



COVID-19 & DISTANCE LEARNING RESOURCES

April 10, 2020 Version

MACS is compiling a collection of resources to assist you and your school with distance learning and the current COVID-19 pandemic. This document will be continuously updated. If you have any questions, edits or resources/info you'd like to add, please contact Mike Swan, Operations & Communications Associate, at mike@mncharterschols.org.

TABLE OF CONTENTS:

- Emergency Executive Order 20-19, MDH COVID-19 Prep Guide & MDE Distance Learning Guides
- Distance Learning Plan Examples
- Online Resources
- Utilizing Your Support Staff
- Boards
- FAQs and Other Info
- MDE Contacts

[GOVERNOR WALZ'S EMERGENCY EXECUTIVE ORDER 20-19](#)

[MN DEPT. OF HEALTH COVID-19 PREPARATION GUIDE](#)

[MDE Distance Learning Plan Template](#)

[MDE Distance Teaching & Learning Implementation Guidance:](#)

Other Questions to consider in Distance Learning Plan:

- How is your school planning to gather feedback from parents during the closure period on what can be done to improve the distance learning experience, and assist parents?
- How are you incorporating your regular substitute teachers in your planning process, and their role in your distance learning plan?
- How are you going to handle requests to enroll and onboard new students during the closure period?
- What protocols are you establishing for video conferencing, google hangout and other electronic programs that the school will be using?

DISTANCE LEARNING PLAN EXAMPLES:

- [Kaleidoscope Charter](#)
- [Hiawatha Academies](#)
- [Oshki Ogimaag](#)
- [Farmington Flexible Learning Plan](#)
- [Wayzata](#)
- [Edina](#)
- [District 196](#)

- [Robbinsdale](#)
- [Byron](#)

Recommendations from Online Charter Schools:

- Be sure to keep in regular contact with parents as they are key to making distance learning work.
- Try to create as much of a daily routine as possible for students and staff.
- Make sure all teachers are using a similar organizational framework and structure for learning.
- Create support systems amongst staff to support and help each other - especially for those who are less experienced or less comfortable with online learning
- Utilize paraprofessionals to staff online/phone resource rooms.
- Remember student privacy issues in any group or individual counseling session as there are probably others beside the student at home who could be in visual/listening range.
- Alert parents and students to be wary of any free online resources that require a student to create an account – as these companies are often data mining and will then target these students with their marketing.

RESOURCES:

- [National Alliance for Public Charters COVID-19 Resource Page](#)
- [Google Classroom](#) – Online learning platform
- <https://www.screencastify.com/> - Google Chrome addon that let's you record, edit and share videos
- www.bubbl.us – Free mind-mapping tool
- www.safeshare.tv allows you to share YouTube videos free of ads, annotations, and related videos
- www.loom.com for free screen casting and video editing
- www.zoom.com for video chatting
 - If using Zoom, be sure to familiarize yourself with [security settings](#)
- <https://www.securly.com/> for remote monitoring/providing filtered content
- Google Chrome Kami extension for marking up docs and pdfs
- <https://www.jgesa.org/domain/87> - Resources found by Jane Goodall Environmental Sciences Academy
- <https://www.mobymax.com/> - Virtual learning tools
- [LaCrescent Montessori's Learning From Home Handbook](#) – A guide for parents (still in process)
- [Paladin's Student Contact Tracking Template](#)
- [Resources from TRIO Wolf Creek Distance Learning Charter School](#)

UTILIZING YOUR SUPPORT STAFF:

Here are some ideas for utilizing paras and other support staff whose normal duties are affected by distance learning. *Thank you to **Sean Koster at Beacon Academy** for this list:*

- Organize student work to send home.
- Develop sensory activities that can be done at home.

- Plan movement activities that can be done at home for a break. Create videos to demonstrate.
- Do the work assigned by the teacher and post an example video
- Compile a list of online resources that can be sent home to parents in categories to supplement activities (music, reading, movement, etc.) for parents needing additional supports.
- Write specific directions for the art projects (aligned with standards) developed by the teacher. Create a finished product and take a picture.
- Assist with uploading documents to online platform, if using one.
- Read and record books that will be utilized for courses.
- Read aloud and record any other content that will be used by teachers (tests, worksheets, etc.).
- Daily inspiration, quote, or video to include in correspondence.
- Work with mental health team to provide extra supports and outreach to high-need students.
- Pick a functional skill and teach it. Create instructions (a written version and a picture version) so that teachers can use that to incorporate into other lessons. Record completing that functional skill.
- Create fun activity packets that support the learning standards (word searches, cross words, math sheets, etc.).
- Create mystery reader videos or general story time videos.
- Write notes to be sent home to students so they remember we care, are thinking of them.
- Schedule online meet and greets for check-ins and support learning if questions.
- Spend time learning the technology your school staff is using, help others learn as needed.
- Find supports for students to use technology or help with technology work-arounds
- Support a couple of students on a daily schedule with academic support

To-Dos for us to help Support Staff accomplish these tasks:

- Assess who needs packet support on site
- Create a list of consistent weekly cleaning jobs (copiers every morning, rooms by who is in the building, all door handles of main areas, etc.)
- Assess who need technology for their home
- Have classroom teachers make a pile of books on their desks this week that they want read aloud and recorded for them
- Have classroom teachers mark what chapters from their textbook they want read aloud and recorded for them
- Have the case managers compile a list of high need students that would need more one-to-one time on the phone/web and create a schedule for the paras to check in with those students daily
- Have the team provide a list of who needs more social emotional support and create a schedule for certain paras to reach out to them on the phone/web
- Have case managers pick compile a list of functional skills that paras could create videos for

BOARDS:

Given the **health pandemic and that Governor Walz has declared a Peace-time emergency under MN Statute 12**, boards subject to the Open Meeting Law (13D) **can hold** board meetings via telephone or other electronic means.

