



2020-21 Return to Learning Plan

Willmar Public Schools ISD #347

Purpose: The purpose of the 2020-2021 Willmar Public Schools Return to Learning Plan is to support a seamless system of instruction and services that meets every learner's needs regardless of the scenario.

Guiding Principles: The District has developed a set of guiding principles to facilitate decision-making. The following are our guiding principles:

1. **Prioritize safety.** We must make safety our top priority to allow us to continue providing in-person services without disruptions to learning and without contributing to spreading Coronavirus to our students, staff, and community.
2. **Responsibility.** Each individual's choices and actions can have an impact on countless other individuals, even some with whom they have never had direct contact.
3. **Perseverance.** The COVID-19 pandemic is not going to last forever, but it will last longer if we aren't thoughtful about our choices.
4. **Selflessness.** Comfort, tradition, and efficiency may need to be sacrificed to ensure that we keep our students and staff, as well as their families and our community safe.
5. **Equitable Access.** Maximizing learning for all students, regardless of the learning model, is our mission. Plans will support the academic, social/emotional, and co-curricular needs of all students.
6. **High Expectations.** Regardless of our personal views, we will honor, model, and promote the precautionary practices established by health experts and guidance from the Minnesota Department of Education during this time. Decisions will be made using the following criteria:
 - a. Requirements
 - b. Necessities
 - c. Wants
7. **Monitor and adjust.** Our school year will not be business as usual. We will be flexible and make timely adjustments as needed based on feedback in our pursuit of continuous improvement.
8. **Relationships and Unity.** Model empathy for the vast diversity of situations for our students and staff, and create ways to connect with them to support their academic, physical, mental health, and social-emotional needs.

Working Together for Safety: An unprecedented level of partnership between the school district and families is necessary for students to return to school. Active parent support of virus prevention and mitigation protocols is essential to provide as safe of a school environment as possible. Compliance with daily health screenings, face-covering requirements, and practicing as much physical distancing as feasible, will be critical. Anyone experiencing symptoms of COVID-19 must not enter District buildings.

Repeated violations of these requirements will necessitate following our discipline protocols. Reassignment of students to a distance learning model may be considered until they can consistently follow requirements.

Subject to Change: COVID-19 and the resulting global health crisis remains a fluid situation; therefore, plans are subject to change based on circumstances related to the COVID-19 pandemic.

General Enrollment: Overview of Three Scenarios

The Minnesota Departments of Education and Health have directed districts to prepare for three scenarios for the 2020-2021 school year. **Some families may not be comfortable with their child(ren) returning to school at all due to the COVID-19 global pandemic health crisis. Parents may select our Distance Learning option by contacting the principal’s office of their child’s school unless Distance Learning was already indicated as a preference in the District’s family survey.**

	Learning Model		
	In-Person	Hybrid	Distance Learning
Description	Students on-site in school daily.	Students will report to school on a rotating schedule, alternating between in-person and distance learning.	Students learn remotely.
Attendance	Attendance will be taken daily.	Attendance will be taken daily.	Attendance will be taken daily.
Schedule	Schools will follow a traditional schedule with all students on campus, every day.	Students are divided into two cohorts. Students from the same family will be assigned to the same cohort, attending their school(s) on the same days. Cohorts will be finalized by August 28, 2020. The Cohort (A) meets in-person Mondays/Tuesdays and works via distance learning on Wednesday-Friday. The Cohort (B) meets in-person on Thursdays/Fridays and via distance learning on Monday-Wednesday. Buildings will be deep cleaned on Wednesday.	WPS Teachers deliver instruction online via Google Classroom (PreK-5) and Schoology (6-12). Videoconferences (i.e. Google Meets or Zoom).

		**This does not apply to the ALC and Pre-K at Jefferson Learning Center students.	
Safety Procedures	<p>Parents and staff are required to complete a daily screening for COVID-19 symptoms using the Qualtrics system and agree to keep their child/self home if they are ill.</p> <p>Face-coverings are required per Executive Order 20-81 and School District policy 808. The school district will provide one face mask for each student. Face shields are available based upon need. Families are expected to ensure their child has a clean face-covering daily.</p> <p>Maintain as much physical spacing as possible.</p> <p>Frequent handwashing and/or hand sanitization are encouraged.</p> <p>Isolation processes will be implemented when COVID-19 symptoms are reported during the school day.</p> <p>Enhanced cleaning and disinfection protocols will be implemented.</p>	<p>Parents and staff are required to complete a daily screening for COVID-19 symptoms using the Qualtrics system and agree to keep their child/self home if they are ill.</p> <p>Face-coverings are required per Executive Order 20-81 and School District policy 808. The school district will provide one face mask for each student. Face shields are available based upon need. Families are expected to ensure their child has a clean face-covering daily.</p> <p>Maintain six-feet of physical distancing between individuals.</p> <p>The number of people on-site must be less than 50% of each building's fire marshal's occupancy limit.</p> <p>Frequent handwashing and/or hand sanitization are encouraged.</p> <p>Isolation processes will be implemented when COVID-19 symptoms</p>	<p>Students remain at home.</p> <p>All school buildings will be closed to the public.</p>

