person to Person



Mass E-mail or Text Communication – to student group or class.



Mass Email/Text by Administration



WEBSITE – www.ellendale.k12.nd.us

Day to day editing of the web site is under the direction of the IT Dept.

WEB SITE AUTHORS/ADMINISTRATORS

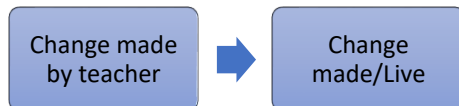
IT Director

Superintendent

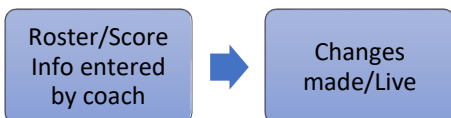
Change made to district level web page.



Change made to teacher page.



Athletic Scores





Many aspects of the district web site are updated by means of social media connections. These changes automatic when a new social media post is created. Changes relating to social media tools are reflected in that section.

SOCIAL MEDIA

Creation and maintenance of district/school level social media accounts is under the direction of the IT Department.

Classroom/Group social media accounts must be approved by the IT Dept. before they are created and promoted as communication resources for a classroom, school group, athletic team or club.

DISTRICT/SCHOOL ACCOUNTS

 @EHSCards
 www.facebook.com/EHSCardinals



*The district **FACEBOOK** account is connected to its **TWITTER** account so as any post created within the @EHSCards **TWITTER** account will automatically replicate in the **FACEBOOK** account.

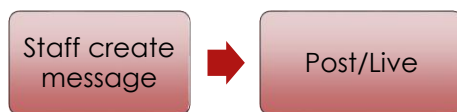
SOCIAL MEDIA ADMINISTRATORS

IT Director
Superintendent
Elementary Principal
High School Principal
Activities Director

Staff Post to Social Media – School Account



Teacher/Classroom Post to Social Media – Teacher/Classroom Account



District Communication Plan in the event of an Emergency

School and District leaders should reference the District Communication Plan to ensure consistent communication with stakeholders in the event of an emergency such as a pandemic / epidemic. The Ellendale Public School District Emergency / Disaster Preparedness and Response Manual has a section dedicated to communication on pages 20-23.

The Superintendent of Schools is the District Spokesperson in the event of an emergency. In the event of an emergency or disaster, all communications must be done through the Superintendent's Office.

Communication regarding the COVID-19 pandemic can be found on the school website at <http://www.ellendale.k12.nd.us/covid-id-update/>.

Health and Safety Guidelines

All actions taken by Ellendale Public School District #40 shall be balanced with guidance by the CDC and North Dakota Department of Health (NDDoH) guidelines. The district has created appropriate protocols for cleaning, social distancing, and accommodating for students who are considered at-risk.

Ensuring safety may impact the intensity, location, and duration of services we provide.

Continuation of Educational Services

ATTENDANCE PROCEDURES

- **Describe the process for how the school district will adhere to the Department of Health Guidelines.**

Ellendale Public School is prepared to educate our learners in the current threshold and risk levels. Additionally, EPS can utilize our digital technologies as well as employing alternative teaching styles to accommodate future enhancements if/when we are moved to a higher threshold or risk level as determined by the Department of Health. Ellendale Public School District #40 will continue to collaborate with ND DPI, NDDOH, NDCEL, Dickey County Health District, Dickey County Emergency Management, Local Clinics and Medical Facilities, and the city of Ellendale, to ensure that we are following recommendations based on the current risk level. The Dickey County Health District hosts weekly meetings with all partners to collaborate.

- **How will the school district ensure that all students have access to an educator?**

Ellendale Elementary Teachers in grades K-3 will be responsible to provide learning opportunities for their homeroom students. They will present activities that incorporate learning and application in all content areas. In cases where students normally receive instruction from different teachers (MTSS), teachers will partake in collaboration time to prepare appropriate instruction based on individual student needs with input from all team instructors.

1. When possible, we will try to offer cross-curricular learning opportunities
2. Reading (with actual books or online), writing, and math will be a priority.
3. Through a partnership with our local telecommunications company, all of our families are connected to the internet and have access to nearly infinite resources.
4. Devices have been sent home to families. EPS is 1:1.

