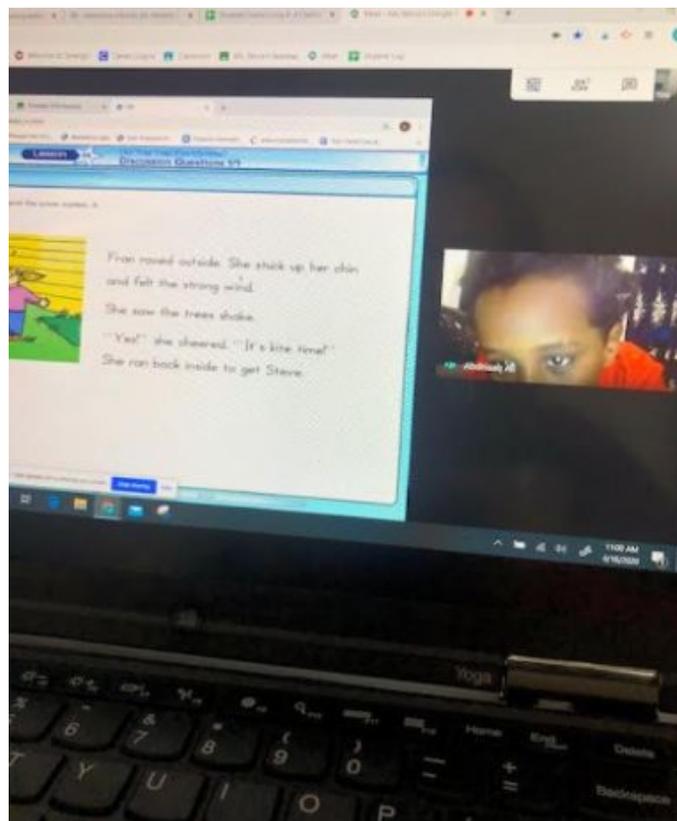




TWIN CITIES  
INTERNATIONAL  
SCHOOLS

# COVID-19 Distance Learning Plan

SY 2020-21





# COVID-19 Distance Learning Plan

## Table of Contents



Introduction	1
Equity Statement	3
Distance Learning Overview	4
Operational Specifics	5-7
Student & Family Supports	8-9
Academic Considerations	10-17
Professional Learning	18-19
Resources	20



# COVID-19 Distance Learning Plan

## Introduction

The spring of 2020 brought about unprecedented changes to our society and our education system when COVID-19 (Coronavirus), a new, fast-spreading illness was introduced to the world. Minnesota began to plan and prepare for the impact of this global pandemic in early March 2020. MN Governor Tim Walz issued Executive Order 20-19 on March 13, 2020 effectively closing MN Public Schools in mid-March and moving all schools to a distance learning program for the remainder of the 2019-2020 school year. MN schools developed a variety of plans at the local level to ensure that the health and safety of students, families and school employees was the first priority while maintaining educational continuity for schools.

TCIS utilized Google Classroom as its learning management platform and accessed Google Meet to ensure that students had daily interactions with their licensed teachers and posted assignments. TCIS also loaned out over 400 individual Chromebooks to ensure that students had access to appropriate educational materials and technology. For students, without technology access, work packets were delivered or available for pick up at the building. Over 400 meals were served daily through the combined use of pick up and delivery options. TCIS Administration worked with Somali Television to deliver messages and reminders of social distancing to the greater community and held periodic ZOOM online conferences with parents to address questions and concerns as well as provided updated information on distance learning.

Reopening of school is critical during the COVID-19 pandemic, when many children and families are experiencing additional economic hardships, social isolation, and other stressors. Schools are a critical component of communities and have tremendous impact on the health, well-being, growth, and development of students and families. Education is a fundamental determinant of health because it cultivates life skills, knowledge and reasoning, social-emotional awareness and control, and community engagement, which serve people over the course of a lifetime. Schools themselves also function as tools and resources for public health intervention by addressing core needs such as nutrition, access to health and social support services, and engagement and support of families and the community as a whole.

The Twin Cities International Schools (TCIS) COVID-19 Operations Manual and School Year 2020-21 Operations Plan are based on several guidance documents developed by the Minnesota Department of Health (MDH) and the Minnesota Department of Education (MDE) and with input from several key stakeholder groups including, CKC (School Meals Vendor), MN Coaches (Transportation Vendor), (Janitorial and Custodial Vendor), TCIS Employees and TCIS Students and Parents. These guidance documents can be referenced throughout this document.

As the State of MN begins to re-open its businesses, schools are among some of the last to be fully re-integrated into “normal” operations. Twin Cities International Schools, along with all Minnesota Public Schools and Districts have been instructed to develop three contingency plans to prepare for the 2020-21 school year. TCIS may need to move flexibly through these three plans in the future if emergency, short-notice, school in-person capacity reductions or school building closures occur due to COVID-19. It is possible that all three plans could be used during the 2020-21 school year.

# COVID-19 Distance Learning Plan

## Introduction

**Scenario 1: In-person learning for all students.** In this planning scenario, schools should create as much space between students and teachers as is feasible during the day, but will not be held strictly to enforcing 6 feet of social distancing during primary instructional time in the classroom. Activities and extracurricular programming should continue to follow the [COVID-19 Prevention Guidance for Youth and Student Programs \(https://www.health.state.mn.us/diseases/coronavirus/schools/socialdistance.pdf\)](https://www.health.state.mn.us/diseases/coronavirus/schools/socialdistance.pdf). This scenario may be implemented if state COVID-19 metrics continue to stabilize and/or improve. All requirements in this guidance apply to scenario 1.

