



Kato Public Charter School #4066-07

Guide For Distance Learning 2020

Referencing the MDE's documents

03.19.20 - School Closure Guidance for School Districts and Charter Schools.pdf and
03.19.20 - Q-and-A on School Closure.pdf (<https://education.mn.gov/MDE/dse/health/covid19/>)

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Education and Distance Learning

In accordance with Emergency Executive Order 20-02, Kato Public Charter School(KPCS) #4066-07 closed to student engagement from March 18, 2020 through March 27, 2020 to construct a continuity of education plan to be delivered through distance learning or social distancing.

All staff at KPCS engaged in the planning and implementation process to create a comprehensive and transferable distance learning plan intended to meet and exceed the needs of our students, families, and staff members.

In accordance with Emergency Executive Order 20-19, KPCS is implementing our Education and Distance Learning Plan beginning on March 30, 2020 and continuing through May 4, 2020, unless further Executive Order requires an adjustment to this plan. If further adjustments are required, this plan will accommodate through creating addendums to the initial plan created and finalized on March 27, 2020.

This plan is created to uphold the authorial intent of the Executive Order(s) to deliver education, placing the health and safety of stakeholders first with delivery in compliance with standards provided through the Minnesota Department of Health.

Attendance and Truancy

During the closure period from March 18, 2020 through March 27th, 2020, students will not be counted absent. This period of 7 days has been removed from KPCS student facing days, leaving 168 student facing days and 20 planned extended learning days pending application approval. While the Executive Order provides flexibility in calculation of missed days, KPCS also looks at the potential impact this loss of time may have on our students in relation to their overall progress and individual success.

During the Distance Learning period, KPCS leadership will explore extending student facing for 7 additional days beyond June 4th to accommodate student ceremonies and other annual events, as deemed appropriate, and if allowed under all final Executive Orders.

Upon return to school for Distance Learning on March 31st, KPCS will continue monitoring attendance in accordance to Minn. Statutes related to Compulsory Attendance Guidelines, Truancy Guidelines, and District Policy 504. Policy 504: STUDENT ATTENDANCE, can be found on our website at www.kpcs.org. KPCS.

Students are expected to be in attendance through the Distance Learning from Monday through Friday, 8:00am-2:50pm.

Students at KPCS will be able to access their class through two-way engagement on Zoom platforms with their scheduled teachers. Teachers will monitor student's attendance during the first five minutes of each Zoom class, matching attendance procedures and expectations that are in place during in class learning.

Students participating in the Distance Learning period will be counted toward attendance and membership. Requests for accommodations leading to changes to the initial structure of a students schedule will require student, parent, advisor, and administrative review and approval, per policy, with documentation retained. Students that do not participate will be subject to the standard attendance rules and procedures listed above.

KPCS tracks student attendance by period daily through the JMC education based reporting system. KPCS added an additional tool for tracking for teachers during the transition to avoid documentation errors and provide full team oversight of students present and not present through-out the day to help communicate to all support staff consistently and efficiently.

Attendance expectations were discussed during orientation, and communicated to students and families during the closure period in preparation for the expectation of full engagement from students upon return. Distance Learning schedules for students are directly in line with the on-site schedules for

Semester 2. Students and families were provided learning packets with student schedules, class period time-table, parent and student orientation discussing attendance requirements, and syllabus for 8 weeks.

Staff communication related to attendance expectations included zoom meetings and frequent messages referencing KCPS adopted employee manual and benefits policies, and incorporating social distancing requirements listed through-out COVID-19 related Executive Orders 20-02,19,20 and the Emergency Leave policy. In addition, KPCS took immediate action to notify all students, families, and staff with information regarding social distancing related to individual health needs and will continue to work with all stakeholders accordingly.

Distance Learning

During the Distance Learning period, the Minnesota Department of Education expects that students who participate in distance learning have full access to appropriate educational materials. Full guidance on distance learning from

MDE:(https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE032056&RevisionSelectionMethod=latestReleased&Rendition=primary).

Emergency Executive Order 20-02, and continuing orders stress continuity in education, deeming Education based organizations essential in acting as a HUB for our students and families. The Distance Learning Plan was developed in accordance with academic achievement goals, while preserving the health and safety of all stakeholders at all times.

