



MONTICELLO PUBLIC SCHOOLS

DISTANCE LEARNING DISTRICT GUIDE

District Office Main Line: 763-272-2000
Monticello School District COVID-19 Hotline: 763-272-2097

Superintendent

Minnesota and many regions around the world are experiencing an expanding outbreak of the coronavirus respiratory illness known as COVID-19. This is a rapidly evolving situation that may have implications for Minnesota communities, including the Monticello Community, in the coming days and weeks. As a result, we are highly engaged in contingency planning to prepare for the potential of an outbreak of COVID-19. Our Distance Service begins with a solid foundation and then moves towards engagement and empowerment throughout our community.

Key Actions in Promise Statements

- We promise to know the facts and stay up to date on the current status of COVID-19 in Minnesota and our community.
- We promise to partner with the Minnesota Department of Health and the Center for Disease Control (CDC) to continue to educate people about COVID-19. We ensure that this health risk will not stigmatize or isolate certain populations of students and families based on discriminatory beliefs.
- We promise to share information on the District COVID-19 website and updates from our schools relative to the distance learning of our students to help reduce anxiety.
- We promise to provide resources for assurance and detailed guidance.

Minnesota Department of Health (MDH):

- [General Information on COVID-19 -](#)
- [Information for Schools and Child Care -](#)

Centers for Disease Control and Prevention (CDC):

- [General Information on COVID-19](#)
- [Information for Schools and Child Care](#)
- [Travel Information](#)

- We promise to engage in routine infection control precautions. We will continue to teach good personal hygiene practices to prevent the spread of viruses. This includes: handwashing, covering coughs, and staying home when sick.
- We promise to continue disinfecting by using thorough daily cleaning practices.
- We promise to keep communications high while planning continues and emergency operations arise.

We want to assure parents that the MDE's Emergency Operations Plan and the plan for District 882 includes keeping our district family safe. We ensure that we will take care of our people in every shape and form. This includes making sure that our payroll processes will continue in the event district operations are placed on hold.

Important to Note: Information contained in the Monticello Distance Learning Guide is changing daily based on State and Federal guidelines communicated through updates to superintendents from the Minnesota Department of Education.

Priorities/Teams: Established to support educational stakeholders:

- Nutrition and Food access
- Childcare
- Technology access
- Nutrition and materials distribution
- SEL support for students and staff
- Communication
- Maintenance
- Professional Meetings
 - Regular staff meetings 1 time per week from 8:00 to 9:00, 9:00 to 10:00, or 2:15 to 3:15.
 - Administrative meetings 1 time per week on Wednesday from 12:45 PM to 2:00 PM
 - When staff are done with students, administration is available to answer questions from staff
 - Online courses for all employee groups and parent courses developed
 - The three main platforms we will use are SeeSaw, Google Meet, and Cisco Webex. It is important for all to know that school email addresses must be used to log in and engage in District endorsed platforms.

Definitions:

Common Platforms & Tools

Seesaw is the main learning management system for elementary schools. Schoology is the main learning management platform for secondary schools. Posting and organizing learning will include other common tools for organizing learning and managing information of the students' school day including Google Apps and Infinite Campus (IC).

Materials Distribution

Includes organizing delivery of materials for instruction, devices, meals to families. This is an evolving need and information will be gathered through a weekly survey. Distribution of instruction, devices and materials will be Thursday. Meals will remain every day.

COVID-19 Hotline

The hotline phone number is: 763-272-2097. District office staff are monitoring the COVID-19 Hotline every 2 hours during the work day between 7:30 AM and 4:00 PM. The hotline is available to any Monticello School District stakeholder (employees and families) to ask a question. District office staff will coordinate the question with the correct department/person for an answer.

Comprehensive COVID-19 Information Webpage

[District COVID-19 webpage](#) includes information for families and employees in one location. Includes superintendent and district updates, resource links, and contacts for district programs responsible for delivering services during the pandemic where distance learning is in place. Every school building will add a weekly message on the COVID-19 website with a weekly message to families to guide what will happen during the week.

DISTANCE LEARNING: DISTRICT GUIDE

www.monticello.k12.mn.us/services/Coronavirus Covid-19

revised 03.25.20

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Distance Learning

As defined by MDE: Students engaging in distance learning have access to appropriate educational materials and receive **daily interaction** with their licensed teacher(s).

With Distance Learning, school is expected to be closed for an extended period of time (weeks). In this model, **new learning targets and skills will be introduced**, scaffolded, assessed, and reported.

MDE Guidance on Distance Learning

Schools should provide materials for students to continue their learning. Each school will determine the most appropriate way to communicate and provide instruction for each student, including some/all of the following:

- Paper packets or worksheets (*delivery would have to be arranged*)
- Textbooks and print materials
- Telephone instruction
- Online resources (*take into account availability of internet access*)
- Instruction via the school's learning management system (LMS)
 - Examples: Seesaw, Google Suite, Schoology, and Cisco Webex

Assistance for Families without Internet Access

If internet access is an issue for households in our district, the [options for Internet Access](#) are available additional assistance. We will be working to ensure that all students have access to internet connection. Families were sent a survey to gauge the need. The Tech department is working on supporting students to remove barriers to distance learning. If after March 27 you know of a student who does not have access or a device, contact your building principal.

Assistance for Teachers and Families with Technology Needs

IT staff will monitor the IT Ticket Hub and incoming calls between 7am - 4pm Monday - Friday

- Teachers and staff can create a ticket using the IT HUB [Ticketing System](#) or call the IT Helpdesk at 763-272-2099 Between 7am - 4pm. Parents can call the IT Helpdesk at 763-272-2099 or email a technology related question to tickets@monticello.k12.mn.us
- For teachers and staff directions to create A ticket in the IT HUB
 - [Video](#)
 - [Step-by-Step Instructions](#)

MDE Requires Daily Attendance

Teachers will take daily attendance on Infinite Campus, just as they would at school. Attendance must be completed by the end of the school day. Procedures will continue to be refined.

Attendance:

- *Grades K-5 by 2:30 pm*
- *Grades 6-12 by 2:30 pm*

Elementary: Teachers will use Seesaw to monitor students and to take daily attendance in Infinite Campus based on activities completed the school day before

High School: Teachers will use Schoology to monitor students that are logged in during the class time and will use Infinite Campus to take period attendance.

Middle School: Teachers will use Schoology to monitor students that are logged in during the class time and will use Infinite Campus to take period attendance.

Special Education Services

Monticello Schools will make every effort to provide [special education and related services](#) to the child in accordance with the child's individualized education program (IEP) or, for students entitled to FAPE under Section 504, consistent with a plan developed to meet the requirements of Section 504. The Department understands there may be exceptional circumstances that could affect how a particular service is provided.

There are students that access programs in the Sherburne Northern Wright Special Education Cooperative ([click here to link navigate to page 21](#)).

Expectations for Teachers

As a paid contract day, certified staff are expected to fulfill an 8-hour workday. Certified staff will...

- Follow the same schedule as they would on a regular, on-campus school day. Student contact hours will be from 10 a.m. - 2 p.m. Teachers will have lunch from 12:00 Noon to 12:30 PM.
- Maintain school hours which are 7:15 AM to 3:15 PM at the High School, ALP, and Middle School. Teachers' hours are 7:50 AM to 3:50 PM at the elementary schools.
- Take daily attendance in Infinite Campus must be completed by 2:30 PM each school day.
- Have lesson plans posted by 9:45 AM or 15 minutes prior to the start of student contact time.
- Periodically check email / voicemail messages and attempt to reply within 24-hours.
- Communicate their absences due to illness or personal day on ReadySub and to their students / families.
- Provide appropriate and reasonable accommodations for students who are serviced on an IEP or 504.
- Recognize students learn at different paces, especially when working as self-directed learners.
 - Allow for reasonable extended deadlines for when the work is due.

Expectations for Students

Distance learning will look different for each student according to their age and ability to self-direct learning.

Note to students: In order for your teacher to record attendance, *For Middle and High School, students should be prepared and ready to be logged in and/or working between 10 AM and 2:00 PM. For elementary students, attendance is based on completion of daily activities in Seesaw.* You may be invited to join a live session with your teacher(s) using teacher directed platforms. All online interaction is an extension of the physical classroom, and expectations of your behavior online are the same as we would expect in the classroom. When teachers have you join a live session:



- please mute your microphone.
- If you would like to speak, we ask that you use the built in chat tool and request to be unmuted.
- This will assist your teacher in providing the best learning experience possible.

- In most cases, Pre-school students will complete choice board lessons / activities suggested by the teacher.
- Grades K-5 will complete activities in Seesaw and/or any activities sent home.
- Grades 6-12 will log onto their Schoology classroom to connect with their teachers.
- Assignment due dates will be determined by each teacher, just as they would on a regular school day.
- Dedicate appropriate time to learning, as guided by the lessons provided by your teachers.
- Check emails, Schoology updates, and Seesaw daily for updates, or have your parents help you.
- Find a productive place at home where you can study and learn.

- Submit all assignments by the provided due dates.
- Communicate via email with teachers any problems you are having with assignments and/or technology, or have your parents email the teacher.
- If you are having trouble with your device, refer to the [IT Hub](#) to submit a ticket or for elementary age students send an email to tickets@monticello.k12.mn.us for help.
- District [Internet Acceptable Use, Policy #524](#), and digital citizenship guidelines apply to distance learning whether you are on or off campus.
- Challenge yourself to learn something new every day.
- Remember to practice digital citizenship at all times.
- Students are expected to exercise academic integrity in all distance learning activities.
- Be patient and kind.

Expectations for Parents

To ensure the success of distance learning will require the full cooperation of students, teachers, and parents.

Note to Parents: Your child's teacher(s) **may** offer "live" webinar sessions using an online platform. This will be a chance for your child to ask questions from their teacher and interact with their classmates. This is a valuable tool for distance learning as it helps to maintain the student-teacher relationship and enhance learning. Live sessions **may** be recorded by the teacher and posted through an online platform for students who are unable to attend the live session.



- Talk with your student(s) about the importance of learning and academic integrity during these unusual circumstances.
- Stay involved with your child's distance learning by reviewing their materials and assignments.
- Parents of elementary students are encouraged to check Seesaw Family Announcements for updates.
- Parents of middle and high school students are encouraged to check Infinite Campus Portal and Schoology for updates.
- Please contact your child's teacher if you have questions or need additional support.
- Encourage adherence to all virtual/remote learning assignments.
- Designate a place where your child can work independently and with few distractions.
- Ask your child about his/her assignments to further engage them in the learning.
- Check with your child to ensure assignments are completed by due dates.
- Remind your child to email his/her teacher if they have any questions or need support with their learning.
- Regularly check the [COVID-19 website](#) for important information, updates and weekly updates from every school.
- Please reach out to the principal with any questions and concerns--they are here to support you!

