



World Learner School Distance Learning Plan 3.24.20

Part A: Instructional Expectations

Distance Learning defined: Students engaging in distance learning have access to appropriate educational materials and receive *daily interaction* with their licensed teacher(s). It is important to note that distance learning does not always mean e-learning or online learning. It is critical to provide this learning in a format that can be equitably accessed by all students.

General Requirements:

Provide a general summary of the teaching and learning structures and platforms to be utilized during distance learning. Include how the school ensures that all students will have equal access to the learning and required materials to successfully receive credit in their class, including technology. Include voluntary prekindergarten or school readiness plus programs, if applicable.

• All Students

- If the situation occurs that schools need to be closed due to the COVID-19 virus, World Learner School (WLS) intends to provide instruction to students in all grades via distance learning. The soonest this would occur is Monday, March 30th (i.e. after Spring Break).
- Implementing distance learning will require the full cooperation of students, teachers, and parents to make the instruction and learning meaningful and in compliance with the full expectations of Minnesota Statutes.
- It is intended that the distance learning model of delivery will continue to provide students with new learning while sustaining previous learning. Therefore, the goal will be to connect learning to the regular instruction that has been occurring. Tasks will be meaningful and important to student learning goals and outcomes.
 - Teachers will focus on essential learning - this is the most critical learning to make things manageable for everyone.
 - This **does not** mean that students will be working on academics for the same duration of time as a face-to-face school day.
 - Teachers will focus on setting up routines and structures to support students/families.
 - Teachers will strive to provide best practice instruction that meets the needs of all learners to the extent possible.

- Teachers will leverage digital tools students are using as part of their regular instruction (i.e., SeeSaw, IXL, MobyMax, Google Docs, apps).
- Teachers have or will set up a Google Classroom for their students as a common way to deliver lessons to students.

Lower Elementary and Upper Elementary

- Although students in Lower Elementary (grades 1 - 3) and Upper Elementary (grades 4 - 6) have experience with Chromebooks/iPads, most instruction will be through online/web-based and offline resources. WLS will allow families to check out a district Chromebook for Distance Learning in the event that a family does not have a home device. Families can make the choice to use their home computer/device and not a school issued Chromebook. Families with no device or no internet access will be provided with offline resources in paper format.
- Students will be encouraged to pick up resources at school to ensure they are available in the event we move to distance learning. Families will receive information about when and how to pick up devices and other resources from school.
- It is important to know if students have access to a computer/device and the internet so they can work with the District's distribution of instruction through Google Classroom and other tools. If students don't have online access, teachers will develop an offline learning plan (reading materials, writing, packet learning, etc.). If students don't have access to a computer/device, contact Deana Siekmann to borrow a device.
- Students will not use technology for all learning activities; their time will be balanced between working through Google Classroom and other online tools and working on the assignments that are not technology-based.
- For students in Lower Elementary, teachers will create and post daily assignments with supporting resources for core subjects.
- World Learner School uses many digital resources as supplements to its curriculum. Students use online programs such as:
 - IXL
 - MobyMax
 - Khan Academy
 - Video resource BrainPop
 - Other online resources on class/school websites

Middle School

- Students in Middle School (grades 7 -8) have extensive experience with Chromebooks/iPads, but most instruction will be through online/web-based and offline resources. WLS will allow families to check out a district Chromebook for Distance Learning in the event that a family does not have a home device. Families can make the choice to use their home computer/device and not a school issued Chromebook. Families with no device or no internet access will be provided with offline resources in paper format.
- Students will be encouraged to pick up resources at school to ensure they are available in the event we move to distance learning. Families will receive information about when and how to pick up devices and other resources from school.
- Students in Middle School already use Chromebooks for daily use, and they are very familiar with them both for instruction, accessing resources, and completing schoolwork.
- WLS Middle School teachers have some experience delivering instructional materials via Google Classroom, as well as using online resources to support/enhance learning.
- Students will not use technology for all learning activities; their time will be balanced between working through Google Classroom and other online tools and working on the assignments that are not technology-based.
- Assignments from teachers will be posted daily. Teachers will be able to post videos, links, and online quizzes, and they will be able to distribute and collect digital assignments, and more. Engaging in online discussions is another effective strategy that supports learning in a distance learning structure.
- World Learner School uses many digital resources as supplements to its curriculum. Students use online programs such as:
 - iXL
 - Khan Academy
 - Video resource BrainPop
 - Other online resources on class/school websites

Describe programming options for school nurses, school counselors, school psychologists, school social workers, paraprofessionals, other school specialists and cultural liaisons.

