

Distance Learning Plan

Woodbury Leadership Academy Charter School

*(Referencing the MDE's School Guidance Framework March 17, 2020 document,
and posted to the WLA website by March 27, 2020)*

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Distance Learning

Requirement:

MDE expects that students who participate in distance learning have full access to appropriate educational materials. See full guidance on distance learning from MDE (https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE032056&RevisionSelectionMethod=latestReleased&Rendition=primary). Districts and charters must maintain educational continuity for schools and programs. As a district or charter, you must ensure equity in your plans. School districts and charters must ensure equal access to ALL students. As your district or charter implements a distance learning model, the Federal and State requirements must be followed. This means that students need to be able to participate in their learning equitably and have access to all relevant services and supports. Schools should provide materials for students to continue their learning. Each school would determine the most appropriate way to communicate and provide instruction for each student. Refer to pages 3 and 4 in the most current MDE School Closure Guidance document.

According to the Minnesota Department of Education, (MDE) teachers are required to conduct daily interactions with their students, covering the MN state standards per subject area. Additionally, WLA teachers are expected to deliver Core Knowledge curriculum. Classroom teachers have been directed to present a “live” lesson for at least one hour per day, on Google Hang-outs/Meetings, or a similar platform, with a recording of the lesson available for those students who could not sign onto the live session. Additionally, teachers will provide three additional hours of instruction and educational programming across a variety of venues. (power points, and/or taped sessions, assigned work...) Thus, teachers will deliver curriculum for part of the day in a variety of formats, with the remainder of the day being available for student questions, corresponding with parents and students, and prepping materials. Packets will also be prepared for the families that prefer a non-technology based approach, or who do not have access to internet at home. Para professionals will be assigned to grade levels to assist teachers with copying and organizing resources.

WLA Core Virtues lessons will be developed by Benjamin Martinson, under the direction of Ben Broderick for students in grades K-8. These lessons will be delivered twice per week.

Mary Kelly, Director of Special Education, will oversee the distance education program for special education students. IEP meetings will be held via conference calls, and special education teachers and para professionals will continue to make modifications per IEP plans, and to provide direct services via distance measures and/or hard copy packets.

Katie Christoff will oversee the continuation of services for our English Learner students.

Ben Broderick will lead teachers in all things technology related, and coach them in using various technologies, and Andy Sharp will coach teachers how to set up their phones for Google calls. Justin Gehring, (I.T. contractor) is providing platform expertise and training to all WLA staff members.

Care for Children of Families of Emergency Workers

Requirement:

School districts and charter schools must provide care to, at a minimum, district- and charter-enrolled students aged 12 and under who are children of emergency workers critical to the State’s response to

COVID-19. School districts and charters will handle the verification of students, which may include securing a letter from the employer or showing an employment badge. The Governor encourages school districts and charters to also provide extended care – before and after school hours – to students of emergency workers. This care must be provided at no cost to families. Districts and charter schools must provide transportation to and from the care program as they normally would to and from school. Refer to page 4 in the MDE document.

WLA was in immediate communications of families inquiring about child care programming for emergency workers. The intention was to provide child care on-site at WLA for these families. However, the Commissioner of Education stated early in the week of March 16th, that schools could collaborate with neighboring and/or residential districts to meet needs. WLA staff members have been in contact to place families in the care of ISD #622 and ISD #833. If required, WLA is still able to serve families in need, on-site.

Nutrition

Requirement:

Districts must ensure meals are available to all students who need them in the way that works best for your community, such as grab-and-go or delivery or communicating directly to students and families the location of open sites. Schools must apply for a waiver to MDE before starting this meal program. All federal/state food prep requirements must be met. Specific implementation guidelines are listed on Page 5 to 7 of the MDE document

WLA does not provide an on-site, hot lunch or catered lunch program. WLA families provide lunches for their children.

