OSHKI OGIMAAG CHARTER SCHOOL

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## **Scenario 1: In-Person Instruction**

### Overview of the Plan:

Oshki Ogimaag Community School is fortunate in meeting the challenges posed by COVID-19 due to the small student enrollment (21 students in SY 2019-20) and relatively large classroom square footage. Given the few confirmed COVID-19 cases in Cook County (2 as of August 1, 2020) and on the Grand Portage Reservation (zero as of August 1, 2020), the school board of Oshki Ogimaag has decided to open the school for in-person learning. We are working hard to consider the education, health and safety of our students and how we can best support our families and staff. The school board and staff of Oshki Ogimaag recognize that neither in-person learning nor distance learning will work for every one of our families and also that conditions may change and that our method of delivering instruction may need to change as well.

Provide the contact information of the school’s COVID-19 program coordinator(s) for each school building. Carmen Keyport, Director [director@oshkiogimaag.org](mailto:director@oshkiogimaag.org) 475-2112

Provide an overview of the school’s plan for offering a distance learning option to enrolled students who may be medically vulnerable or otherwise unable or unwilling to return to in-person learning. Provide an overview of the school’s plan for offering this option, and whether it will be provided in-house or with a partner on-line provider. We recognize that some students are unable to participate in in-person learning at this time due to existing health issues or safety concerns related to COVID-19. The parents/guardians of those students can contact Carmen Keyport and arrange Distance Learning through her for those students. The school and family will work together to develop a schedule to follow, goals and deadlines to meet and the awareness by the family that they need to follow through on distance learning and this is not a free pass to do nothing. The school developed a working procedure for distance learning last spring that worked very well for some students. It will be very important for students and parents to remember that they need to keep an open line of communication open with the staff at OOCS in order for the education of the student to be successful.

Explain the procedures that will be used to move from in-person instruction to either hybrid learning or distance learning including identifying key staff members, tasks and the timeline for executing such a change. If there is a need to move from in person learning to hybrid or distance learning, parents will be notified through the schools call alert program. It is the understanding that they may not have much notice as we may have to transfer from one model to another very quickly.

### Operation Specifics:

#### Social Distancing and Minimizing Exposure

* Describe how the school will provide for social distancing requirements in waiting/reception areas, classrooms, hallways, bathrooms and buses. Understand that 6 foot social distancing is the goal, but exceptions are permitted. Specifically:
  + How was total capacity of individual spaces determined with a goal of 6 foot distancing? Per the State’s Fire Marshall equation, we were able to determine that our classroom space far exceeds the number of students we are expecting.
  + In areas where it was determined infeasible to have 6 foot social distancing, what additional factors or procedures help to mitigate the increased risk? The area in our school that does pose some risk is the hallway where student lockers are- we will put into place procedures that students are not allowed to congregate in that area. At the times of days where students need to put stuff in their lockers or retrieve items, then there will be a schedule so only 4 students will be in that entire area at a time-With a staggered drop off and pick up times we are not expecting an influx of activity in this area.
  + How will social distancing guides and directional flows be visible to students and staff (i.e. floor markings, signage, etc.? There will be signage reminding about social distancing, there will be floor markings to show what 6 feet looks like in distance.
  + How will staff monitor arrival and dismissal to curtail congregating either in the building or on school grounds? Each of our three classrooms includes one paraprofessional. The maximum amount of students in any one classroom in SY 2019-20 was nine. Teachers and Paraprofessionals will have assignments to monitor certain groups of students and certain areas so that congregating does not happen. We will have a staggered arrival and departure time, this will assist in this congregating.
  + How will the school restrict nonessential visitors, volunteers and activities involving external groups or organizations? All doors are locked except for the front door by the Administrative Assistant- she will catch nonessential visitors before they can enter the building. The chair and couch at the reception area will be removed to not allow students or visitors to congregate in that area. If it is determined that a visitor has official business on the premises, they will first have their temperature taken and answer some symptom screening questions provided by CDC before entering the building. Nonessential visitors will be restricted.
  + How will food and beverage distribution be managed to discontinue self-service food and to serve food directly to students? We are fortunate in, we have not had self-serve food areas. Our food serving times will be staggered to allow students to still eat in the cafeteria but have the space they need to be socially distanced.