Many considerations went into the development of this plan that focused on the students and families served. We acknowledge that consistency and continuity holds great value for our students. The KPCS team worked together to incorporate the changes necessary under the mandate to provide, while looking to provide as little disruption as possible and maintain stability and consistency in how we provide services.

Considerations went into individualized student needs, family support and schedule accommodations, and potential need for providing ongoing interaction during the day to supplement homework support, parent supervision. In addition, consideration included the potential impact of change on both academic progress, overall health and wellbeing, and the ability for families to supplement what the school had been the primary, central support for.

Ultimately, KPCS established a learning plan that is aligned to our current, primary learning plan that is delivered on site. Just as the initial plan design was made, the Distance Learning Plan was developed specifically for addressing the unique and individual needs of the students and families we work closely with each day.

While the selected Distance Learning Plan is intended to limit disruption to the continuity of education for our students, it simultaneously serves to strengthen the training of all staff in 21st Century programming.

This method of delivering lessons, if proven successful, further enables KPCS to implement blended learning opportunities that can continue to be tested and improved upon for increased accessibility and engagement leading to improved student achievement.

To accommodate distance learning, the following outline for reaching students was developed in preparation for March 30th:

- KPCS will deliver a Synchronous Distance Learning Plan
- All students will receive one on one devices as identified

- Students will continue attending school M-F, 8:00am-2:50pm
- Students will follow their current Semester 2 schedule
- Teachers will provide an up to date Syllabus outlining 8 weeks with week over week curriculum plans in line with MN Standards for benchmarks and credit attainment
- Students and staff will utilize Zoom as the primary two way engagement platform
- Students and staff will utilize Google Classroom as the primary tool for lesson materials
- All assignments for the week will be due Friday's at 11:59am
- Progress reports will be delivered Wednesday at 4pm reflecting previous week grading
- Special Education services will continue with supplemental schedules for continuation of service minutes through staff member comprehensive scheduling plans
- All accommodations for student learning that were previously in place will continue in accordance to the agreed upon individualized learning plans. Additional accommodations and adjustments will be discussed
- KPCS teaching staff and administration will provide supplemental assessments to establish end of year progress and student academic improvements, and will make adjustments to schedules for placement testing and assessment testing platforms that we continue to have access to
- Student services including library services, lunch services, and potentially on site care with social distancing for responders will continue
- After school and before school support will continue as requested and necessary for student success. In addition, all teachers will be available at allocated times during the lunch period to provide support for students and parents as a mid-day check in
- Recovery, Pathways for College and Career, Senior Projects preparation, and Electives will continue
- KPCS will continue sharing and posting resources and contacts for families and provide updates on overall student engagement, family engagement, staff engagement and school success
- KPCS will continue to carefully protect the privacy of our students and families and provide ongoing support and training to all stakeholders
- KPCS will continue to keep our School Board members and Authorizer apprised of all current affairs

Delivery of lessons and materials, and standard methods of communication were decided on with students equitable access rights, individual learning methods and plans per our standard practices. Additional plans were made, with resource development, to ensure the school remained within the guidelines for limiting health and safety due to COVID-19.

All students with needs for one on one devices were identified, and individualized learning packets and devices were shipped to all families, including devices as needed on March 30, 2020. All students received access, updated login information, and links to all platforms to ensure access by all students was possible through the centralized and secure methods selected.

Additional accommodations will be made in line with individualized plans, with the goal to limit physical materials as much as possible for health and safety during distance learning.

While communication to families related to lesson delivery has taken place requesting following the preferred methods of delivery to centralize communication, it is not the intention to be restrictive. Additional resources were established, if not already in place, to supplement in cases of unplanned events, emergencies, and continue standard form of communications. Methods of communication with teachers including:

- **Teacher Google Voice #'s**
- **After School Emergency #**
- **Gmail**

- **Edmentum**
- **Google Classroom**
- **Zoom**
- **Direct Phone to Classroom**

KPCS will be using technology for engaging in two-way interactions between staff, students, and parents during the distance learning period. We will not be restrictive in our approach in the interest of our stakeholders, and will continue to incorporate differentiated learning methods through-out lessons and in assignment completion.