Instructional Materials Pick-up

Considering variable constraints and opportunities, WLA will be utilizing a fleet of school buses to deliver and pick-up instructional materials twice per week. Up to eight buses will be running routes for four hours per afternoon, on Mondays and Thursdays. (The week of March 23-27, the buses will deliver materials on Tuesday and Thursday.) Buses will cover the eight bus routes that are regularly run during the school year. This service will be available for those students who do not have access to the internet, or prefer to do hard copy packets rather than utilize technology. This service will also provide a means for delivering art, science, and other types of project kits that teachers would like delivered. Finally, it will provide a touch stone for our staff, students, and families to interact from appropriate social distances.

Materials prepped for delivery to homes will be packaged by staff members who are following safety protocols, and packages will be dated. The materials that are picked up from homes will be sorted at WLA into the correct instructor bins, and will again be dated. WLA staff members will be directed not to unpack materials received from homes, for three days. Families will be encouraged to follow similar health considerations as they receive materials from WLA.

WLA will also offer the option for families to drop off materials at the school, and pick up materials at the school. This system entails families parking close to the building, and calling into the school via their cell phones, or using the exterior school intercom. WLA staff members will then meet families curbside or outside of the front entry doors, to exchange materials.

Health and Wellness

Requirement:

Please consider the health and wellness of your students. How will you ensure the short- and long-term health and wellness of:

- Students
- Staff
- Families
- Community
- Volunteers
- Contractors

Follow the Department of Health's guidelines regarding staff reporting to work, which includes not asking staff to report to work based on higher risk status or other conditions.

Talking to Children about COVID-19

Concern over this new virus can make children and families anxious. It is very important to remember that children look to adults for guidance on how to react to stressful events. If adults seem overly worried, children's anxiety may rise. Adults should reassure children that health and school officials are working hard to ensure that people throughout the country stay healthy. Children also need factual, age appropriate information about the potential seriousness of disease risk, so the focus of conversation should be concrete instructions about how to avoid infections and the spread of disease. Teaching children positive measures, talking with them about their fears, and giving them a sense of some control over their risk of infections can help reduce anxiety.

Additional information and specific guidelines can be found at: Talking to Children about COVID-19 ([https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-\(coronavirus\)-a-parent-resource](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-(coronavirus)-a-parent-resource))

Teachers at WLA will be addressing concerns over COVID-19 with their students during their distance learning plans. Teachers will also be continually communicating to the homes of their students. Additionally, office and administrative staff members will be regularly informing families, community members, volunteers, and contractors, about ways to remain safe during this trial. Finally, we have assigned one dean for reaching out to staff members on a daily basis regarding mental health, and have forwarded out all safety regulations provided by the MN Department of Health (MDH) and Center for Disease Control. (CDC)

Mental Health Support Resources

Requirement:

The stress of preparing for COVID-19 and school closure can increase the worry and anxiety of students, staff, families, and communities. The following resources and tips can be used by school and district leaders to protect your health and well-being of those you serve. Districts should work through plans for smooth continuity of services including school-linked mental health and other student supports.

See pages 8 to 9 in the MDE document

WLA will promote mental and physical health as outlined in the section above. WLA will address any bullying issues per school policy for both harassment and appropriate use of technology.

Attendance and Truancy

Requirement:

Ensure your attendance and absence policy accommodates for the implementation of your distance learning model. Clearly communicate expectations to students, staff and parents. All students should follow individual district, school, or charter school policies and guidelines for excused absences. Please exercise caution before starting the truancy process. Please coordinate with your county on any decision.

WLA will measure attendance by having teachers monitor work completion on at least a three-day rotation. Attendance management will be communicated to families by teachers, and reiterated by office staff members via family memos that are sent out through email, social media, and posted on the website.

Special Education Services - IEP or 504 Plan

Requirement:

Schools will ensure students with disabilities will continue to receive specialized instruction and related services through the distance learning model that includes equitable access to specialized instruction and related services for students with disabilities so that they have access to general education standards and continue to demonstrate progress toward the general education standards and IEP goals. The school district remains responsible for the free appropriate public education (FAPE) of its students eligible for special education services who have an individualized education program (IEP) or 504 plan. Districts and charters must plan how they will continue to meet the requirements of Part B (3- 21) and Part C (birth to three) of the Individuals with Disabilities Education Act (IDEA), Part B and Part C.