#### Cloth face coverings and face shields

* Describe the school’s plan for use of cloth face coverings and/or nonmedical face shields (these are strongly recommended). Will these be required (unless medically or physically unable to tolerate them)? If staff and students have their own masks and shields to wear and those items cover properly they can wear them. OOCS is expecting to receive a large donation of masks for students and staff- we will keep these cloth masks at the school and wash and dry them so they are cleaned for student use- they will have the owner's name on them. These will be required while indoors for them to wear unless medically or physically unable to, there will be opportunities to have breaks from wearing masks and shields when eating and when going outdoors, social distancing will be required when outdoors as well.
* How will the school teach and reinforce the use of cloth face coverings and/or face shields for students and staff throughout the day, including transportation to and from school? It is the school’s plan to let parents and guardians know before school begins that everyone needs to be on board with us with face coverings, hand sanitizing and other precautions in order for us to have students in the building. We need their full support to make this work. If students are uncooperative, parents will be notified.
* What is the school’s plan on supplying cloth face coverings and/or face shields for staff and students who forget to bring their own? The school will have extra masks for each student and staff member at all times throughout the year. We will wash and dry reusable masks so they are clean and available for use again- they will have the person's name on it. Masks will be carried on the bus so that a student does not board the bus without a mask.

#### Protecting Vulnerable Populations

* Describe the school’s process for students/families and staff to self-identify as high risk for illness due to COVID-19. The school will let all families know that if they are uncomfortable sending their student to school due to COVID-19, they need to contact the school director. The parent and school personnel will then make a plan that will work for all parties for distance learning or a one on one teaching plan. We are a small school and an individualized plan with those at risk is feasible.
* Describe the school’s plan to evaluate all current plans (Healthcare Plans, IEPs, 504s) for accommodating students with special health care needs and to update them as needed to decrease their risk for exposure to COVID 19. The Special Ed Director, Special Ed Teacher and School Director will work together to update as needed.

#### Hygiene Practices

* How will the school ensure the availability of appropriate supplies of soap, hand sanitizer, paper towels, disinfectant wipes, and tissues? The school intends to order extra cleaning supplies, hand soap and paper towels.
* What is the school’s plan to strategically place supplies in areas where they may be frequently used? The school continues to place cleaning supplies in areas where staff will have access to them anytime throughout the day to clean surfaces that are used often.
* How will the school build routines of hand hygiene into the daily school schedule for all students and staff? Include how the school will supervise the use of hand sanitizer, ensure that children and staff that are sensitive have access to soap and water, and how the school will reinforce handwashing? Students and staff will wash hands upon entering the building, students and staff will wash their hands hourly throughout the day- students will be supervised so that they wash with soap for at least 20 seconds each time. Students will also wash hands before boarding the bus in the afternoon and use hand sanitizer in the morning. Students and staff that are sensitive to hand sanitizer or some soaps may bring their own soap from home to use or use our soap in moderation, staff will know which students have those sensitivities.

#### Cleaning and Materials Handling

* Describe the schedule the school has established for routine environmental clearing and disinfection of high-touch surfaces and shared equipment throughout the day. Students will primarily stay in their own classrooms, the exceptions to this will be special education students going to the special ed room for scheduled services. Two of the three classrooms are equipped with sinks in the room. Students in grade 4-6 are the only classroom using the restroom and last year the enrollment in these grades was six students. Scheduled meal breaks. Within the classroom high touch areas will be cleaned periodically by classroom staff members throughout the day as needed. The school custodian will do a thorough cleaning daily of any areas that may be considered high traffic areas. Students will have their own supplies at their desk or cubby area and these supplies will not be shared with others. Staff will have their own supplies that they clean throughout the day as needed.
* Describe how the school is ensuring adequate supplies to minimize sharing of high-touch materials (dedicated supplies or equipment to individual students) or limiting the use of supplies and equipment to one small classroom cohort group at a time, allowing for time to clean and disinfect between uses. To minimize sharing among students and staff members we are requesting that each student bring their own school supplies with a pencil box to keep them on and the materials will be labeled with the student’s name. Students that are unable to bring their own supplies will have a set of supplies provided for them- these supplies will stay at school and will remain in their desk or cubby when not in use.

