



COVID-19 FALL 2020 PLAN

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Message from our Head of School and Principal

Peace! We find ourselves in a time of rapid change, uncertainty, and heightened stress and anxiety for educators, parents and students for the coming school year. The only certainty this pandemic has brought to our community is that school will look, and should look, different this fall than a normal year. We have decided that we will continue with **Distance Learning**, for the first 6 weeks of school for our Kindergarten to 6th grade students. We will resume school as planned on September 8th, 2020. We will have some limited access to the building (case-by -case, determined with the teacher and family, due to specific needs). During the initial 6 weeks, we will be monitoring closely the progress of the pandemic and making decisions based upon the trajectory of the pandemic.

Our pre-school will be reopening as essential workers are still needing a safe place for their children. The preschool details will be laid out later in the month, with an anticipated September 8th, 2020 start. We are taking an incremental approach to returning to school in a safe and respectful manner. **We acknowledge that distance learning cannot replace students' experiences with their teachers or peers.**

All of the students and staff that we have spoken with have greatly missed the daily interactions in the classroom as a school family. We have given surveys, talked personally to families, attended innumerable webinars with other educators, scientists, doctors, MDE, DHS, City of Minneapolis, State of Minnesota and others.

We also have personally as a school family been impacted by COVID, with the loss of one of our own. We are not willing to risk another one of our beloved community members losing their life because of this illness. Our children, families and staff mean too much to take this decision lightly. We are adding a host of assets to our Distance Learning Platform and are excited at the prospect of still engaging without children and families in this new normal.

We recognize that the abrupt closure of schools in the spring and the uncertainty about the fall has caused significant disruption and stress for our families. We've witnessed and heard the many perspectives families have shared with us based on their specific needs and circumstances. The pattern is clear: Communities of color are being hit

disproportionately hard by COVID-19. Nationally, African-American deaths from COVID-19 are nearly 2.5 times greater than would be expected based on their share of the population. In Minnesota, African-Americans have 4 times the confirmed cases than their representation of the population.

Most importantly, we know all of the options we consider must be examined through the lens of equity and excellence, and ensure the health and safety of our students and staff. We are prioritizing maintaining equitable learning opportunities and safely returning to school. This means delivering a quality educational experience, and creating spaces that honor and elevate the mental health of our students during these challenging times.

You will see more details for our Distance Learning plan in draft form posted to our website on Monday August 10th, 2020, as it awaits a final vote from the board. There are many areas to cover and in an effort to not overwhelm our families, we included the most important information. If you have any questions, please do not hesitate to contact us, as there may be other details that are not listed here that we can share. The board will engage in an official vote to approve our plan August 18th, 2020. For further information, please see the board meeting information on our website.

We are in this together.

Tonica & Jamal Abdur Salaam, Co-Founders and Co-Leaders

Key Dates

MARCH 5, 2020: Minnesota Governor, Tim Walz announced the initial closure of schools and ordered a temporary eight-day closure of K-12 public schools across the state, starting March 18. Schools were ordered to plan for distance learning, establish an emergency school meal program, and provide school-age care for emergency workers.

MARCH 17, 2020: The school begins weekly food deliveries to all K-6 students' homes.

MARCH 18, 2020: First day of school closure across the state of Minnesota.

MARCH 25, 2020: Governor Walz issues a Shelter-in-Place, beginning at midnight Friday. Schools are ordered closed until May 4.

APRIL 12, 2020: The school launches home delivery of tablets with a limited amount of data for all K-6 students.

JUNE 4, 2020: Commissioner Mary Ricker asks all schools to be prepared with three learning scenarios for Fall 2020: 1) Return all students to school buildings following the most current CDC and MDH guidelines. 2) Return students to school buildings implementing a hybrid model following the most current CDC and MDH guidelines. 3) No students return to school buildings. Implement a distance learning model.

JULY 30, 2020: Governor Walz and Commissioner Ricker announce their recommendation for school reopening in the fall using the county level case rate formula.

AUGUST 7, 2020: The school announces it's plan to begin the school year with distance learning. With priorities in protecting the health and safety of our students, families and staff, the school plans to transition to in-person learning in limited capacity once the rates of COVID-19 decline significantly in Hennepin County.

Adjusted Return for the 2020-21 School Year

We have carefully reviewed national, state and local health measure orders, our responses from our family survey, and from guidance from the Commissioner of Education and the Minnesota Department of Health. Based on the requirements set forth by Governor Walz and Commissioner Ricker, LJM will return to school in the fall with distance learning only.

