

Minneapolis Public Schools Distance Learning Plan

Last Updated May 5, 2020

We value every one of our students and are striving to ensure each student continues their learning while our school buildings are closed for the remainder of this school year. Our focus for the Distance Learning Plan is to clarify the steps that we take for assuring student learning and well-being, family support, employee support and development, technology support, and safety.

Please note: While distance learning is in place, we are continually assessing and improving our service to you. This plan may be modified through the end of the school year; any shifts will continue to be communicated out through family communication, principal and teacher newsletters, our [Distance Learning website](#), and staff communications. Regular updates to the Minnesota Department of Education's COVID-19 Response can be found via this [link](#).

The topics listed below will be addressed in response to Governor Walz's Executive Orders [20-02](#) and [20-41](#). If you are viewing this as an electronic copy, each link will connect to its narrative below.

General Overview Distance Learning Student and Family Expectations Teacher Expectations Pre-Kindergarten Elementary Middle and High School Adult Basic Education Attendance Grading Standardized Testing Summer School Graduation Student Support Services Special Education and 504 Services Social Emotional Learning Mental Health Supports Considerations for Special Populations	Use of Technology Technology Assistance Device Distribution Internet Safety and Digital Citizenship Food Distribution Communications and Family Engagement Staff Resources, Development, and Training Emergency Childcare MPS Buildings and Playgrounds
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General Overview		<p>Distance Learning has been designed in response to the COVID-19 pandemic and the necessity for Minnesotans to stay at home to reduce the spread of the virus, support our healthcare providers and mitigate the impact on families. Minnesota defines distance learning as, “Students engaging in distance learning have access to appropriate educational materials and receive daily interaction with their licensed teacher(s).”</p> <p>On March 15, 2020, Governor Walz established the first executive order (20-02) to temporarily close schools. The district began developing its response plan immediately. After a two week preparation time as directed in the governor’s order and a week-long spring break, MPS began Distance Learning on April 6.</p> <p>On April 23, 2020, the Governor’s order was extended until the end of the school year. At Minneapolis Public Schools, the last date for students is scheduled to be June 5th.</p> <p>Executive Order 20-41 provides the following guidance for continuation of Distance Learning:</p> <ul style="list-style-type: none"> • Continue to prioritize innovation and direct outreach to students to mitigate inequalities of access. • Continue to provide daily meals and physical and mental health supports. • Partnerships with agencies and the public and private sectors to support the needs of our most underserved students. <p>Addressing the challenges of learning outside of school is our highest priority. We are aware of the inequities evident across our district and have been responding as they become clear. This document outlines the actions that the district continues to take to serve our students and families and will continue to be updated as necessary.</p>
Distance Learning		
	Student and Family Expectations	<p>The time students spend doing lessons from home is not going to be the same as the time spent at school. Each school will communicate with families about the expectation of student contact hours with their Teacher.</p> <ul style="list-style-type: none"> • Identify a space in your home for student learning. • Students participate in Distance Learning daily online or through their Distance Learning Packet.

		<ul style="list-style-type: none"> • Inform the teacher if something is preventing your child from participating or if you have other questions or concerns. • Teachers will reach out to your student daily through their online platform, phone, and/or email. They will also communicate their hours of availability to families. If you need additional time with your student's teacher, schedule a time with the teacher. • Students are not expected to begin and end class at the same time as the in-person school day. <p>For students who are learning through paper packets, the lessons are aligned to Minnesota's Academic Standards and MPS Curriculum Guidelines. Teachers will reach out with a phone call to provide students and caregivers with examples of how to modify or adjust the learning activities so that they are able to complete them. Each packet includes suggested accommodations and adaptations. Please reach out to the classroom teacher with questions.</p>
Distance Learning (cont.)	Teacher Expectations	<p>Daily:</p> <ul style="list-style-type: none"> • Be available to respond to student needs by phone and/or email (or by preferred mode of communication set by family/caregiver) each Distance Learning day. • Be responsible for communicating availability to students and school leaders their online hours for each day- at minimum 2 hours per day (time range is determined by each building's leadership). • Communicate a daily message to be released to students by the beginning of the student contact day. • Teachers are expected to reach out daily to students learning from paper packets <p>Weekly student learning schedule must abide by the following criteria:</p> <ol style="list-style-type: none"> 1. Students must have the opportunity for synchronous or asynchronous structured, standards-based learning every day. 2. Students must have an opportunity for interaction with their licensed teacher(s) every day. 3. Clear communication to parents/families/caregivers of the weekly student learning schedule and how students are receiving 5-days of instruction and the opportunity for students to connect with teachers each day. <p>Teachers are required to post content aligned to standards and differentiated (include students on IEPs, with EL support and Advanced Learners) to engage students in learning and support students' SEL needs throughout the week</p>

