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Paladin
CAREER & TECHNICAL HIGH SCHOOL

Paladin Career & Technical H.S. Distance Learning Plan

The MDE has outlined a set of expectations that will constitute a school district's distance learning plan for providing instruction to all students in the event that school is closed for an extended period of time. A plan is to be developed and posted on a school's website by March 30th, 2020. Below are the components of the plan required by the MDE.

Guiding Principles:

The guiding principles are intended to provide a vision for the distance learning framework. These are intended to be used in constructing the framework's structure and to inform decisions that will be made when the inevitable unanticipated situations arise. The guiding principles are:

1. **Relationships first.** We will model empathy for the wide diversity in our students' new reality.
2. **Supportive stance.** We will be relentless in our attention to engaging and connecting with our student learners and our school community.
3. **The whole child.** We want to ensure a holistic approach to our distance learning.
4. **Innovative Tools and Practices.** We will use what tools we have available and seek new ways to engage our learners.
5. **Less is more.** One day at a time. We will do our best; we ask that you do your best.
6. **Be Flexible.** Let's not pretend this is business as usual. This is a new experience for all of us.
7. **Monitor and adjust.** We will continually review our practices and make improvements.
8. **Give ourselves grace.** We will not be perfect. This is a work in progress.

Part A: Instructional Expectations

Distance Learning defined: Students engaging in distance learning have access to appropriate educational materials and receive *daily interaction* with their licensed teacher(s). It is important to note that distance learning does not always mean e-learning or online learning. It is critical to provide this learning in a format that can be equitably accessed by all students.

General Requirements:
Provide a general summary of the teaching and learning structures and platforms to be utilized during distance learning. Include how the school ensures that all students will have equal access to the learning and required materials to successfully receive credit in their class, including technology.
● Paladin students will engage in a combination of synchronous (live) and asynchronous (self paced) learning activities. For students lacking technology resources, Paladin will be providing home-use permission for School Chromebooks. Information has been shared with students and families in need of internet service. Paladin support staff are working directly with

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students who need direct assistance.
- For students lacking stable housing or for whom internet access is not an option, non-digital educational materials will be available for pick-up at the school, as well as to be distributed through a delivery process.
- Synchronous (live) learning activities will include:
  - Engaging with live seminar conferencing through Google Meet / Hangouts.
  - Participating in video chat with their Success Team in a virtual "Circle" process.
  - Live one-on-one support from Paladin teachers and support staff for:
    - Math support
    - Reading support
    - Project planning and revision
- Asynchronous (self paced) learning activities will include:
  - Watching and responding to pre-recorded video seminars from Paladin Teachers
  - Participating in Google Classroom discussions for their scheduled seminars
  - Working independently on self-directed project-based learning
  - Working independently on reading and math work

If you are using an online learning system, outline the steps the school will take to ensure it can effectively support the district's unique learning and teaching needs.

- Paladin will utilize Google Apps for Education, particularly Google Classroom, to manage daily learning expectations and outcomes. Paladin staff will all receive additional training in how to manage and utilize these tools to best meet students' needs. Families and students will be delivered, through email and/or via a printed informational packet, the steps to get connected and engaged in distance learning.

How will student learning and progress be: measured, monitored, and communicated to students and parent(s)/guardian(s)?

- Daily check-ins and communication by Student Success Coordinators will determine students' levels of engagement and growth.
- Credit will be issued upon assignment completion and project finalization. Seminar credit will be issued at the end of each Block and based on engagement and assignment completion in Google Classrooms.
- Families and students will be able to monitor their learning and progress through the students' Path 2 Success, Foundry, and Google Classroom systems.
- Student Success Coordinators and support staff will make weekly outreach to families of students who are frequently disengaged or falling behind on work completion.

Describe programming options for school nurses, school counselors, school psychologists, school social workers, paraprofessionals, other school specialists and cultural liaisons.

- Conducting daily communication with students via phone, chat, and or video-check-ins with students
- Providing one-on-one support and meeting the needs in academics, social, and emotional areas for students.
- Providing social emotional learning and programing support to seminars, success teams, and in groups.
- Providing classroom support to seminars and students with need

- Collecting educational resources and sharing them with Paladin's teachers and families
- Assisting with preparation of printed materials for students
- Managing curb-side pick-up program for learning and support materials
- Driving to deliver doorstop learning materials to/from students

All schools and districts that are required under the Every Student Succeeds Act (ESSA) to consult with Tribal Nations must also collaborate with the Tribal Nations Education Committee (TNEC) members regarding the formulation of their distance learning plans. If applicable,

- n/a

Outline how attendance of students and staff will be tracked and how these expectations will be communicated to students, parents, and staff. Note: the school board attendance policy must accommodate the implementation of this distance learning model for attendance. If not, the board should consider revising the policy.