The distance learning plan takes into account student individualized learning plans, student learning styles, and teacher program area and preferred delivery methods. In addition, all accommodations already incorporated through-out students' IEP or 504 plans that relate to use of technology will be fully implemented while reviews take place for any adjustments needed for student interest.

During the Distance Learning Period, the preferred method of lesson delivery is Zoom with Google Classroom. Lesson delivery takes place during the first half of each period, incorporating two way engagement, question and answer.

The end of each lesson enables supplemental support staff to work with students, allows for group work between students, and student access to the classroom teacher for current questions.

Teacher's differentiated learning lessons will continue with students, including flexibility in some of the formatting and delivery style related to how students are able to complete assigned work. This will continue to be managed by the teacher, through strengthened student relationships.

Students with individualized plans that incorporate some methods of asynchronous learning methods will have established check in time with the teacher related to the coursework.

Services by non-teaching staff are just as vital during this distance learning period as they were prior to the school closure for planning. In particular in areas that can provide more outreach, individualized attention, and time for accommodating the potential for increase in discussions related to resources and other needs that may arise in a time of crisis.

Access to services and providers for mental health and wellbeing will continue. The internal resource para will adjust to on site based contact to weekly or more student outreach and will host daily lunch time Zoom activities for students and parents

Paraprofessional support will continue for special education, Title I, and academic interventions through individualized one on one and group sessions per staff member comprehensive scheduling plans

Special Education IEP and Evaluations will continue upon the return of school with the ongoing support of the school psychologist for testing and analysis

Daily family engagement conferences will take place through Zoom at 7:00pm to openly engage related to at home learning stressors, concerns or opportunities, as well as provide continued support for community resources and connections to supplemental resources for families as needs arise

Individual accommodations will be made with student and parent engagement in consideration of at home support available during the day, access to resources, changes to resources, and the general and situational support needs of families at home with multiple learners from different school programs

Support staff delivering the same support are assigned job duty specific work on a scheduled basis for students identified by need for individual services. Documentation is due on an ongoing basis. This outline was created through individual learning plans, special education minutes, behavior intervention plans, family and student outreach, and Title supports that have been identified.

Administrative staff continue to monitor for attendance, reporting, student services, parent contact, deliveries, student material creation, lunches, vendors, staff observations, technology needs, planning, operations, and monitor for any care on site requirements in accordance to assigned job duties.

KPCS staff schedules were structured to match original Semester 2 schedules, with an adjustment made to how teachers and support staff deliver service to students through distance learning. KPCS staff were hired based on identified needs of students under the program, with the expectation that all time under contract is maximized toward acceptable progress and performance.

Student privacy and information security continues to be top of mind, with all current policies and data privacy rules being incorporated in the planning. Zoom and Google Classroom have been identified as being FERPA and HIPAA secure sites. Additional staff training and internal procedures will be provided to staff members to ensure consistency in approved use of the platforms to protect student privacy when using the platform.

KPCS students are all issued individual gmail email accounts established under the KPCS domain, with individualized login ids and passwords for all student access to portals. Lesson plans are delivered in a controlled setting, where students will have assigned access names to use that are not identifiers.

Chromebooks are protected by Securly, and students and families sign the use of technology agreement annually to provide updates on use of technology that is intended to keep our students and student privacy at the forefront. KPCS also contracts with an IT company that provides ongoing technical support and IT security support for our firewalls. KPCS employs varying levels of security through applications and web blockers that are installed on individual, monitored school devices.

Teachers have tested features of Zoom for privacy protection, and parents and students will receive clear instruction on conduct and use of technology in line with KPCS policies and student privacy expectations. Misconduct will lead to disciplinary action with removal from courses and expectation for parents to engage in behavior intervention planning for re-entry.

With COVID-19 being the driving factor for creating and implementing a distance learning plan, this plan was built to incorporate structures and delivery centered on the ability to practice social distancing. Student, family, staff and stakeholder health and safety is a primary focus during the planning period, and will continue under Executive Order.