- Develop a process to communicate with parents and guardians regarding their child's services, which should include discussion regarding amending IEP's to address how best to meet the student's needs in a flexible learning model. This includes direct specialized instruction, related services, and accommodations.
 - Consider what other IEP team members, and agencies and organizations should be included in the communication, including contracted providers and non-public agencies. Tele-related services can be used to address needs such as speech and language, and mental health services.
 - Review the delivery of special education and related services, as well as general education curriculum to ensure that students with disabilities have equal access to distance learning. This includes children from birth through age 21. This will necessitate communication between the case manager, the general education teachers, the parent/guardian and related services providers to ensure that students with disabilities can be appropriately involved and make progress toward the general education standards and IEP goals.
 - Districts will need to address translation and interpreter needs for students and families when developing and providing instructional materials.
 - Consider the use of hot spots and free internet services being offered by internet companies for the delivery of instruction and for due process procedures.
 - Consider delivering instructional materials to students through the school bus transportation routes.
- Develop a protocol to communicate with school administrators and educators in order to prepare staff to plan for the needs of students eligible for special education, child find activities, evaluations/reevaluations, and IEP implementation.
 - IEP's must continue to be implemented.

- Address the process you will use to hold IEP meetings to review IEP goals and services, and the process to conduct evaluations and reevaluations. This could include virtual meetings and phone conferences.

Review the memo from the US Department of Education, Office of Special Education Programs with questions and answers to federal special education issues related to school closure, district closure and services and programming for medically fragile children on IEPs and educational opportunities, such as distance learning.

See pages 9 to 12 in the MDE document for more detail.

Per Mary Kelly, Special Education Director, as of her draft plans last edited on March 17, 2020: Planning for Due Process and Special Education Services during COVID-19 School Closure and “Distance Learning” Special Education Program continues to be responsible for providing FAPE – Free Appropriate Public Education Communicating with Parents.

Dr. Mortensen has provided a letters regarding COVID-19 updates and plans for temporary closure and migration to a distant learning program.

As we review the following, an Amended IEP could be needed. Per the MDE/OSEP guidelines **IEPS WILL NOT NEED TO BE AMENDED IF THE ONLY CHANGE IS MOVING TO DISTANCE LEARNING.** The PWN for those students whose services will be decreased/alternate format/changes will have wording that should include:

The IEP Team Determined the following: School Closure due to the COVID-19 outbreak has required _____ (student name) to receive his/her special education and related services through change in service minutes/other service changes

The services will continue in the stated format as long as it is determined that schools will remain closed due to the COVID-19 outbreak and all students will be having access to the general education curriculum

Reflect dates of March 30 until schools are allowed to reopen

The LRE will not need to be changed

Assure we are working and coordinating with the general education teachers on how they are delivering their instruction to their students

Assure we are communicating with the related service people on service delivery/collaboration/co-presentation Due Process

Due Process meetings can be through conference call, google hangout (if the parent(s) have google account), Zoom Meeting or FaceTime.

Continue to plan for due process meetings – IEPs according to #1-NO DUE PROCESS MEETINGS DURING THE SCHOOL PLANNING TIME (THROUGH MARCH 27, 2020). ANY PLANNED DUE PROCESS MEETINGS SHOULD BE POSTPONED – PER MDE AND OSEP DOCUMENTS DRAFT

Some IEPs will require an Amended IEP as service provision could change from the “frequency” if it is determined as an example that the student would go from 5x/week to 2x/week-if there are alternate materials being provided, etc

Review each of your student’s current IEPs and determine what services could be provided through flexible learning

We must continue to monitor progress towards goals/objectives

Students who are in evaluation/re-evaluation: Per MDE “Districts and charters could also move forward with assessments and evaluation available online. For activities that are not reasonable to carry out if a school is closed, those activities could be delayed until the district is reopened.” We need to talk through who these students are and what evaluation plan includes and how to conduct evaluations that require 1:1 administration

Conducting evaluations during Distance Learning Services Considerations

ACADEMIC GOALS/OBJECTIVES

Special Education services can be provided through an on-line method/flexible/distance learning plan/virtual learning model, instructional phone calls or other curriculum-based instructional activities

Consider co-teaching with the grade level teacher for your students; at a minimum, be providing alternative/modified assignments being presented and expected of our students as per the student’s IEP accommodations/modifications as you have been providing when we have our students on site

Consider “hard paper” packets – email attachments/hard copy sent home

Dr. Mortensen has indicated that hard copy materials would be able to be delivered via school bus. This is currently being finalized for process.