Our main objectives are to:

1. Keep students, educators, and community members as safe as possible (Operations)
2. Work to ensure each student is learning and being supported regardless of the learning environment (Instruction)

We know that a one-size-fits-all plan will not work for all families. We also understand that we need to make special accommodations for students with health or family health concerns, families who feel uncomfortable sending their children back into the school building, and parents who need to send their children back due to work situations.

Model Framework

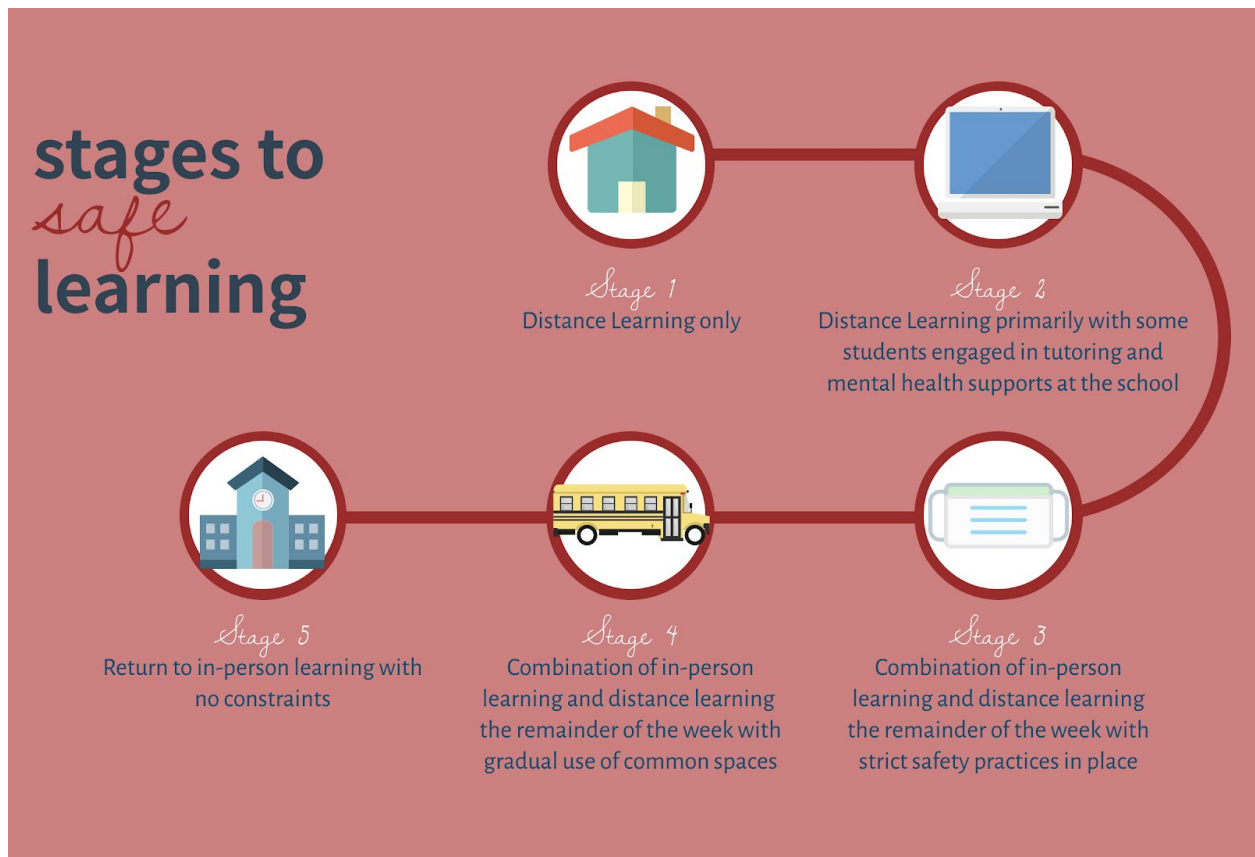
Distance Learning for all students until cases in Hennepin County decrease:

- Distance learning will be high-quality and consistently provided with clearer expectations and accountability for instruction and assignments. This format will be provided on a reliable schedule that includes live instruction, video lessons, and small group supports, etc.
- There may be opportunities for targeted support provided at the school building such as tutoring, technology, mental health on a case-by-case basis.
- More virtual learning (synchronous, live instruction) and independent learning (asynchronous videos), as well as the option to participate without technology and only submitting distance learning packets.
- More rigor, higher expectations, more structure to everyday learning; more consistent teacher interactions.
- We will continue to offer all students school-issued devices: tablets with limited data to all K-6 students.
- The schedule will be Monday - Friday with Wednesday being set for asynchronous learning, individualized support, and grading.
- Essential family supports such as weekly meal deliveries and limited child care provided to qualifying groups

- LJJM will be prepared to move to hybrid in-person learning after state and/or local thresholds for opening have been met.

