



**The Journey School**  
775 Lexington Parkway N  
St. Paul, MN 55104  
[www.thejourneyschool.org](http://www.thejourneyschool.org)  
(612) 389-1579

## ***DISTANCE LEARNING***

In response to the outbreak of the coronavirus (COVID-19) in Minnesota, The Journey School is addressing the continued education of your child by transitioning to Distance Learning, Teachers will be in touch with students and families regularly to support Distance Learning.

### **Part A: Instructional Expectations**

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

#### **General Requirements:**

Provide a general summary of the teaching and learning structures and platforms to be utilized during distance learning. Include how the school ensures that all students will have equal access to the learning and required materials to successfully receive credit in their class, including technology. Include voluntary prekindergarten or school readiness plus programs, if applicable.

- TJS teachers will provide weekly homework packets for all students
- TJS staff will deliver weekly homework packets if parents can't pick up the homework packets at TJS
- We are using a variety of structures to help support individual learning styles and environments.

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

- Teachers will give weekly feedback through progress reports, emails, corrected homework, and/or phone calls
- Learning and progress will be measured in very similar ways as if students were in our building. Assignments will be graded and feedback given.

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

- TJS contracts with a school nurse, school counselors, school psychologists, school social workers., paraprofessionals, school specialists and other cultural liaisons. TJS will continue to contact our contracted partners when and as needed.

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

- The Director will continue to be in contact with various agencies to stay current of local resources and programs. We are able to pass on information to families as it is available.

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

- TJS teachers will record student attendance in JMC by 8:00 pm Monday – Friday
- TJS staff will notify the director if sick and/or absent. Teachers who are absent will not communicate with students or families that day. The Director will notify affected families of the teacher absence.

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

- Updates to our plan will be as needed and will be communicated to staff through email, phone call, or video conferencing.
- Updates to our plan will be as needed and will be communicated to students and parents through email, phone call, website, and/or letter.

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

- A very limited portion of our Distance Learning Program will be online. The majority will be through printed material. Staff will be making videos of themselves reading or teaching a lesson and posting it- students can send pictures of their assignments back to the teacher but it will not be for group viewing.

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

During this time, face-to-face instruction is not allowed which includes direct services and some of the assessments that may be required during Special Education Evaluations.

Process for Special Education Services and Supports through distance learning:

1. Special Education case managers will connect with each family on their caseload to determine the mode of communication that will work best for their student to participate in Special Education services.
2. After connecting with families, Special Education services will be scheduled for each student and a schedule of services will be provided to families. Copies of that student’s scheduled services will also be part of the student’s special education file.
3. Special Education case managers will be documenting data on student goals and objectives, contact dates/times with students/families and service activities delivered.
4. Special Education case managers and General Education teachers will collaborate to ensure that students with disabilities have equal access to the same opportunities, including the provision of Free Appropriate Public Education (FAPE)

Process for Special Education Due Process during the distance learning timeframe:

1. All Individualized Education Plan (IEP) meetings will be held via phone or conducted virtually.
2. Initial Evaluations and Re-Evaluations will be completed to the best of our abilities with the limitations that districts are required to follow. This may mean if there is a face-to-face component REQUIRED to meet state special education criteria, the evaluation will be completed when students return to school.
3. Progress Reports will continue to be completed and provided to families.

\*All documentation will be filed in the student's special education binder once special education instruction is completed and teachers have access to special education binders.\*

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

- TJS will continue to communicate through the families' interpreter to communicate its Distance Learning plan.

Protections for Students Experiencing Homelessness or Housing Instability

Specify how the school will satisfy the Federal requirements of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, as amended by the Every Student Succeeds Act of 2015, to support homelessness students throughout this crisis and promote their full participation in their education throughout the duration of the distance learning period.

- TJS currently does not have any homeless students. If that situation changes, we will work with officials to help support the students.

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

- TJS currently does not have any homeless students. If that situation changes, we will work with officials to help support the students.

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

- We are using a variety of structures to help support individual learning styles and environments.
- We will review weekly as a staff through video conferencing and make changes as needed

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

- The Director will continue to be in contact with various agencies to stay current of local resources and programs. We are able to pass on information to families as it is available.

## **Part B: Supplemental Services Expectations**

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

- Meals for students will be provided at TJS and prepared aligned with public health guidelines
- The meals will be handed out in a drive-thru manner.
- TJS students may also pick up meals at St. Paul Public Schools' bus routes.

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

- TJS currently does not have any students who parents are tier 1 or 2 workers. If that situation changes we will then make a plan to follow the guidelines

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

- Please contact the Director for references for tele-therapy and mental health support.

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

- TJS will provide information through email, phone calls, letters, and/or website.

***The Journey School's Mission is "To provide all students with the values, skills, and knowledge needed to embark on their life-long journey to success."***