KPCS immediately implemented social distancing practices upon notice through Executive Order 20-02, beginning March 16, 2020. Communication with links to vital resources were shared with all stakeholders. With privacy in mind, staff and students were guided to review social distancing guidelines and reach out confidentially to request accommodations if current health created cause for exposure concern.

Social distancing methods will be used for all emergency care needs for students of responders. Staff was provided training on social distancing, and given the opportunity to test working from home and setting up a home work space the week of March 18th. This enabled all team members the ability to test their delivery and technology and identify any resources necessary. Staff will be asked to work on rotation for on site care as capable, however, on site activity is limited during distance learning as much as possible without disrupting student support.

Special Education Services - IEP or 504 Plan

Special education services will continue without disruption. Special Education Students and students receiving 504 accommodations attending Kato Public Charter School will have the same access to the general education curriculum.

Accommodations and modifications from the student's current 504 Plan that are feasible through Distance Learning will be provided. Special Education student's accommodations and modification will be done through collaboration between general education teachers and special education teachers.

Special Education students will have access to Special Education services and support as outlined in their Individual Education Plan (IEP) by licensed special education teachers. Instruction will be provided in several ways: audio/visual platforms, phone conferencing and/or packet work.

The method of instruction will depend on the student's internet availability and individualized learning plan. Current minutes of service per the students IEP will be maintained via Distance Learning. If the goals are not transferable to Distance Learning or the team feels the student may experience fatigue or have difficulty sustaining attention, service minutes will be amended and adjusted to the student's needs.

IEP goals will be measured through teacher interaction, observation and collection of work samples. Data will be collected through online resources and hard copy if available. IEP meetings will be held on or before the annual meeting date, these meetings will be held through zoom or phone conferences.

All initial evaluations in process will be reviewed. For those that are in the final stages and do not require any in-person assessments, the Evaluation will be completed, and determinations of eligibility and need will be made. If an initial evaluation requires an in-person assessment, given the state mandated guidelines for Distance Learning that prohibit in-person contact of any kind for any reason, the initial evaluation will be on hold and will be completed once school resumes.

Reevaluations timelines will be maintained. Reevaluations typically require a review of records or interviews that can be completed over the phone or by mail. Families will not be responsible for mailing fees. Child find will continue with a once a month meeting.

English Learners

By law, students who are identified to receive English language development services must be provided support that allow them access to academic content. English learners must receive research based, appropriately resourced support to access content, and districts may not withhold services based on characteristics such as immigration status.

KPCS will provide our EL students during Distance Learning:

- Access to a reliable internet connection
- Access to grade level standards with additional support provided in class, through customized lessons, and scheduled one on one supports
- Ongoing consideration for individualized learning plans

Direct contact for EL Learners at KPCS is Dr. Mymique Baxter, Academic Director, who can be reached at mbaxter@katopcs.org or 507-387-5524 Ext:302, to provide answers to questions from students, families and stakeholders related to these services.

Students Experiencing Homelessness or Housing Instability

KPCS will continue to be responsive to Homelessness and Housing Instability in accordance with Federal requirements of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, as amended by the Every Student Succeeds Act of 2015, to support homelessness students throughout this crisis and promote their full participation in their education throughout the duration of the distance learning period.

One factor to consider is the increased mobility that comes with resource instability, in particular related to increases in housing instability. The impact of lowered access to resources due to transportation needs, income disruption, increased food support required at home during weekdays, and lowered access to county services due to mandated stay at home orders could be exponential.

Families that are experiencing limited access to physiological resources may see a direct impact on the student's ability to learn, as well as an impact on the adult family members ability to provide consistent, holistic support. Resource instability may trigger unstructured mobility, which may cause or create gaps in learning leading to struggles in academic achievement for students.

In addition, due to the networking tendency of families in need to rely on the network for some levels of support, the current crisis has a potential to increase the reliance and outreach among sharing communities, which may lead to unsafe during the COVID-19 pandemic.

Understanding that there may be a potential for increasing instability in resources has led KCPS to provide an emergency contact after hours number, as well as daily and weekly outreach resource calls for all families, and evening resource Zoom meetings for sharing information about accessible community resources. Additionally, KPCS is uniquely positioned and fortunate enough to serve students and families in a community with over 200 non-profit organizations, many of which serve families in basic needs including housing.