**Scenario 2: Hybrid model with strict social distancing and capacity limits.** In this planning scenario, schools must limit the overall number of people in school facilities and on transportation vehicles to 50% maximum occupancy. Sufficient social distancing with at least 6 feet between people must occur at all times. If distancing cannot be achieved in a space or on a transportation vehicle, the number of occupants must be reduced. Schools must also include plans for contactless pick-up and/or delivery of meals and school materials for days that students and staff are not in the school building, as well as implementation of a school-age care program for critical workers. This scenario may be implemented if COVID-19 metrics worsen at the local, regional, or statewide level. Scenario 2 may also be implemented within a school if they experience clusters of cases within a classroom or the school. All requirements in this guidance apply to scenario 2, with additional requirements noted in the Social Distancing and Minimizing Exposure section noted for scenario 2 only.

*Hybrid learning defined – Hybrid is commonly used to describe classes in which some traditional face-to-face instruction has been replaced by distance learning activities. A hybrid class is designed to integrate face-to-face and distance learning activities so that they reinforce, complement, and elaborate on one another, instead of treating the online component as an add-on or duplicate of what is taught in the classroom. During classroom instruction time, students can be engaged in authentic, collaborative learning experiences. The distance learning components can include multimedia-enhanced content, learning practice, and channels for ongoing discussion. In some hybrid approaches, direct instruction that normally takes place in the classroom is “flipped” with intentional online learning tasks. Another method involves facilitating flipped, short mini-lessons for students to access online (asynchronously or synchronously).*

**Scenario 3: Distance learning only.** This scenario may be implemented if local, regional, or statewide COVID-19 metrics worsen significantly enough to require the suspension of in-person learning. The requirements in this guidance regarding in-person protections would not apply to the general school community, as students and staff would be utilizing distance learning and would not be gathering in groups on school grounds. However, schools may be open to provide emergency child care or other functions.

*Distance Learning defined – Students engaging in distance learning have access to appropriate educational materials and receive daily interaction with their licensed teacher(s).*

*(taken from [Guidance for Minnesota Public School: 2020-21 School Year Planning](#) and [MN Department of Health 2020-21 Planning Guide for Schools](#)).*

# COVID-19 Distance Learning Plan

## Equity Statement

### *Equity Statement*

*Minnesota defines educational equity as the condition of justness, fairness and inclusion in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potential. The pursuit of educational equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for students based on their races, incomes, and social conditions. Eliminating those structural and institutional barriers requires systemic change that allows for distribution of resources, information and other support depending on the student's situation to ensure an equitable outcome.*

*Equity is a priority to reach all children, especially children of color, indigenous children, immigrant children, low-income families and communities, and children who have disabilities must continue to be prioritized. Further, access to mental health services and support, hands-on student education and support, broadband and devices, and consistent instructional expectations continue to be concerns for many students. Responding to these challenges will take innovation and public-private collaboration. Our educators stand ready to meet this need. Safely providing opportunities for in-school learning and other activities will provide engagement, support, and access for our students, families and communities.*

*(taken from 2020-21 Planning Guidance for Minnesota Public Schools)*

TCIS is committed to providing educational equity throughout its time during distance learning. Students are provided the option of using a loaned school chromebook free of charge, with no deposit for insurance or device maintenance. Both pick up and delivery of devices is available to families. In addition, families needing wi-fi hot spots, especially those in situations experiencing homelessness, will be provided a device free of charge. Student consumable materials are also provided to each student including headphones, supplies such as pencils, sharpeners, highlighters, markers/crayons, notebooks, etc. Student workbooks and/or unit materials will also be provided by trimester.

Parent and student communication is available in English, Somali, Oromo and Arabic languages for all notices and meetings. Students needing additional academic and/or emotional support will have access to school educational assistants, school social worker and counselor. All English language support services and special education services continue during distance learning. Students needing specific health related services have opportunities for coordination of services through our health department.

# COVID-19 Distance Learning Plan

## Distance Learning Overview

The TCIS distance learning plan includes daily interaction with classroom teachers to provide live instruction as well as asynchronous instructional supports. Teachers are encouraged to give students a 15 minute, technology free break at the close of each hour to give their eyes a break, stretch, do physical activity, use the bathroom, eat a snack, read quietly, finish assignments, etc... During distance learning, students receive the same calendar days/hours of instruction as the regular school program. TCIS will ensure that students have sufficient access to a device and Internet to fully participate in distance learning and will provide specific support to students and families on Internet safety and security, digital literacy, and digital learning technologies. TCIS will use the GSuite tools including Google Classroom and Google Meet for the learning platform during distance learning.

### The Monday-Thursday daily schedule is as follows:

7:00-8:00 AM	Teacher and Staff preparation time
8:00-9:00 AM	Content Block 1
9:00-10:00 AM	Content Block 2
10:00-11:00 AM	Content Block 3
11:00-12:00 pm	Lunch & Break
12:00-1:00 pm	Content Block 4
1:00-2:00 pm	Content Block 5
2:00-3:00 pm*	Teacher preparation time, parent communication, team meetings

*\*meeting times may vary based on team schedules*

### The Friday daily schedule is as follows:

7:00-8:00 AM	Teacher and Staff preparation time
8:00-8:30 AM	Content Block 1
8:30-9:00 AM	Content Block 2
9:00-9:30 AM	Content Block 3
9:30-10:00 AM	Content Block 4
10:00-10:30 AM	Content Block 5
10:30-11:00 AM	Open office hours
11:00-1:00 PM *	Student assignment work time, teacher preparation time, parent communication, lunch

*\*meeting times may vary based on team schedules*

Students who cannot be logged in during live hours are expected to watch recorded instructional videos and complete assignments no later than 11:59 PM each day. Attendance must be taken at least once per day for all students enrolled. Attendance is considered interaction with a teacher on an instructional day. A student could be reported in attendance by participating in a video class or chat; a phone call with the student or, for younger students, with the parent; posting completed coursework to the learning management system or turning in complete coursework on a given day. **Students for whom no teacher has direct interaction on a given day are reported as absent for that day.**

# COVID-19 Distance Learning Plan

## Operational Specifics

### Health Expectations, PPE and COVID-19 Screening Process:

TCIS will implement all guidance provided by the Minnesota Department of Health [2020-21 Planning Guidance for Schools](#). These practices are foundational to minimizing the risks of exposure to COVID-19 for students, staff, and families. These practices are considered the minimum level of implementation, and schools may not be less restrictive.