		are noted during the school day. Enhanced cleaning and disinfection protocols will be implemented.	
Technology	<p>All PreK-12 students will be provided with a district-issued iPad and protective case.</p> <p>Students without internet access should email Jason Hulstein at hulsteinj@willmar.k12.mn.us or call 320-231-8545 for assistance.</p>		
Transportation	<p>Busing will be provided to eligible students.</p> <p>Eligibility:</p> <ul style="list-style-type: none"> • Students in grades PreK-5 who reside one or more miles from school. • Students in grades 6-12 who reside two or more miles from school are eligible. <p>Due to capacity constraints related to COVID-19, Willmar Bus Service and Palmer Bus Service will not be able to provide an “In Town Paid” option for the 2020-21 school year.</p>	<p>Busing will be provided to eligible students at 50% capacity.</p> <p>Eligibility:</p> <ul style="list-style-type: none"> • Students in grades PreK-5 who reside one or more miles from school are eligible. • Students in grades 6-12 who reside two or more miles from school are eligible. <p>Due to capacity constraints related to COVID-19, Willmar Bus Service and Palmer Bus Service will not be able to provide an “In Town Paid” option for the 2020-21 school year.</p>	<p>Buses will not transport students. Buses may be used for other needs such as food delivery and wifi access.</p>
Meals	<p>Breakfast and lunch will be available to students on-site each school day.</p> <p>Meals will be prepared on-site. Meals will be served either hot or cold. Meals and</p>	<p>Breakfast and lunch will be available to students on-site each school day (see below for meals on learn at home days).</p> <p>Meals will be prepared on-site. Meals will be</p>	<p>Breakfast and lunch meal service will be available to students on regularly-scheduled school days.</p> <p>Meals may be delivered by school buses or may</p>

	<p>beverages may be prepackaged grab-and-go or served directly to students.</p> <p>Depending on the site, student meals may be served in the classroom or in the cafeteria.</p>	<p>served either hot or cold. Meals and beverages may be prepackaged grab-and-go or served directly to students.</p> <p>Depending on the site, student meals may be served in the classroom, in the cafeteria, or in other common spaces that accommodate social distancing for all students.</p> <p>Students will be able to pick up meals at the end of the school day on Tuesdays and Fridays for consumption during the days they are learning at home.</p>	<p>be picked up at school buildings. If the district uses this model, a schedule will be posted on the district's website.</p>
School-Aged Child Care	<p>A fee-based program will be available before and after school.</p>	<p>A fee-based program will be available before and after school. Child care is available at no charge for Tier I critical care workers on distance learning days during the regular school hours.</p>	<p>A fee-based program will be available before and after school. Child care is available at no charge for Tier I critical care workers on distance learning days during the regular school hours.</p>
Visitors	<p>Nonessential visitors, volunteers, and activities involving external groups or organizations will be restricted, and in most cases, non-staff will not be allowed in the buildings.</p> <p>Parents will be able to drop off essential items for their students due to forgetting them at home (iPads, lunch, backpack, medication, etc.) in accordance with building procedures.</p>		<p>All facilities are closed to the public.</p>
After-School Activities	<p>After-school activities will be determined based on current public health conditions and decisions by the Minnesota State High School League.</p>		<p>No after-school activities.</p>

	When after-school activities occur, students must immediately report to the activity.	
--	---	--

Learning Model Determination

The learning model will be determined by the Superintendent in consultation with the District's COVID-19 incident command team and driven by the Minnesota Departments of Health and Minnesota Department of Education's [Safe Learning Plan for 2020-2021](#).

The Safe Learning Plan outlines an approach to determine the learning model based on new COVID-19 cases per 10,000 over 14 days by county of residence. In addition to the number of cases, other factors are considered, such as the District's ability to follow MDE and MDH safety guidelines and having enough staff to operate the school. After determining the base model for starting the school year, the District will review bi-weekly data with the Kandiyohi County Public Health Department. If the data indicates a change in the learning model should be considered, a regional support committee composed of MDE, MDH, and the Southwest West Central Service Cooperative will advise the District on the next steps. While the primary driver will be the number of cases per 10,000 over 14 days at the county level, other factors will also be considered such as specific locations of virus outbreak associated with the increase/decrease in cases.