Professional Development:

All Monticello Staff

Professional Development options will be available throughout the remainder of the year. We will have options on **Teaching and Learning**, **Culturally Responsive Teaching (CLR)**, and **Trauma-Informed**. All sessions will be delivered through multiple modalities and CEU clock hours will be provided for participating. Information and sessions will be provided through email communication. More information will be posted soon in the coming weeks.

Professional development standards and expectations will be posted soon. As a district we are making a transition into distance learning. Therefore, we want to provide staff with time to make that transition and focus on connecting with students first during this transition.

Dare to Lead by: Brené Brown

Paraprofessionals: We have an exciting opportunity to engage in this study together. We are creating sessions to engage us as learners, collaborate, and learn through a digital platform. Dare to Lead is excellent in leading us to building a common language as a district. Dare to Lead gives us working tools that we can use in our work together as staff and with the students we serve. We are excited to be able to provide this learning. Stay tuned, more information will be provided in the next couple of weeks.

Paraprofessional groups will start professional development first. We will be working through our book study, Dare to Lead. We are in the process of coordinating the distribution of materials and expectations. Paraprofessionals, watch your email for more information in the weeks to come!

Distance Learning Tools

The school building-level instructional approaches and tools on the following pages list resources which have been successfully used by teachers and students for several years. These are the essential tools recommended for distance learning.

Tips for Success

There is an abundance of technology tools available to assist with distance learning. Teachers are encouraged to utilize the tools that are most familiar to students. This will provide the greatest opportunities for success.

- 1. Welcome Students / Families to Your Virtual Classroom**

Send a welcome message to your students and families, just as you would prior to the first day of the school year. In many ways, this will be very similar to starting a new school year.

- 2. Identify Students / Families without Internet Access or a Device**

Completed through the district survey, there may continue to be students without access. Knowing which students do not have access to the internet or technology will help determine who needs alternative resources and / or support. This may include a phone call home to the parents.

- 3. Set Clear Routines & Expectations**

As a teacher, you know the power of setting clear routines and expectations in your classroom. The benefits are magnified with distance learning. For example, require students to mute their mics.

- 4. Be Laser Focused on Your Learning Target(s)**

The attention span of an adolescent is short, but it's even shorter online. Live or pre-recorded video sessions should be as brief as possible; never longer than 25 minutes.

- 5. Organize Your Online Materials**

When using Seesaw, Schoology, organize your content so the materials are easily located. Online communication is difficult; reduce student frustration by providing detailed instructions.

- 6. Promote Interaction & Collaboration**

Learning online can feel very isolating; provide activities that promote interaction. For example, provide discussion board questions or collaborative projects on Google Docs, Slides, or Sheets.

- 7. Record & Post Your Live Sessions ASAP**

When using Google Meet to provide live, interactive instruction, remember to hit the record button. At the end of the recording, copy the video URL link and paste it on Seesaw and Schoology.

- 8. Mix a Variety of Digital & Traditional Activities**

Provide opportunities away from screen time. For example, ask students to interview a parent or sibling, construct a project from cardboard, or draw a scene from a book; variety is best. Give students different choices on how they want to show their learning through a menu of options.

Teaching and Learning Tools

Eastview Education Center (Preschool, Early Childhood)

Main Line for Eastview Education Center: 763-272-2900

| Purpose | Instructional Approaches | Tools |
|-----------------------------------|--|--|
| Communication | <ul style="list-style-type: none"> • Clear communication reduces confusion and follow-up questions. • Check email / voicemail hourly. • Attempt to reply within 24-hours. | • Seesaw |
| | | <ul style="list-style-type: none"> • Phone/Voicemail • Email |
| Learning Mgmt System (LMS) | <ul style="list-style-type: none"> • Optional learning boards will be distributed each Monday. | • Seesaw |

| Optional Home Suggestions for Approximate Time Frames for Learning Preschool, Early Childhood | |
|--|---|
| 20+ minutes per day | Emergent Literacy Activities, Games and Challenges focused on language development, vocabulary, comprehension, and phonological awareness |
| 20+ minutes per day | Emergent Numeracy Activities, Games, and Challenges focused on counting, sorting, and patterning |
| 20+ minutes per day | Holistically-Focused Activities, Games, and Challenges to support cognitive, physical, and social emotional development |
| Flex Learning | Reading aloud Board games and challenges Learning a new skill Practicing mindfulness/yoga/breathing exercises Puzzles Designing and building structures with blocks or other available materials |

Eastview Education Center (Kindergarten)

Mainline for Eastview Education Center: 763-272-2900

Attendance: 763-272-2811

| Purpose | Instructional Approaches | Tools |
|-----------------------------------|--|--|
| Communication | <ul style="list-style-type: none"> • Clear communication reduces confusion and follow-up questions. • Check email / voicemail hourly. • Attempt to reply within 24-hours. | • Seesaw |
| | | <ul style="list-style-type: none"> • Phone/Voicemail • Email |
| Learning Mgmt System (LMS) | <ul style="list-style-type: none"> • Class “portal” for teaching & learning. • Online lessons, activities, readings, assignments | • Seesaw |
| On-Demand | <ul style="list-style-type: none"> • Pre-record video clips which allow students to watch & replay lessons. | • Seesaw |

| Home Guidelines for Approximate Time Frames for Learning: Kindergarten | |
|--|---|
| 20-25 minutes per day | Reading |
| 15-20 minutes per day | Writing |
| 20-25 minutes per day | Mathematics |
| 20-25 minutes per day | STEM, Music, PE teachers will provide a range of activities that continue to support the current program |
| 20-25 minutes per day | Science/Social Studies/Social Emotional Learning/Art teachers will provide a range of activities that continue to support the current program |
| Up to 20-25 minutes per day | Independent Learning: Additional practice for each learning category |
| Flex Learning | Reading aloud and independent reading Board games and challenges with math/strategy/critical thinking Puzzles Designing and building structures with blocks or other available materials |

Kindergarten - Total Distance Learning Time: approximately 2 - 3 hours per day

Pinewood Elementary

Mainline for Pinewood Elementary: 763-272-2400

Attendance: 763-272-2410

| Purpose | Instructional Approaches | Tools |
|---|--|-------------------|
| Communication | <ul style="list-style-type: none"> • Clear communication reduces confusion and follow-up questions. • Check email / voicemail hourly. • Attempt to reply within 24-hours. | • Email |
| | | • Phone/Voicemail |
| Learning Mgmt System (LMS) | <ul style="list-style-type: none"> • Class “portal” for teaching & learning. • Online lessons, activities, readings, discussions, assignments, & quizzes. | • Seesaw |
| Live Instruction & Collaboration | <ul style="list-style-type: none"> • Meet with the entire class, a small group, or individuals; record session. | • Seesaw |
| On-Demand | <ul style="list-style-type: none"> • Pre-record video clips which allow students to watch & replay lessons. | • Seesaw |

Home Guidelines for Approximate Time Frames for Learning: Pinewood Elementary Grades First and Second

| | |
|-----------------------------|---|
| 20-25 minutes per day | Reading |
| 15-20 minutes per day | Writing |
| 20-25 minutes per day | Mathematics |
| 20-25 minutes per day | Art, Music, Media, PE teachers will provide a range of activities that continue to support the current program |
| 20-25 minutes per day | Science/Social Studies/Health/Social Emotional Learning teachers will provide a range of activities that continue to support the current program |
| Up to 20-25 minutes per day | Independent Learning: Additional practice for each learning category |
| Flex Learning | Reading aloud and independent reading Board games and challenges with math/strategy/critical thinking Puzzles Designing and building structures with blocks or other available materials |

Home Guidelines for Approximate Time Frames for Learning: Pinewood Elementary Grades Third to Fifth

| | |
|-----------------------|---------|
| 25-30 minutes per day | Reading |
|-----------------------|---------|

| | |
|-----------------------------|---|
| 25-30 minutes per day | Writing |
| 25-30 minutes per day | Mathematics |
| 20-30 minutes per day | Art, Media, Music, and PE teachers will provide a range of activities that continue to support the current program |
| 20-30 minutes per day | Science/Social Studies/Health/Social Emotional Learning teachers will provide a range of activities that continue to support the current program |
| Up to 20-25 minutes per day | Independent Learning: Additional practice for each learning category |
| Flex Learning | Reading aloud and independent reading Board games and challenges with math/strategy/critical thinking Puzzles Designing and building structures with blocks or other available materials |

First and Second Grade - Total Distance Learning Time: approximately 2 - 2.5 hours per day

Third to Fifth Grade - Total Distance Learning Time: approximately 2.5 - 3 hours per day

Little Mountain Elementary

Mainline for Little Mountain Elementary: 763-272-2600

Attendance: 763-272-2610

| Purpose | Instructional Approaches | Tools |
|---|--|-------------------|
| Communication | <ul style="list-style-type: none"> • Clear communication reduces confusion and follow-up questions. • Check email / voicemail hourly. • Attempt to reply within 24-hours. | • Email |
| | | • Phone/Voicemail |
| Learning Mgmt System (LMS) | <ul style="list-style-type: none"> • Class “portal” for teaching & learning. • Online lessons, activities, readings, discussions, assignments, & quizzes. | • Seesaw |
| Live Instruction & Collaboration | <ul style="list-style-type: none"> • Meet with the entire class, a small group, or individuals; record session. | • Seesaw |
| On-Demand | <ul style="list-style-type: none"> • Pre-record video clips which allow students to watch & replay lessons. | • Seesaw |

Home Guidelines for Approximate Time Frames for Learning: Little Mountain Elementary Grades First and Second

| | |
|-----------------------------|---|
| 20-25 minutes per day | Reading |
| 15-20 minutes per day | Writing |
| 20-25 minutes per day | Mathematics |
| 20-25 minutes per day | Art, Music, PE teachers will provide a range of activities that continue to support the current program |
| 20-25 minutes per day | Science/Social Studies/Health/Social Emotional Learning teachers will provide a range of activities that continue to support the current program |
| Up to 20-25 minutes per day | Independent Learning: Additional practice for each learning category |
| Flex Learning | Reading aloud and independent reading Board games and challenges with math/strategy/critical thinking Puzzles Designing and building structures with blocks or other available materials |