KPCS will provide a parent survey to all parents to establish any new housing needs due to instability, as well as other primary resources as it pertains to the potential and sudden changes to access due to the closure or change in services due to COVID-19 from the county, city, non-profit, and other local resources that may be relied upon for sustainability support.

KPCS will continue to remain apprised of the changing needs of youth and families related to limited access to basic needs, and strengthen our community connections for the purpose of providing increased community level support.

The Homeless Liaison for KPCS is Honey C. Burg, Director of Administration and can be reached at 507-387-5524 Ext:402 to provide answers and support to students, families, and stakeholders to help address any emerging housing and homeless needs that impact our students and families.

Assessment

KPCS stakeholders understand the importance of clearly and efficiently measuring the academic progress of the students we serve. Formal and informal assessments enable both teachers and students to do the following in real time, while enabling year over year analysis of progress:

- Benchmark student comprehension levels to create an individualized plan for ongoing growth and success, with individualized lesson planning and placement
- Establish preliminary entrance level benchmarks and set goals based on students college and career pathways
- Establish student growth patterns to identify gap areas and incorporate supplemental supports to continue student progress
- Measure individual student achievement and overall student body or learning group achievements to support placement and foster innovation in student, teacher partnerships in learning to help student reach their target goals for achievement

KPCS will continue putting forth all efforts through distance learning to directly coincide with the overall goals of the individual staff members and team as a whole.

Unless explicitly denied through Executive Order, KPCS will continue operating with the intention of testing students in the spring through current state testing platforms, and moving testing dates to May 1, 2020, and beyond as the first instructional day allowed after the return from distance learning.

KPCS will continue planning for all placement testing if scheduled during distance learning or closure period. In addition, KPCS will utilize cross reference methods between alternative testing methods to state testing methods where research has proven accuracy.

Teachers will continue working with students to provide different forms of evidence, both summative and formative in nature, looking at overall achievement of individualized learning goals. Individual progress reports for all student credit based courses are sent on a weekly basis to closely monitor classroom progress toward credit accumulation.

Year to date, KPCS has utilized specific forms of assessment in establishing recovery and course placement needs, primarily through Edmentum master testing. In addition, students participated in Fall and Winter NWEA testing, and some college placement testing including ACT. These will be used as benchmarks during distance learning to continue moving students toward established goals.

Staff

KPCS staff participated in differentiated learning, mandated reporting, and mental health certification training in the winter of 2019-2020. This already contributed greatly to the shut down and distance learning planning. During the shut down period, staff trained on distance learning, social distancing, and experimented with learning and communication platforms on site and from established home offices to test for technology limitations.

Individual KPCS staff continued training and planning during the shut down period specific to their job duties whenever they were not participating in school wide planning and training. This included all administration, paras, and teachers engaging in use of technology, Executive Order reviews, classroom expectations, remote technology, increased use of tracking systems to name a few.

Staff continued receiving standard pay, with days focused on training and preparation for student return on and off site. Considerations were made for staff impacted by illness, family members impacted by illness, and staff impacted by loss of childcare. Planning focused on equity in distribution of workloads, took standard time into consideration to avoid unequal distribution or request for work outside of standard qualifications or FTE.

Staff continued communication related to need for any time off due to non-COVID-19 related circumstances. Staff individual needs were balanced with school and student needs. Participation in staff meetings and training remained mandatory and equitable, unless excused due to illness or accommodations. Staff rights under standard rule for employee law, and under general employee policy were shared with staff and clearly articulated when questions arose.

KPCS planning included direct testing of the need for services as they had been delivered to ensure maximum use of time for student engagement. All staff tested their ability to access to platforms for all staff members, and teachers were able to practice remote lessons with a live classroom of other teachers providing peer review support.

Increased access to differing technology was incorporated to limit staff use of personal resources, to ensure no cost was directly absorbed by staff members. This included Google Voice and updating the schools digital phone platform to allow for conference features.

KPCS intentionally builds in expanded professional development days, implemented with the increase in standard wages, for all staff under contract. This is to ensure time and access to resources to meet the growing or changing needs of our students.