		<p>Teachers will post lessons via SeeSaw/Google Classroom, teacher website, or email at the beginning of the student contact day. Teachers may post lessons daily or to take place throughout the week. Your teacher should provide information such as:</p> <ul style="list-style-type: none"> • Independent reading or read-aloud time • The times that your teacher will be online for a lesson or just for questions • The times your teacher may be calling or emailing you • Suggestions for games or activities that will help understanding • Homework that should be completed • And don't be surprised by a creative idea or two, or three!
Distance Learning (cont.)	Pre-Kindergarten	<p>We know that young learners do best when engaged in real-life, hands-on experiences and play. At MPS, young learners take part in activities that promote creative play, real-life exploration, physical activity, language development, and social interactions that are important for child development.</p> <p>Preschool students and their caregivers have the opportunity to participate in lessons throughout the week in a variety of ways. All teacher plans include daily activities in the following areas: Literacy and Language, Math, Science, Art, Physical Large and Fine Motor Activities, and Social and Emotional Learning.</p> <p>Students will use their families' devices or district issued iPads to engage and interact with students and their caregivers if they choose to use technology. Students have daily interaction with licensed teachers through developmentally- and culturally-appropriate content and mediums such as Google Classroom, SeeSaw, email or website messages.</p> <p>Early Childhood Special Education teachers are providing individualized instruction appropriate for each student as outlined in their Individualized Distance Learning Plan (see below for more information under Special Education Services).</p> <p>What should caregivers do during Distance Learning?</p> <ul style="list-style-type: none"> • Support student(s) as they work to create a Distance Learning routine that works for them. • Support student(s) in connecting with teacher(s) to become familiar with the learning tools your student will be using.

		<ul style="list-style-type: none"> Support student's learning and engagement with activities. Caregivers are not expected to teach them. Contact teachers with questions or to get support for student(s).
Distance Learning (cont.)	Elementary	<p>For elementary students learning online, daily lessons will be accessed on their personal device or district issued iPad (Kindergarten-2nd grade) or Chromebook (3rd-5th grade). Teachers will post lessons via SeeSaw/Google Classroom, teacher website, or email at the beginning of the student contact day; some lessons may extend over the course of a week.</p> <p>For students learning through Distance Learning Packets, they will receive weekly packets by grade level.</p> <p>All students will have daily contact with their teacher.</p>
Distance Learning (cont.)	Middle and High School	<p>For secondary students learning online, lessons will be accessed on their personal device or district issued Chromebook. Daily interaction with teachers through google classroom is expected. Activities will be provided by course, as directed by the teacher. Students will be able to communicate with teachers at designated times.</p> <p>For students learning through Distance Learning Packets, they will receive weekly packets by content area.</p>
Distance Learning (cont.)	Adult Basic Education	<p>MPS is continuing Adult Basic Education in an online format through Schoology. Registration for classes continues at mpsabe@mpls.k12.mn.us and at 612-668-3800.</p>
Distance Learning (cont.)	Attendance	<p>Student attendance is a responsibility shared by staff, students, and families in Minneapolis Public School. During Distance Learning—when students are not in their school classrooms—we will continue to adhere to MPS Policy 5100, which requires schools to record student attendance daily.</p> <p>Reporting student absences from Distance Learning</p> <p>Families who need to report a student/child illness or any other reason their student cannot participate in Distance Learning should call 612.668.1200 to report the absence. Please be prepared to leave the following information on voicemail:</p> <ul style="list-style-type: none"> Student Name