Home Guidelines for Approximate Time Frames for Learning: Little Mountain Elementary Grades Third to Fifth

| | |
|-----------------------|---------|
| 25-30 minutes per day | Reading |
| 25-30 minutes per day | Writing |

| | |
|-----------------------------|---|
| 25-30 minutes per day | Mathematics |
| 20-30 minutes per day | Art, Music, PE and Library teachers will provide a range of activities that continue to support the current program |
| 20-30 minutes per day | Science/Social Studies/Health/Social Emotional Learning teachers will provide a range of activities that continue to support the current program |
| Up to 20-25 minutes per day | Independent Learning: Additional practice for each learning category |
| Flex Learning | Reading aloud and independent reading Board games and challenges with math/strategy/critical thinking Puzzles Designing and building structures with blocks or other available materials |

First and Second Grade - Total Distance Learning Time: approximately 2 - 2.5 hours per day

Third to Fifth Grade - Total Distance Learning Time: approximately 2.5 - 3 hours per day

Monticello Middle School

Mainline for Monticello Middle School: 763-272-2100

Attendance: 763-272-2110

| Purpose | Instructional Approaches | Tools |
|---|---|--|
| Communication | <ul style="list-style-type: none"> • Clear communication reduces confusion and follow-up questions. • Daily instruction/assignments will be posted on Schoology. • Check email / voicemail daily. • Attempt to reply within 24-hours. | • Email |
| | | • Phone/Voicemail |
| | | • Schoology |
| Learning Mgmt System (LMS) | <ul style="list-style-type: none"> • Platform for teaching & learning. • Online/interactive lessons, activities, readings, discussions, assignments, & quizzes. | • Schoology |
| Live Instruction & Collaboration | <ul style="list-style-type: none"> • Collaborate with the entire class, a small group, or individuals; record sessions. | <ul style="list-style-type: none"> • Nearpod • Quizlet • WeVideo • Flipgrid • Edpuzzle • Kahoot • Gimkit • Adobe Spark |
| On-Demand | <ul style="list-style-type: none"> • Pre-recorded videos and interactive teaching will allow students to watch lessons and engage with teachers. | <ul style="list-style-type: none"> • Screencastify • Screencast-o-matic • GoogleMeet |

Staying Connected to our Learning Community

We will keep all students and staff connected to our learning community, we will keep our routine of Magic Studio (link will be posted for students by Mrs. Green) news every Monday, Wednesday, and Friday. The intention of the programming is to add comfort to this new school routine, Distance Learning, while continuing to unite us through announcements, weekly student response prompts, fun contests, Second Step/7 Mindset reminders, and social-emotional support.

**Home Guidelines for Approximate Time Frames for Learning
Monticello Middle School Grades 6, 7, & 8**

| | |
|--------------------------|---|
| 30-35 minutes per day | Reading/English |
| 30-35 minutes per day | Writing |
| 30-35 minutes per day | Mathematics |
| 30-35 minutes per day | Science |
| 30-35 minutes per day | Social Studies |
| 20-25 minutes per day | Art, Music, PE, STEM and FACS teachers will provide a range of activities that continue to support the current program |
| Flex Learning | Independent reading Board games and challenges with math/strategy/critical thinking Puzzles Designing and building structures with blocks or other available materials |
| Up to 60 minutes per day | Independent Learning: Additional practice for each learning category |

Total Distance Learning Time: approximately 3 - 3.5 hours per day

Monticello High School and Turning Point ALP

Mainline for Monticello High School: 763-272-3000

ALP Mainline: 763-272-3200

Attendance: 763-272-3010

| Purpose | Instructional Approaches | Tools |
|---|--|---|
| Communication | <ul style="list-style-type: none"> • Clear communication reduces confusion and follow-up questions. • Update attendance daily in Infinite Campus (IC) • Weekly, update IC gradebook. • Check email / voicemail daily. • Attempt to reply within 24-hours. | • IC Grade Book |
| | | • Email |
| | | • Phone/Voicemail |
| Learning Mgmt System (LMS) | <ul style="list-style-type: none"> • Class “portal” for teaching & learning. • Online lessons, activities, readings, discussions, assignments, & quizzes. • Update due dates at-least weekly. • Daily updates of student lesson directives | • Schoology |
| Live Instruction & Collaboration | <ul style="list-style-type: none"> • Meet with the entire class, a small group, or individuals; record session. | <ul style="list-style-type: none"> • Google Meet • Nearpod • Flipgrid • Kahoot • FaceTime • Twitter Live • Open Broadcast Service |
| On-Demand | <ul style="list-style-type: none"> • Pre-record video clips which allow students to watch & replay lessons. • Interact by posting questions that spark thoughtful video responses. | <ul style="list-style-type: none"> • WeVideo • Edpuzzle • Kahoot • Screencast-o-matic • YouTube • Google Meet • Open Broadcast Service |

Home Guidelines for Approximate Time Frames for Learning Monticello High School and Turning Point Grades 9, 10, 11, 12

| | |
|--------------------------|--|
| 30-35 minutes per day | Each scheduled high school course |
| Up to 60 minutes per day | Independent Learning: Additional practice for each learning category |

Total Distance Learning Time: approximately 3.5 - 4 hours per day

Other Student Services

Wright Technical Center

Student and parent expectations for along with the Distance Learning Plan for Wright Technical Center can be found at www.wtc.k12.mn.us. Contact information to the WTC Main office is: 763-682-4112 or email wtc.information@wrighttech.org

Monticello School District Other Student Services

| | |
|-------------------------------------|--|
| Title I, Reading Specialists | <p>Week of March 30th: Allow students time to assimilate to classroom teachers' online curriculum. Connect with parents who reach out to us.</p> <p>Week of April 6th and beyond: Brief intervention lessons focusing on phonemic awareness, phonics, fluency, and comprehension.</p> |
| 504 Accommodation Plans | <p>Ensure that appropriate accommodations are made by general education teachers per students' 504 plans. Social Workers, Counselors, or Principals will connect with students on their caseload who have 504 plans at the conclusion of the first two weeks of distance learning. The purpose of this check-in would be to ensure students feel supported and to see if specific considerations should be made for future distance learning. If distance learning continues longer than two weeks, check-ins will be initiated at the end of each two week period.</p> |
| English Learners | <p>Elementary School EL</p> <p><u>Week of March 30th:</u> Daily read aloud posted to Seesaw with no response required (but optional if students want to), alternative reading assignments for 1st and 3rd grade newcomers</p> <p><u>Week of April 6th and beyond:</u> Short lessons focused on listening, speaking, reading, and writing; alternative reading assignments for 1st and 3rd grade newcomers at Pinewood and 1st and 2nd grade newcomers at Little Mountain</p> <p>Middle School EL: <u>Beginning level ELs</u> will receive daily instruction on English and Math skills with translated directions on Schoology. Additionally they will access BrainPoP for ELs and BrainPoP Spanish for extra practice and content support. <u>Intermediate and Advanced levels ELs</u> will have daily practice with reading at their level through Read Theory passages and quizzes. We will communicate questions for content support through Schoology. Also, students in Intervention English will have daily lessons in academic vocabulary, reading comprehension, and writing through Schoology where we will continue reading, discussing, and writing about our novel.</p> |

| | |
|---|---|
| <p>Intervention Programming for Middle and High School</p> | <p>Middle School Math: The teacher will work with grade level teachers to reinforce math lessons and learning targets each week.</p> <p>Middle School Reading: In 7th and 8th grade Academic Intervention class we will do daily practice reads and quizzes through Read Theory. Also, we will communicate as needed about content class material questions. In Intervention English class we will continue our novel units maintaining our focus on academic vocabulary, reading comprehension, and writing skills. We will be using Schoology for reading and discussions as well as writing assignments.</p> <p>High School Reading: The teacher will provide support for all students in Reading Intervention. She will meet with them at least 2x per week individually (or more if we see it is necessary). She will conduct live meetings with them to see what they are struggling with and if any texts or questions from other teachers are causing them to struggle or give up. She will offer to read their notes/text/etc aloud with them via google meet. They will work on vocabulary building to prepare for upcoming difficult English texts in their core class.</p> |
| <p>Elementary Gifted and Talented Education</p> | <p>Week of March 30th: Connect with families we see most (those in Cluster Program). Set up times to connect with them moving forward each week. Answer any questions they may have or find out what types of support they may need.</p> <p>Week of April 6th and beyond: Seesaw lessons will be sent home to the students in different GT groups. Ex: Tuesday is Challenge Math groups, dp lessons would be sent to students in grades 1-4 that are in this group.</p> |

Special Education Services

| Purpose | Instructional Approaches | Tools/Support Materials |
|--|--|--|
| <p>Special Education Services</p> | <p>Special Education instruction will be focused on ensuring students are making progress on their goals and objectives and progress in the special education and/or general education curriculum, which will take place through a distance learning format.</p> <p>Students who receive special education services will be receiving individualized information from their special education teacher and/or service provider.</p> | <p>Direct instruction may occur through a variety of means. This includes:</p> <ul style="list-style-type: none"> ● Paper packets, workboxes, worksheets, which could be distributed by bus routes. Work with your buildings on the building specific distribution plan. ● Textbooks ● Telephone instruction ● Online resources (take into account family availability of internet and student skill level) ● Instruction via electronic methods (for example video models of instruction) ● Teachers will have a plan to ensure students and families are receiving/understanding instruction (assignment submission, quiz, parent communication, phone calls, emails, virtual meetings) <p>All services will take place through a distance learning model and will be individualized by student need.</p> |