Through direct training and development, KPCS was able to engage the full staff over a two week period to increase our teacher and admin delivery options, differentiated learning options, and a strengthened 21st Century Learning model.

Communications

The KPCS primary form of communication to family members and students on behalf of the school is through the JMC administrative reporting system, enabling all student and parent communications to be directly shared with situation specific staff and stakeholders. This information will be school wide notices that will include a COVID-19 summary heading for alert.

Additional communication to staff and stakeholders will take place through direct email, or direct calling efforts. This will be a small group related or individual to students and families.

KPCS will post our Distance Learning Plan on our website with additional resource links for families and stakeholders to access relevant COVID-19 resources, local county and community resources, as well as distance learning resources. Health related resources that are language specific are also included.

The KPCS COVID-19 page also includes information related to best practices in health, crisis based resources, and information on how to access meals and student systems. In addition there are briefs related to attendance expectations and direct contacts. Staff hours and Google Voice numbers will be posted during the first week of distance learning.

KPCS will continue to practice centralized communication to ensure quick and efficient actions can be taken to help smooth over the delivery of distance learning and eliminate as much anxiety from students, families and staff as possible by frequent and timely information being delivered.

KPCS students and families received ongoing communication regarding suspension of school sponsored activities, including plans for graduation and the potential need for social distancing. The full KPCS Distance Learning Plan, this document, is available on the KPCS COVID-19 web page for ongoing access and review.

KPCS parents were invited to Distance Learning Orientation on Monday, March 30th, where a 20 point FAQ was reviewed, student orientation schedules were reviewed, and the outline for the first week back enabling the implementation of individualized plans was discussed.

KPCS is surrounded by a sound ISD, and also serves students from surrounding rural areas. Initial communications beginning on March 15, 2020 went to KPCS staff, school board, and authorizer to provide notice of receipt and intent to act regarding Executive Orders 20-02. During this time, copies of Executive Orders and Guidance Framework, with an outline to all stakeholders of initial actions, outreach, and clear directives related to centralization of communication, form of communication, centralization of direction, what to expect going forward for actions, reporting of health concerns, and service plans were shared.

Communications with parents coincided as closely as possible with the local ISD to avoid overlapping messages that could cause confusion among families. Initial communication was delivered on March 15, 2020 outlining the temporary closure period, use of time and intention for the closure by staff, COVID-19 resource information, direct contact information for questions related to the closure, and requests for providing information for continued services including lunch and emergency care were included.

Communication was sent to the School Board on March 16th, 2020 welcoming newly selected members and providing resource links to governance, statutes, bylaws, training resources were provided to help the board prepare for any upcoming changes or adjustments needed due to the closure. This included notice of cancelation of work sessions and student activities pending further Orders.

Communication to staff, students, parents, board, and authorizer continued consistently with time sensitive information and FAQ's where deemed necessary to help overcome questions and continue moving to action.

Information and updates are posted to the COVID-19 link on our website at www.katopcs.org.

KPCS is an ongoing advocate for our students and families and continues to build resource partnerships and connections with local county agencies and nonprofits. Recently, KCPS engaged in outreach and met on different occasions to discuss emerging needs with the local Police Commissioner, Director of Blue Earth County HHS, Director of Child Protective Services, and a Local County Commissioner.

Over the past year, KPCS has been working diligently and quietly to strengthen our relationship with the local and surrounding districts, local colleges, partners in education, regional partners, and charter school partners across the state. These partnerships, while growing, provide a strong network of support for access to experts and shared resources and contacts.

KPCS will continue to solicit information to provide resources to our students and families in support of our local community. We will also continue to be a partner for those who share in our passion for serving our students and their families.

Outreach will continue in order to increase engagements, strengthen our connections, and provide increasing support to our Native American, EL, immigrant and Refugee students, ensuring a fair and equitable delivery of our distance learning plans. In addition, we will continue to focus on implementing a curriculum, programs, and activities that remain inclusive of all students and staff members.

Services

Care for Children of Families of Emergency Workers

KPCS communicated opportunities to families for Care for Children and will provide expanded support beyond age 12 to help accommodate family needs for students of KPCS while care providers are required to work.