#### Monitoring and Excluding for Illness

* Describe the school’s plan for educating staff and students about the signs and symptoms of COVID-19, and when they/their children should stay home and when they can return to school.
  + What is the plan for requiring staff and students to stay home? OOCS will be using the Decision Tree prepared and provided by MDH as our guidance for when staff and students should stay home. We will also be working very closely with the staff at the GP Health Clinic and following their guidance.
  + How will the school conduct symptom screening for any person entering the school building? We will be conducting temperature screening of students and staff as they prepare to come into the building. We will also provide hand sanitizer to each of them to use before coming into the building. Following CDC guidance, we will be strongly encouraging parents/guardians to perform their own ‘screening’ of their students. We will provide the form DAILY HOME SCREENING FOR STUDENTS and request they perform their own check daily before sending their student to school. For any person that normally does not come in the building but is requesting access, they will be required to answer symptom screening questions as well as have their temperature taken and be provided with hand sanitizer. Masks or other face covering will be required as people enter the school building.
  + How will the school communicate expectations and processes for the symptom screening method(s) selected? Signs with our expectations will be placed at the doors. Meeting with parents/guardians will be planned before school opens. Reminders will be sent periodically through the school year with details regarding our policy regarding illness and enforcing students to stay home if they are ill.
  + What are the action steps to care for students and/or staff who arrive ill or do not pass screening? Staff members that cannot work due to illness will be instructed to get in their car and go home, provided they are well enough to drive themselves. Students who do not pass screening will be placed in an isolated area while cared for by an adult that has extra PPE coverings on while they wait for the parent/guardian to pick him/her up. When the student leaves that area, it will be thoroughly cleaned top to bottom.
  + What is the school’s plan for backfilling positions of employees on sick leave? Our school is in an area where it is very difficult to find substitutes in a year when there is not a pandemic that is why we are expecting families and staff to be very vigilant in their health and safety as well as the health and safety of others in the community.

#### Handling of Suspected Or Confirmed Positive Cases of COVID-19

* Provide the name and contact information for the staff person who will be responsible for responding to COVID-19. How will you ensure that all school staff and families know who this person is and how to contact them? Carmen Keyport, Director 218-475-2112 director@oshkiogimaag.org
* Detail the school’s system for allowing staff and families to self-report if they or their student have symptoms of COVID-19, a positive test for COVID-19, or had a close exposure to someone with COVID-19 within the last 14 days in a manner that is consistent with HIPAA and FERPA. OOCS procedures for staff are to call or message the director when they are ill and unable to report for work. When a student is going to be absent due to illness, parents are requested to call the director or assistant and report the illness and the students’ symptoms.

If a household member tests positive for COVID-19 or a staff member or student has had close exposure to someone with COVID -19; this is ‘considered close’ contact and they need to be excluded from school, and need to stay at home for 14 days from the date of their last exposure to the household member or person with a positive case of COVID-19.

* Describe the school’s signage and placement of signage to request people who have been symptomatic do not enter the building. Stop the spread posters, mask up posters- found on MDH website.
* Identify the dedicated spaces for symptomatic individuals to be while waiting to go home. Provide assurance that this space is distinct from routine student health services. We have designated an area away from all other student activity for students to be able to wait for transportation home and still be supervised by a staff member.
* Detail the process for how symptomatic individuals will be handled once identified. Include information on how the school plans to transport an ill student or staff member home or to medical care if needed. Symptomatic individuals will be sent home. If medical care is needed they will go to the Grand Portage Health Center (across the street) or an ambulance will be called. If they are going home then we will contact the parent/guardian to come and pick them up.
* Detail the notification process the school will use to both 1) notify MDH, and 2) notify staff, families and the public as needed if a person with COVID-19 was on the school premises while infected. Ensure this is in coordination with local health officials and while maintaining confidentiality. OOCS will work directly with GP Health Services as well as Cook County EM to ensure proper entities are notified while maintaining confidentiality.