Sherburne/Northern Wright (SNW) COOP

Main Line for SNW Coop: 763-272-2050

| Program | Instructional Approaches | Tools/Support Materials |
|---|---|---|
| <p>SNW Coop Birth - 5 Home-based program</p> | <ul style="list-style-type: none"> ● Special Education providers will be contacting each student's family with their individualized instruction plan based on their IFSP/IEP. ● Special Education providers will be coaching families on technology and on activities to complete with their child. ● Activities may be embedded into everyday routines which is consistent with our current model of service. | <p>Direct Instruction may occur through a variety of means. This includes:</p> <ul style="list-style-type: none"> ● Online resources (take into account family availability of internet and student skill level) ● Instruction via electronic methods (for example video models of instruction) ● Activities and resources for families ● Materials sent to family homes <p>Tools used to communicate with families and provide instruction include:</p> <ul style="list-style-type: none"> ● Email, Phone, Voicemail ● Videos ● SeeSaw ● Zoom, Google Meet or Hangout |
| <p>Foundations I and II EBD Setting IV</p> | <ul style="list-style-type: none"> ● Special Education providers will be contacting each student's family with their individualized instruction plan based on their IEP. ● Special Education providers will be coaching students and families on technology and on activities to complete while distance learning takes place. ● Special Education providers will be coaching students and families on data collection on goals and objectives ● Special Education providers will have a shared communication log | <p>Instruction may occur through a variety of means. This includes:</p> <ul style="list-style-type: none"> ● Equipment needed for instruction will be provided for students ● Online resources (take into account family availability of internet and student skill level) ● Instruction via electronic methods (for example video models of instruction) ● Activities and resources for families will be provided by educators ● Materials will be sent to family homes <p>Tools used to communicate with families and provide instruction include:</p> <ul style="list-style-type: none"> ● Email, Phone, Voicemail ● Videos ● SeeSaw ● Zoom, Google Meet or Hangout |
| <p>Centerbased Setting III Special Education Programs at PWE, Monticello Middle School</p> | <ul style="list-style-type: none"> ● Special Education providers will be contacting each student's family with their individualized instruction plan based on their IEP. ● Special Education providers will be coaching students and families on technology and on activities to | <p>Direct instruction may occur through a variety of means. This includes:</p> <ul style="list-style-type: none"> ● Paper packets, workboxes, worksheets, which could be distributed by bus routes. Each building will have a building/program specific distribution plan that will be communicated to parents. |

| | | |
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| <p>and Monticello High School</p> | <p>complete while distance learning takes place.</p> <ul style="list-style-type: none"> ● Special Education instruction will be focused on ensuring students are making progress on their goals and objectives, and on progress in the special education and/or general education curriculum, which will take place through a distance learning format. ● Students who receive special education services will be receiving individualized information from their special education teacher and/or service provider. ● Related service providers (i.e. DAPE, Speech, PT/OT, etc) will collaborate with case managers and parents to ensure there is a plan for provision of all necessary related services while in the distance learning format setting (i.e. home) | <ul style="list-style-type: none"> ● Textbooks ● Telephone instruction ● Online resources (i.e. Seesaw) ● Instruction via electronic methods (for example video models of instruction) ● Teachers will have a plan to ensure students and families are receiving/understanding instruction (assignment submission, quiz, parent communication, phone calls, emails, virtual meetings) ● Supplemental materials, supplies, and equipment that are needed for the student to access their instruction (accommodations) and/or make progress on their goals and objectives while participating in their distance learning setting (i.e. home), will be provided and delivered to the students home by the district. <p>All services will take place through a distance learning model and will be individualized by student need.</p> |
| <p>RISE Level IV Coop Program</p> | <ul style="list-style-type: none"> ● Special Education providers will be contacting each student's family with their individualized instruction plan based on their IEP. ● Special Education providers will be coaching students and families on technology and on activities to complete while distance learning takes place. ● Special Education instruction will be focused on ensuring students are making progress on their goals and objectives, and on progress in the special education and/or general education curriculum, which will take place through a distance learning format. ● Students who receive special education services will be receiving individualized information from their special education teacher and/or service provider. ● Related service providers (i.e. DAPE, Speech, PT/OT, etc) will collaborate | <p>Direct instruction may occur through a variety of means. This includes:</p> <ul style="list-style-type: none"> ● Paper packets, workboxes, worksheets, which could be distributed by bus routes. Each building will have a building/program specific distribution plan will be communicated to parents. ● Textbooks ● Telephone instruction ● Online resources (i.e. Seesaw) ● Instruction via electronic methods (for example video models of instruction) ● Teachers will have a plan to ensure students and families are receiving/understanding instruction (assignment submission, quiz, parent communication, phone calls, emails, virtual meetings) ● Supplemental materials, supplies, and equipment that are needed for the student to access their instruction (accommodations) and/or make progress on their goals and objectives while participating in their distance learning setting (i.e. home), will be provided and delivered to the students |

| | | |
|---|---|--|
| | <p>with case managers and parents to ensure there is a plan for provision of all necessary related services while in the distance learning format setting (i.e. home)</p> | <p>home by the district.</p> <p>All services will take place through a distance learning model and will be individualized by student need.</p> |
| <p>Connect 5 (C5) Transition Program 18-21</p> | <ul style="list-style-type: none"> ● Special Education providers will be contacting each student’s family with their individualized instruction plan based on their IEP. ● Special Education providers will be coaching students and families on technology and on activities to complete while distance learning takes place. ● Special Education instruction will be focused on ensuring students are making progress on their goals and objectives, and on progress in the special education and transition related activities/curriculum, which will take place through a distance learning format. ● Students who receive special education services will be receiving individualized information from their special education teacher and/or service provider. ● Transition activities and services may be embedded into everyday routines (i.e. home living, employment, recreation and leisure, etc). ● Related service providers (i.e. DAPE, Speech, PT/OT, etc) will collaborate with case managers and parents to ensure there is a plan for provision of all necessary related services while in the distance learning format setting (i.e. home) | <p>Direct instruction may occur through a variety of means. This includes:</p> <ul style="list-style-type: none"> ● Paper packets, workboxes, worksheets, which could be distributed by bus routes. Each building will have a building/program specific distribution plan will be communicated to parents. ● Textbooks ● Telephone instruction ● Online resources (i.e. Seesaw) ● Instruction via electronic methods (for example video models of instruction) ● Teachers will have a plan to ensure students and families are receiving/understanding instruction (assignment submission, quiz, parent communication, phone calls, emails, virtual meetings) ● Supplemental materials, supplies, and equipment that are needed for the student to access their instruction (accommodations) and/or make progress on their goals and objectives while participating in their distance learning setting (i.e. home), will be provided and delivered to the students home by the district. <p>All services will take place through a distance learning model and will be individualized by student need.</p> |

Student Services

Child Care

Childcare services for **Tier 1 and Tier 2** emergency services personnel are available.

To qualify for childcare services, the Minnesota Department of Education and Governor has defined that services should be provided to: school-age children who are ages 3 (must have turned 3 years old by September 1, 2019) through age 12 and are children of emergency workers critical to the State's response.

- Tier 1 and Tier 2 are defined below.
- You must bring a **work badge or pay stub with you at drop off time** so that we can ensure you meet the requirements of emergency services personnel.

Monticello School District will adhere to the Minnesota Department of Health's social distancing guidelines while providing care.

REGISTRATION: [Click this link](#) and begin the registration process for emergency childcare. There are no fees attached to this registration. We need this to be filled out so that we know when you need care for staffing purposes.

HOURS:

6 AM - 6 PM (closed March 23 - 27)

LUNCH & SNACKS:

A breakfast snack, lunch, and an afternoon snack will be provided.

BUSING: *Hoglund Transportation Phone Number is: 763-295-3604*

If you answer yes to needing transportation services during registration, the bus company will contact you directly. If you have any questions, contact them directly at 763-295-3604. Busing is available for families during the normal transportation hours (drop off at EEC will occur at 8:30 AM and pick up will occur at 4 PM) If you need care outside of the normal school day, parents will need to do drop off and pick-up. If you do not want or need busing services, you can drop off directly at the Eastview office.

LOCATION:

Care is located at the Eastview Education Center. Enter through the main doors and into the office.

AGE REQUIREMENTS:

Children *3 years old (must have turned 3 years old by September 1, 2019)* through 12 years of age). Children not 3 years old by September 1, 2019 - 12 years of age will not be admitted.

DROP OFF/ PICK UP PROCEDURE:

1. Families will drop off in the main office and not be allowed entrance into the building.
2. Staff will take the temperature of the student and be sure the child isn't on fever-reducing medications by asking the parent at that time also. If fever, unexplained coughing or shortness of breath, that child will be sent home with their parent at that time.
3. Parents will be asked about respiratory symptoms (coughing, shortness of breath)

4. At pick up time, families will come to the office and staff will walkie to have the student come to the office.

FOR CHILDREN AND STAFF:

In regards to staff, they cannot come to work if they have:

1. A fever - 100
2. Unexplained or worsening cough and/or shortness of breath
3. Diarrhea within last 24 hours
4. Vomiting within last 24 hours
5. In close contact with someone diagnosed with or they/themselves diagnosed with COVID-19

GROUP RATIOS:

We will be practicing social distancing. Students & staff will only be in groups of 10 or less per the guidelines set by the federal government.

Emergency Workers in Tier I under the Executive Order

Healthcare personnel [UPDATED 03/18/20]:

- Personnel needed for direct care and critical administrative staff of the personnel needed for direct care
 - Community mental health providers
 - PCA/home health workers
 - Other workers providing direct care in a facility or in a person's residence
- Long-term facility personnel (full-time and part-time)
 - Group Homes and supportive housing settings
 - Residential Homes
 - Nursing Homes
 - Residential mental health, substance use disorder, pediatric/adolescent residential treatment facilities
- Post-acute Care personnel (full-time and part-time)
 - Long-term hospital
 - In-patient rehabilitation
 - Home Health
 - Skilled nurses
- Home health and personal care attendants (PCAs)
- Adult, adolescent and pediatric residential mental health, behavioral health or substance use disorder treatment facilities, intensive residential treatment services (IRTS), emergency shelters, Health Care for the Homeless providers, and homeless drop-in centers
- MNsure Navigators
- County and tribal financial/eligibility workers for public programs
- State, tribal and county staff in emergency management or health and human services, including case managers and direct service delivery
- County and tribal child welfare
- Pharmacy employees necessary for filling prescriptions

Emergency Medical Services personnel (full-time)

- Paramedics

- EMTs
- Immediate supervisory staff
- EMS Operators and dispatchers
- EMS region medical directors – necessary to make override decisions to direct ambulances to other ERs based on medical needs

Law Enforcement personnel

- Full-time Police Officers and their supervisory staff
- Full-time Sheriffs and their supervisory staff
- Full time Minnesota DNR sworn conservation officers and their supervisory staff
- Full-time State Patrol Officers and their supervisory staff
- 911 Operators and dispatchers their supervisory staff
- Full-time Investigators (at the discretion of their Agency Chief)