- For students:
  - Relationship building and student emotional wellness will remain a priority.
  - Daily attendance will be taken with daily communication by Student Success Coordinators (SSC's). Communication will be conducted each school day in the form of (email, Google voice, hangouts, and/or meet) and include daily announcements and academic offerings.
  - Attendance will be entered in Paladin's student information system, JMC.
  - Daily engagement will be measured by student communication and participation in synchronous (live) and asynchronous (self-paced) learning activities.
  - A communication log spreadsheet will be used by Paladin staff to document student engagement/participation.
  - Weekly outreach will be done by support staff to families of students who are frequently disengaged or falling behind on work completion. Support staff will work with the families and students on intervention strategies to help reengage students.
  - Paladin will utilize procedures outlined here to support students who have excessive absences due to COVID-19.
- For staff:
  - Staff working on site will be marked as present.
  - Staff working remotely will be marked as present once they complete the required daily log of their activities and educational outcomes. This will be captured via a Google form and spreadsheet.

Outline the school's plan for training staff, students and parents to ensure that your distance learning program can effectively be implemented.

- Paladin's lead team prepared distance learning resources for Paladin's educators over our previously scheduled spring break week (3/16 - 3/20).
- Paladin has provided tutorials and trainings associated with Google Hangouts/Meet conferencing capabilities and Google Classroom during the planning week of (3/23)
- Paladin will be sending home informational packets to families in order to help them transition successfully to a distance learning model with our distance learning care packages.
- Identified staff will be available for support and to answer questions.
- Paladin's distance learning plan and additional resources will also be available on our website.

- Paladin will be using feedback gathered from staff, families, and students over Block 8 (April) to revisit and improve our distance learning plan during the staff planning days of (5/1) and (5/4).

Describe how your distance learning model is secure and will not allow for the release of protected student or staff information.

- All digital platforms utilized by Paladin for distance learning will be FERPA compliant and additional reminders regarding confidentiality will be sent out regularly.
- Students engaged in live video-discussions and classes will be asked to wear headphones and/or move to a space where they are alone to limit the possibility of student information being overheard by others. Paladin will have headphones available for those in need.
- Confidential materials will not be uploaded or shared publicly in any capacity, and sensitive student data will only be accessed via Paladin's student information systems -- Foundry and JMC.
- Staff will be reminded of data privacy laws through staff development meetings as they pertain to distance learning

Special Education Requirements: State and Federal law requires a school to continue to meet the all requirements of the Individuals with Disabilities Education Act.

Describe how the school will ensure supports identified on a student's Individualized Education Program (IEP) or 504 Plan are provided.

- Special education seminars (that meet IEP service minutes and goals/objectives) will be run primarily on the Google classroom platform and Google Meeting in synchronous and asynchronous learning formats.
- IEP case managers will conduct check-ins with students via phone, Google Hangouts, or Google Meet and will be sending resources electronically to support learning in conjunction with general education teachers for services delivered in general education and that are seperate from a special education course.
- IEP meetings will be run virtually with parents through Google Meet or phone as appropriate
- Accommodation lists from the IEP will be sent home to parents and re-sent to all staff who are working with a given student
- The Special Education Team will continue to meet weekly to assure qualifying individual student needs are being met, to monitor student progress and provide change as needed, to discuss service delivery model for all staff and identify any changes required for FAPE, to discuss any upcoming Due Process meetings and schedule appropriately, and to discuss how to support the child find Process for students not identified but requiring additional supports to access their learning.
- 504 Coordinator will be in communication with general education teachers, students, and families with accomodations and resources

Outline the school's process for communicating with parents and guardians regarding their child's services, which should include discussion regarding amending IEPs to address how best to meet the student's needs in a flexible learning model. This includes direct specialized instruction, related services, and accommodations

- Our IEP case managers and due process coordinator will be reaching out to families to collect evaluation data, schedule IEP meetings virtually, and/or to amend IEPs.

Describe the school's protocol to communicate with administration and staff to prepare and support them in meeting the needs of students eligible for special education, child find activities, evaluations/reevaluations, and IEP implementation.

- We will continue with our weekly special education team meetings via Google Meet and Google Docs to keep up with due process and to update one another on distance learning progress for students on IEPs and in RTI.

English Learner Requirements

Describe how the school will fulfill Individual Learning Plans for English Learners. Include possible scaffolding methods available to support students in a distance learning environment.

- A class will be created on Google Classroom for students in EL to join which will contain Bridging charts in certain situations to assist students with coursework, as well as activities to work on all areas of literacy

Describe the school's plan for communicating with families that do not use English as a primary language.

- Our EL specialist will be reaching out to our families of students in the EL program to explain school tasks and communication that comes through
- We will utilize our interpreters when the communication needs to be translated

Protections for Students Experiencing Homelessness or Housing Instability

Specify how the school will satisfy the 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.

- Our homeless liaison will collaborate with educators in identifying and supporting students that have already been identified under McKinney-Vento or become homeless during the distance learning period.
- Paladin staff will be in communication often ensuring health, safety, and basic needs.
- Paladin staff will be in communication often ensuring access to learning.

How will the school monitor participation and engagement of homeless students in distance learning (e.g., including both attendance and performance.); potentially resulting in your school needing to change its staffing/support?