#### Transportation Our bus route will be divided into two routes to allow each student to have more room on the bus. Approximately half of the students will be picked up at their home in the morning and then dropped off at school and then the second half will be picked up and dropped off at school. Based on SY 2019-20 enrollment, this means no more than 11 students will be on the school bus at one time. In the afternoon the same will happen in reverse order to allow all students to still have the same amount of time at school and have ample room on the bus. Parents or guardians are also able to transport their own student to and from school if they are uncomfortable with their student riding the bus.

* Detail the plan for cleaning and disinfecting transportation vehicles regularly, focusing on frequent cleaning of touched surfaces. What is the school’s plan for ensuring that hand sanitizer is available for use by staff and older children. OOCS has one bus. It will be cleaned twice daily. After the morning route and after the afternoon route. The driver will sanitize the handles going up the steps and the seats as well as along the windows with an emphasis along the lower edge of the windows where students may touch. Windows will be left open when weather allows for air circulation.

Hand sanitizer and masks will be available as students get on the bus.

* Explain the school’s system for symptom screening of individuals before they enter the school vehicle both on the way to and home from school and school events. At the event held for parents before school starts we will remind them that if their student has a fever or is not feeling well to keep them home. Students should wash their hands before leaving the house each morning. The bus driver will ask them if they are feeling OK each morning. Upon entering the bus their temperatures will be taken and recorded by school personnel. By recording the temperatures we will also be able to see if there are some students typically have temperatures that run a little high or low on a normal basis. Students will sit one to a seat, next to a window and they will be required to wear a mask and when weather permits windows will be open for air circulation.
* Detail the school’s plan for getting students home safely if they are not allowed to board the vehicle. Students are only picked up at their homes in our area, so if they are not well enough to get on the bus they will still be in their driveway, they can just walk right back to their home.

### Student and Family Support:

Provide an overview on the school’s plan to engage students and families throughout the school year. In particular address how you will welcome students and families back, address concerns and fears, and support mental health needs.

We will be planning to have parents and families attend an informative meeting to hear about plans and policies for keeping students and staff safe and healthy. It will be important that parents help support us and enforce our procedures so that we can keep people healthy in order to continue to allow our students in the building.

We will meet individually with those that want to meet individually. We will also help make a plan for those that are uncomfortable with sending their student to school and would prefer to do distance learning in some degree.

Provide an overview of how the school will support children and youth experiencing homelessness as well as children of migrant families.

As a small school we are able to easily see if there is someone that needs extra help or attention in adapting to new steps or procedures. If there are homeless or migrant families we will take the steps necessary to help them with whichever learning scenario our school is in at the time they come to our school.

### Academic Considerations:

Provide an overview of the school’s plan for addressing learning loss created by the disruption of the FY20 school year, as well as the anticipated disruptions from COVID-19 in this current year.

There will be assessments at the beginning of the school year and periodically throughout to see where students are at, some excelled in distance learning and some did not. After assessments are completed individualized plans will be made for all students. IEP’s will be updated as needed to show progression or regression.

Provide an overview of the school’s plan for providing mental health supports to staff and students to address the uncertainty and stress of dealing with the pandemic.

Educating students about COVID-19 should be one way of easing minds about the pandemic. We have received many resources from medical staff at UMD that explain the virus and explain hand washing.

Teaching students relaxation methods and the effects are supports that will be important for some students.

### Professional Learning:

What professional development and training will the school engage in to ensure that all staff are prepared to implement with fidelity the new operating procedures, learning tasks, and support activities required to contain and control COVID-19? The Director will schedule training on COVID-19 procedures as it becomes available during staff in-service. Staff will know who will be in charge of taking temperatures, who will be doing extra cleaning, who will be monitoring hallways, etc. Open communication is our biggest way to ensure procedures to run smoothly.

## **Scenario 2: Hybrid Learning**

### Overview of the Plan:

Provide an overview of hybrid learning plan. Detail the logistics of when students will be in-person for instruction each week (and for how long) and when they will be learning remotely. Explain how this model complies with the requirements of strict social distancing and minimizes exposure risk for students and staff. Due to the size of our building and classrooms and the number of students enrolled at our school, we fall under the 50% occupancy following the Fire Marshall Protocol. We have ample space to comply with strict social distancing while in our building. We have built in an extra bus route to provide for social distance opportunities while on the bus and we highly encourage parents to transport their children when possible.