- WLS does not have a school nurse, social worker, counselor, or cultural liaison. WLS contracts with a school psychologist for specific services and will work to ensure those services remain viable during Distance Learning.

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. If applicable,

- This is not applicable to World Learner School.

Outline how attendance of students and staff will be tracked and how these expectations will be communicated to students, parents, and staff. Note: the school board attendance policy must accommodate the implementation of this distance learning model for attendance. If not, the board should consider revising the policy.

- Attendance will be evaluated daily through submission of a daily work task. Attendance will be monitored by staff and submitted to MDE through routine submissions. Typically students will have 24 hours to submit daily work task that is considered to be the attendance marker.

Outline the school's plan for training staff, students and parents to ensure that your distance learning program can effectively be implemented.

- Training modules will be identified and communicated to staff, students and parents.

Describe how your distance learning model is secure and will not allow for the release of protected student or staff information.

- Google Classroom, GSuite apps and email correspondence are an internally monitored system connected to World Learner School domain and information is protected. Tools such as SeeSaw, Everyday Speech and iXL are paid for subscriptions and will maintain data privacy. Other apps are available for families to download and families are encouraged to use the student's school gmail address to reduce data mining.

Special Education Requirements: State and Federal law requires a school to continue to meet the all requirements of the Individuals with Disabilities Education Act.

Describe how the school will ensure supports identified on a student's Individualized Education Program (IEP) or 504 Plan are provided.

- WLS Special Education Director, Kelly Dietrich, will communicate updates and guidance from MDE regarding requirements for educating students receiving special education services. Students are provided with paraprofessional support immediately at the launch of Distance Learning to identify additional accommodations needed for students to access services.

- The World Learner School will continue to provide special education services through the school's distance learning model to support student learning and access to classroom distance learning activities. Students will receive special education services in a distance learning manner similar to classroom instruction: through online meeting platforms, via telephone, and through video, as well as through the use of workbooks, worksheets, and teacher assigned activities.
- Students receiving accommodations through a 504 plan will continue to receive accommodation via Distance Learning.

Outline the school's process for communicating 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

- During Distance learning, IEP meetings will be held by conference call. The child's special education teacher will contact parents to schedule a time to review the child's IEP, including special education services, supports and accommodations for the distance learning model. Special education evaluations requiring face-to-face assessment will be on hold during this time and will resume when the school returns to face-to-face instruction.
- During Distance learning, 504 Plan meetings will be held by conference call. The school's 504 plan coordinator will contact parents to schedule a time to review the child's 504 Plan if needed for the distance learning model.

Describe the school's protocol to communicate with administration and staff to prepare and support them in meeting the needs of students eligible for special education, child find activities, evaluations/reevaluations, and IEP implementation.

- WLS Administration will communicate with staff weekly during Distance learning regarding updates and related information. Video conference meetings will occur weekly with the special education providers and weekly with the special education support staff. General education staff will be included in a regular Child Study meeting as well.

English Language Learner Requirements

Describe how the school will fulfill Individual Learning Plans for English Language Learners. Include possible scaffolding methods available to support students in a distance learning environment.

- Students receiving services as English Language Learners will receive daily lessons from teachers related to general education lessons. Preteaching and reteaching will be primary

services as well as vocabulary and comprehension checks.

Describe the school's plan for communicating with families that do not use English as a primary language.

- WLS communication will be distributed in English with guidance to parents to contact administration for interpretation of documents. WLS administration will contract with an interpreting service to provide documents in native language.