		<ul style="list-style-type: none"> • School Name • Grade • Reason for absence • Date(s) of absence • Phone number and name of person calling <p>Tracking Student Attendance</p> <p>Teachers will record student attendance in Gradebook by the end of each school day. Teachers will monitor attendance through students' participation in Distance Learning activities such as SeeSaw, Google Classroom, or other building-identified sources such as phone, text, or email.</p> <p>For students with learning packets, teachers will establish a protocol with each student/family for a daily check in to monitor student progress and track daily attendance.</p>
Distance Learning (cont.)	Grading	<p>3rd Quarter Grading Changes</p> <p>Keeping in mind the sudden transition to Distance Learning at the end of 3rd quarter and the subsequent lack of access many students had to technology and learning packets, all "F grades" will be changed to "No Credit" to ensure students are not penalized and that their grades are not negatively affected.</p> <p>Some middle and high school students may have already received or will soon receive a report card for 3rd quarter that has an "F" noted for a class. Please know that this will be changed on your student's official transcript and that the "F" will be changed to an "NC" for No Credit. Many report cards were sent out before there was the chance to make these changes.</p> <p>NOTE: High school students who receive a "No Credit" will be eligible to participate in credit recovery and earn a "Credit" through Alternative Learning Communities (ALC) and Summer School options; this will be available to students in grades 9-12. MPS will be contacting students and their families at a later date to provide more details on these options.</p>

4th Quarter Grading Changes

Middle Grades and High School

Minneapolis Public Schools will be grading all high school and middle school students (6-12 grades) with a Credit or No Credit for the 4th quarter of the 2019-2020 school year.

We feel this grading structure provides the most equitable way to assess students under these challenging learning conditions. Teachers will give students a Credit or No Credit grade for their courses based on the following process:

1. Credit: A student will receive "Credit" for a course if they have shown they made an effort to participate in Distance Learning.
2. No Credit: A student will receive "No Credit" for a course if staff have been unable to connect with students to document that students tried to do any learning through devices, paper packet, or phone/email check-in. Please note: Unlike an "F" grade, receiving a "No Credit" will not negatively impact a student's grade point average (GPA).

Elementary Grades

Changes to the elementary report cards include:

1. Removing the attendance box from the report card as MPS does not want to negatively affect students who have had challenges with Distance Learning.
2. Teachers will no longer provide a score of 1-4 for each student in the academic areas as previously required.
3. Teachers will use comment boxes as an opportunity to provide information to parents/guardians focused on a student's strengths, recommended student supports that may be needed; and how best to move forward (next year's academic plan).

Distance Learning (cont.)	Standardized Testing	<p>MCAs Per guidance from the Minnesota Department of Education, after March 27 no MCAs will be administered in Minnesota schools.</p> <p>International Baccalaureate (IB) IB Diploma Programme Exams have been canceled; see the MPS letter to families informing families of the cancellation. For the latest information on how students will earn an IB score, families should email their student's IB Diploma Programme teacher or visit the International Baccalaureate Organization.</p> <p>Advanced Placement (AP) AP exams have moved online. For the latest information on how students will access their AP exam, please email your student's AP teacher or go to the AP website.</p> <p>ACT The ACT has been rescheduled for June 13, 2020, or a future national test date. For further updates, please visit the ACT website.</p> <p>Source: mpls.k12.mn.us/covid_response</p>
Distance Learning (cont.)	Summer School	We will continue to update this plan with details of summer school programming as they become available.
Distance Learning (cont.)	Graduation	MPS is in the process of designing virtual graduations to recognize our seniors' hard work throughout all our high school programs. Details are forthcoming.
Student Support Services		
	Special Education and 504 Services	<p>For students with an IEP:</p> <p>An Individual Distance Learning Plan will be created for each student who receives special education services. The Distance Learning Plan will address how best to meet your students' needs through a Distance Learning model, where possible, including direct specialized instruction, related services, modifications and accommodations during Distance Learning.</p>