5. Expectations will be realistic and activities will be meaningful.
6. Teachers will be available for support during the hours that school is normally in session (phone, email, seesaw, zoom, etc.). If teachers, so choose, they will also be available during extended hours.
7. All modifications and accommodations normally afforded for IEP, 504, and EL students will be recognized and offered.
8. Teacher teams are organized into PLCs groups. Each group will submit weekly plans in a shared Google Drive Folder to the Elementary Principal.

Ellendale Elementary Teachers in grades 4-6 teach in a departmentalized structure. They will be responsible to provide learning opportunities for the students they would normally teach during the normal school day. They will present activities that incorporate learning and application in individual content areas and will also strive to offer activities that incorporate all content areas together. Teachers will partake in team determined collaboration planning time to prepare appropriate instruction based on individual student needs with input from all team instructors.

1. When possible, we will try to offer cross-curricular learning opportunities
2. Through a partnership with our local telecommunications company, all of our families are connected to the internet and have access to nearly infinite resources.
3. Devices have been sent home to families. EPS is 1:1
4. Expectations will be realistic and activities will be meaningful.
5. Teachers will be available for support during the hours that school is normally in session (phone, email, seesaw, zoom, etc.). If teachers, so choose, they will also be available during extended hours.
6. All modifications and accommodations normally afforded for IEP, 504, and EL students will be recognized and offered.
7. Teacher teams are organized into PLCs groups. Each group will submit weekly plans in a shared Google Drive Folder to the Elementary Principal.
8. As we scaffold delivery, we will scaffold the learning opportunities available.

Elementary students do not take their devices home under normal circumstances. However, given the prolonged closure of schools the devices have been sent with the students and will have assignments posted online. The students can complete the work either electronically or on paper to turn in to the teacher by special arrangement. Teachers will be available from 9:00 – 10:30 and 1:00 – 2:30 to support

student learning and answer any questions. The rest of the school day, teachers will be working collaboratively to create learning opportunities.

Special Education and 504 students will be provided the accommodations and modifications as outlined in their IEP or 504 document. Special Education teachers will work with regular education teachers to determine appropriate modifications for any electronic/home based learning materials. These assignments may include general education teacher assignment, or it could be something completely different related to one of the student's goals. All teachers and co-teachers will be available from 9:00 – 10:30 and 1:00 – 2:30 to support student learning and answer any questions. The rest of the school day, special education teachers will be working collaboratively with general education and Title/MTSS teachers. Special education teachers and paraprofessional will also continually monitor to make sure IEP accommodations are met.

In grades 7-12, teachers will work individually or in grade-level teams to develop engaging, standards-based lessons.

1. Teachers may offer cross-curricular learning opportunities in content and/or grade level teams
2. Students have access to materials in a variety of formats (i.e., online offerings, book pick-up times, etc.).
3. Through a partnership with our local telecommunications company, all of our families are connected to the internet and have access to nearly infinite resources.
4. Devices have been sent home to families. EPS is 1:1.
5. Expectations will be realistic and activities will be meaningful. Quality over quantity.
6. The initial focus will be on building relationship via the online platform and transition to rigorous opportunities for learning.
7. Teachers will be available for support during the hours that school is normally in session (phone, email, Google Classroom, Office 365, zoom, etc.). If teachers so choose, they will also be available during extended hours.
8. All modifications and accommodations normally afforded for IEP, 504, and EL students will be recognized and offered.
9. Teachers have invited the high school principal to join their online classrooms.

All 7-12 student have devices home (EPS is a 1:1 district). The students can complete the work either electronically or on paper to turn in to the teacher by special arrangement. Teachers will be available from 8:35-3:25 to support student learning and answer any questions.

Special Education and 504 students will be provided the same accommodations and modifications outlined in their IEP. Special Education teachers will work with regular education teachers to determine appropriate modification for any electronic/homebased learning materials. These assignments may include general education teacher assignment, or it could be something completely different related to one of the students' goals. All teachers and paraprofessionals will be available from (8:35-3:25) to support student learning and answer any questions.