As always, our staff are charged with building trust and relationships with students because nothing can be accomplished without both. We prioritize inclusive teaching and learning where our staff are able to recognize and understand the range of trauma that this pandemic has created on all students.

As the school year progresses, LJJM will assess when it's safe to gradually integrate in-person learning at schools. We will make those decisions in consultation with federal and local officials such as the Centers for Disease Control and Prevention (CDC), Minnesota Department of Health, Minnesota Department of Education, City of Minneapolis and the Governor's office.



Social Emotional Health

The pandemic has further illuminated the need for SEL to care for ourselves, our students, and their families. COVID-19 has also exposed existing inequities in education and may fundamentally change how we conceive of school. Now more than ever, we must call upon our empathy, resilience, relationship building, and collective resolve as we innovate and rebuild our education systems.

We are drawing from research-based SEL practices to support students and families during the pandemic. These include providing developmentally appropriate strategies for understanding and regulating emotions and practicing self-care, guiding families on how to create supportive home environments, and fostering an overarching commitment to creating connectedness across physical distance. Our focus, as always, is connection, community, and relationships. After that is when classrooms transition to the math assignment. We will not ignore what is happening around us. We won't pretend it's not here. Instead, we will work with students to normalize emotions, and give them creative ways to have an outlet, stay connected, and give them consistency and empathy as a sense of security. This will be our priority when we see students again in September.

Distance Learning Online Tools

The school will use the following online tools to engage students during distance learning.



Zoom

Video conferencing that allows for face-to-face virtual meetings whether it is one-to-one, small group, or large group. All classrooms meet for collective on Zoom. Lead Guides send secured Zoom links and passwords to enter the virtual room. Students will be marked Present for attendance if they log into the classroom collective.



Seesaw

Our student depository for online work. Assignments and videos will be posted here. This platform also allows for interacting with other student's. Students will be expected to log in daily for attendance. Lead Guides will send their classroom's Seesaw link to parents.



Brain Pop

Animated Educational Site for Kids with Science, Social Studies, English, Math, Arts & Music, Health, and Technology content areas.



Distance Learning Packets

Printed packets with worksheets for the week. These will also be posted on SeeSaw. Deliveries will take place every Monday morning. Families can submit their complete distance learning packets by leaving the packet in a bin outside their home at the next week's packet and meal drop off.

Packets can also be uploaded to SeeSaw, or emailed to the child's Lead Guide.

Daily Schedule

The daily schedule will be identified and communicated by the Lead Guide in the coming weeks. Teams are working to create schedules that will support all of our families, including our families who have children in multiple classrooms, to address scheduling conflicts.

The current schedule will be Monday - Friday with Wednesday being set for asynchronous learning, individualized support, and grading.

Teaching and Learning

Learning

This school year, with the experience of last spring, staff will have stronger academic goals for each student through an individualized learning plan per student. Students will benefit from more structure, regular interactions with school staff, and a greater sense of connection among students. On a case by case basis, small group tutoring and mental health supports may be available at the school site for short periods of time.

- Lead Guides will post daily assignments online by 9:00 a.m. each school day.
- Lead Guides and Assistant Guides will be available via email/phone during their regular work hours.
- Depending on accessibility, students may be asked to view videos, links, and online quizzes posted by Lead Guides.
- Students not having adequate online accessibility will be provided learning opportunities in alternate (paper) format.

Individualized learning plans allow for differentiated instruction and 1-1 support provided for students who need it. We will prioritize maintaining educational continuity, ensure equity & equal access to ALL students. Students can participate in their learning equitably & have access to all relevant services and supports.

Lead Guides will have lessons in both asynchronous and synchronous learning formats:

- Asynchronous Learning - Lead Guides may assign coursework or assignments that can be completed independently. Students may choose to utilize tutoring time for support. This mode allows for flexibility in scheduling throughout households.
- Synchronous Learning - Class time that occurs as a collective. Classes will “meet” virtually for instruction by using Zoom.