Per Governor Walz's Executive Order 20-81, as of July 25, 2020, masks are required indoors in public spaces in Minnesota. This includes school buildings.

TCIS employees and the general public may reference the TCIS COVID-19 Health & Safety Plan for Employees and the [TCIS website](#) for more specific information. TCIS has posted health & safety signage throughout the building to assist with physical distancing and facial mask reminders.

TCIS has sourced a supply of PPE ranging from cloth and disposable adult and child size face masks, face shield, gloves, disinfecting wipes, hand sanitizer and non-touch forehead temperature scanners that should meet the needs of students and staff throughout the 2020-21 school year.

### Building Access:

Physical distancing will be promoted throughout the building. During distance learning staff are encouraged to work from home when possible. The building will operate with a small, identified group of individuals including technology, office, custodial, and administrative staff. Although the building is open to parents for technology support, strict health screening protocols are in place should they need to visit the building. Teachers who choose to work from the building are instructed to keep to their classroom as much as possible and to follow all physical distancing and face mask requirements when moving throughout the common area. TCIS will follow restrictions related to non-essential visitors, volunteers, and activities involving outside groups.

### School-Age Care for Critical Workers:

Childcare for students in grades K-6th grade (Age 12), is available upon request Monday -Thursday from 7:30 AM - 2:30 PM. The request form can be found on the [TCIS website](#) or parents can call the main school phone line (612-821-6470) to submit their request. Students will have the option of school meals and will eat in the childcare classroom. Transportation is generally not provided by the school for childcare. Students with curb-to-curb accommodations will be provided school transportation.

Students here for childcare will be kept in a small cohort for the day. Students will participate in a daily health screening including a no touch forehead temperature scan upon arrival. Student sharing of materials will be limited. Students will have access to the childcare classroom, restroom, outdoor playground spaces and gymnasium. Good hygiene will be taught and encouraged by the childcare staff member.



# COVID-19 Distance Learning Plan

## Operational Specifics

### Food Service:

TCIS provides breakfast and lunch meals to students during distance learning. Contactless pick up/or delivery of meals is available between 9 am and 1 pm. on Tuesdays and Thursdays including days off. Holidays that fall on those days of the week will be adjusted and families notified in advance. Currently enrolled TCIS families can request meals for their student(s) during distant learning. [Meal request form](#) is posted on our website.

CKC (Food vendor) Staff will adhere to guidance and recommendations from the Minnesota Department of Education, Minnesota Department of Health (new restaurant and dining guidelines and 2020-2021 Planning Guidance for Schools), Centers for Disease Control, and the Governor's Office.

The following resources can provide additional school and parent support:

[MDH Guidance for School Food Service Workers](#)

[Emergency food website](#)

[food shelf finder](#)

### Student Consumable Materials:

Students will receive grade level color-coded student bags with school supplies, trimester 1 supporting work, books, information on the child's teachers, computer logins, novels and art/science supplies. 8<sup>th</sup> grade students also received a bag of gym equipment - basketball, soccer ball, volleyball, and jump rope. Materials will be replenished and new materials by trimester will be available at the start of each trimester.

### Student Material Pick-Up Dates:

- September 2-4, 2020 from 1-7 PM
- November 25-27, 2020 (Times TBD)
- March 15-17, 2021 (Times TBD)



### Financial Resources:

Staff will identify potential state and federal resources available for COVID 19 related expenses. State CARES, FEDERAL ESSER and GEERS funds will be used to support technology and COVID-19 related expenses. Staff will coordinate and help prioritize school district and community needs.

### Transportation:

Transportation will not be needed during distance learning. If there is a particular need by family for attendance at school or for in-person technology support, TCIS transportation coordinator may provide transportation using the school van, following all recommended health and safety

# COVID-19 Distance Learning Plan

## Operational Specifics

### Technology:

Technology is an important tool for students and families to engage in learning as well as stay connected to their schools, friends, family and community. The school has considered a host of creative options to ensure that appropriate technology devices are available to all students and staff to support powerful digital learning at any time, from any location. The district is well staged to deploy identified technologies, with plans for budgeting and purchasing, placement/distribution, and training and support.

- All families will be provided devices to access materials
- Every kindergarten student and new student to TCIS will be given a chromebook to use for the school year.
- Devices will be cleaned, distributed, repaired, and maintained based on best practice standards
- TCIS will help families find internet services if needed
- Wireless hotspots provided where needed
- Staff will implement support centralization in collaboration with other student services
  
- **Technology Support is available in-person or by phone Monday - Thursday at the school building by calling 612-821-6470 or by completing the Technology Assistance form found on the TCIS Website [here](#).**
  