Firefighter personnel

- Full-time firefighters
- Paid on call duty crew

Personnel Providing Correctional Services

Minnesota Correctional Facility Staff

- Corrections officers
- Correctional Lieutenants
- Correctional Captains
- Physical plant
- Correctional facility case managers
- Correctional facility educators and educational paraprofessionals
- Wardens
- Associate wardens
- Correctional facility office assistants
- Correctional facility nurses and supervisors
- Correctional program therapists
- Correctional facility IT staff
- Correctional facility Human Resources staff
- Correctional facility financial services personnel
- Correctional facility records personnel
- Correctional facility safety officers

Centralized Correctional Operations Personnel

- Medical director
- Director of health services
- Reentry Services personnel
- Policy and legal services personnel
- Offender transportation personnel 3
- Centralized records personnel
- Centralized human resources personnel
- Investigators - Office of Special Investigations/Professional Accountability
- Minnesota Department of Corrections personnel assigned to Incident Management Team
- Minnesota Department of Corrections personnel assigned to Continuity of Operations team
- Minnesota Department of Corrections government and community relations personnel
- Minnesota Department of Corrections Hearings and Release Unit personnel
- Minnesota Department of Corrections Behavioral Health Unit personnel

- Minnesota Department of Corrections – Communications Unit
- Minnesota Department of Corrections – Office of Commissioner

Minnesota Correctional Supervision Services

- State Probation officers and supervisors
- State Probation agents and supervisors
- State Supervised release agents and supervisors
- State intensive supervised release agents and supervisors
- County Probation officers and supervisors
- County Probation agents and supervisors
- County Supervised release agents and supervisors
- County intensive supervised release agents and supervisors

Public Health Personnel

- State, tribal and local public health employees directly supporting the response of COVID-19 and other infectious disease operations
- State, tribal and local public health officials responding to imminent public health threats
- Newborn health screeners
- State, tribal and local public health lab priority services
- State, city, county and tribal emergency management essential personnel supporting COVID-19

Court Personnel

- Full-time Court personnel

Essential Tier 2 Workers

Beyond the emergency workers listed in the Governor’s Executive Order, there are other critical workers that are absolutely necessary for districts to consider. Care for children of educators, gas and electric utility workers, food distribution personnel, water treatment staff, and others outlined below is essential to ensuring the public continues to receive these vital services.

Districts should make every effort to provide care for school-age children of workers in the areas below, if they are able to do so while adhering to the Minnesota Department of Health’s social distancing guidelines.

- Educators
- Child care workers
- MNDOT employees
- State and local essential IT personnel
- Substance disorder treatment workers
- Medical examiners
- National Guard (if activated)

Water Treatment/Wastewater

- Water Treatment Plant Operators
- Drinking water distribution system maintenance workers
- Safe drinking water delivery personnel
- Wastewater Treatment Plant Operators
- Storm and sanitary sewer system maintenance workers

Day-to-Day Operations for Gas and Electric Utilities

- Electric utility lineworkers, substation technicians, meter technicians, dispatchers, power plant operators
- Operations managers and supervisors
- Fleet and maintenance technicians

- Transmission and distribution engineers and operators
- Construction coordinators and technicians
- Fuel technicians
- Relay coordinators
- Control room/center operators
- Cybersecurity related information technology personnel
- Gas safety personnel
- Gas utility operations personnel
- Water system operators, water treatment plant operators
- Wastewater system operators, wastewater treatment plant operators
- Managers with key responsibility for customer and community communications and response

Emergency Response for Gas and Electric Utilities

- Damage assessment personnel
- Engineers Safety personnel
- Communications personnel
- Mutual aid crews from other utilities

Food Distribution Workers [ADDED 03/18/20]:

- Food Production Personnel Food Distribution Centers
- Drivers
- Order selectors
- Forklift loaders
- IT personnel
- Mechanics
- Sanitation workers

In-Store Food Personnel

- Store clerks Stockers
- Food preparation personnel
- Cleaning staff
- Deli and produce staff

Public Works

- City fleet (emergency equipment, fire trucks, police vehicles, etc.) maintenance workers
- Traffic signal system maintenance workers
- Emergency repair workers for bridges, water and sewer main breaks, and other emergent issues
Administrative support personnel that ensure OSHA safety requirements and field support for operations
- Snowplow drivers

Solid Waste Management (waste, recyclable/organics)

- Collection, transfer trailer truck drivers and their fleet maintenance crews
- Transfer stations, landfills, resource recovery, recycling and organics facility operations staff
- Heavy equipment operators, facility operators (e.g. scale house operator, loader operator, line operators, boiler operator)
- Environmental systems (e.g. gas and leachate management, pollution control equipment)

Infectious and Hazardous Waste Management

- Infectious and hazardous waste collection personnel
- Infectious facilities operations personnel (e.g. autoclave and incineration operators)
- Hazardous waste treatment, storage, and disposal facilities operations personnel

Other Shelter Staff and Outreach Workers

- Outreach workers to people experiencing homelessness
- Shelter and drop-in center maintenance, housekeeping and janitorial staff
- Shelter and drop-in center security staff
- Shelter and free meal program food preparation staff
- Domestic violence and victims services shelter staff

Telecommunication Network Operations

- Outside plant technicians for infrastructure restoration
- Install/Repair Technicians for customer premise restoration as needed
- Customer service representatives that interface with customers on service troubles
- Dispatchers involved with service repair and restoration

Nutrition

Memorandum from the Minnesota Department of Education: *Unanticipated school closures prevent children from receiving educational instruction and the nutritious meals they would normally receive. The Food and Nutrition Service encourages school food authorities participating in the National School Lunch Program and/or the School Breakfast Program, institutions participating in the Child and Adult Care Food Program, and sponsors participating in the Summer Food Service Program to use the flexibilities to help ensure that children do not experience a lapse in food security when extreme weather or other events force area schools and child care facilities to close.*

Monticello Public Schools is committed to meeting the nutrition needs of all students as we engage in distance learning. Meal service will begin March 30th for all families indicating a need. Meals will be available for students at each school site for a Grab n' Go option, or delivery through Hogle Transportation. The preferred method is pick-up at the school site as there are limited coolers available in transporting the meals safely with the bus company. Meals prepared each day will be based on requests received by 1pm the previous day. The requests are based on information gathered in the original parent survey and new [parent meal service survey](#). The information provides 3 important pieces of information: the number of students, any allergies, and pick-up or delivery method.

The results of the meal service survey will be reviewed daily. A confirmation email will be sent to families to verify we collected accurate information.

Questions and Answers

Who is eligible for meal services?

Nutrition Services will be available to ALL students during this school closure, REGARDLESS of free or reduced-price meal status. All meals would be provided for FREE.

What if I didn't get a confirmation email?

- It is important the School District has an email address or phone # to contact families. Please check your spam folder, then email businessoffice@monticello.k12.mn.us or call the COVID-19 Hotline 763-272-2097.

What if I didn't complete the original parent survey and now I need meal services?

- A new survey has been created that only addresses meal service needs. Please complete the new [parent meal service survey](#).

What if I don't have access to the internet or email so I can complete the parent meal service survey?

- Call the COVID-19 Hotline 763-272-2097 to get help addressing your needs.

What if I need to make a change in my meal service?

- Please revisit the [parent meal service survey](#) whenever you need to update your information. Any information submitted by 1pm each day will be reflected on the following day.

What is included in the meals?

- The meals will include a lunch for the current day with a breakfast for the following day.

Nutrition (*continued*)

When will meals be ready?

- Meals will be ready at each school site from 11:15 am to Noon. Families can walk up or drive-thru the parking lot for the pick-up options. Families that choose the pickup service are to stay in their vehicles and food will be delivered to the vehicle. Student names will need to be provided at pick-up. Any meals not picked-up by Noon will be distributed as extras or for those who didn't complete the survey by 1pm the previous day.
- Meals will be delivered by Hoglund Transportation from 11:00 am to 1:00 pm. The bus company will be determining the dropoff location and time and will communicate this with families.

Transportation

Families:

1. Transportation will be provided to distribute educational materials and lunches.
2. If your drop off location has changed please contact **Hoglund at 763-295-3604**

Delivery of school materials:

- School staff will label all student-specific materials/equipment with the following information:
 - Student name
 - Full Address
 - Parent name
 - Parent phone #
 - Bus number
- School staff will place all materials and equipment that need to be delivered to families into a bag or folder

Scheduled days will be designated to distribute specific material from each school to a child/student bus stop. The families will be notified by an automated call the day before. Any materials that need to be transported will be requested 1 pm the day prior to delivery. Below is the list of buildings and the contact person for delivery/bussing questions.

Deliveries may include, but are not limited to:

- Chromebook repair / Loan
- School materials by grade level
- Backpacks (Backpack program)
- Student materials
- Instruments

Delivery and Pick-up of regular education and SPED supplies/Equipment/Materials:

- **Eastview Education Center (EC/K/C5 Programs)**
 - Contact: Hoglund Transportation - 763-295-3604
Joe Dockendorf - Principal - 763-272-2900
Janelle Ortiz - Special Education Coordinator - Janelle.ortiz@monticello.k12.mn.us
Alysha Oie - Early Childhood Coordinator - Alysha.oie@monticello.k12.mn.us
- **Pinewood Elementary**
 - Contact: Hoglund Transportation - 763-295-3604
Clay Norman - Clay.norman@monticello.k12.mn.us
Monica O'Neill-SPED Coordinator - 763-957-9936
- **Little Mountain Elementary**
 - Contact: Hoglund Transportation - 763-295-3604
Gabe Hackett - Gabe.hackett@monticello.k12.mn.us
John Weekley - John.weekly@monticello.k12.mn.us
Kathy Hammill - Kathy.hammill@monticello.k12.mn.us
- **Middle School**
 - Contact: Hoglund Transportation - 763-295-3604
Jeff Scherber - Jeff.scherber@monticello.k12.mn.us
Monica O'Neill-SPED Coordinator - 763-957-9936
John Weekley - John.weekley@monticello.k12.mn.us

Transportation (continued)

- **High School**

- Contact: Hogleund Transportation - 763-295-3604
John Reeves - John.reeves@monticello.k12.mn.us
John Weekley - John.weekley@monticello.k12.mn.us
Monica O'Neill-SPED Coordinator - 763-957-9936

- **Turning Point**

- Contact: Hogleund Transportation - 763-295-3604
Shane Weber - Shane.weber@monticello.k12.mn.us

Delivery of student meals

- Contact: **Hogleund Transportation - 763-295-3604**
Tina Burkholder - business.office@monticello.k12.mn.us
 - Families need to do a [new survey entry](#) for changes to student meal needs
 - Any updates received by 1:00pm each day will be recognized the following day
 - School staff prepare student meals per parent request

Social/Emotional

Social and emotional learning starts at home. Parents and families are critical partners in helping their children develop social and emotional know-how. They can model the kinds of skills, attitudes, and behaviors we want all students to master, and they can be important advocates for SEL at school. In addition, community organizations that partner directly with schools offer students opportunities to practice the SEL skills they are learning at home, throughout the school day, and in their afterschool programming. These may include out-of-school-time providers (before and after school programs), community-based nonprofit organizations such as the YMCA, and health care providers.