In the event that there is a case of COVID-19 in our school or staffing becomes an issue and we are unable to continue following this method- we will then try the Hybrid 2 model- in this model we would have students in Kindergarten, Grade 2 and Grade 5 in the building on Monday and Wednesday. Students in Grade 1, Grade 3 and Grade 6 in the building on Tuesday and Thursday. Days the students are not in the building for learning would be designated for intentional distance learning purposes. Students would engage in both asynchronous and synchronous approaches of learning from home. Students that need an electronic device would be able to borrow one from OOCS. Many instances an electronic device will not be needed, it will be a project or hands-on learning that a student is able to do. Supplies and materials needed that students may not already have at home would be provided.

Explain the systems you will use for instruction on days students are learning remotely, including physical and technological resources. Detail how these systems will effectively support your school’s unique learning and teaching needs and allow for effective assessment of learning. On days that student are in the building learning they will be in their classroom learning with their teacher- on the day they are home learning, the teacher will have sent home packets of follow up work with them the day before so they can finish up a project, have more review, expand on lessons they learned about in school. This will be good reinforcement for all students learning.

Provide the contact information of the school’s COVID-19 program coordinator(s) for each school buildingCarmen Keyport 475-2112 director@oshkiogimaag.org

Provide an overview of the school’s plan for offering a distance learning option to enrolled students who may be medically vulnerable or otherwise unable or unwilling to return to hybrid learning. Provide an overview of the school’s plan for offering this option, and whether it will be provided in-house or with a partner on-line provider. See scenario 1.

Explain the procedures that will be used to move from hybrid learning to either in-person instruction or distance learning including identifying key staff members, tasks and the timeline for executing such a change. See scenario 1.

### Operation Specifics:

#### Social Distancing and Minimizing Exposure

* Describe how the school will provide for social distancing requirements in waiting/reception areas, classrooms, hallways, bathrooms and buses. **Understand that in this scenario 6 foot physical distancing must be maintained at all times**. *See scenario 1-* Specifically:
  + How was total capacity of individual spaces determined?
  + How will the school limit the number of people in school facilities and on transportation to 50% maximum capacity?
  + How will social distancing guides and directional flows be visible to students and staff (i.e. floor markings, signage, etc.?
  + How will staff monitor arrival and dismissal to curtail congregating either in the building or on school grounds?
  + How will the school restrict nonessential visitors, volunteers and activities involving external groups or organizations?
  + How will food and beverage distribution be managed to discontinue self-service food and to serve food directly to students? How does this plan allow for contactless pick up and/or delivery of meals and school materials for days that students and staff are not in the building?
* Describe the school’s plan for implementing school-age care programs for critical workers.

#### Cloth face coverings and face shields *See scenario 1*

* Describe the school’s plan for use of cloth face coverings and/or nonmedical face shields (these are strongly recommended). Will these be required (unless medically or physically unable to tolerate them)?
* How will the school teach and reinforce the use of cloth face coverings and/or face shields for students and staff throughout the day, including transportation to and from school?
* What is the school’s plan on supplying cloth face coverings and/or face shields for staff and students who forget to bring their own?

#### Protecting Vulnerable Populations *See scenario 1*

* Describe the school’s process for students/families and staff to self-identify as high risk for illness due to COVID-19.
* Describe the school’s plan to evaluate all current plans (Healthcare Plans, IEPs, 504s) for accommodating students with special health care needs and to update them as needed to decrease their risk for exposure to COVID 19.

#### Hygiene Practices *See scenario 1*

* How will the school ensure the availability of appropriate supplies of soap, hand sanitizer, paper towels, disinfectant wipes, and tissues?
* What is the school’s plan to strategically place supplies in areas where they may be frequently used?
* How will the school build routines of hand hygiene into the daily school schedule for all students and staff? Include how the school will supervise the use of hand sanitizer, ensure that children and staff that are sensitive have access to soap and water, and how the school will reinforce handwashing?