Maple River Colony Teachers in grades K-8 will be responsible to provide learning opportunities for their students. They will present activities that incorporate learning and application in all content areas. In cases where students normally receive instruction from different teachers (EL), teachers will partake in collaboration time to prepare appropriate instruction based on individual student needs with input from all team instructors.

1. When possible, we will try to offer cross-curricular learning opportunities
2. Reading, writing, and math will be a priority.
3. By choice, Maple River Colony Governance does not allow internet access into their homes as it is not culturally acceptable.
4. Students will complete paper pencil work via correspondence. Assignments will be delivered and picked up daily.
5. Expectations will be realistic and activities will be meaningful.
6. Teachers will be available for support during the hours that school is normally in session via telephone. Additional communication between the school and home will happen via journals.
7. All modifications and accommodations normally afforded for IEP, 504, and EL students will be recognized and offered.
8. Teacher teams are organized into PLCs groups. Each group will submit weekly plans in a shared Google Drive Folder to the Elementary Principal.

- **How will educators measure participation and attendance?**

In the elementary (K-6), completed assignments will verify participation and attendance.

In the high school (7-12), teachers will be responsible for check-ins with students. Participation in the online learning platform, Zoom meetings, and email / communication will all be utilized to verify attendance.

At Maple River Colony (K-8), completed assignments will verify participation and attendance.

EDUCATIONAL STAFF EXPECTATIONS

- **How will the district provide professional development to educators to prepare them for the transition into a distance learning environment?**

Ellendale Public School District has implemented and sustained a one-to-one technology initiative for seven years. This initiative has allowed each child to have a device. Since the onset of this 1:1 initiative, teachers have been participating in professional development centered on technology integration. Our technology department has already provided training for online platforms such as SeeSaw, Google Classroom, and Microsoft Teams. Moreover, teachers have been imbedding these platforms into their curriculum prior to the school closure. Having experience with these platforms allowed us to transition quick to distance learning. Plus we feel our students will be successful at home as they already had exposure to these platforms.

Since the school closure, teachers have engaged in professional development on transitioning to distance learning. On March 18-19 teachers worked collaborative around building their distance learning curriculum. Since then, we have also set up virtual PLCs for teachers to continue to collaborate around teaching, instruction, and assessment. Moving forward, we are looking to partner with EduTech and our local REA for ongoing teacher support for distance learning.

The technology department will be available by phone, email, and zoom during the school closure. Technology office hours have been set from 9-2 PM Monday – Thursday and by appointment as needed.

- **The school districts' process to revisit human resources policies and procedures to provide adequate flexibility and guidance regarding sick leave, personal leave, and leave without pay**

The Ellendale Public School Board voted on March, 27th, 2020 to continue paying all staff their normal compensation until school returns to normal. EPS will follow all laws and regulations regarding sick leave, personal leave, and leave without pay based on NDSBA policy, FMLA and federal and state mandates.

ENSURING EQUITABLE SERVICES

- **How will the school district assure that all students have access to a device, if necessary?**

Ellendale Public School has been 1:1 for seven years, so the technology infrastructure was already in place for distance learning. At the onset of the school closure a parent survey was conducted regarding technology access. All EPS were then provided a device if requested. Students were given an iPad, Chromebook, or Laptop.

A device deployment schedule was created to allow families time to gather internet connected devices. CDC guidance on proper handling of student devices was followed.

Distribution Schedule for Tuesday, March 24, 2020

Last Name	Pick Up Option 1	Pick Up Option 2
A - D	9:30 - 10:30 AM	4:30 - 5:30 PM
E - K	10:30 AM - 12:00 PM	4:30 - 5:30 PM
L - P	12:45 - 1:45 PM	6:00 - 7:00 PM
Q - Z	2:00 - 3:00 PM	6:00 - 7:00 PM

Maple River Colony declined access to devices.

- **How will the school district assure that all students have access to reliable, high-speed internet, if necessary?**

Our district has partnered with the local telecommunications company, Dickey Rural Networks (DRN). DRN is providing free Internet service to families that need it during school closure. Alternative instruction formats will be provided for students whose family refuses free Internet or the use of school devices.