		<p>Adaptive equipment and assistive technology will be provided if possible. Case managers will provide instruction through technology, paper, pencil or work boxes to meet the needs of each individual student.</p> <p>Progress on areas of need in special education that are addressed during Distance Learning will be measured by comparing a student's skill level at the beginning and then at the end of Distance Learning. Case managers will use data collected from progress monitoring to measure growth, maintenance or regression of skills or behaviors.</p> <p>If an evaluation of a student with a disability requires a face-to-face meeting or observation, the evaluation may need to be delayed until school reopens. Evaluations and reevaluations that do not require face-to-face assessments or observations may take place while schools are closed.</p> <p>Special Education and Indian Education will work in collaboration with schools and teams in connecting with families and students to provide services during Distance Learning.</p> <p>For students with 504 plans:</p> <p>Your student's 504 case manager will collaborate with teachers and relevant support staff to plan for implementation of accommodations and services during Distance Learning. 504 case managers and the district's 504 coordinator are available to consult on how best to accommodate your child at home during Distance Learning. 504 Teams can meet through video, phone or email to conduct evaluation meetings or 504 Plan meetings.</p>
Student Support Services (cont.)	Social Emotional Learning	<p>Social Emotional Learning (SEL) is a priority for MPS and is considered a universal support for student and staff well-being. You will see that your student's teacher will place SEL focused content in their Distance Learning lessons and activities, both in paper and digital formats. Teachers will also provide caregivers with information around SEL activities they can incorporate into their new routines at home.</p> <p>"Social and Emotional Learning is the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." CASEL, 2016</p> <p>MPS has assembled the following resources for our families and students.</p>

Student Support Services (cont.)	Mental Health Supports	<p>Minneapolis Public Schools has school-based mental health services for students when school is in session. We continue to think about how we can support our educational community during this time that schools are closed due to COVID-19.</p> <p><u>Students who receive school based mental health services</u> If your student receives school based mental health services when school is in session, these services are still available when school is closed. Your health care provider should have already reached out to you or you can call your school social worker to get reconnected. School based clinics in the high schools are still providing their services and can also provide mental health services for students.</p> <p><u>MPS Mental Health Support Hotline: 612.767.4158</u> The support line is available from 9 am to 5 pm, Monday through Friday. There will be support for multiple languages.</p> <p><u>MPS is partnering with Watercourse Counseling Center to create a telephone support line for our school community.</u></p> <ul style="list-style-type: none"> • For students, family, or staff, links to services and resources will be provided as well as being able to talk to a therapist. • If a student or family needs more continuous support, the therapist can make a referral to the student's social worker to connect the family to school staff or school based mental health support through virtual mental health teams. <p><u>Hennepin County support lines</u> If someone in your family is experiencing a mental health crisis, please call the Hennepin County Crisis teams:</p> <ul style="list-style-type: none"> • COPE Team works with ages 18+: 612.596.1223 • Child Crisis Team works with ages 17 and under: 612.348.2233 • Hennepin County services are available 24 hours a day, 7 days a week, 365 days a year for anyone in crisis in Hennepin County. <p>Currently, they are providing:</p> <ul style="list-style-type: none"> • Phone screening, assessment and intervention for adults and children • Suicide Prevention and Intervention and Safety Planning
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School Based Clinics - Telehealth

- The School Based Clinics are doing telehealth appointments during school closures. Students can text or leave voicemails at the clinic's main phone numbers; medical assistants are checking messages regularly:
 - Patrick Henry High School: Text: 612.599.2951 or leave VM at 612.668.1944
 - Roosevelt High School: Text 612.599.7290 or leave VM at 612.668.4834
 - Longfellow Alternative School: Text 612.599.7290 or leave VM at 612.668.4723
 - Southwest High School: Text 612.599.5311 or leave VM at 612.668.3040
 - Thomas Edison High School: Text 612.599.5311 or leave VM at 612.668.1321
 - South High School: Text 612.599.3195 or leave VM at 612.668.4333
 - Washburn High School: Text 612.599.1714 or leave VM at 612.668.3453

National substance use prevention and support during COVID-19

The Partnership for Drug-free Kids provides a range of text-based and online supports on how to respond to substance use and addiction, from prevention to recovery. Find out more here.

https://health.mpls.k12.mn.us/mentalhealth_hotline.html

MPS has partnerships with more than 13 different mental health agencies to provide mental health therapeutic support for students and families via tele-health and phone calls. The MPS Mental Health Support Line as well as the licensed student support staff (school Psychologists, school counselors, and social workers) can connect families with resources in the community.