#### Cleaning and Materials Handling *See scenario 1*

* Describe the schedule the school has established for routine environmental clearing and disinfection of high-touch surfaces and shared equipment throughout the day.
* Describe how the school is ensuring adequate supplies to minimize sharing of high-touch materials (dedicated supplies or equipment to individual students) or limiting the use of supplies and equipment to one small classroom cohort group at a time, allowing for time to clean and disinfect between uses.

#### Monitoring and Excluding for Illness *See scenario 1*

* Describe the school’s plan for educating staff and students about the signs and symptoms of COVID-19, and when they/their children should stay home and when they can return to school.
  + What is the plan for requiring staff and students to stay home?
  + How will the school conduct symptom screening for any person entering the school building?
  + How will the school communicate expectations and processes for the symptom screening method(s) selected?
  + What are the action steps to care for students and/or staff who arrive ill or do not pass screening?
  + What is the school’s plan for backfilling positions of employees on sick leave?

#### Handling of Suspected Or Confirmed Positive Cases of COVID-19 *See scenario 1*

* Provide the name and contact information for the staff person who will be responsible for responding to COVID-19. How will you ensure that all school staff and families know who this person is and how to contact them?
* What will be the school’s system for allowing staff and families to self-report if they or their student have symptoms of COVID-19, a positive test for COVID-19, or had a close exposure to someone with COVID-19 within the last 14 days in a manner that is consistent with HIPAA and FERPA.
* Describe the school’s signage and placement of signage to request people who have been symptomatic do not enter the building.
* Identify the dedicated spaces for symptomatic individuals to be while waiting to go home. Provide assurance that this space is distinct from routine student health services.
* Detail the process for how symptomatic individuals will be handled once identified. Include information on how the school plans to transport an ill student or staff member home or to medical care if needed.
* Detail the notification process the school will use to both 1) notify MDH, and 2) notify staff, families and the public as needed if a person with COVID-19 was on the school premises while infectious. Ensure this is in coordination with local health officials and while maintaining confidentiality.

#### Transportation *See scenario 1*. We will provide 50% capacity during transportation for both plans 1 and 2.

* Detail the plan for cleaning and disinfecting transportation vehicles regularly, focusing on frequent cleaning of touched surfaces. What is the school’s plan for ensuring that hand sanitizer is available for use by staff and older children.
* Explain the school’s system for symptom screening of individuals before they enter the school vehicle both on the way to and home from school and school events.
* Detail the school’s plan for getting students home safely if they are not allowed to board the vehicle.
* Explain the school’s plan for limiting the number of people on transportation vehicles to 50% maximum occupancy, and how social distancing will be achieved.

### Student and Family Support:

Provide an overview on the school’s plan to engage students and families throughout the school year. In particular address how you will welcome students and families back, address concerns and fears, and support mental health needs AND help students and families manage transitions between in-person and remote instruction each week. OOCS staff will do their best to support their families, address their needs and offer support. We will look at the big picture and try to plan and prioritize their needs; communication from the families will also be very important, it will take more teamwork than usual to maneuver through this school year and we cannot do it alone. We will be proactive in preventing covid-19 in our building,that includes watching for the symptoms.

Provide specific details on how the school will engage students and families that are English Language Learners. Specifically address: We do not have EL families in our community. In the event we do gain some we will address this detail-

* How the school will be proactive in communicating with families
* How the school will prioritize relationship building and engagement and have clear expectations for student contact with the EL teacher

Provide specific details on how the school will engage families and students receiving special education services. Specifically address: See scenario 1.

* The process for communication with parents and guardians regarding their child’s services.
* 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.

Provide an overview of how the school will support children and youth experiencing homelessness as well as children of migrant families. See scenario 1.

### Academic Considerations:

Provide an overview of the school’s plan for addressing learning loss created by the disruption of the FY20 school year, as well as the anticipated disruptions from COVID-19 in this current year. See scenario 1.