- **How will students who require assistive technology have access to appropriate device(s) to meet their needs?**

Special Education and 504 students will be provided the same accommodations and modifications outlined in their IEP. Special Education teachers will work with regular education teachers to determine appropriate modification for any electronic/homebased learning materials. These assignments may include general education teacher assignments, or it could be something completely different related to one of the students' goals.

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

Ellendale Public School has been 1:1 for seven years so students have extensive experiences with technology. Therefore, we expect the transition to distance learning to be smooth. Every student at Ellendale Public School (K-12) will have an internet connect learning device. Devices were deployed on March 24th, 2020. Teachers will use March 25 – March 31 as a transition period to online learning. Each teacher will connect with their students' individually and as a class using Zoom. During this transition time, teachers will focus on re-establishing their classroom norms and expectations. Teachers will also focus on relationships and social emotional learning.

▪ **How will the school district address the unique needs of all grade levels, classes, and courses?**

Student participation will vary based on the grade level:

For grade K-3, emphasis of instruction from our highly qualified instructors will be placed on reading, writing, and math with opportunities to apply skills and knowledge in other content areas. Our school is committed to offering personalized learning opportunities, teachers will adjust time, pace, and means of learning based on our data gained throughout the school year. Our school uses standards based instruction, assessment, and reporting which allows us to focus on individual student needs.

For grades 4-6, we are a departmentalized school, instruction from our highly qualified instructors will focus on cross-curricular opportunities to align with our reading, writing, and math priority. Our school is committed to offering personalized learning opportunities, teachers will adjust time, pace, and means of learning based on our data gained throughout the school year. Our school uses standards based instruction, assessment, and reporting which allows us to focus on individual student needs.

For Grades 7-12, student engagement and unique needs will be monitored by teachers in the following ways: assessment monitoring, participation in online learning platforms, participation in class meetings (Zoom), and individual contact through email/phone. Moreover, students will meet twice a month with their homeroom mentors.

Ellendale Public School CTE courses are addressed separately from the High School. These courses include Technology and Engineering Education, Family and Consumer Science, and Business Education. These courses will focus on project based learning opportunities. For example, the Technology and Engineering instructor distributed materials for Rube Goldberg projects to be completed at home.

Ellendale Public School is also a member of The Southeast Region Career and Technology Center and students attend classes in Oakes. Below is SRCTC's Distance Learning Plan.

Early in the week of March 16th, 2020 Southeast North Dakota (SRCTC) staff met to discuss plans for delivery of educational services in the Career and Technical Education arena for a minimum of two weeks, four weeks, and for the balance of the current

school year, effectively 8 weeks. All staff were charged with developing an alternative delivery format by March 23rd, with a full implementation date of Tuesday, March 24th. Several key tenants of the SRCTC staff and administration's efforts to support the continued educational efforts of SE North Dakota Schools include:

Development of refined electronic connection "class lists". This is important due to the fact that many CTE Instructors have students from multiple school districts, and in some cases both ND and Minnesota in making sure that all students have access and contact.

Teachers in the area Automotive Technology classes have access to a very robust curriculum that has been used for several years. The CDX On-Line curriculum is used at the Center locations in Wahpeton-NDSCS, Oakes and Edgeley. Students will not only be utilizing this instructional platform, but alternative activity-based exercises and traditional text-based materials. Teachers are working on video demonstrations and lab activities to engage students in hands-on participative learning.

The two teachers in Chef Training, Oakes, and Wahpeton, will be using the KP Culinary, On-line curriculum for classroom/theory instruction. This web based, mastery format curriculum includes over 400 video links and video demonstrations as well as text, reading, and recall sections. In addition, teachers are making plans for a "food and meal in a box" which will not only be used for home-based chef training lab activities, but also provide a weekly vehicle for a quality home-based meal experience. This teachable moment activity should also help our high school students develop a greater sense of contribution and purpose during home-bound situations and family stress.