- Daily check-ins and communication by Student Success Coordinators will determine students' levels of engagement and growth.
- Homeless liaison and support staff will do check-ins with homeless students.
- Credit will be issued upon assignment completion and project finalization. Seminar credit will be issued at the end of each Block and based on engagement and assignment completion in Google Classrooms.
- Homeless liaison and support staff will make weekly outreach to identify students who are frequently disengaged, falling behind on work completion, or become homeless.
- This may result in changing staffing/support to meet the needs of students identified under McKinney-Vento

How will the school monitor the efficacy of distance learning plans and approaches for all students including homeless students, and be prepared to consider alternatives or additional support needs as part of that review.

- Homeless liaison and support staff will be able to monitor identified students' learning and progress through the students' attendance, Path 2 Success, Foundry, and Google Classroom systems.
- Alternatives or additional support may be needed as is part of our distance learning plan. This may include, but not limited to, additional staff being assigned to support homeless students and deliveries of homework, assignments, and care packages to the location of homeless students.

Describe how the school will maintain regular contact with local public health departments, county or Tribal human services departments, and Continuum of Care planning bodies on ongoing or emerging needs and to connect to resources that can assist students and families experiencing homelessness.

- Homeless liaison and the support staff team will maintain regular contact with local public health departments, county or Tribal human services departments, and Continuum of Care planning bodies on ongoing or emerging needs through email, Google Meet, and phone.
- Homeless liaison and the support staff team will connect to resources that can assist students and families experiencing homelessness.
- Support resources that can assist students and families experiencing homelessness will be sent home to every student in care packages prior to the distance learning plan.
- Support resources that can assist students and families experiencing homelessness will also be available on our website.

Describe the school's plan for providing meals to all children who need them. Include: how families access meals, staffing plan for preparing and distributing meals, and method of distribution that aligns with public health guidelines.

- At this time, Paladin is directing all students to report to their resident district schools for meal distribution. Information about pick-up locations, time windows, and other specifics have been emailed to all families, communicated via phone calls, and is available on Paladin's website homepage.

Describe the school's plan for providing childcare for the elementary children of Tier 1 emergency and healthcare workers.   Include: how families access childcare, a plan for staffing childcare, transportation of childcare participants, if you plan to include children of Tier 2 workers, and plans for following the CDC and Minnesota Department of Health's guidelines.

- n/a

How will the school maintain an awareness of, and be prepared to cope with, the potential impact these closures will have on the mental health and wellbeing of students, staff, and families.

- In their initial check-ins with students, Paladin's Student Success Coordinators will ask about their support needs and mental/emotional health concerns, offering up a phone call or video conference with students in need and connecting them to the support staff team including, school-based therapist, school counselor, social worker, ALIVE counselor, or trauma specialist.
- Support staff team members will then follow up with these students, and any additional students previously identified on their caseload.
- Paladin Student Success Coordinators and support team members (counselors / social workers) will be available daily by phone and video conferencing for one-on-one support.

Describe how the school will provide information related to 'how to talk to children' about what is happening to change their school day.

- Notifications will be sent often to students via email, text, and automated call system regarding the school's status, schedule, and any additional updates as needed.
- Paladin is posting up-to-date information regarding Distance Learning and safe social distancing practices to its website and social media accounts on a regular basis.
- Resources and links to pages from MDE, CDC, and MDH will also be made available on an ongoing basis.

Describe School Board Meetings

- The Paladin School Board of Directors will continue to meet as scheduled.
- Board Meetings may occur electronically according to 13D.021 which provides direction during a pandemic. The Board Chair will determine that an in-person meeting is not practical

or prudent because of a health pandemic and/or emergency declared under chapter 12.
- At least one member or the board or ex-officio board member will be present at the school, unless attendance at the regular meeting location is not feasible due to the health pandemic or emergency declaration.
- Members of the public present at the regular meeting location of the board can hear all discussion and testimony and all votes of the members of the board, unless attendance at the regular meeting location is not feasible due to the health pandemic or emergency declaration.
- All board members participating in the meeting will hear one another and can hear all discussion and testimony.
- All votes must be conducted by roll call, so each member's vote on each issue can be identified and recorded.
- If a virtual/remote board meeting is necessary, a Google Meet will be used with the link posted and available for the public on our website.

Describe the school's plan to maintain financial and payroll processes and operations

- The school is being thoroughly cleaned and disinfected on a daily basis. A rotation of staff are in the building daily to care for the operations of the school as needed. This includes, being available for student pick ups, getting materials ready for deliveries, checking mail and faxes
- Our CFO is onsite weekly to submit P.O.'s, complete payroll, and take care of the financial business of the school.

Describe new student enrollment

- Students wishing to enroll at Paladin can complete and submit the online application and an enrollment packet will be mailed out to the student/family. See Paladin website and enrollment section for access and up-to-date information.
- Enrollment and request for records will continue to go through the front office.
- Acceleration/Orientation for new students will be done by our Acceleration Team through Google meetings.

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