13D.021 – states that a meeting governed by 13D subd. 1,2,4 and 5 may be conducted by telephone or other electronic means so long as the following conditions are met:

1 – The presiding officer (**Board Chair/President**), chief legal counsel (if you have one), or chief administrative officer (**School Director**) determines that an **in-person meeting is not practical or prudent** because of a health pandemic and/or emergency declared under chapter 12.

2 – **All board members participating in the meeting can hear one another and can hear all discussion and testimony.**

3 – Members of the public present at the regular meeting location of the board can hear all discussion and testimony and all votes of the members of the board, **unless attendance at the regular meeting location is not feasible due to the health pandemic or emergency declaration.**

4 – At least one member of the board, chief legal counsel (if you have one), or chief administrative officer (school director) is physically present at the regular meeting location, **unless attendance at the regular meeting location is not feasible due to the health pandemic or emergency declaration.**

5 – **All votes must be conducted by roll call, so each member’s vote on each issue can be identified and recorded.**

MEETING QUORUM

1 - Each member of the board participating in a meeting by telephone or other electronic means is considered present at the meeting for purposes of determining a quorum and participating in all proceedings.

2- The number of board members required for a quorum is the same as if the meeting were held in person.

MEETING NOTICES

The requirements for meeting notices is the same as if the meeting were held in person – however, you need to make sure that you indicate that the meeting is being held by phone/electronic means.

RECOMMENDATIONS

1] **If you do not have a recording secretary – now is the time to have someone other than the Board Secretary** take the minutes as it will be more difficult to track what is said, who says what, etc. during phone and other electronic meetings.

2] Another option is for the meeting to be recorded if you do not have a recording secretary or even if you do – especially if the meeting is by telephone.

3] Think through how you are going to provide for a public forum period of the meeting.

FAQS AND OTHER INFO:

1] Can schools pool their resources staff/funding for providing childcare?

There is nothing in the EO or guidance that would prohibit this but of course, all arrangements should provide for proper class sizes and social distancing.

2] Can schools use funding to contract with a provider (i.e.YMCA) to provide that child care?

The EO and guidance states that schools must provide the child care during the hours school is in session. Schools can certainly partner with other entities to ensure before or after school/weekend care.

3] If the bus company the school contracts with has furloughed their drivers does the school have to continue to pay the bus company?

Districts and schools are expected to honor their contracts. This expectation exists for the contractors as well. If a contractor is not fulfilling the terms of their contract, the school should consult with their attorney about whether the district is obligated to continue payment.

4] If the school has a provision in the contract that says the only have to pay 50% if the school closes do they have to continue to pay the company their full amount per the order of the Governor?

Again, the expectation is that contracts should be honored and both parties to the contract. So if the contract contains that provision, you would follow the terms of the contract.

Tribal Consultations:

If a school is not required under ESSA to tribally consult, they do not need to send a copy of the plan to the tribal liaison. Only schools that receive over \$40,000.00 in Title VI dollars or schools that have over 50% American Indian student population need to consult with a Tribal Nation.

High School Graduates:

High school seniors who graduate early are not eligible for funding after they stop participating in distance learning due to meeting graduation requirements. This is in the posted documentation for the Distance Learning Period on the MARSS website:

“Early Graduates. Seniors who have the credits to graduate and with their school’s and parent/legal guardian’s approval choose to graduate prior to the end of the school year must be withdrawn. Use Status End code 08 (graduate).”

“Dropped Courses. Seniors who choose to drop courses because they are not needed for their diploma are reported as part-time. Their Percent Enrolled is reduced to less than 100 percent.”

Students Enlisted in the Military:

[Here is a letter from the Dept. of the Army regarding students that are enlisted](#)

SBA Emergency Loans:

The U.S. Small Business Administration (SBA) now has authority to offer emergency loans to both small businesses and nonprofits under its Economic Injury Disaster Loan (EIDL) program in [eligible areas](#).

While SBA authorities are focused on small businesses, the National Alliance of Public Charter Schools worked with federal lawmakers to ensure that the **loan funding for this crisis is offered to charter schools and other nonprofits to borrow up to \$2 million for up to 30 years at 2.75 percent for nonprofits.**

These loans are designed to help businesses and nonprofits meet financial obligations and operating expenses that would not be of concern if the COVID disaster had not occurred. For questions, please contact the SBA disaster assistance customer service center at 1-800-659-2955 (TTY: 1-800-877-8339) or e-mail disastercustomerservice@sba.gov. To apply, go to the [SBA website](#).

Succession Planning:

Be sure to have a plan in place in case you or another administrator gets sick or is unable to work.

CONTACTS AT MDE:

- Jeff Plaman - mde.onlinelearning@state.mn.us
- distance.learning.mde@state.mn.us