School Psychologists, school counselors, and social workers (licensed support staff) are available to students and families to provide support services as needed to help students be engaged in distance learning. Services and supports will vary depending on individual student needs. These support staff will also be available to consult with teachers about student's mental needs.

If parents/guardians are concerned about the student's mental health, they can talk to the licensed support staff from their school and the Student Support Team will discuss the needs of the student and develop a support plan for the student, which could include connecting the family with a mental health provider either a school mental health provider if those services are at their school or a mental health provider in the community.

For assistance with health insurance related questions, please contact Thaddeus.Lesiak@mpls.k12.mn.us with our Family Resource Center.

		<p>School Mental Health (SMH) providers are connecting with families to discuss different options for accessing telehealth. If SMH providers have any difficulty connecting with families, they can connect with the licensed student support staff (school psychologists, school counselors, and social workers) to help explore different ways to connect with the family to ensure the access to ongoing support.</p>
Student Support Services (cont.)	Considerations for Special Populations	<p>As anxiety and fear of COVID-19 spread, so has the surge of racist and xenophobic actions targeting Asian, Asian-American, and Asian Pacific Islander communities. Please read a statement of solidarity from MPS staff with the growing number of people impacted by COVID-19.</p> <p>Discrimination Helpline: 1.833.454.0148</p> <p>If you have experienced or witnessed discrimination against Asian people, please report this to the Minnesota Department of Human Rights at the toll-free helpline: 1.833.454.0148. The helpline is open Monday through Friday, 8 am to 4:30 pm.</p> <p>Source: https://mpls.k12.mn.us/covid_response.html</p> <p><u>African American Students; Kings and Queens Program</u></p> <p>The Office of Black Student Achievement will support Kings and Queens in the transition to Distance Learning through supporting students in adjusting to the change in routine; balancing family responsibilities; engaging in a new learning platform; anxiety and paranoia; Life Coaching; completing core subject work; academic and personal goal setting; and using technology. For more information, please contact Michael Walker at michael.walker@mpls.k12.mn.us.</p> <p><u>English Language Learners</u></p> <p>English Language Development will be approached through three channels:</p> <ul style="list-style-type: none"> ● Advocacy & Communication ● Direct ELD Instruction ● Teacher Collaboration. <p>EL teachers will conference with their students and/or families one to two times per week to set goals,</p>

support learning, and provide feedback. EL instruction consists of one conference plus a sequence of lessons aimed to support students developing English.

Classroom teachers will work with EL teachers weekly to make sure learning has support for multilingual students.

Schools, in partnership with the district, are the main point of contact for families. Schools have guidance to use their multilingual resources (language line) and staff while communicating with families and students.

[A full resources guide has been written for our Latino students and families.](#)

American Indian Students

We are working closely with our community partners such as [Native American Community Clinic](#), [Division of Indian Work](#), [MIGIZI](#), [Indian Health Board of Minneapolis](#), and others to provide the right support and resources for families and students. We know through recent conversations with the American Indian community that among their main concerns are access to the internet and receiving communications from schools. We are working diligently with our communities to provide families with the resources they need so their student can participate in Distance Learning.

Student enrichment packets are being distributed throughout the city at the designated MPS food distribution sites and at Little Earth where many of our American Indian students live. We will continue to use these food distribution sites to distribute Distance Learning packets starting on April 6. If you have any questions, please contact Indian Education at indianed@mpls.k12.mn.us.