KPCS reached out to the district to discuss transportation availability during the closure as well as Westside Transportation for supplemental support with large or structured deliveries as the needs arise. If before or after care needs arise, staff on site will accommodate as able through social distancing practices.

The following guidelines are in place for serving families listed as responders, and families are encouraged to contact H.C. Burg, Director of Administration at director@katopcs.org or call 507-387-5524 Ext: 402 to discuss support needs.

School Districts and Charter Schools School districts and charters are required to provide care for children of workers in the following Tier 1 areas.

Tier 1:

Healthcare and public health

Law enforcement, public safety and first responders

Food and agriculture

Judicial Branch (essential services)

National Guard Educators and school staff providing care for critical workers in Tier 1 or Tier 2

In addition, based on community workforce needs and local staffing and space considerations, school districts are encouraged to provide care for children of workers in Tier 2. KPCS will also consider care for the following.

Tier 2:

Energy Water and Wastewater
Transportation and logistics
Public works
Communications and information technology
Other community-based government operations and essential workers
Critical manufacturing
Hazardous materials
Financial services
Chemical
Defense industrial base
Charitable and social services organizations
Shelters for displaced individuals
State workers essential to the continuation of Minnesota Unemployment Insurance

Nutrition

KPCS will ensure meals are available to all students who need them through daily pick up and delivery. KPCS applied for the waiver as required and continues our meal service that qualifies under federal/state food prep requirements. KPCS applied for a waiver to MDE to serve student meals under the Summer Food Service Program (SFSP), which can continue through extended summer if approved.

For dismissed schools with less than 50 percent free or reduced price enrollment, meal distribution methods must more directly target the households of enrolled children who are eligible for free or reduced price meals. These schools are considered closed sites.

Food must be kept according to proper food handling procedures. For example, if handing out food in a parking lot, must keep milk cold, food hot (if applicable), and use disposable paper/plastic products. Consult updated USDA and MDH guidance on extra measures particular to COVID-19. KPCS will utilize the walk up to school method, while also delivering select meals with KPCS staff handling deliveries in accordance to food safety handling guidelines. All pick up and deliveries will require social distancing methods.

KPCS expanded our lunch program during distance learning to accommodate families during the stay at home period that may not have budgeted for daily lunch costs. KPCS also recognizes the possibility for instability in resources with the temporary stay at home order taking place. In partnership with KPCS nutrition provider, Lutheran Social Services, KPCS will enable adult meal purchases at cost, which is \$3.50 per meal through April 10, 2020.

Health and Wellness

Our KPCS stakeholders care about the current and ongoing health and wellness of our community. We will continue to follow the Department of Health's guidelines regarding staff reporting to work, which includes not asking staff to report to work based on higher risk status or other conditions.

Talking to Children about COVID-19

Concern over this new virus can make children and families anxious. It is very important to remember that children look to adults for guidance on how to react to stressful events. If adults seem overly worried, children's anxiety may rise. Adults should reassure children that health and school officials are working hard to ensure that people throughout the country stay healthy. Children also need factual, age appropriate information about the potential seriousness of disease risk, so the focus of conversation

should be concrete instructions about how to avoid infections and the spread of disease. Teaching children positive measures, talking with them about their fears, and giving them a sense of some control over their risk of infections can help reduce anxiety. See page 8 of the MDE document.

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

KPCS will continue to follow the guidelines for social distancing, increase internal sanitation efforts, and train staff, students and families on techniques to remain safe and healthy. Staff, students and families are asked to practice social distancing and follow safety measures outlined by the MN Department of Health in consideration of their own health and the health of others.

Staff receives frequent updates related to health and wellness and impact on benefits from EdVisions Cooperative, as well as information pertaining to the Emergency Leave Act.

Staff are asked to refrain from direct engagement and work from home during social distancing with any pre-existing condition that could be vulnerable to contracting the virus, or if they or family members or those they have been in contact with are showing any signs and symptoms of a contagious illness.

Families are asked to keep students at home and follow the stay at home order through April 10th, and notify KPCS if their student requires Emergency Care due to work requirements. In these cases, families are asked to notify administration of any signs or symptoms of illness and confirm they have been following the stay at home order to avoid spreading the virus.

