

Mesabi East School District #2711

Distance Learning Plan

How are we ensuring students have access to appropriate educational materials, including technology?

Mesabi East School District provides one-to-one iPads for K-12 students for academic instruction and social emotional learning (SEL). The district will use the following platforms to provide core instruction to students: SeeSaw (Prek, 1-4), DoJo (K), Schoology (5-12), Zoom for live face to face interaction (K-12), Remind App (7-12) for communication one-to-one and large groups.

For families who do not have internet access, the district will provide hotspots to the homes and tether the student's iPad to the hotspot. Some families without phone service, internet access, and wifi, will receive packets that will be mailed or dropped off at the students' residence. Families without internet access or wifi will receive phone calls from teachers to provide core instruction.

Intervention specialists and special education teachers will work with the classroom teachers to set up instruction beyond the core instruction. Permission slips will be sent to families that are affected by instruction beyond core instruction.

How are we ensuring students receive daily interaction with their licensed teacher(s)?

Mesabi East will ensure that student engagement for high school students is completed by checking into their courses everyday, and for elementary students answering a morning message question from their teachers. It is important for students to have a regular schedule and yet still allow for flexibility. Every decision that is made regarding our distance learning plan is made with our students' health and safety in mind.

How will we support the mental health needs of students?

We will provide a list of local resources for mental health as well as contact information for the Care team that we have in place that is a multidisciplinary team of individuals across agencies. The resources and Care team information will be available on the school website, in the local newspaper, in the District newsletter, and shared in schoology as a link on individual teacher resource slides.

As part of our ongoing effort to support parents and families, our multidisciplinary Care team includes school officials, a school social worker, a clinical therapist, mental health practitioners, a school nurse, and a school resource officer. The team communicates weekly while school is in session, and daily under the current distance learning plan.

As part of a proactive plan, our multidisciplinary care team contacts students who have been identified as being at risk, through weekly phone calls. We contact families to “check-in” as a way to both connect with them and provide information about resources.

The multidisciplinary care team does not require that a student be connected to a mental health provider. Once identified as having a need the team connects them with the appropriate service/agency/individual.

As part of the multidisciplinary care team, our school social worker has access to resources in the area of human services that can assist families. Once it is decided that a family needs assistance with this process they are connected with the appropriate agency.

We are a one-to-one District. Our at-risk students are provided with both technology and access to the internet in their homes. The mental health care providers are housed in our school as part of the multidisciplinary care team and have a safe and confidential place from which to deliver the telehealth service.

How will the needs of students with IEPs be met?

Students will receive support from teachers and support staff through online learning apps such as Seesaw, Schoology, Zoom, email, and phone calls. Through the apps we will be giving individual and group support. They will also be using pre-recorded videos to help support and teach students.

Students will be communicating online through the various apps that are being used such as Seesaw, Schoology, and Zoom. Other resources will be mailed and/or delivered to the student’s home.

Special Education teachers will be able to observe and/or collect student engagement data through parent reports, weekly progress monitoring, and information gained from apps such as Seesaw, Schoology, Zoom, email, phone calls, etc.

During distance learning, if evaluations cannot be completed fully, the evaluation will be put on hold. If an evaluation is able to be completed fully, there will be a meeting notice and evaluation report sent home. Team members will try to complete all areas of the evaluation; however, some areas may be difficult to be completed without student contact. Case managers will be in contact with families on evaluations that are open or due.

Paraprofessionals will support students and assist teachers as directed by their supervising teacher.

How will we ensure students have internet access as needed?

We sent out a survey to parents and students asking about internet access. The families that didn’t have internet access we followed up with a phone call inquiring more information regarding their internet access. The district purchased hotspots to provide wifi to all families who have a need.

How will meal delivery or distribution occur?

We provided survey opportunities to all of our families with questions regarding their need for breakfast and lunch during the distance learning time frame. Many families responded and the families that did not respond to the survey were directly contacted by the school.

Breakfast and lunch delivery will occur on a daily basis in the morning to the residence of the students who qualify. At any time families in need can contact the school to request meals.

How will the needs of students experiencing homelessness be met?

Our students who are experiencing homelessness under the McKinney-Vento Act are identified primarily through self-report, staff/community identified, or via census. The information is shared with the homeless youth coordinator and appropriate services are implemented.