- **Find technology resources on the TCIS website [here](#).**

### TCIS Platforms/programs/applications:

- Our online learning platform is Google
- We follow federal and state statutes regarding collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students
- Student Technology Acceptable Use Agreement is agreed to during device checkout by each family
- Periodic monitoring of student electronic communications through the students' school account
- Students' accounts are set up by the school and then give them access information
- All data collected, received, or maintained by TCIS is private and will not be disclosed to anyone other than the parent or legal guardian, without their consent or a court order
- We follow - [Board Policy 524 \( Internet and Acceptable Use and Safety Act\)](#)
  - COPPA (Child Online Privacy Protection Act)
  - Internet Safety and CIPA (Children's Internet Protection Act) BS



### Infrastructure within the building:

- TCIS network and access to the internet is consistently fast and reliable at the building
- Wireless access points throughout the building have been upgraded and increased
- Internet bandwidth at the school has been increased to support additional downloading and streaming needs during distance and hybrid learning
- TCIS has procured additional and upgraded devices for staff and students and can more than adequately support both distance learning and in-person/hybrid learning models with technology

# COVID-19 Distance Learning Plan

## Student & Family Supports

### **Student and Family Supports Overview:**

During distance learning TCIS has created both office hours and call-in options for students to get help or talk to a teacher or adult. We have develop and require as many synchronous opportunities as possible, with opportunities for student-to-student interaction for students of all ages. We have reviewed parent communication and identified additional supports needed for all languages present within the school.

Administrators use zoom meetings and recorded videos posted on the school's website and Somali TV of MN, as well as their youtube channel to be "visible" to students and families in a virtual setting. Teachers have incorporated social emotional learning programs in a distance learning setting. School spirit "events" such as spirit days and student recognition are happening remotely.

### **Mental Health and Well-Being**

- Staff, families, and students are provided information on how to access resources for mental health and wellness
  - TCIS website
  - Phone calls
  - Virtual parent meetings
- Teachers, EAs, Admin, Office Staff, Dean of Students, Social Worker/Parent Liaison, and Counselor available to answer questions and give support
- Teachers and EAs share concerns and how to address them during PLC meetings
- Parent Teacher Conferences held virtually or during scheduled appointments
- Parent Engagement held virtually using ZOOM for parent academy as needed
- Additional on-site professionals hired to increase social support services
- Staff, students, and families are encouraged to talk with people they trust about their feelings and concerns regarding COVID-19
- Resources for supporting mental health and wellness
  - [Supporting Mental Well-being During COVID-19](http://www.health.state.mn.us/communities/mentalhealth/support.html)  
([www.health.state.mn.us/communities/mentalhealth/support.html](http://www.health.state.mn.us/communities/mentalhealth/support.html))
  - [Mental Health Support](http://mn.gov/covid19/for-minnesotans/get-help/mental-health.jsp)  
([mn.gov/covid19/for-minnesotans/get-help/mental-health.jsp](http://mn.gov/covid19/for-minnesotans/get-help/mental-health.jsp))
  - [Tips and Resources for Children and Parents During COVID-19](http://www.health.state.mn.us/communities/mentalhealth/children)  
([www.health.state.mn.us/communities/mentalhealth/children](http://www.health.state.mn.us/communities/mentalhealth/children))
  - [Helping Children Cope](http://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/for-parents.htm)  
([www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/for-parents.htm](http://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/for-parents.htm))
  - [Supporting student and families COVID-19 Resources](#)

# COVID-19 Distance Learning Plan

## Student & Family Supports

### Home Visits:

TCIS may allow school staff to visit a student's home to build and preserve relationships with the student and their families. Visits will need to be pre-arranged and a phone or virtual health screening should take place the morning of the visit.

- Under no circumstances should school staff enter the student's home or place of residence
- The visit may occur outside of the student's home or at another suitable outdoor location, such as a park or taking a walk
- Limit visits to no longer than 30 minutes
- Students, staff, and families shall follow MDH and CDC Public Health Guidelines, including social distancing at least six feet of separation at all times
- All students, families, and staff should wear appropriate face masks at all times
- If school staff are handing off instructional materials or other items, staff should follow the same procedure used in school to hand off materials or receive materials from the student and family

### Bullying and Harassment:

COVID-19 is not at all connected to race, ethnicity, or nationality. School staff should be mindful that bullying, intimidation, or harassment of students based on actual or perceived race, color, national origin, or disability (including the actual disability of being infected with COVID-19 or perception of being infected) may result in a violation of state and federal civil rights laws.

Twin Cities International Schools will take immediate and appropriate action to investigate what occurred when responding to reports of bullying or harassment. If parents and families believe their child has experienced bullying, harassment, or intimidation related to the COVID-19 outbreak, they should contact their school director or Dean of Students. *(taken from 2020-21 Mn Planning Guide for Schools)*

<b>K-4</b>	Abdihakin Isse, Dean of Students	Kelli Wilson Smith, Elementary Director
<b>5-8</b>	Mohamed Heban, Dean of Students	Ismail Ahmed, Middle School Director

### Students Experiencing Homelessness:

Under the McKinney-Vento Act, school districts and charter schools must review and revise policies and procedures to remove barriers to a high-quality education for homeless children and youth. TCIS has designated our school social worker, Ahmed Gedi, to ensure that homeless students are identified and have a full and equal opportunity to succeed in school especially during COVID-19. If you need assistance, please email [ahmedg@iecmail.net](mailto:ahmedg@iecmail.net) or call the main school line @ 612-821-6470 for his extension.

# COVID-19 Distance Learning Plan

## Academic Considerations

### Learning Loss:

TCIS recognizes that students will experience a loss of learning due to the COVID-19 pandemics which shuttered schools across the world during the spring of 2020. While TCIS did its best to develop a distance learning program during that time. We know students may not have reached their full potential as if they had been in school. An evidence brief from Results 4 America—[“School Practices to Address Student Learning Loss”](#)—authored by Elaine Allensworth (UChicago Consortium on School Research) and Nathaniel Schwartz (Annenberg Institute at Brown University) summarizes the issue of learning loss resulting from missing several months of in-person school.