Protections for Students Experiencing Homelessness or Housing Instability

Specify how the school 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.

- WLS currently doesn't have any students experiencing homelessness. WLS will guide staff with knowledge of change in homelessness status with WLS administration. WLS administration, acting as the homeless liaison will disseminate service opportunities provided by county agencies. WLS will provide additional access opportunities to learning materials including device and internet connection (hot spot), weekly exchange of learning materials, support accessing lunch programs in local communities, and access to school psychologist for emotional support.

How will the school monitor participation and engagement of homeless students in distance learning (e.g., including both attendance and performance.); potentially resulting in your school needing to change its staffing/support?

- As changes in homelessness status are discovered, WLS teaching teams will implement analysis of alternative outcomes that focus on comprehension and mastery checks. If a student continue to maintain progress on comprehension and mastery checks despite erratic attendance and work submission, the education plan will continue. If a student is not able to maintain progress on comprehension and mastery checks due to erratic attendance and work submission, the education plan will evolve to assigning a staff person to that child and further develop methods of interaction to provide learning opportunities.

How will the school monitor the efficacy of distance learning plans and approaches for all students including homeless students, and be prepared to consider alternatives or additional support needs as part of that review.

- WLS teaching teams will implement analysis of alternative outcomes that focus on comprehension and mastery checks. If a student continues to maintain progress on comprehension and mastery checks despite erratic attendance and work submission, the education plan will continue. If a student is not able to maintain progress on comprehension and mastery checks due to erratic attendance and work submission, the education plan will evolve to assigning a staff person to that child and further develop methods of interaction to provide learning opportunities.

Describe how the school will maintain regular contact with local public health departments, county or Tribal human services departments, and Continuum of Care planning bodies on ongoing or emerging needs and to connect to resources that can assist students and families experiencing homelessness.

- WLS administration receives communication from Carver County Public Health, MN Dept of Health, MN Dept of Education and Carver County Emergency Response Management team to keep informed on situations that may impact families as well as for contacts on agencies and resources that can assist students and families experiencing homelessness.

Part B: Supplemental Services Expectations

Describe the school’s plan for providing meals to all children who need them. Include: how families access meals, staffing plan for preparing and distributing meals, and method of distribution that aligns with public health guidelines.

- WLS will communicate local food providers to all families in the community in which they live.

Describe the school’s plan for providing childcare for the elementary children of Tier 1 emergency and healthcare workers. Include: how families access childcare, a plan for staffing childcare, transportation of childcare participants, if you plan to include children of Tier 2 workers, and plans for following the CDC and Minnesota Department of Health’s guidelines.

- WLS will provide child care to children of Tier 1 emergency and healthcare workers. During the closure period, school age care will be offered for World Learner School students age 12 and under of Health Care and Emergency Workers, regardless of if they have used our child care programs in the past ("12 and under" is defined as students currently enrolled in our school district through age 12). This child care is available for families of healthcare workers and other emergency providers ONLY. School-Age Care will be closed for all other families. Transportation will NOT be provided. Care will be held at World Learner School from 9:30 am to 4:00 pm daily following the WLS school schedule. Surveys will be sent to all families with information and sign up with registration materials to follow. Program will be staffed in 2

shifts per day, two staff per shift: 9:20 am - 12:50 pm and 12:40 pm - 4:10 pm. Programming would focus on academic work from teachers with some play, rest and lunch built in. The daily program and schedule will be developed by care providers. Care providers will also be responsible for other tasks in supporting students and teachers in Distance Learning. Child care will follow all CDC requirements for safety. These will be posted.

How will the school maintain an awareness of, and be prepared to cope with, the potential impact these closures will have on the mental health and wellbeing of students, staff, and families.

- WLS will provide lessons related to social-emotional learning and coping strategies. For students currently receiving counseling services from school psychologist, efforts will be made to provide services with consultation with parents.

Describe how the school will provide information related to 'how to talk to children' about what is happening to change their school day.

- Resources including videos, books, and parent information will be provided. WLS Montessori Distance Learning Handbook will contain resources.