SEL Curriculum and/or Instructional tools

- [SEL 101 for Parents \(Video 2017\)](#)
- [Second Step At-Home Resources](#)
- [Newsela](#) (all students)
- [Confident Parents, Confident Kids](#)
- [Smart Social](#)
- [ParenTeen Connect](#)

SEL Helpful Links

- [Responding to Trauma Trauma & Tragedy](#)
- [Health Crisis Resources](#)
- [Taking Care of Your Behavioral Health](#)
- [Calm](#)
- [Mental Health & Coping During COVID-19](#)
- [How To Practice Self-Care During Coronavirus](#)
- [Minnesota Crisis Response by County](#)
- [Coronavirus: Multilingual Resources For Schools](#)
- [Talking To Kids About The Coronavirus](#)
- [Crisis Text Line](#)

Monticello Community Mental Health Resources

- [FREE Resources During Shutdown](#)
- Crisis Response Team: 320-253-5555
- Mental Health Support: text MN to 741741
- Monticello Help Center (food & clothing support): 763-295-4031
- Wright County Human Service Center (parent & child mental health support, financial aid, child protection, public health information): 763-682-7400
- Wright County Community Action (assistance applying for MNsure/healthcare): 320-963-6500
- Financial Services (rent and damage deposit help): 763-682-7414
- Public Health (health related questions such as pregnancy support): 763-682-7404
- Central MN Mental Health Center (therapy): 763-295-8259
- Nystrom and Associates (therapy): 763-746-9492
- Community Dental Center at St. Cloud Technical College-Dental Services (accepting M.A. and other insurance, also offers sliding scale for those without insurance): 320-308-5310
- Great River Family Promise (immediate place to stay): 763-441-9093
- Section 8 Housing/General: 612-370-3000
- [Housing Resource](#)

Health Services

For Students and Parents

If you feel your child is too ill to participate in the distance learning day, please report your child's absence to the attendance line at their school.

Unable to participate in Distance Learning

- If your student/child has a temperature of 100 degrees or above, they are to be fever-free for 24 hours (without fever reducing medications).
- If your student/child has vomited or had diarrhea in the last 24 hours
- If your student/child has had any rash that may be disease-related or the cause is unknown, check with your healthcare provider.
- Parents must notify their child's nurse's office or attendance office if their student is not in attendance as a precautionary action related to COVID-19.
- If you call the attendance line to let us know the reason for your student/child's absence. Please let us know their symptoms so that we can better track illnesses.

Attendance Office Phone Numbers:

Student absences due to illness are considered excused:

- Eastview Education Center Attendance Line: 763-272-2811
- Little Mountain Elementary Attendance Line: 763-272-2610
- Pinewood Elementary Attendance Line: 763-272-2410
- Monticello Middle School Attendance Line: 763-272-2110
- Monticello High School Attendance Line: 763-272-3010

Health Office Contacts

Tana Kalnbach, School Nurse
Eastview Education Center (763) 272-2920
Pinewood Elementary (763) 272-2420
Little Mountain Elementary (763) 272-2620

Monica Schwickerath, School Nurse
Monticello Middle School (763) 272-2120
Monticello High School
Turning Point ALP (763) 272-3020

DISTRICT OFFICE SERVICES

Human Resources

The following guidelines outline the expectations for all employees during a period of extended digital and at-home learning. Each employee group has unique responsibilities and requirements. We thank you in advance for following these guidelines and doing your part to support the work of the District to educate our students remotely and provide essential services to our families and community.

1. All staff are required to stay home and use allocated sick leave if they are ill. This is extremely important during this time of social distancing to slow the spread of disease.
2. All staff that have traveled to an area with wide-spread community infection must self-quarantine for 14 days after you leave that country. Please check this link on the MDH (Minnesota Department of Health) <https://www.health.state.mn.us/diseases/coronavirus/travel.html> Report your travel to these areas and your absences to HR and contact your supervisor about possible work from home responsibilities.
3. All staff are required to follow all safety protocols as developed by the district Safety Committee. These protocols include; consistent hand-washing, cleaning of high touch and frequently used spaces with school approved cleaning products after each use, social distancing of 6 feet between people in a common area, no more than 10 people in an area.
4. Direct all COVID 19 questions to your primary care provider or the District Licensed School Nurses for your specific building: Tana Kalnbach, RN, LSN for EEC (2920), LME (2620), & PWE (2421) or Monica Schwickerath, RN, LSN for MS (2121), HS/ALP/C5 (3020). Report to HR (763-272-2020) if you experience the following symptoms
 - a. Temperature of 100 degrees Fahrenheit or greater
 - b. Coughing (for change in frequency, quality or intensity)
 - c. Shortness of breath

For more information on coronavirus, please view this MDH link.

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

5. After consulting with MDH and should there be a lab-confirmed case of COVID 19, the district may be required to notify employees that may have been in close contact with an individual that had a confirmed case. We are required to notify employees to comply with OSHA guidelines related to our responsibility to provide a safe work environment. Please keep in mind that the confidentiality of individuals involved needs to be maintained at all times.

Certified Staff - this group includes teachers and licensed professionals whose main responsibility is to provide academic, behavioral, and social emotional instruction and support for students enrolled in ISD 882.

- Please maintain the confidentiality of our student and district data. Be mindful of not displaying student data when presenting with your camera on. Always log off of your school computer when you are not using it. Be careful who comes in and out of your remote location. It is imperative that we protect the confidentiality of our data.
- Do not post pictures of yourself completing work on-site or in your remote teaching location or of our students in online-learning situations to social media at any time. Staff are not to post to face-book or any other social media for any purpose during the work day.
- Certified staff are allowed to work from home or at school until further notice.
- All certified staff are expected to work eight hours on every student contact and professional development day. Follow the same schedule as your building.

- All certified staff are expected to be providing online learning opportunities to all students and to be available to answer questions from students and parents from 10:00 a.m. until 2:00 p.m. on each student contact day.
- Lessons for students must be posted online each school day by 9:45 am, 15 minutes prior to the start of student contact.
- Teachers will be given a 30 minute lunch from 12:00 to 12:30 pm.
- The remainder of the time in the 8 hour work day is for certified staff to use to meet teacher responsibilities such as; planning, student assessment, team meetings etc.
- If you are ill and will not be providing instruction and support for students, or completing teacher responsibilities for a portion of the day, please enter your absence in Ready Sub using accrued sick leave. All requests for substitutes have been cancelled and will remain so until further notice. You would log your absence in the Ready Sub system in the same manner you have been all year, just as if we were in the school building.
- If you need time off to address personal issues you are to use personal leave. Adjusted schedules should be used only to address absences of one hour or less. If you need to adjust your schedule by more than one hour, log your absence into Ready sub and use accrued personal or sick leave as appropriate.
- Parent phone calls and requested parent teacher conferences are to continue to take place at a time convenient for the parents, just as if we were in the school building.
- IEPs and required paperwork must continue to take place, many of these commitments can be fulfilled online or remotely. However, some may require face-to-face meetings. This requirement will be suspended when directed by the MDH and MDE.
- Certified staff will have professional development requirements on workshop days and throughout the remote learning session as assigned by their Administrator.
- Certified staff will be required to attend some face-to-face meetings. This expectation will be in place until MDH or MDE requires schools to suspend requirements for all personal meetings. All safety protocols will be adhered to for face-to-face meetings.
- FMLA and other types of approved leaves remain in place during the extended Digital and At-Home learning period. Please contact HR if you have any questions about leave.
- Contacts for unique questions:
 - Barb Wilson, Director of Human Resources - 763-272-2020
 - Sherry Holmgren, Human Resources Administrative Assistant - 763-272-2004
 - Union Representatives: Peter Bergquist, Joe Rosh, Katie Leuthner, Jason Telecky

Custodial Staff - this group includes all staff covered under the Custodial and Maintenance Workers Collective Bargaining Agreement.

- All custodial staff are expected to report to work for their eight hour shift on every workday. Individual schedules will be adjusted to meet workload demands. Please contact your building Head Custodian or HR if you have schedule questions.
- Your work location and/or assignment may change to meet workload demands.
- Continue to log into Kronos to record your hours worked.
- If you are ill and will not be working, please enter your absence as a sick day in Ready Sub.
- If you need time off to address personal issues, please enter your absence as personal leave or vacation in Ready Sub.

- Custodial staff will be required to attend some face-to-face meetings. This expectation will be in place until MDE or MDH requires schools to suspend requirements for all personal meetings. All safety protocols will be adhered to for face-to-face meetings.
- FMLA and other types of approved leaves remain in place during the extended Digital and At-Home learning period. Please contact HR if you have any questions about leave.
- Contacts for unique questions:
 - Barb Wilson, Director of Human Resources - 763-272-2020
 - Sherry Holmgren, Human Resources Administrative Assistant - 763-272-2004
 - Union Representative: Gary Kraft

District Nurses and Health Paraprofessionals - this group includes the District Licensed Nurses and Health Office paraprofessionals.

- All Health Office paraprofessionals are expected to report to work for their regularly scheduled number of hours on each workday. Daily schedules will be adjusted to meet workload demands. Please contact your District Licensed Nurse or HR if you have schedule questions.
- Your work location and/or assignment may change to meet workload demands.
- In the event that there is not enough work for all health office paraprofessionals on a daily basis, a modified workday schedule will be developed by the District Nurses.
- If you are a Kronos user, continue to log into Kronos to record your hours worked when you are on-site. You will not log your hours in Kronos when you are working from home.
- If we move to a rotation schedule for health paraprofessionals the expectation is that when you are working from home you are working for the entire day at home. This does not mean just monitoring your email. You need to complete work tasks for the duration of the day - as if you were working on-site.
- If you are ill and will not be working, please enter your absence as a sick day in Ready Sub.
- If you need time off to address personal issues, please enter your absence as personal leave in Ready Sub.
- Health Office paraprofessionals will be required to attend some face-to-face meetings. This expectation will be in place until MDH or MDE requires schools to suspend requirements for all personal meetings. All safety protocols will be adhered to for face-to-face meetings.
- FMLA and other types of approved leaves remain in place during the extended Digital and At-Home learning period. Please contact HR if you have any questions about leave.
- Contacts for unique questions:
 - Barb Wilson, Director of Human Resources - 763-272-2020
 - Sherry Holmgren, Human Resources Administrative Assistant - 763-272-2004
 - School Nurses: Monica Schwickerath and Tana Kalnbach

Food Service Staff - this group includes all staff covered under the Food Service Employees Master Agreement.