### Overview of TCIS plan to address learning loss last spring and this year:

- Increased rigor and teacher direct instruction
- Daily schedules are clearly articulate, communicated, and followed through Google Classroom
- Daily lessons posted by 8 am including full Friday content expectations
- Students have additional time to submit daily work to accommodate family schedules.
- K-8 Students have 5 content hours each day M-TH with a shorter 2 hour day on Fridays for “live” instruction and assignment support.
- Students must have daily contact with their teacher either through phone call, emails, text, video/online class sessions or submission of daily work, in order to be counted as “in attendance for each day.
- Close monitoring these contacts and work submission and will be following up with families who may be struggling to get started with a new routine.
- Parents have daily access to their student’s teachers, grade level EA’s instructional coaches, admin, office staff, tech support personnel, health aids, deans, counselor, and social worker, though email, phone calls or google meets.
- Based on data, instructional coaches working with teachers to drive instruction
- Additional training for students and parents about logging onto Chromebooks and into Clever, Google Classroom, and other sites before school started via Zoom, phone, and appointments at school.
- Teachers provide videos of themselves providing content instruction for each learning target. Premade videos provided by the curriculum or found on the Internet can be used as supplemental material.
- Teachers provide direct instruction and answer questions at the top of every hour in their Google Meet session.
- IXL used to support PLC learning targets
- Additional chromebooks, online teacher resources, and student academic resources purchased
- In-person tech support for issues with school loaned devices Mondays-Thursdays from 9-2
- Office staff and Admin in the building daily
- School phones answered live M-Th from 8-2 pm

# COVID-19 Distance Learning Plan

## Academic Considerations

### **Attendance:**

Teachers are expected to provide daily interactive instruction to their students. Students are expected to have interaction with their teacher(s) to be considered in attendance on a given day. Students must have actual documented student-teacher or parent-teacher contact on a given day to be reported as in attendance on that day.

Attendance must be taken and recorded at least once per day based on a teacher's direct interaction with the student. This interaction could be participation in a video class or chat; a phone call with the student, or for younger students, with the parent; posting completed coursework to the learning management system; turning in completed coursework on a given day along with a record of teacher contact, e.g., phone call, text message exchange, etc. Students for whom no teacher has direct interaction on a given day are reported as absent for that day.

TICS' distance learning plan includes a process to identify and follow-up with students experiencing frequent absences:

- K-4: Teachers track which students comes to Google Meets and which students completes assignments
- 5-8: Teachers will track contact via a Google Sheet for attendance which includes seeing them in the Google Meet, work completed in Google Classroom, and/or contact via a phone call
- Parents call if they are going to be absent, if not, the office will call home.
- EA's call home if a student doesn't come to Google meet or doesn't do assignment
- Student concerns, including attendances shared at during weekly PLC grade level meetings
- Dean, Counselor, and/or Social Worker work with parents if absences continue

### **Plan to reduce chronic truancy and re-engage students:**

TCIS Deans of Students, Social Worker and Counselor along with school Administrators will monitor and receive concerns regarding attendance and work completion from teachers on a daily basis. This team will take all practical and safe measures to meet with the parent and student to determine any barriers to learning and create solutions to overcome those issues. These employees will check in with teachers about improvement of attendance and work completion. Home visits or bringing the student to the school on a limited basis are options for this team to re-engage the student in their learning.

- K-4 grade – Teachers keep track of daily attendance, whether Google Meets or complete assignments.
- 5<sup>th</sup>-8<sup>th</sup> grade - Running record of students not seen or turned in work by each grade level team for 50% or less of the days per current week will get a phone call home from EA or teacher. Continued chronic truancy would be followed up on by the counselor, dean, or social worker.
- EA's call parents if no contact is made
- Names of students with continued absences will be shared at weekly grade level PLC meetings.
- Social worker, deans, or counselor will work with parents if absences continue

TCIS follows the Hennepin County [Be@School program](#). Find out more information [here](#).

# COVID-19 Distance Learning Plan

## Academic Considerations

### Assessments:

Assessment is used to describe many different procedures and tools used to determine what students know and can do. At the classroom and district level, assessment can transform student learning and instruction when implemented with clear learning objectives and progressions aligned to the Minnesota Academic Standards. TCIS also uses assessments to measure progress and growth of students within a grade level year and over time.

### TCIS Assessments during Distance Learning:

- Beginning of year baseline skills assessments by content area
- ACCESS test given to all kindergarten students and 1<sup>st</sup>-8<sup>th</sup> grade students as needed
- Access testing in February for all kindergarteners and 1<sup>st</sup>-8<sup>th</sup> grade students who need it
- MCA/MTAS for Reading (Gr. 3-8), Math (Gr. 3-8), and Science (Gr. 5 & 8) taken in late March and April
- NWEA – MAP assessments (Winter & Spring Only)
  - Students taught how to take tests remotely if logistics can be managed for all students
- Common Formative & Summative Assessments
  - K-4 Teachers give essential standards assessments, both pre & post by instructional cycle
  - 5-8 students will be given a pre-test and post-test each trimester
  - 5-8 teachers must update grades online in Synergy weekly (formative or summative assessment)
- Progress Monitoring
  - K-4 students receive additional support through EA tutors and teacher online intervention
  - 5-8 RTI staff will support student learning based on classroom data, pre/post test data, and MAP data

At this time it is expected that the federal Government will not be granting a waiver to states to postpone testing due to COVID-19 or varied instructional models. TCIS is developing a plan that will allow students to safely and efficiently take these required assessment at the building this spring if necessary.