According to MDE resource guidelines, "There have been many questions about the viability of COVID on surfaces. A recent study found that the COVID19 coronavirus can survive up to four hours on copper, up to 24 hours on cardboard, and up to two to three days on plastic and stainless steel. It is important to remember that those lab results are based on ideal conditions.

There are many variables that affect the ability of the virus to survive and then transmit, including temperature, humidity, amount of virus present and many other factors. School districts may wish to consider methods where staff pick up papers on Mondays, to ensure they have been in the building for at least 24 hours, without contact. They may also wish to allow a 24 hour period between when staff return paperwork prior to family pick up. This is not necessary, however."

We will continue to remind students and families to:

- Wash their hands before handling and delivering homework
- To delay turning in homework if someone in their home is experiencing a fever or cough

When working with student papers, staff should:

- Wash their hands before and after working with papers from student homes
- Avoid touching their faces while working with papers
- Avoid working with papers that will be returned to students if they have a cough, shortness of breath or fever 8
- Clean up papers and their work spaces when done
- Avoid working with papers on family eating spaces It is important to remember that this not a likely way that COVID-19 is spread, the risk is very low and personal responsibility for hand hygiene and environmental cleaning exert the most control over limiting ways to contract COVID-19

Mental Health Support Resources

KPCS staff members were certified in mental health awareness and coping techniques in 2019-2020, and will continue utilizing these skills through distance learning when working with our students and families. Resources provided by local crisis centers, county services, and general health and wellness were shared with staff, and ongoing outreach to connect with families and identify potential stressors began immediately following the closure period.

KCPS will continue to utilize local resources, contracted resources, and allocated support staff to perform both continuous direct outreach and also invite students and families to engage in scheduled discussions related to health and wellness.

The stress of preparing for COVID-19 and school closure can increase the worry and anxiety of students, staff, families, and communities. The following resources and tips can be used by school and district leaders to protect your health and well-being of those we serve.

Bullying among students and families can have a direct impact on student health and well being, and do not disregard situations where individuals choose to disturb the peace of one or many. KPCS has a zero to tolerance to bullying and will follow the current bullying policy that can be found on our website. This policy, along with other behavior intervention policies will be shared as a reminder of the expectations that all community members are expected to uphold individual responsibilities for respectful engagements. |

Operations

Funding

KPCS has internal controls in place to help continue payroll processing and for ongoing budgetary management, and will continue to uphold all policies and procedures during the closure and distance learning period.

KPCS administration and board will remain apprised of any funding changes from state or federal funds during the distance learning period, and continue to seek additional supplemental resources.

Any recommendations or requests for adjusting line items and reallocating any budgeted funds will be presented to the school board for review and approval, and remain in line with spending guidelines of both the state and federal spending programs. In addition, staff health and the potential for temporary leave leading to redistribution of job duties will be taken into consideration.

While the overall delivery of certain operations, primarily teaching, has been adjusted during this time, little has changed in terms of required operations. All staff remain fully engaged in their original job duties and performance goals to meet and exceed the needs of our students and will remain in place during distance learning.

Resources and Information

MDE Recommendations for Distance Learning:

Student Instruction:

<https://education.mn.gov/MDE/dse/health/covid19/AcademicStandardsCOVID-19Resources/index.htm>

Student Privacy in Online Learning:

<https://education.mn.gov/MDE/dse/health/covid19/MDE032171>

MDH COVID-19 Update:

<https://www.health.state.mn.us/diseases/coronavirus/index.html>

CDC Pandemic Preparedness/COVID-19:

<https://www.cdc.gov/coronavirus/2019-ncov/php/pandemic-preparedness-resources.html>

Mental Health Resources in Minnesota:

<https://mn.gov/dhs/people-we-serve/children-and-families/health-care/mental-health/resources/crisis>

<https://mentalhealthmn.org/support/get-information-or-a-referral/>

<https://mentalhealthmn.org/support/community-resources/statewide-mental-health-resources/>

<https://mentalhealthmn.org/support/minnesota-warmline/>

<https://mentalhealthmn.org/support/social-isolation>