Explain the school’s attendance procedures, articulating how they differ based on in person learning periods and remote learning periods. What is the school’s plan to reduce chronic truancy and to re-engage students? As an elementary school we will need to work with and communicate with parents/guardians to reduce student truancy. It is our hope that parents will pass on to their students that school is important and their attendance at school is vital in being successful. If students see that education is important to their parent they are more likely to take it more seriously

What is the school’s plan to administer locally administered assessments that help guide students’ learning, identifies instructional gaps, and promotes the use of ongoing assessment to inform instruction and build educator capacity to fully understand the whole student? See scenario 3

What is the school’s plan for grading, and how is the school operating with the principle of “do no harm” as referenced on p. 58 of [MDE 2020-21 Planning Guidance for Minnesota Public Schools](https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE032934&RevisionSelectionMethod=latestReleased&Rendition=primary)?” What were the key considerations the school considered to determine that the grading system is equitable? See scenario 3

How will the school provide in writing an explanation of how English language development services will be provided to English learners during hybrid learning? Will it be in the form of an appendix to the current LIEP, or in some other form? Also address how the school will communicate the information in the adapted LIEP plan with families.

Explain how the school will embed questions and information about homelessness in all school or district outreach efforts. Also explain how the school will prioritize students experiencing homelessness for resources that will be provided to all students, or to low income students, including but not limited to prioritizing students experiencing homelessness for devices and connectivity, providing unlimited high-speed data and providing portable charging devices and insurance for devices.

We work individually with all families to ensure they have what they need to be successful.

### Professional Learning:

What professional development and training will the school engage in to ensure that all staff are prepared to implement with fidelity the new operating procedures, learning tasks, and support activities required to contain and control COVID-19? See Scenario 1 and 3

## **Scenario 3: Distance Learning**

### Overview of the Plan:

Provide an overview of the basics of your Distance Learning Plan covering all ages of learners you serve*.* OOCS will use a combination of paper packets, text books and electronic means. We will use both asynchronous and synchronous learning for students. Formats will be tailored to what works for individual students and families. Families that are in need of additional devices will be able to check out a Chromebook to borrow. Staff will work closely with families to assist as needed. One-on-one check-ins and support will be required so that we can closely monitor that learning is occuring.

Explain the systems you will use for distance learning, including physical and technological resources. Detail how these systems will effectively support your school’s unique learning and teaching needs allow for effective assessment of learning.

GOOGLE docs, classroom and other platforms.

ClassDoJo

ZOOM

ClassDoJo works well as a way to communicate with families, as a way for families to communicate back and to see who is checking in.

Google platforms will assist us in amping up our game in teaching during the Distance Learning cycle of the school year. It will be a nice way to interact with students, with groups of students and better present challenges and hold students accountable.

Zoom is available for class meetings, group presentations, etc.

Provide the contact information of the district’s COVID-19 program coordinator(s) for each school building in the district. Carmen Keyport, Director 475-2112 director@oshkiogimaag.org

Explain the procedures that will be used to move from distance learning to either hybrid learning or in-person instruction including identifying key staff members, tasks and the timeline for executing such a change.

Social Media and the schools call alert system will be used as we need to move from one procedure to another. The Director and Administrative Assistant put these into place. It is the same way we announce school closures. The timeline- we let families know as soon as we know.

### Operation Specifics:

#### Social Distancing and Minimizing Exposure

* How will the school provide for contactless pick up and/or delivery of meals and school materials? OOCS would offer a pick up site for families to pick up meals and packets/materials at a scheduled time. The site would be close proximity to all families, for those without transportation we would arrange a buddy system to help accommodate. In this system masks and gloves would be worn with very limited contact time.
* Describe the school’s plan for implementing school-age care programs for critical workers. N/A

If you are using online learning systems, please identify the platforms / programs / applications that will be used and how the systems or methods of use comply with data privacy requirements and do not allow for the release of protected student or staff information.

Ensuring all students have the materials needed for learning:

* What is the school’s plan for ensuring that every student has access to devices and internet sufficient to engage in meaningful student learning? We will once again survey families to see who is in need of electronic devices, OOCS has Chromebooks available for families in need to borrow for learning purposes. All families are currently living in an area that has internet service.
* How will the school prioritize funds toward providing access to technology and internet access for traditionally marginalized communities in order to address and not exacerbate existing achievement gaps. Specifically address the needs of children experiencing homelessness and migrant children. Currently we do not have any students that are homeless, if in time we have some homeless families we will offer an individualized plan to help the student with the need for both technology and internet usage.