Through regular contact with family members and the impacted students we will provide resources. Our homeless youth coordinator will provide information regarding access to available services and programs. Meals and access to the internet are available to homeless students.

As part of our ongoing effort to support parents and families, our multidisciplinary Care team includes school officials, a American Indian Education liaison, a school social worker, a clinical therapist, mental health practitioners, a school nurse, and a school resource officer.

These agencies and individuals communicate weekly while school is in session, and daily under the current distance learning plan. Each member has a list of at-risk students (which includes homeless youth) they connect with weekly or as often as necessary through the communication methods mentioned above.

Our District understands the challenges facing families in regard to access to virtual and distance learning opportunities. We have provided mobile hot-spots for identified at-risk students, learning packets are provided to students' at their residence.

How will Early Learning occur?

The students will be given a take home packet that includes many simple activities that can be done around the house with common household supplies. i.e. Make numbers and quantiles on a math mat. Use shells, pom poms, or shell noodles. Pick a number card, count out that many items, and place it on the math mat. The families will be reminded they do not need to complete all the activities, but should try to include 3- 20 minutes activities a day.

Teachers will provide suggestions of websites, apps, and videos that can be used to supplement the take home packets, but are not required. Parents will be reminded to sit with their child and/or have conversations about what they are learning.

An initial pack of printed supplies (alphabet chart, alphabet and number cards, math mats, letter and number trace sheets, sensory recipes, and journals) will be mailed to the families. Substitutions are suggested throughout the activities of possible supplies that can be used. Teachers will check in periodically to see if families need any additional supplies to complete the activities. A second mailing will be used if necessary. Materials will not need to be returned.

The activities provided in the take home packets were created with the MN Early Childhood Indicators of Progress and our monthly learning targets in mind. Families are encouraged to complete a variety of ideas, therefore hitting multiple domains. Social emotional skills will be addressed through stories and songs. Additionally, teachers will use zoom to allow classmates and staff to meet with each other.

Most of the activities provided can be embedded into everyday routines and therefore can be completed by any caregiver. Also, when reasonable, additional caregivers will be given access to classroom apps and technology used.

How will we assess our students?

Most of the students will be assessed similar to their regular courses when they were in school. This will include various assessments such as multiple choice tests, projects, short answer questions, etc. This may be generated through Schoology, SeeSaw, etc. District benchmarking will continue as well as weekly progress monitoring via SeeSaw, Zoom, and Schoology.

How will we regularly communicate with families?

On the district level the superintendent will provide updated information by the use of instant alert, Facebook, and the school website: www.isd2711.org. Classroom teachers in the elementary will correspond with students daily in different ways such as SeeSaw, Class Tag, Dojo, Schoology, Zoom, phone calls, emails, and/or the Remind app. High school teachers will correspond with students daily through Schoology, Zoom, phone calls, emails, and/or the Remind app.

How will we address the needs of our tribal communities?

The Director of Indian Education for the St. Louis County Indian Education Consortium will coordinate efforts with the district. Local Indian education staff in communication with the Indian education director and school district will determine what if any extra measures are needed beyond what are being provided for all students.

The consortium director is monitoring email from MDE Indian Education for assistance in supporting AI students and families. The consortium director has contacted Tribal chair individuals from neighboring tribes on behalf of our consortium schools to provide updates regarding their plans to support families and students.

How are we tracking attendance of students and staff?

PreK-4: Students in grades PreK-4 will have their attendance taken by the use of a morning message question posted on DoJo or SeeSaw by the classroom teacher. Those who don't have access to SeeSaw will be contacted by the teacher via phone or the Remind app.

5-6: Students in grades 5-6 will have their attendance taken by the use of a morning message question posted on SeeSaw by the classroom teacher and by checking into each of their courses in Schoology. Those students who do not have access to SeeSaw and Schoology will be contacted by the teacher via phone or the Remind app.

7-12: Students in grades 7-12 will check into each Schoology course. Attendance will be tracked through Schoology analytics. Those who don't have access to Schoology will be contacted by the teacher via phone, email, or the Remind app.

Staff: Staff attendance will be recorded by reporting to their supervisor, team leader, and/or department head each day.