SOCIAL/EMOTIONAL/BEHAVIORAL GOALS/OBJECTIVES

Consider all the above under Academic

Continued use of whatever means that are described in current IEPs: visuals, etc.

RELATED SERVICES-Case Managers will need to collaborate and communicate

Consider home activities, instructional phone calls, tele commuting

Consider use of creative approaches to movement, etc. in the home
Consider 1x/week check-in with the student and parent (as appropriate)

COMPENSATORY SERVICES DRAFT

If there are services that have not been provided, the student is not continuing to make progress towards their goals/objectives or the student loses skills over this period of time, compensatory services may need to be considered

English Learners

Requirement:

Provision of education for English learners is an important consideration when engaging in this planning. The school district remains responsible for educating English learners. Districts and charters must plan how they will continue to meet the requirements of English learners' educational needs.

By law, students who are identified to receive English language development services must be provided supports that allow them access academic content. English learners must receive research based, appropriately resourced supports to access content, and districts may not withhold services based on characteristics such as immigration status. A brief overview of legal requirements for English language development services can be found in the U.S. Department of Education's Dear Colleague Letter regarding education for English learners.

Immediate considerations for English learners include:

- Access to a reliable internet connection
- Communication with families that may not speak English as a primary language
- Ability of the student to understand and produce complex academic language for assignments without typical scaffolds
- Availability of scaffolding methods that are available in a distance learning environment

Ultimately, English learners need to have the chance to access grade level standards and still need some sort of support to access academic content.

See pages 12 and 13 in the MDE document.

Staff members will continue to support EL learners regardless of where the learning is happening. This will be done by working with teachers to modify assignments, as well as having school work completion and homework assistance access daily via email or phone communication.

Students Experiencing Homelessness or Housing Instability

Requirement:

Every school and school district's distance learning plan should specify how it will satisfy the Federal requirements of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, as amended by the Every Student Succeeds Act of 2015, to support homelessness students throughout this crisis and promote their full participation in their education throughout the duration of the distance learning period.

During the planning period, schools and school districts should:

- Understand the legal requirements for districts to support homeless students in having full access to education, which remain in full force and effect. In addition to MDE's posted guidance for school districts on meeting these requirements, several technical assistance centers and associations also have guides for implementing these requirements, including the National Center on Homeless Education, the National Association for the Education of Homeless Children and Youth, and SchoolHouse Connection.
- Designate key staff who will coordinate homeless-specific responses at a district or school level. In addition to the Federally mandated district-level homeless liaison role, schools with a high rate or large number of homeless students will benefit from having designated staff at a school-level for assessing, planning for, and responding to the needs of homeless students.
- Monitor evolving and emerging recommendations specifically pertaining to homeless students during the COVID-19 pandemic offered by SchoolHouse Connection and that may be available from other sources over time.
- Follow social media accounts of and subscribe to the mailing lists for organizations that will consolidate and disseminate recommendations and resources to support homeless students throughout the pandemic, including the National Center on Homeless Education, the National Association for the Education of Homeless Children and Youth, and SchoolHouse Connection.
- Assess the living situations and other characteristics of students flagged as experiencing homelessness in their student record to help triage where the greatest support will be needed for these students to fully participate in distance learning. For example, students who are presently unsheltered or staying somewhere not meant for habitation may have a more difficult time participating in distance learning than students who are staying in an emergency shelter that is equipped with internet access.
- Develop, implement, and distribute an assessment of each student's needs related to distance learning that does not presume that students have stable or consistent housing. This assessment should be easy for parents or guardians to complete and guide them to resources to help meet basic requirements for participation in distance learning (e.g., a consistent place to do homework that allows students to concentrate).
- Determine how existing or alternative transportation options could be deployed to meet basic student needs that would normally be met at school, such as delivery of meals, educational materials, or other resources.
- Engage your local shelters or other locations where students experiencing homelessness may be concentrated (e.g., emergency shelters, domestic violence shelters, drop-in centers for homeless youth, etc.) to help strengthen their ability to support students' participation in distance learning. This could include, for example, loaning computers from a school computer lab to a location where students could use them within a shelter to do their homework.
- Engage your local public health departments, county or Tribal human services departments, and Continuum of Care region on planning efforts to meet the needs of homeless students throughout the pandemic. With these local partners, develop protocols for how schools would identify and meet the needs of students experiencing homelessness in ways that are consistent with protecting student privacy, including the special provisions that apply in emergencies.
- Engage your local libraries to assess their ability to help support students success with distance learning, including study spaces, computer access, and access to instructional materials.
- Establish a hotline for students who may have difficulties participating in distance learning to use in connecting with school personnel who can help troubleshoot or identify options, ideally with the option to allow text messaging in addition to telephone calls.
- Anticipate increased student support needs related to anxiety and trauma related to the pandemic.