Construction Technology students and serving their needs is one of our biggest challenges. Students in this program are extremely work and project based in their needs and are at their best in this educational environment. We will be using the NCCER national Building Trades materials as the guiding instructional framework as we commented [DR1]: presently do. Mr. Stone will be delivering supporting instructional materials that will be used including video demonstrations, remote hands-on activities, student made video documentation, and more. We are hopeful that we can be in session for summer school and our planned summer Construction Technology class.

Our Business and Marketing Instructor, Trista Gemar currently teaches the majority of her classes utilizing both ITV and a hybrid distance delivery model so the transition to a high quality, alternative delivery model is very workable for these students. Again, the model store and project based instruction is a challenge, but modification in student projects will minimize problems.

Our Health Careers and EMT Classes are based on three main instructional platforms on a normal day including ITV, On-line companion delivery utilizing the LMS called BUZZ and dual-credit on-line in cooperation with NDSCS. The classroom/lab activities will need to be modified, delivered and documented in new ways. The instructor confidence

and experience level is very high and we believe the rigor and depth of these classes will continue at a high level.

All 10 agriculture instructors are working closely with the respective schools they serve and with each other in the development and delivery of their courses. The high numbers of students in the Agriculture program are a challenge with many of these teachers seeing 75 to 100 plus students every day in what is normally a combination lab based/theory based learning environment. The National Ag. Instructors' teacher network and National FFA have a variety of resources, lesson plans, and activities that will be used to supplement the teacher directed instruction.

The Guidance Counselors have each developed a framework for serving their students in each respective districts and will provide their locally coordinated plan to the appropriate Superintendents.

CTE Staff who utilize the Greater Southeast ITV Network will be able to record classes for playback to their students, on the own individual schedule. These studios are also being made available to teachers who don't normally use this delivery method to record classes for delivery and subsequent access to their students.

The Center will provide devices as available such as laptops whenever appropriate should a student need such a device.

The Center will work with each school and our internet providers such as DRN to make sure that students are not denied access to electronic based instruction. The Center will work with our member schools in terms of delivery of instructional materials and supplies to students for projects and activities such as the Chef Training meal projects through the lunch and breakfast delivery program.

Teachers are all working on developing assignments knowing that each school is using different delivery methods and most teachers are trying to use the same platform as the rest of the teachers at the school in the case of the Ag. Instructors in order to make it easier and less confusing for the students.

The entire SRCTC staff is ready and able to serve our students in the best manner possible under these circumstances and will make sure that instructors continue to provide the quality teaching and learning opportunities all students deserve.

The Center's decision to reach out and start the alternative instructional delivery of CTE classes on Tuesday the 24th is so that the routine of the home school classes can be established and so we don't add to a situation that will be overwhelming for some students that will already be stressed or challenged either personally, emotionally, or educationally.

SPECIAL EDUCATION CONSIDERATIONS

- **Ellendale Public School District Distance Learning Plan in Special Education**

Ellendale Public School is a member of the James River Special Education Cooperative. In partnership with James River Valley, Ellendale Public School Teachers will.

Case managers will review each student's goal(s) and objective(s) on current IEP and create deliverables for a 2-week period of time with a focus on review of existing materials in an effort to maintain existing knowledge and skills. Special education teachers will be working in coordination with the general education teacher to ensure materials meet the goals and objectives of each student and provide accommodations and modifications, as needed for general education content. Teachers are encouraged to supplement any materials with online resources.

Case managers will be available through virtual meeting hours. During this time, case managers will be accessible to support families and students. This may be done through telephone, teleconference or any online platform. IEP meetings will be scheduled through virtual methods. In addition, all case managers will meet with each family they case manage a minimum, but not limited to, one hour per week using virtual methods.

Necessary meetings, such as the annual IEP meeting, will continue to be held virtually. 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.

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

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.

ENGLISH LEARNER CONSIDERATIONS

- **Process for appropriate scaffolding of instruction for English learners to ensure accessibility to content**

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 general education teacher to accommodate, as necessary, for the specific needs of the EL student.