Students Experiencing Homelessness

School social workers are the main point of contact for families experiencing homelessness. Parents/youth should contact their school social worker for information about resources and support. If you are unable to reach your social worker or have further questions, please contact the district liaison, Charlotte Kinzley.

charlotte.kinzley@mpls.k12.mn.us or 612-668-5480

Vulnerable Students

School Psychologists, school counselors, and social workers (licensed support staff) will reach out to students and families to provide support services as needed to help students be engaged in distance

		<p>learning. Services and supports will vary depending on individual student needs. These support staff will also be available to consult with teachers about student needs.</p> <p>MPS Early Childhood Family Education, MPS High 5, PICA Head Start, and Private preschools collaborating with MPS ECSE staff to provide distance learning to children/students.</p> <p>MPS has many partners who are committed to our students. We have several partners who have reached out to MPS schools and departments and are working closely with them to provide us with ongoing integrated learning opportunities for all MPS students.</p>
Use of Technology		
	Technology Assistance	<p>If you are having trouble with an app or online tool that your teacher assigned, please reach out to your teacher first. If you are having trouble with your device or connecting to the internet, please call our technology help desk at 612.668.0088.</p>
Use of Technology (cont.)	Device Distribution	<p>After the initial rounds of device distribution, 94% of our students needing technology have received it. Our efforts continue in the following ways:</p> <ol style="list-style-type: none"> 1) We will continue our device delivery schedule. 2) We will continue to offer a pick-up service at the Transportation Building via a schedule in the chart below. 3) Schools have the option for in-person sign out and distribution in limited numbers to students who still need them.
Use of Technology (cont.)	Internet Safety and Digital Citizenship	<p>All students are receiving instruction on digital citizenship and the district has established a digital safety help line.</p> <ul style="list-style-type: none"> • Using Google tools is just like any other learning environment. • All MPS policies related to bullying, cyberbullying, harassment, and the use of drugs, alcohol, or smoking apply to students and staff in this online setting.

		<ul style="list-style-type: none"> Remember to make good decisions and act appropriately as responsible community members. MPS will be monitoring chats and postings for inappropriate content and will be following up when needed. speakup@mpsedu.org Call or text (612) 416-1162
Food Distribution		<p>MPS is offering WEEKLY food pick up at nearly 50 food distribution sites across the city of Minneapolis. Each day, up to 10 different sites across the city offer food pick-up from 10am-2pm, Monday-Friday. Each food box contains 7 breakfasts and 7 lunches for a total of 10 meals. Families are welcome to take ONE (1) box per child, per week. Food is FREE and available to any child 18 years or younger.</p> <p>For the most recent information regarding food distribution, please visit our nutrition services site at: https://cws.mpls.k12.mn.us/COVID19</p> <p>If a child is unable to be present when picking up their food box – a parent, guardian, or sibling can pick up meals for a child that is not present. The adult or sibling should be prepared to show proof of the child’s identity. Forms of identification could include: any school ID card, school report card, child care center records, or birth certificate.</p> <p>As we continue to serve and support our community during COVID-19, we are offering new, rotating items in our weekly food boxes for children. Weekly food boxes now include a few menu items that families can easily and safely heat at home, and items will change weekly. New menu items will increase the variety of quality, nutritious food available to Minneapolis youth while school is closed and support local food suppliers in our community. Written heating instructions for new, rotating items are available online and at pick up sites. Video instructions are also available. MPS recommends to heat all parts of food to a temperature of at least 165 degrees Fahrenheit. See below for step-by-step instructions.</p> <p>Written Instructions (English, Espanol, Soomaali, Hmoob) Video Instructions</p> <p>MPS food boxes do not contain pork, peanuts, tree nuts, fish, or crustacean shellfish. If your child is</p>