- Throughout the distance learning period, schools and school districts should:
- Implement expectations for distance learning that do not require students to check in or report attendance over video or audio connections, which may be infeasible in the setting where a student is located.
- Encourage students and parents to reach out if their living situation changes and to access additional support to promote every student's ability to participate in distance learning.
- Monitor participation and engagement of homeless students in distance learning (e.g., including both attendance and performance) as a distinct group, to help guide whether additional staff support, engagement, or assistance are needed for students experiencing homelessness.
- Schedule leadership-level reviews of the efficacy of distance learning plans and approaches for homeless students and consider alternatives or additional support needs as part of that review.

See pages 14-16 of the MDE document.

At this time WLA does not have any students enrolled who meet the criteria for homelessness. In the event that a family meets this criteria, WLA will meet the Federal requirements as outlined above to support students.

Early Learning

Requirement:

School-based early care and education programs such as voluntary prekindergarten and school readiness plus are expected to be included in your district's distance learning plan.

Voluntary Prekindergarten and School Readiness Plus -Through the implementation of age-appropriate distance learning activities, programs will be expected to meet minimum hour requirements excluding the instructional hours that would have occurred during the ten-day planning period. Read the guidance on creating a distance learning plan for prekindergarten children.

School Readiness, Early Childhood Family Education Programming - Community Education programs such as Early Childhood Family Education and School Readiness will not be required to be included in your district's distance learning plan whether these programs are included in the plan can be a locally determined decision.

Health and Developmental Screening -At this time, programs offering Health and Developmental Screening may postpone services and work with MDE to extend deadlines if needed.

Early Childhood Special Education -Please see section on Special Education Services – IEP and 504 for guidance.

Head Start Program -Head Start programs are to follow recommendations from their local health officials and Health Service Advisory Councils. Program must inform MDE and the Regional Office with program changes. The federal Office of Head Start has provided additional guidance.

Early Learning Scholarships Program -MDE will ensure children and programs who receive early learning scholarships will continue being served and funded. Please see guidance below.

- Absent days will not be counted towards the 25 maximum absent days policy in order for families to make individual decisions that are best for their families.
- Programs that temporarily close due to response to COVI-19 mitigation, regardless of program type, will have closure days waived for the duration of the crisis. Programs receiving Pathway II

funds, can continue to request payment for the slot. Pathway I may continue to invoice the Area Administrators.

- As funds allow, a child's scholarship temporarily may be increased if the program regularly attended closes, but the child is able to attend another eligible program as back-up. This will reduce the risk of the first program losing revenue and the family losing funds from their scholarship if used at a program they are unable to attend. This would allow some children to have more than \$7,500 for the current scholarship year. MDE will work with Area Administrators to maximize the use of all funding to support this action. MDE will provide Area Administrators modified planning forms to support this effort.

See pages 16 to 17 in the MDE document.

WLA does not have a prekindergarten program.

Assessment

Requirement:

State assessments cannot be administered during a distance learning day. The testing windows will not be modified or extended. See pages 17 to 19 in the MDE document.

On March 20, 2020, the Commissioner of Education informed all Minnesota schools that this decision has been reversed at the Federal level, and that state assessments will not occur for the 2019-2020 school year.