FEDERAL TITLE CONSIDERATIONS

- **Process for appropriate instruction to ensure accessibility to content, dependent on federal title designation**

Ellendale Elementary School is a Title I Schoolwide program. To ensure equitable services to these students during the closure, Title I / MTSS teachers will communicate with classroom teachers to provide additional supports as needed in general education courses. Title I / MTSS teachers will also provide intervention services to students in reading and mathematics virtually or online.

SCHOOL COUNSELING SERVICES

- **How will school counseling services be provided?**

Ellendale Public School Counseling services will be made available through individual appointments, which will include virtual opportunities. The school counselor will have scheduled office hours and individual sessions to meet with student needed support. The school counselor will adhere to the ASCA virtual learning guidance and ethics. Online documents have been shared with parents and students are available on our COVID-19 website.

HIGH-QUALITY, EFFECTIVE, STANDARDS-BASED EDUCATION

- **How will quality of the distance learning experience be assured?**

Ellendale Elementary School (K-6) and Maple River Colony (K-8) is committed to offering personalized learning opportunities, teachers will adjust time, pace, and means of learning based on our data gained throughout the school year. Our school uses standards-based and standards-referenced instruction, assessment, and reporting which allows us to focus on individual student needs.

The elementary staff will continually monitor participation, quality of work submitted, and will provide feedback to students and parents. Through the use of selected online learning programming (Freckle, Accelerated Reader, Imagine Learning, etc...), teachers at Ellendale Elementary will be able to monitor progress, provide support, and adjust instructional needs for each individual student. Teachers at Maple River Colony will monitor progress, provide support, and adjust instructional needs without the use of online learning.

Teachers at Ellendale High School (7-12) will utilize numerous resources to align state standards to content and assessments. Students will be able to access these materials through online platforms, along with various websites. Grade-level content will be adjusted and personalized for students based upon their unique needs. Progress

monitoring will occur through various means which include: assignment completion, participation in Zoom meetings and discussions, quality of completed work, etc. Teachers will provide support/feedback, adjust instruction, and continue assessing the learning of our students. Teachers will intensify interactions with those students who need additional assistance. PowerSchool will continue to be utilized for grade reporting for our 7-12th students and parents.

Food Service

Ellendale Public School's grab-and-go meal program has been a huge success. We are currently serving around 155 students at lunch and breakfast (combine 310 meals /day. The grab-and-go meal program is the result of a partnership with the USDA and the North Dakota Department of Public Instruction.

Information about the grab-and-go meal program:

- Free meals are available to all children including children from other communities and children not enrolled in school (age 1 and older).
- Meals are grab-and-go, meaning they are to be consumed off-site.
- Pick up will occur once daily (Monday-Friday) with two meals available - lunch and the next day's breakfast.
- Grab-and-go meal pick up times and locations:
 - Ellendale Public School Door #17 - 11:30 am - 12:30 pm
 - Westside Trailer Court - 11:30 am - 11:40 am
 - TBC Ray Ulmer Field House - 11:30 am - 11:40 am
 - Fullerton Ranch House - 12:00 - 12:10
 - Monango Gym - 12:00 - 12:10
- Additional sites may be added depending upon demand.
- Food will be provided for the duration of the school closure.

To receive **FREE MEALS** for all children ages 1 - 18:

- Complete this form (<https://forms.gle/CUygcfWV6648o9mq7>) by 9:00 AM Monday for meals for the week. If you need assistance with the form or have questions, contact the office at 701-349-3232.
- Please complete the form each week during the closure to ensure accurate meal counts. Meal counts are critical so that everyone gets served.

Human Resources

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.

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 HR services at remote/home.

These operational plans shall be organized by the business manager and submitted to the Superintendent for review and approval.

Ellendale School Board has approved paying classified and certified staff during the duration of the COVID-19 closure. These payments shall be made as prescribed in our 2019-2020 expenditure budget and negotiated agreement.

HR Policies & Procedures

Before the event of a full closure of schools and district operations due to a pandemic preparation the Business Manager and Superintendent shall present a plan on how to address sick leave, personal leave, and leave without pay to the school board.

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

Federal Programs and Funds

Ellendale School Public School District #40 will continue to comply with guidance and regulations of all federal programs that affect the Ellendale Public School District.