### Grading:

Frequent and meaningful feedback is essential to maintaining strong relationships with students and for motivating their learning and progress. The principles in MDE's Assessing Learning Guidance for the 2020-21 School Year should be used as guidance as districts prepare for a new school year.

- K-4<sup>th</sup> students grades based on participation and academic mastery
- 5-8 students have an opportunity to redo and resubmit work and assessments after completing relearning activities. Grades will be reevaluated and changed if appropriate.
- Grades will be based on MN State Academic Standards
- Teachers and EAs give support to any student when needed

# COVID-19 Distance Learning Plan

## Academic Considerations

### English Learner (EL) Program:

Meaningful access for English learners includes differentiated supports for academic content as well as strategies to increase English language acquisition. Content teachers should provide multiple representations of concepts, sentence frames, differentiated texts, and vocabulary instruction with an explicit focus on academic language. EL teachers should have clear strategies that provide structured opportunities for students to produce oral and written language. (This is difficult but of utmost importance in a distance learning context.) Collaboration between content and EL teachers should be prioritized and clearly planned for from the start. Additionally, don't overwhelm students and families. Start with technology that students and families know and slowly introduce new resources as students become comfortable. Provide enough support and personal contact to ensure that independent assignments can be completed without need for a family member to teach the content at home

An explanation of full English Language services for distance learning will be explained in the form of an Appendix to the current LIEP. This information will be posted to the [school website](#) with the other policies of the ELL department as well as linked in the Distance Learning resources on the school website.

The TCIS LIEP will be adapted as such during distance learning:

- EL teachers will work with content/classroom teachers to adapt curriculum, assignments, and assessments as needed for EL student needs
  - This may include providing written or “hard” copies of content or assignments on a limited basis, based on student needs
  - EL teachers may co-teach during distance learning, or small groups of students will be assigned to work with their EL teacher for that lesson or for work time
- ELL teachers will continue to use Imagine Learning, Learning A-Z for ELLs, Brain Pop ELL, etc. to supplement their teaching.
- ELL teachers will have dedicated Google Classrooms and Google Meets time to deliver content, assist students, and check in with families
- Parent communication is made available in all language present in the school for parent notices and meetings

### English Language Learners:

- Kindergarten students and students needing an EL screener will be brought into the building over the course of a week at 20 minute intervals to participate in the in-person EL screener and as agreed upon by parents.
- Online screeners will be utilized for those who do not feel comfortable coming to the building until such a time that an in-person screener can take place
- Parents received letters of students' ELL status at the start of the school year, which outlined EL programming at TCIS.
- EL teachers work with the parent liaison and Educational Assistants as needed to make contact with families and describe the EL supports available and attendance policies.
- EL teachers will track which students they are seeing, and connect with parents and students who have not been attending their language development classes.

# COVID-19 Distance Learning Plan

## Academic Considerations

Program Area	<b>Elementary K-4</b>
ELD Instruction	<p>All EL students get core instruction from classroom teachers.</p> <p>Level 1.0-2.9:</p> <ul style="list-style-type: none"> <li>- Small group language instruction and content support for students in EL Google Meets 2-3x per week</li> <li>- Imagine Learning access and EL teacher monitoring of hours and progress for students 2.5 and below</li> <li>- EL teachers available for support during student work time</li> <li>- EL teachers may provide extra videos, resources, or activities intended to assist accessing content and build language</li> </ul> <p>Level 3.0 - 3.9:</p> <ul style="list-style-type: none"> <li>- Small group language instruction and content support for students in EL Google Meets as needed</li> <li>- EL teachers available for support during student work time</li> <li>- EL teachers may provide extra videos, resources, or activities intended to assist accessing content and build language</li> </ul> <p>Level 4.0-4.4:</p> <ul style="list-style-type: none"> <li>- Monitoring of student data and growth</li> <li>- Access to extra support videos or activities for EL students and work time support as needed</li> </ul>
Mainstream EL Support	<ul style="list-style-type: none"> <li>- EL students get core instruction from classroom teachers.</li> <li>- EL teachers provide support to classroom/content teachers, including creating additional resources and assisting in differentiating or scaffolding assignments or assessments</li> <li>- EL and homeroom/content teachers meet weekly and EL teachers align support with content standards</li> <li>- EL Coordinator will provide ongoing coaching and professional development resources</li> </ul>
Communicating with Families	<p>Educational Assistants, parent liaison, and office staff available to assist in contacting families and provide translation as needed.</p>

# COVID-19 Distance Learning Plan

## Academic Considerations

Program Area	<b>Middle School 5-8</b>
ELD Instruction	<p>All EL students get core instruction from classroom teachers.</p> <p>Level 1.0-2.9:</p> <ul style="list-style-type: none"> <li>- Small group sessions 4x per week, focusing on language development</li> <li>- Content support during work time</li> <li>- Imagine Learning access and teacher monitoring of use and progress</li> <li>- EL teachers may provide extra videos, resources, or activities intended to assist accessing content and build language</li> </ul> <p>Level 3.0 - 3.9:</p> <ul style="list-style-type: none"> <li>- Small group sessions 2x per week, focusing on language development in context of content areas</li> <li>- Content support during work time</li> <li>- EL teachers may provide extra videos, resources, or activities intended to assist accessing content and build language</li> </ul> <p>Level 4.0-4.4:</p> <ul style="list-style-type: none"> <li>- Monitoring of student data and growth</li> <li>- Access to extra support videos or activities for EL students</li> <li>- Content support during work time</li> </ul>
Mainstream EL Support	<ul style="list-style-type: none"> <li>- EL students get core instruction from classroom teachers.</li> <li>- EL teachers provide support to classroom/content teachers, including creating additional resources and assisting in differentiating or scaffolding assignments or assessments</li> <li>- EL and homeroom/content teachers meet weekly and EL teachers align support with content standards</li> <li>- EL Coordinator will provide ongoing coaching and professional development resources</li> </ul>
Communicating with Families	<p>Educational Assistants, parent liaison, and office staff available to assist in contacting families and provide translation as needed</p>

# COVID-19 Distance Learning Plan

## Academic Considerations

### Special Education:

Special education provides individualized services to students with unique needs for learning supports, in specialized environments for learning. In this regard, special education programs and students with individual needs for learning supports are important considerations in planning to serve students whether via in-person learning, hybrid learning or distance learning. Two goals drive planning at TCIS:

- Maximizing effectiveness of specialized instruction and related services; and
- Minimizing COVID-19 infection risk through application of CDC and MDH recommended safety measures.