#### Student and Family Support:

Community input in the plan:

* How has the school involved the communities they serve in the design of this new distance learning plan to ensure it addresses issues uncovered in the FY20 distance learning implementation? The school has looked at the outcomes from the Spring 2020 Distance Learning and the Feedback gained from staff and parents and worked at making the strategies more thoughtful and meaningful. With the realization if we use distance learning in the school year of 2020-21 it will likely be for a great length of time we need to be prepared to better support students and families to be more engaged and successful.
* What will be the system for feedback that will ensure that specific family and student needs will be identified and addressed throughout the distance learning implementation? Families can contact school employees directly to share their concerns or request help. Staff can also contact families directly if they notice that families-students are not participating in class lessons or meetings and are not doing their work.
* What additional community partners has the school brought on-board to provide for the needs of students in this new distance learning implementation? Partnering with Grand Portage entities that can provide for and offer SEL and Mental health services is important during this time of uncertainty and isolation.

Provide specific details on how the school will engage students and families that are English Language Learners. Specifically address: Currently N/A

* How the school will be proactive in communicating with families.
* How attendance policies will build trust and family engagement.
* How the school will prioritize relationship building and engagement and have clear expectations for student contact with the EL teacher.

Provide specific details on how the school will engage families and students receiving special education services. Specifically address:

* The process for communication with parents and guardians regarding their child’s services. The special education teacher will communicate with families by phone or email to offer extra support and answer any question families may have through the distance learning period. Speech and OT will continue to be offered through Tiny Eye and students can access that at their home during their scheduled time.
* 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. Communication with staff can be through phone, email or zoom for meetings. All meetings will be scheduled ahead of time at a time convenient for everyone.

### Academic Considerations:

Provide an overview of the school’s plan for addressing learning loss created by the disruption of the FY20 school year, as well as the anticipated disruptions from COVID-19 in this current year. We know from our data that some students were very successful from their experience of distance learning and the disruption did not create a disruption of their learning. This of course was not true for all students. Being a small school has its advantages, we can create small groups and individualized learning plans for all students to help them from where they are right now to put them back on the path of learning and preparing them for the future. Whether they are at grade level, above or below we can meet them where they are and move them forward.

How is the school going to track that each student has one point of contact with a teacher each day. [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.] A staff member will be assigned to monitor this- we are a small school so it will be easy to monitor if each student has had contact with a teacher every day.

What is the school’s plan to reduce chronic truancy and to re-engage students? Immediate communication with parents/guardians- we will not let time lapse, if students are not actively participating we will have to make contact.

What is the school’s plan for locally administered assessments that help guide students’ learning, identify instructional gaps, and promote the use of ongoing assessment to inform instruction and build educator capacity to fully understand the whole student? We will be using the FAST assessment tool beginning in September and then teachers will be making individual plans for each student based on the results of those assessments. It is likely that some older students did have some learning loss and will need some review before advancing in grade level instruction. Much of the teaching will be small groups or one to one.

What is the school’s plan for grading, and how is the school operating with the principle of “do no harm?” What were the key considerations the school considered to determine that the grading system is equitable? We used a Pass Fail model in Spring 2020 for Distance learning. This model seemed to be a no harm method. This model also seems to be a fair model to all students making it equitable to all students in all grades.

How will the school provide in writing an explanation of how English language development services will be provided to English learners during distance learning? Will it be in the form of an appendix to the current LIEP, or in some other form? Also address how the school will communicate the information in the adapted LIEP plan with families.

Explain how the school will embed questions and information about homelessness in all school or district outreach efforts. Also explain how the school will prioritize students experiencing homelessness for resources that will be provided to all students, or to low income students [including but not limited to prioritizing students experiencing homelessness for devices and connectivity, providing unlimited high-speed data and providing portable charging devices and insurance for devices. We currently do not have any EL families- we have not had any in the life span of the school.

### Professional Learning:

What professional development and training will the school engage in to ensure that all staff are prepared to implement with fidelity the new operating procedures, learning tasks, and support activities required to contain and control COVID-19? We will offer technological skills learning to show educators some ways to make online teaching faster and more fun. We will show them some shortcuts on setting up lessons and ways to use GOOGLE to be more successful for them and their students.