- All food service staff are expected to report to work for their regularly scheduled number of hours on each workday. Daily schedules will be adjusted to meet workload demands. Please contact your Head Cook or HR if you have schedule questions.
- Your work location and/or assignment may change to meet workload demands.
- In the event that there is not enough work for all food service employees on a daily basis, a modified workday schedule will be developed by your Director.

- Continue to log into Kronos to record your hours worked.
- If you are ill and will not be working, please enter your absence as a sick day in Ready Sub.
- If you need time off to address personal issues, please enter your absence as personal leave in Ready Sub.
- Food service staff will be required to attend some face-to-face meetings. This expectation will be in place until MDE or MDH requires schools to suspend requirements for all personal meetings. All safety protocols will be adhered to for face-to-face meetings.
- FMLA and other types of approved leaves remain in place during the extended Digital and At-Home learning period. Please contact HR if you have any questions about leave.
- Contacts for unique questions:
 - Barb Wilson, Director of Human Resources - 763-272-2020
 - Sherry Holmgren, Human Resources Administrative Assistant - 763-272-2004
 - Union Representative: Chris Schultz

Paraprofessionals and Behavior Interventionists - this group includes all staff covered under the Paraprofessional Master Agreement.

- All paraprofessional staff are expected to report on-site according to the rotation schedule created for use during the extended digital learning time. Please contact HR or your union representatives if you have schedule questions.
- Your work location and/or assignment may change to meet workload demands.
- Continue to log into Kronos when you are working on-site. Clock out when you leave your on-site session/duties.
- Paraprofessionals will be assigned duties to complete during hours that you are paid but not on site. These duties could include; professional development, on-line training, projects that can be completed at home.
- If you are scheduled to work and are ill and will not be working, please enter your absence as a sick day in Ready Sub.
- If you are scheduled to work and need time off to address personal issues, please enter your absence as personal leave in Ready Sub.
- Paraprofessional staff will be required to attend some face-to-face meetings. This expectation will be in place until MDE or MDH requires schools to suspend requirements for all personal meetings. All safety protocols will be adhered to for face-to-face meetings.
- FMLA and other types of approved leaves remain in place during the extended Digital and At-Home learning period. Please contact HR if you have any questions about leave.
- Contacts for unique questions:
 - Barb Wilson, Director of Human Resources - 763-272-2020
 - Sherry Holmgren, Human Resources Administrative Assistant - 763-272-2004
 - Union Representatives: Kris Brandjord and Bonnie Host

Secretarial Staff - this group includes all staff covered under the Secretary Master Agreement..

- All secretaries are expected to report to work for their eight hour shift on every workday. Individual schedules will be adjusted to meet workload demands. Please contact your building Principal and/or HR if you have schedule questions.
- Your work location and/or assignment may change to meet workload demands.

- If you are a Kronos user, continue to log into Kronos to record your hours worked when you are on-site. You will not be logging your hours in Kronos when you are working from home.
- If we move to a rotation schedule for secretaries the expectation is that when you are working from home you are working for the entire day at home. This does not mean just monitoring your email. You need to complete work tasks for the duration of the day - as if you were working on-site.
- A Google Sheet will be shared with all secretaries to record who will be available in the office. This will help with internal communications.
- If you are ill and will not be working, please enter your absence as a sick day in Ready Sub.
- If you need time off to address personal issues, please enter your absence as personal leave or vacation in Ready Sub.
- Secretaries will be required to attend some face-to-face meetings. This expectation will be in place until MDE or MDH requires schools to suspend requirements for all personal meetings. All safety protocols will be adhered to for face-to-face meetings.
- FMLA and other types of approved leaves remain in place during the extended Digital and At-Home learning period. Please contact HR if you have any questions about leave.
- Contacts for unique questions:
 - Barb Wilson, Director of Human Resources - 763-272-2020
 - Sherry Holmgren, Human Resources Administrative Assistant - 763-272-2004
 - Union Representatives: Sue Lanners and Cary Gindele

Individual Contracts - including but not limited to Community Education, Coordinators, District Office and Sherburne Northern Wright Cooperative Office Support Staff, and Technology.

- All staff are expected to report to work for their eight hour shift on every workday. Individual schedules will be adjusted to meet workload demands. Please contact your building Director and/or HR if you have schedule questions.
- Your work location and/or assignment may change to meet workload demands.
- You may be assigned a rotating schedule or adjusted hours. Your schedule will be assigned at the discretion of your Director.
- District office essential staff are expected to be at work, on-site at least 4 hours per day. District office essential staff may be allowed to work from home for a portion of the day. Working from home requires administrator approval.
- If you work from home for any portion of the day, the expectation is that you are working for the entire day. This does not mean just monitoring your email. You need to complete work tasks for the duration of the day - as if you were working on-site.
- If you are a Kronos user, continue to log into Kronos to record your hours worked when you are on-site. You will not be logging your hours in Kronos when you are working from home.
- If you are ill and will not be working, please enter your absence as a sick day in Ready Sub.
- If you need time off to address personal issues, please enter your absence as personal leave or vacation in Ready Sub.
- Staff will be required to attend some face-to-face meetings. This expectation will be in place until MDH or MDE requires schools to suspend requirements for all personal meetings. All safety protocols will be adhered to for face-to-face meetings.
- FMLA and other types of approved leaves remain in place during the extended Digital and At-Home learning period. Please contact HR if you have any questions about leave.
- Contacts for unique questions:
 - Barb Wilson, Director of Human Resources - 763-272-2020

- Sherry Holmgren, Human Resources Administrative Assistant - 763-272-2004

Magic Adventures Paraprofessionals - this group includes the District Licensed Nurses and Health Office paraprofessionals.

- All Magic Adventure paraprofessionals are expected to report to work for their regularly scheduled number of hours on each workday. Daily schedules will be adjusted to meet workload demands. Please contact your Coordinator or HR if you have schedule questions.
- Your work location and/or assignment may change to meet workload demands.
- In the event that there is not enough work for all Magic Adventure paraprofessionals on a daily basis, a modified workday schedule will be developed by the Coordinator.
- If you are a Kronos user, continue to log into Kronos to record your hours worked when you are on-site. You will not be logging your hours in Kronos when you are at home.
- If we move to a rotation schedule for Magic Adventure paraprofessionals the expectation is that when you are working from home you are working for the entire day at home. You need to complete work tasks as assigned - as if you were working on-site.
- If you are ill and will not be working, please enter your absence as a sick day in Ready Sub.
- If you need time off to address personal issues, please enter your absence as personal leave in Ready Sub.
- Magic Adventure paraprofessionals will be required to attend some face-to-face meetings. This expectation will be in place until MDE or MDH requires schools to suspend requirements for all personal meetings. All safety protocols will be adhered to for face-to-face meetings.
- FMLA and other types of approved leaves remain in place during the extended Digital and At-Home learning period. Please contact HR if you have any questions about leave.
- Contacts for unique questions:
 - Barb Wilson, Director of Human Resources - 763-272-2020
 - Sherry Holmgren, Human Resources Administrative Assistant - 763-272-2004
 - Andrea Greenwald, School Age Child Care Coordinator - 763-272-2974

Technology

Reduced Rate / Free Internet Access

Please click here to find out who your cable/internet provider is:

<https://www.cabletv.com/availability-map>

[Options for Reduced Rate / Free Internet Access](#)

Tech Support for Teachers/Staff, Students and Parents While Remote

The change to distance learning presents numerous new possibilities for every stakeholder. We want to make the most of safe and secure distance learning.

For Teachers/Staff

- You are our strongest link. Keep in mind the stakeholder privacy and cybersecurity practices at school apply to home networks and devices. Read the [“Working from Home Fact Sheet”](#)
- When sending a batch email to parents or students, use tools in Campus or use the BCC to ensure parents’ emails will not be shared with the entire group.
- Keeping devices up-to-date with district software updates. *IT will post information for a self-service updates on the COVID-19 Site > Teachers and Employees radio button*
- Options for tech support through the District IT HUB:
 - Submit a ticket, [click here for the link to the helpdesk ticketing system](#)
 - Email tickets@monticello.k12.mn.us
 - Call Monticello IT Office Helpdesk: 763-272-2099

For Students

- Options for device repairs or tech support are available through the District IT HUB:
 - Submit a ticket, [click here for the link to the helpdesk ticketing system](#)
 - tickets@monticello.k12.mn.us or call the IT Office Helpdesk at 763-272-2099
- Repair pick up and drop off will be at breakfast/lunch pick up and drop off sites determined by the bus company.
- District [Internet Acceptable Use, Policy #524](#), and digital citizenship guidelines apply to distance learning whether you are on or off campus.

For Parents

- Options to report technology problems, resources on the District IT HUB are available.
 - tickets@monticello.k12.mn.us
 - Monticello IT Office Helpdesk: 763-272-2099
 - Monticello COVID-19 Hotline: 763-272-2097
- When engaged online, your child should be in a public space within the home.
- Web content filtering is available through our GoGuardian service on district-owned devices.
- Web content filtering is not available for personally-owned devices.
- Securing your child is ultimately not about technology, but about the behaviors, expectations and values you teach them on how to interact with others in the real world.
- Technology has much to offer, however there is not an app for you, their parents. A [resource regarding security awareness for parents](#) has been made available by the Security Awareness Network.