Attendance

Daily attendance is expected for all students. Student attendance will be taken every day based on the Lead Guide or Assistant Guide’s daily interaction (via participating in Zoom classroom sessions or phone call) with the student along with the student submitting their homework (Seesaw/Returning the Distance Learning packet to the school).

Assessments

Lead Guides will rely on data from Fountas and Pinnell assessments, quiz and exam results from the online program apps, observational assessments, MAP data among other tools to meet students where they are at and make plans for growth in all areas.

Special Education

Special Education Lead Guides/Case Managers have Zoom and Seesaw accounts and will have set schedules and times set to meet with students. Case managers are also sharing their schedules with other Related Service providers so that they can work with students and families to provide Speech/Language, Occupational Therapy or DAPE in a distance learning setting. Our team will continue to be supported by our Special Education Director and will continue to work with families on completing evaluations and providing services.

Assistant Guides will be scheduled to meet minutes in IEP's and will have daily check-ins with case managers for feedback and adjustments. Parents will be encouraged to call in with any questions or concerns about accommodations, supports, and updates. As the school gets adapted we will continue to keep families informed.

The general education standards must be considered when amending, as appropriate, a student's IEP goal(s)/objective(s) outside an IEP team meeting, in response to the COVID-19 pandemic. Any amendment(s) made to a student's IEP should be agreed upon by the student's parent(s), documented, and changes provided to the parent and other members of the amended IEP service delivery team.

- Each student with a current IEP will have an individualized distance learning plan outlining the provision of special education and related services during distance learning days.
- Case managers will monitor the implementation of special education and related services during distance learning and revise accordingly with the IEP team.
- Specific services, supports, and accommodations listed on your child's current IEP will resume when face-to-face instruction in schools is reinstated.
- IEP teams will evaluate progress made on IEP goals during distance learning.
- Annual IEP/Evaluation meetings will take place as scheduled during distance learning through either an online platform, email or phone.
- If an evaluation of a student with a disability requires a face-to-face assessment or observation, the evaluation would need to be delayed until school reopens.

English Language Development

The goals of the English Language Development coordinator are to:

1. Provide academic language development through a collaborative teaching model that embeds language within content
2. Provide ongoing language-specific, one-on-one support to English Learners to ensure individual mastery of grade-level content

In order to meet these goals, the EL Coordinator will:

1. Collaborate weekly with Lead Guides to differentiate instruction for one subject (virtually via Zoom). This could include, but is not limited to:
 - a. Co-planning the instruction to include language development opportunities
 - b. Creating language-specific mini-lessons that support the content learning that will be included in the instruction given by the Lead Guides (videos)
 - c. Providing insight into instructional modifications, such as visual supports, specific academic language, background building, etc.
 - d. Supporting daily oral language practice opportunities
2. Engage students through one-on-one conversations at least 2 times each week to support their classroom learning needs targeted at their language proficiency level (using Zoom)
3. Check in with each student daily to address any immediate needs via the classroom platform communication tool (Seesaw)
4. Develop further instruction, resources, and/or materials for students on an as-needed basis
5. Collect evidence of student mastery or growth toward mastery of specific academic language needs

Nutrition Services

The same as last spring 2020, the school will deliver meals for the week every Monday. The meals are boxed and include breakfast, lunch, and milk per day. Lead Guides and Assistants will be in regular communication with families and will be tasked with checking in on areas beyond academics, to help the school identify families who have greater food and basic needs.

Communications

School announcements are posted on the website, and are distributed email, text, and occasionally voicemail.

Now more than ever, it's critical that families make sure the school has your most recent contact information. Before school starts, please make sure and call your school if there are any changes to your child's home address or your phone number or email.

Wellness

Aruba (<http://www.arubahemotionalhealth.com/>), An organization that provides a range of mental health services including psychotherapy, is a current community partner of the school. There are resource lists on the school's website, that include a range of supports, including mental health supports. Another resource provided by the Regional Center for Excellence (RCE) includes other links and mental health connections. (Click [here](#) for resources)

The School's CARE Team is available Monday through Friday from 8:00 am to 4:30 pm. The team has access to county and city resources as well as the ability to advocate for families in crisis. The same values that we profess, teach and expect are all still expectations of all of our students. This means that bullying of any kind will not be tolerated, this includes cyberbullying. Click [here](#) to read the board approved policy.

meet the *care* team

The CARE team is committed to supporting our LJJM community during this unprecedented time. Please contact a team member if you are in need of immediate support or resources



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