Before and After Care

Requirement:

All before- and after-care/school age care programs provided in schools (either by the school district or charter or by a community partner) are suspended until in-person school resumes.

MDE strongly recommends that all districts and charters identify and coordinate with any community partners that provide before- and after-care programs and send communication to families regarding their options for before- and after-care.

WLA has suspended all before and after school age care programs until on-site school resumes.

Communication

Requirement:

MDE will communicate with superintendents and school leaders via GovDelivery.

In communicating with families, your community, community partners* and local media, keep in mind the following:

- When and how to expect communication from the district
- Where they can find the distance learning plan on your website (must be posted on website before distance learning begins)
- What is the structure of distance learning in your district?
- When will educators and school leaders be available and how can they be reached?
- How will students be able to retrieve their belongings from school (from lockers, etc.)?
- Student expectations (attendance, assignments, hours, due dates, etc.)
- Reminder about Student Information System and how to sign up

- How to access meals
- How to access telehealth
- How to access best practices around health from MDH

*Community partners often include (but not limited to): first-responders, local government, elected officials, nonprofit organizations, libraries, businesses, childcare centers, associations.

Language Access

Every family deserves access to the information provided by their district or charter school. Language translations and interpretations of this information should be made available as quickly as possible.

Contracted Services

When communicating with contracted service providers, consider what aspects of your regular service will be changing (school lunch menu, busing services, etc.).

Communication to Staff:

- Expectations on how they will report their attendance
- Expectations around staff presence at each building

See pages 19 to 20 in the MDE document.

WLA has implemented several communication protocols and plans for staff members and stakeholders including:

- The Executive Director attends daily conference calls with the Commissioner of Education
- The Executive Director facilitates a daily conference call with seventeen other school leaders through the School Leadership Team. (SLT)
- The Executive Director maintains daily contact with the WLA authorizer, VOA
- The Executive Director attends weekly conference calls with the Commissioner of Health
- There are frequent updates between the Executive Director and the WLA Board Chair
- Administrative and office staff meetings are held daily at 8:30 a.m.
- Deans are required to meet daily with their grade level and specialist teams.
- Various memos and announcements to staff members are sent out daily
- Various memos and updates to families are sent frequently (once every 2-3 days)
- Weekly meetings are being held with special education team members including consultants

Tribal Considerations

Requirement:

As you are making decisions, please ensure you are coordinating with local and regional Tribal leaders. Tribal Governments are sovereign nations, and they maintain a unique political status. Each will be making decisions based on what is best for their citizenry. Be aware of how school closures may impact Tribal communities and Tribal governments. This school closure plan provides unique opportunities to the state, school districts, schools, and local governmental agencies to meet the needs of all Minnesotans at this time. School districts should consult with local Tribal leaders, city and county governmental agencies, volunteer organizations and private sector companies to ascertain how students' needs will be identified and met. This may include resource distribution, mental health needs, and educational opportunities in your communities. These considerations offer the opportunity to ensure that parents, families and Tribal Nations are meaningfully engaged in solutions and the implementation of services for

our students and for all Minnesotans. For assistance, work with your Indian Home School Liaison, Indian Education staff, and parent committee. Contact MDE's Office of Indian Education for a list of Tribal Education Directors.

[ADDED 03/17/20]: Tribal Consultation under ESSA - All schools and districts that are required under the Every Student Succeeds Act (ESSA) to consult with Tribal Nations must also collaborate with the Tribal Nations Education Committee (TNEC) members regarding the formulation of their distance learning plans. This meaningful collaboration should include Indian Education staff and TNEC members in the preparation and implementation of distance learning in your districts or schools. All distance learning plans will need to be submitted to the Tribal Liaison in the Office of Indian Education on or before March 24 in order for the Tribal Nations to review them for equitable services to American Indian students. Superintendents will be apprised of this information today in their daily meeting with Commissioner Ricker.

At this time, this component is not applicable to the WLA learning community.

Broadband Access

Requirement:

No requirement is presented. Information that may help schools is provided. See page 21 in the MDE document.