		<p>allergic to milk, egg, soy, or wheat MPS will make every effort to accommodate with alternative options. Please email Ask.Dietitian@mpls.k12.mn.us for more information.</p>
<p>Communications and Family Engagement</p>		<p>MPS at the district level is communicating with families in the following ways:</p> <ul style="list-style-type: none"> • Family email updates in English, Hmong, Somali and Spanish that were initially sent daily and are now sent as needed. Robocalls preceded the emails until we received family input that the robocalls were too much! • Student (grades 8-12) emails on important issues. • Family COVID FAQ on our website and promoted via social media and emails. • Meetings with student groups to understand student needs. • District and school website alerts and updates. • Social media updates -- including What's App that is popular with immigrant families -- in all languages for vital updates. • News updates to representative media, including non-English radio stations and neighborhood newspapers. • Information available in multiple languages at food distribution sites and along with device deliveries. • A dedicated phone line initially for contact information updates. • Voicemails set up for all teachers so they can communicate with their students and don't miss any calls. • Engagement and Communications staff work together on Family Resource Videos, which outline elements of the closure (Distance Learning, food distribution, device distribution, concerns and anxiety) in languages and cultural means that are well-received by non-English-speaking families. • Videos for and from teachers aired on social media and Channel 15. • Information updates on Channel 15. • Consistent and ongoing responses to questions submitted by families through our communications email account. • Statements and a dedicated webpage published about fighting anti-Asian racism that has arisen due to COVID-19. <p><i>Summary paragraph:</i> MPS sends regular email updates to both students and families complemented by language/culture-specific videos around Distance Learning, food distribution, learning supports, etc. Families are encouraged to check with their principal about accurate contact info if they are not receiving those updates. District info is cascaded to schools for posting/emailing on school websites and through school</p>

		<p>newsletters. District social media are updated several times daily. Additional information is shared throughout the day via Channel 15.</p> <p>MPS at the district level is engaging and interacting with families in the following ways:</p> <ul style="list-style-type: none"> • District engagement staff continues to support Parent Advisory Councils via regular communication and hosting virtual meetings. In addition, we have increased opportunities to check-in and work with school family liaisons every two-weeks to share best and promising practices, discuss issues, and problem-solve around school-family partnerships during Distance Learning. • Communication and engagement staff often are invited to virtual town-halls, radio/TV interviews and other grass-roots efforts to share critical information and up-to-date news about Distance Learning, as well as answering questions and connecting families with resources and support. <p>Schools are using multiple methods to communicate with families and students, in addition to the required daily student contact attempts made by teachers. Many schools are using simultaneous methods in order to reach as many families and students as possible. The most common means of sharing messages with students and families in the initial weeks of Distance Learning are calls or text messages, school websites or Google Sites, emails or newsletters, and social media, primarily Facebook.</p> <p>Some innovative means of communicating with families that schools have used include setting up helplines that families can call, recording podcasts or video messages for families, and holding virtual meetings with families. Some schools are also surveying families about their experiences with Distance Learning.</p>
Staff Resources, Development, and Training		<p>We understand that the school closure immediately affected our staff. The district has provided regular updates through email and direct contact with supervisors. Distance Learning required immediate training on safety, infectious disease, and meeting the needs of students and families.</p> <p>Guidance, webinar training, and technical assistance on how to telework and deliver instruction for Distance Learning were developed and continue to be refined as understanding deepens. The district's Design and Training team created and shared extensive resources and guidance for all employees. Mental and physical health resources have also been shared in regular staff updates and provided through a COVID-19 resource section on the staff intranet.</p>

Emergency Childcare		<p>If you qualify as an essential emergency or health care professional per Governor Walz's executive order, MPS is providing free child care to those who have a child enrolled in an MPS school. Individuals need to provide proof of their employment in the form of a letter from your employer or other worker identification.</p> <p>Services are for children ages 4 to 12 and provided Mondays-Fridays from 7:30 am-4:30 pm at designated locations (sites are open from 6:30 am - 6 pm). Students may be bussed to a program for a 7:30 am arrival and a 4:00 pm departure. To sign up, email mpls.kids@mpls.k12.mn.us or call 612.806.1602.</p>
MPS Buildings and Playgrounds		<p>To prevent the spread of COVID-19, and as recommended by the State of Minnesota, all school buildings are closed (except for emergency day care sites) and all playground equipment on MPS property will be closed to the public until further notice. Signage notifying the public of the closure is displayed on school playgrounds.</p> <p>Play equipment is only available for use by emergency childcare programs adhering to the following procedures:</p> <ul style="list-style-type: none"> • Not mixing groups of children when outside. • Socializing only with other children they have already been spending time with during the day. • Not sharing equipment between groups, but rather having group-specific balls, jump ropes, and other play equipment, etc. • If there is not enough equipment for each group to have their own set, then cleaning equipment between group play times. • No games that involve touching others. • Consider obstacle courses that don't require children to touch or grab equipment. • Incorporate handwashing before and after outdoor time.