Technology (*continued*)

- Devices for all students. The district has a limited supply of devices available to distribute to students who do not have access to a device at home. Post-Survey, please submit a ticket through the district IT HUB.
- How will devices be distributed to families without a device?
 - Devices will be ready at each elementary school site. Communication will be coming from the building principal with pickup dates and times. Families can walk up or drive-thru the parking lot for the pick-up options. Student names will need to be provided at pick-up.
- Proper cleaning of the Chromebook or Device is properly cleaned and decontaminated.
 - [Read Cleaning Student Devices.](#)
 - Directions for staff handling devices. Staff are directed to wear gloves when devices are dropped off for repair. Move into a quarantine bin, labeled by the day of the week (Monday, Wednesday). Remove gloves immediately afterwards so as not to accidentally touch anything else. After removing the gloves, staff should wash their hands for 20 seconds, following [CDC guidelines](#).

Business Services

Business Services office staff will be available each day to continue essential business operations.

When accessing shared files linked below, please make a copy before editing.

Accounts Payable

- Supply ordering: Building and department staff will continue to order supplies, materials, and equipment as needed. The orders will be delivered to the school buildings for the office or custodial staff to receive and confirm delivery.
- Employee reimbursement procedures: Employees will continue to turn in their employee reimbursements to their supervisors on a regular basis. The employee reimbursements will be paid after the first School Board meeting of the month if the reimbursement was approved by their supervisor and turned into the Business Office by the last Wednesday of the previous month.
 - [Employee Reimbursement Guidelines](#)
 - [Employee Reimbursement Form](#)
- Vendor invoices procedures: The processing of bills will continue on a weekly basis. Any invoices received by noon, Wednesday each week will be paid on Friday or the following Tuesday if there is a scheduled School Board meeting the following Monday. Each school building will continue to approve and send invoices to the Business Office. The Business office will verify Invoices through receipt in interoffice mail with approved signatures and code, school district email, or phone call to school building/department. Invoices should be date stamped to comply with payment within 35 days according to state statute.
- Pcard procedures: Cardholders will continue to process their monthly p-card packets. Their supervisors will need to review and approve the packets each month. The p-card packet should be sent to the Business Office for final approval.
- Contacts for unique questions:
 - Jennifer Cruzen, Accounts Payable (763) 272-2008
 - Tanya Skokan, Accountant (763) 272-2005
 - Tina Burkholder, Director of Business Services (763) 272-2015

Accounts Receivable / Deposits

- Deposits procedures: Any cash or check deposits received at the school buildings or departments should be sent to the Business Office to deposit at the bank. Cash and checks should not be stored in school building offices.
- Accounts receivable: The Business Office will continue to send out monthly invoices for services due (ex: health & dental insurance coverage, etc). Payments can be mailed or dropped off in the box outside the District Office door.
- Contacts for unique questions:
 - Tanya Skokan, Accountant (763) 272-2005
 - Tina Burkholder, Director of Business Services (763) 272-2015

Business Services (*continued*)

Payroll

- Payroll processing: Paychecks will continue to be processed on the 15th and 30th of each month. Approved timesheets should be turned in within the payroll cutoff periods. Timesheets can be sent to their supervisor from their school email or interoffice mail. Supervisors must approve and send timesheets to Payroll from their school email or interoffice mail. Payroll will verify timesheet submissions to Supervisors over the phone if sent electronically.
 - [Timesheet](#)
 - [Payroll cutoff dates](#)
- Payroll processing through Kronos: Paychecks will continue to be processed on the 15th and 30th of each month. Kronos timesheet submissions and approvals should be done within the same timelines following the end of the pay period as normally would happen.
- Time off processing: Employees will continue to submit time off in ReadySub. Employee time off should follow the HR Department's expectations. Time off is updated the following pay period.
- Employee benefits: Employees that have qualifying events (such as marriage, loss of other coverage, or birth of a child) can submit benefit changes to Payroll. Employees have 30 days from the qualifying event to submit changes.
 - [HealthPartners Change Form](#)
 - [Further Change Form](#)
- Access to ESS: Employees having issues logging into ESS should contact Payroll.
- Kronos questions/procedures: Employees will continue to log time in Kronos for each work day when they are onsite. When at home performing professional development or assigned tasks, it is inferred staff are using the honor system and are working their normal daily hours up to their regular hours.
 - [Kronos directions](#)
- Employment verifications will be completed as requested from lenders.
- Contacts for unique questions:
 - Zach Hary, Payroll Coordinator (763) 272-2006
 - Amy Stahlback, Controller (763) 272-2016
 - Tina Burkholder, Director of Business Services (763) 272-2015

Other Business Services

- Budget reports and monitoring: Monthly reports will continue to be sent by Amy Stahlback.
- Work-related injuries: If an employee is injured at the work site, the employee will need to notify their supervisor. The employee will need to complete the 1st Report of Injury, preferably with any witness verifying the incident. The Supervisor will need to follow-up with the injured Employee and complete the Supervisor's Report of Accident form. Please forward completed forms to Tanya Skokan either through interoffice mail or school email.
 - [1st Report of Injury Form](#)
 - [Supervisor's Report of Accident Form](#)
- School van usage: Any employee using the school van's needs to have proper training and submit proper driver's license information to Amy Stahlback. When using the school van, please continue to complete the van mileage sheet for each trip. If you are not transporting students, you do not need additional van training, just a valid driver's license.
- Contacts for unique questions:
 - Tanya Skokan, Accountant (763) 272-2005
 - Amy Stahlback, Controller (763) 272-2016
 - Tina Burkholder, Director of Business Services (763) 272-2015

Maintenance

High School: Maintenance staff are working staggered shifts for days and nights.

Middle School/District Office: Maintenance staff are working days only

Eastview Education Center: Maintenance staff will be moved to day schedules with a modified split schedule

Little Mountain: Maintenance staff are working days only

Pinewood: Maintenance staff are on the same schedule

- Lunches are staggered or spread out in shared spaces
- Considering staggered start times to reduce crossover
- Staff will follow Human Resource's expectations when staff are feeling ill
- Custodians work at least 2 rooms apart from each other

Safety and Cleaning Measures

- Protective gear (gloves and eye protection if needed per SDS sheets, avoiding cross contamination)
- All hard surfaces will be sanitized in each building (lockers, doors, desks, handles, chairs, floors...)
- Custodians are using backpack sprayers; they also use disinfectant wipes on smaller, detailed surfaces
- Cleaning products used:
 - Hillyard QT Plus, Hillyard Vindicator +, Suprox D, Diversy Alpha HP in the sprayers, Diversy Oxivir TB wipes
 - Below is the link to the web site for the product that includes information as well as the SDS sheet. <https://b2b.hillyard.com/productdetail/index/grid/wwm/PD~HIL0082400>
- If teachers must enter the building, they must sign in and out with principals or maintenance staff and must wipe down surfaces of their own classrooms, if they have entered.
- If teachers must enter the building, they are confined to their own rooms; teachers must leave their garbage outside the classroom and re-sanitize any surfaces that they touched.
- Parents are not allowed to go beyond the office for any reason
- ALP – custodians will be cleaning the building
- Lockers/locker rooms – spraying the outsides of all layers (aqueous ozone layer)
- One set of bathrooms will be available and sanitized on a regular basis

Tri-Valley and Magic Adventures

- Tri-Valley and Magic Adventures are checking kids' temperatures as they come in
- Spaces used and disinfected daily: media center, cafeteria, dramatic play, gym and classroom.
- Daily bathroom and floor cleaning
- Protective gear (gloves used; avoiding cross contamination)
- Magic Adventures - Andrea Greenwald
 - Parents enter the main office to pick up their child(ren). A staff member will walk their child(ren) to the office where the parent is waiting. The parents do not enter the building beyond the office area. Door handles are wiped down
 - When kids are dropped off, the kid's temperature is taken, Parents are also asked if the kids have any coughing symptoms or been taking any fever reducing medication before entering the building for child care.

Additional Operating Procedures During School Closure

- Utilities are switched to summer mode
- Boiler is turned down
- Parking lot lights are in holiday mode and security lights are on
- Sanitation adjustments need to be made (summer mode)
- Ice sheet has been removed

Paraprofessionals

Paraprofessionals will be working in short shifts daily to assist the district in the delivery of essential services to staff, students and the community. Paras will work a daily shift of either Shift A 7:30 a.m. - 10:30 a.m. or Shift B 10:30 a.m. - 1:30 p.m.

Paraprofessionals will be put into teams and assigned to school locations to assist with the following tasks:

Childcare - all childcare will be held at EEC. Childcare will be provided for emergency services personnel, community essential staff and our own school personnel while at an on-site job shift. In addition to Magic Adventure staff, paraprofessionals will be assigned to assist.

Teaching and Learning - the need to copy, collate and organize learning packets will be staffed in large part by paraprofessional staff.

Maintenance - each building will have cleaning support to maintain as clean, safe and healthy environment as possible at each location.

Transportation - learning packets and food will be delivered daily to assigned locations. In addition to bus drivers, paraprofessionals will be assigned to assist with daily deliveries.

Food Service - in the event that the demand for food service preparations and cleaning require more hours than our food services team can fulfill, additional paraprofessionals will be assigned to assist.

Team assignments have been communicated to each paraprofessional via district email. If you have questions about your assignment or location please call Sherry Holmgren at 763-272-2004 or Barb Wilson at 763-272-2020.

In the coming weeks, all paras will be assigned additional tasks to complete at home as are required to fill as many hours as possible remaining on their regular shift. Additional tasks include but are not limited to: preparations for future learning tasks, communication materials, professional development and online learning modules.

Professional Development - Dare to Lead by: Brené Brown. We have an exciting opportunity to engage in this study together. We are creating sessions to engage us as learners, collaborate, and learn through a digital platform. Dare to Lead is excellent in leading us to construct a common language as a district. Dare to Lead gives us working tools that we can use in our work together as staff and with the students we serve. We are excited to be able to provide this learning. Stay tuned, more information will be provided in the next couple of weeks.

References & Acknowledgements

This document was created by a variety of educators who energetically collaborated for the benefit of all students and is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#). Please feel free to share and adapt this resource to meet the needs of your school district.

- [Coronavirus \(COVID-19\) Response Plan - Minnetonka Public Schools](#)
- [Distance Learning Options Matrix - Bloomington Public Schools](#)
- [Flexible Plan for Instructional Continuity - Sacred Heart Preparatory](#)
- [Key Instructional Contacts \(KIC\) and Sean Beaverson](#)
- [Roseville Area Schools K-6 Distance Learning and Secondary Distance Learning](#)
- [MDE - School Guidance Framework for Distance Learning](#)
- [Online Learning March 2020 Considerations/Planning](#)
- <https://www.npaschools.org/COVID-19>
- [Security Awareness Network \(SANS\)](#)
- [MN Tech Leaders](#)