Libraries

Requirement:

No requirement is presented. Information that may help schools is provided. See page 21 in the MDE document.

- All St. Paul library facilities are closed to the public March 16-27
- Hennepin County has closed all public-facing services at all 41 libraries, human service centers, and licensing service centers through April 6.
- All Ramsey County Library locations are closed starting Tuesday, March 17 through March 23.
- All Cass County Public Library locations will be closed from March 17th through April 5th.

Activities

Requirement:

All in-person school-sponsored activities that are scheduled during the statewide school closure are suspended until in-person school resumes.

WLA has suspended all in-person school activities, per Emergency Executive Order 20-02.

Staff

Requirement:

During your planning week, provide training to staff (including: classroom teachers, paraprofessionals, administrators, school support staff) on distance learning practices. Consider how you will utilize staff in a virtual way: can calls be forwarded during school hours? Because districts and charters will be receiving full funding for providing distance learning, it is expected that all staff, including non-salaried, hourly staff, will earn pay and benefits as planned in the school budget and bargaining agreements. Likewise, if calendars are extended to accommodate school reopening, districts and charters are expected to provide

full pay and benefits for that period as well as they will be receiving full funding. See page 23 in the MDE document.

WLA provided initial training to staff and outlined expectations on March 16-17th. Ongoing training has occurred through grade level and specialist teams, as well as through our I.T. contractor, Justin Gehring. Also, all para professionals were provided with laptops. As distance learning commences on March 30th, WLA staff members will provide training to students and families as needed.

Funding

Requirement:

If your district has an Emergency Operation Plan, you should promptly familiarize yourself with its procedures to make certain your district can continue performing its essential functions if its leadership and key staff are unable to perform their duties due to closure. Your Emergency Operations Plan and other planning should include provisions to ensure your payroll processes will continue. Be mindful of vendors who are seeking to take advantage of this crisis. If it seems too good to be true, it is. If you suspect a vendor is fraudulent, please notify the Minnesota Attorney General's office.

WLA financial and payroll processes are in place and operating smoothly. To date, there has been an uptick in suspicious vendors or inquiries.

Employment and Workforce

Requirement:

The Minnesota Department of Employment and Economic Development is developing guidance on how to mitigate impacts of school closure on family employment and community economic impact, particularly for parents and families in the healthcare industry.

WLA is finding, as all Minnesota schools are experiencing, that the guidelines in this area are being frequently updated, and we are following changes as they occur.

Resources from the Minnesota Department of Health

Requirement:

Pages 24 to 25 contain information to help prevent the spread of COVID19.

WLA has implemented numerous measures to protect staff, students and others from the spread of COVID-19 such as:

- Staff members that can work from home have been asked to do so
- Staff members entering the building are directed to sign-in, take their temperature, and maintain social distancing boundaries
- In the event that staff members enter the building, they have been provided with gloves, buckets, ammonia spray bottles, and cloths, to wipe down all surfaces, door knobs, and light switches in their work areas and that they come into contact with
- Custodial staff disinfect all common areas on a daily basis
- Office staff members disinfect surfaces, door knobs and light switches on an hourly basis
- Disinfectant wipes are available at each copier machine
- The entire building was deep cleaned March 9-13th during Spring Break
- All lockers have been emptied, bagged, labeled, and disinfected as of March 20th

MDE General Expectations:

1. Encourage students and parents to reach out if their living situation changes and to access additional support to promote every student's ability to participate in distance learning.
2. Monitor emerging guidance or recommendations on supporting homeless students and implement changes as appropriate. Monitor participation and engagement of homeless students in distance learning (e.g., including both attendance and performance) as a distinct group, to help guide whether additional staff support, engagement, or assistance are needed for students experiencing homelessness. Designate key staff who will coordinate homeless-specific responses at school or district level. See Homelessness section of the Framework. For schools with larger numbers of homeless students seek outreach and engagement with organizations supporting homeless people.
3. Schedule leadership-level reviews of the efficacy of distance learning plans and approaches for homeless students and consider alternatives or additional support needs as part of that review.
4. Schools and districts will be receiving full funding during distance learning and it is expected that all staff, including non-certified and hourly staff, earn pay and benefits as planned.