### During Distance Learning @ TCIS:

- Students will meet with their special education teachers on a daily basis through google classroom or google meet based on their IEP
- The student's goals will be addressed as dictated by a contingency learning plan, based on the IEP and individualized for each student.
- Each parent of a student on an IEP will receive a copy of the contingency learning plan stating how services will be provided during hybrid and distance learning periods.
- TCIS has developed an [In-person Determination Scale](#) to use in determining if a student with an IEP should attend school for any period of time during distance learning or for additional days during a hybrid model.

### Delivering direct student support services:

- School staff will need to be in close contact with students when they provide certain services within the school setting, including: evaluation for service eligibility; screening for developmental or other health conditions; personal care services; and specialized instruction and related services for students with special health care needs or disabilities. Personal protective equipment must be used to reduce the risk of COVID-19 transmission during the provision of these and other services that require close, physical and prolonged contact.
- For more information, refer to the [Guidance for Delivering Direct Student Support Services: Staff Protective Equipment \(www.health.state.mn.us/diseases/coronavirus/schools/directsupport.pdf\)](http://www.health.state.mn.us/diseases/coronavirus/schools/directsupport.pdf). This guidance applies when planning for all scenarios.

### Communication with parents and guardians regarding their child's services.

- The special education department will continue to engage with families on the same timeline as we have done prior to COVID-19, with the exception that most communication will be conducted via telephone calls, emails or google meets.
- TCIS will still follow due process timeline involving a meeting with parents or guardians once a year for the IEP review, once every three years for re-evaluation, or a scheduled meeting anytime throughout the school year as needed based on parent request

# COVID-19 Distance Learning Plan

## Academic Considerations

**The protocol for communication with school administrators and educators to prepare staff to plan for the needs of students, child find, evaluations/reevaluations and IEP implementation:**

- The [child find process](#) will continue in a similar fashion as it had prior to COVID-19.
- General education teachers will monitor student progress in the classroom and provide academic or behavioral modifications/interventions in the classroom, document findings over the course of 12 weeks and present findings to the child study team.
- A special education representative will reach out to parent and discuss the options regarding a special education evaluation which may or may not lead to development of an IEP based on the results of a special education evaluation.
- All steps of this due process will be conveyed to the parent via, telephone call, email, or scheduled team meetings via google meet.

### **Academic Content Area-Specific Information:**

TCIS continues to focus on a standards-based system. A system that is standards-based focuses on practices that ensure all students achieve the standards through the grade level benchmarks in all content areas (Art, Physical Education, Science, Social Studies, Mathematics, and English Language Arts).

TCIS staff should be able to articulate:

- What students need to know and be able to do.
- What proficient grade-level performance looks like or sounds like.
- Learning progressions within and across grade levels.
- Opportunities for integration across different content areas.

Grade-level content is the priority so rather than spend a large amount of time reviewing previous year content, identify essential knowledge and skills needed and provide experiences with grade level content to be exposed to and build in previous year content authentically through the learning progressions. Through improvised systems in the spring, already existing inequities will be heightened.

MDE has developed many resources related to various academic content areas. These documents are available on the [Student Instruction COVID-19 Resources page](#) of the MDE website. TCIS Grade Level specific information can be found on the [TCIS website](#) under the K-4 (TIES) and 5-8 (MIMS) tabs across the top.



# COVID-19 Distance Learning Plan

## Professional Learning

### Professional Learning:

Training for staff for implementing new operating procedures, learning tasks, and support activities required to control/contain COVID-19. Classroom observations that include coaching and feedback is a powerful practice to support teachers' instructional practices. This is also a great opportunity to check-in with and support teachers overall. Teachers are balancing a number of new demands while navigating various school scenarios, so holding strong to a student-centered vision of equity while extending lots of support, grace and flexibility is encouraged.

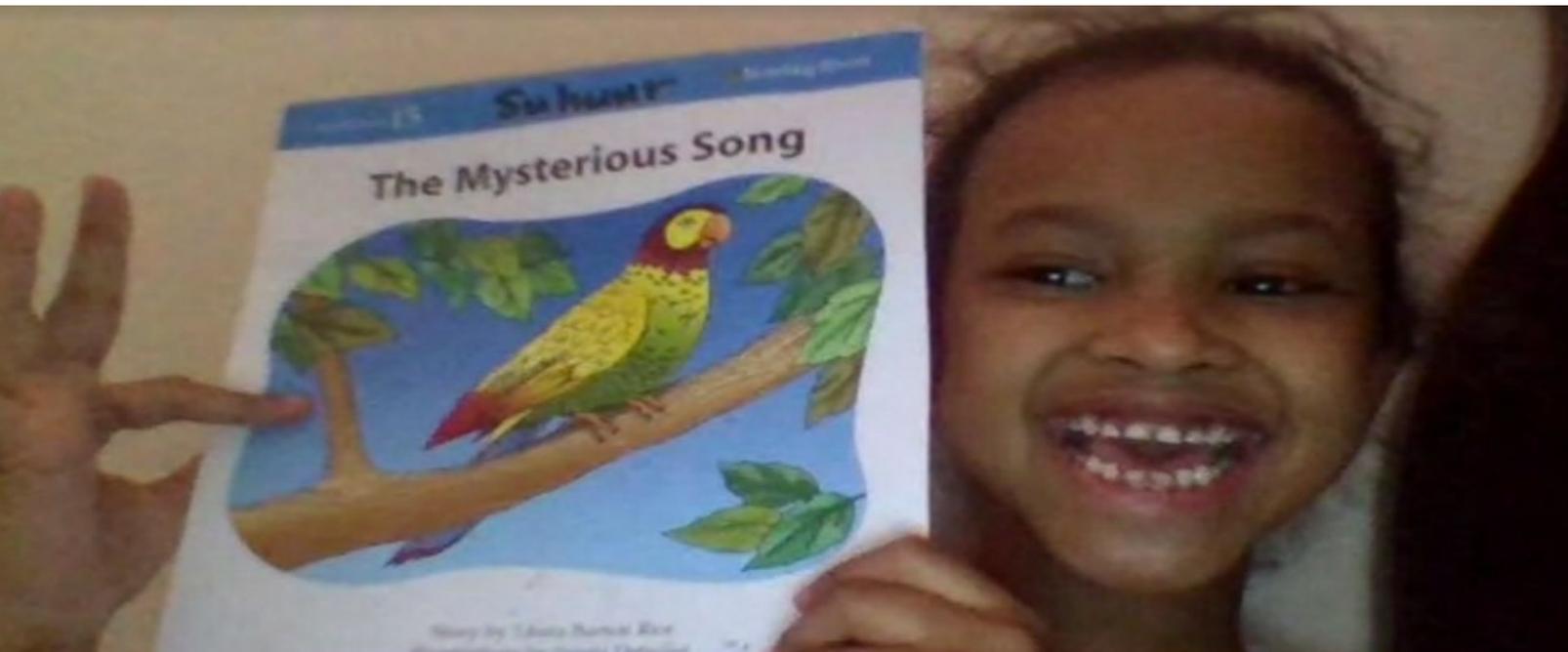
### **Professional Development at TCIS:**

- Workshop Week:
  - Training during in-service weeks included review of our handbook with COVID information, policies and procedures, health and safety training including COVID information, scheduling, literacy training, ELL and Special Ed protocols and services , technology information and training.
  - Additional training on specific programs, learning platforms, on-line resources and tools was taught by our tech team, including Synergy, Google Classroom, Clever, Flipgrid, IXL, RAZ-KIDS, Screencastify, EPIC, Flocabulary, and Brainpop.
  - Recorded training sessions are located on the Drive.
  - Teachers can participate in outsourced professional workshops that are approved for CEUs and continuing education.
  - 5-8 instructional goals: Backwards design, standard deconstruction, vertical alignment, assessment writing, and Unit 1 framework
  - New Teacher Orientation
- ESL Programming
- SpEd Programming
- ESSA Programs (Title I, II, III and IV)
- COVID-19 related Instruction
  - Hand Washing
  - No-touch, Physical Distancing (6ft)
  - Symptoms, how do you tell someone if you're not feeling well
  - What will happen with school if I am sick or have symptoms
  - New school and bus protocols

# COVID-19 Distance Learning Plan

## Professional Learning

- School year Professional Development
  - Weekly PLC meeting by grade level and/or content team
  - K-4 weekly data meeting
  - Weekly Employee emails with professional development tips and news
  - Two day virtual Instructional Coaching training using Marzano New Art & Science elements
  - Weekly Administrative team meetings
  - Weekly Instructional Coaches meetings
  - Monthly K-4 Guiding Coalition meeting
  - Monthly New Teacher Seminar meeting
  - Daily/weekly teacher interaction with instructional coach
- Support activities required for COVID-19:
  - Covid-19 Policies and Procedures were reviewed with Human Resources and training was received from our nurse.
  - Monthly staff meeting update meeting on COVID -19 and TCIS processes, instructional model, transition plans, etc...
  - Weekly COVID-19 Coordinator meetings with MDH, Regional Support Team



# COVID-19 Distance Learning Plan

## Resources

### Resources:

- [MDE Webpage: Covid-19](#)
- [MDH Schools & Child Care: Covid-19 webpage](#)
- [CDC School Setting- Covid-19 webpage](#)
- [MN Dept of Health - Planning Guide for Schools](#)
- [Mn Dept of Education SY 2020-21 Planning Guide](#)
- [COVID-19 Prevention Guidance \(MDH\)](#)
- [Recommended Supplies for Schools Covid-19 \(MDH\)](#)
- [EPA Approved Disinfectants for COVID-19](#)
- [Covid-19 Cleaning Guide for Schools \(MDH\)](#)
- [Playground Guidance for Schools - Covid-19 \(MDH\)](#)
- [Decision Tree for People with Covid-19 Symptoms in Schools \(MDH\)](#)
- [Best Practices for Masks \(MDH\)](#)
- [Special Education Covid-19 Resources \(MDE\)](#)
- [Food and Nutrition COVID-19 Resources \(MDE\)](#)
- [Student Instruction Covid-19 Resources \(MDE\)](#)
- [Supporting Students and Families Covid-19 Resources \(MDE\)](#)
- [Distance Learning Webinars for Educators \(MDE\)](#)
- [Samples of Screening Methods \(CDC\)](#)
- [Guidance on Reopening Buildings after prolonged shutdown \(CDC\)](#)
- [TCIS Website SY 2020-21 Information](#)