Number of cases per 10,00 over 14 days by county of residence	Learning Model
0-9	In-person learning for all students
10-19	In-person learning for elementary students; hybrid learning for secondary students
20-29	Hybrid learning for all students
30-49	Hybrid learning for elementary students, distance learning for secondary students
50+	Distance learning for all students

Distance Learning Only Option

Students who are not ready or able to physically return to school in the above scenarios may enroll for a distance learning only option.

Grades PreK-12 students: In the distance only option, students will use a mix of videoconferencing and assignments under the direction of a Willmar Public Schools teacher.

Multiple Language Needs

District resources are available in English, Spanish, Somali and other languages as needed. Most communications are translated prior to release. If you need additional translation support, please contact Christina Madsen at 320-231-8459.

Virus Prevention and Mitigation Efforts Overview

Critical safety protocols will be in place to limit exposure and transmission of COVID-19 for the in-person and hybrid learning models.

Daily Health Screenings

Parents/guardians will be required to conduct a daily health screening using the Qualtrics system before sending their child to school. Staff and students should remain at home if they are designated to do so after completing the daily Qualtrics screening.

By sending your child to school, you are verifying that you have completed the Qualtrics screening and been cleared to be on-site.

If a staff member or student is not reporting to school, they must complete their regular absence protocols AND must complete the daily Qualtrics screening in order to report symptoms.

Virus Mitigation at School

The district will take steps to reduce virus transmission while students are on campus. In addition to the precautions in the chart above, these steps include:

- Reduced sharing of items.
- Building ventilation and fresh air mixture will be increased to the greatest extent practicable.
- Enhanced cleaning and decontamination of buildings.

Physical Distance Markings

Floor markings will provide reminders about the need for physical distancing throughout schools. This will help clearly direct traffic patterns and flow. School-level teams will determine the best way to mark and label building spaces, included:

- Hallways
- Offices
- Classrooms
- Common Areas

COVID-19 Suspected or Confirmed Case Protocols

Staff and families are expected to self-report through the Qualtrics system if they or their students(s) have symptoms of COVID-19, have been tested for COVID-19, or had close exposure to someone with COVID-19

within the last 14 days. Reporting data will be handled in a manner consistent with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). Specific protocols are in place should someone display symptoms during the school day. The District will use the [Minnesota Department of Health's \(MDH\) Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs](#) to determine eligibility. The District's COVID-19 Coordinator is the primary point of contact with MDH.

COVID-19 District Coordinator and Team

The District's COVID-19 coordinator is Patti Johnson, Licensed School Nurse (johnsonp@willmar.k12.mn.us). The District COVID-19 team includes the: Superintendent, Directors, and School Principals or designees.

COVID-19 Building Coordinators and Team

Each school and program will have its own coordinator and team. Building coordinators are responsible for reporting confirmed cases to the District COVID-19 Coordinator, who will coordinate communication with MDH, lead contact tracing, and audit building-level virus mitigation practices.

- Area Learning Center: Nick Clasemann (clasemannn@willmar.k12.mn.us)
- Kennedy Elementary School: Kristin Dresler (dreslerk@willmar.k12.mn.us)
- Roosevelt Elementary School: Lori Lockhart (lockhartl@willmar.k12.mn.us)
- Lakeland Elementary School: Gretchen Baumgarn (baumgarng@willmar.k12.mn.us)
- Willmar Middle School: Mark Miley (mileym@willmar.k12.mn.us)
- Willmar Senior High School: Paul Schmitz (schmitzp@willmar.k12.mn.us)
- Focus House: Andrea Fladeboe (fladeboea@willmar.k12.mn.us)
- Jefferson Learning Center: Scott Wallner (wallners@willmar.k12.mn.us)
- Prairie Lakes Detention Center/Lake Park/Lakeview: Nick Clasemann (clasemannn@willmar.k12.mn.us)
- District Office: Jeff Holm (holmj@willmar.k12.mn.us)

Protocols

The District will use flow charts to make decisions and communicate with families and staff. These flow charts will change, be updated and available on the District's website.

Isolation Process

If a student is displaying symptoms during the school day, there will be a designated and supervised isolation area within the building. Students with non-COVID-19 health concerns will report to the school's nurse's office.

If a staff member is displaying symptoms during the school day, they will leave the building. If the staff member is too ill to leave on their own, they will be assigned to the alternate isolation space until they can be safely transported by a family member.

Contact Tracing

Contact tracing will be conducted by the District COVID Coordinator under [the direction of MDH](#). Families and staff will be notified about any potential exposure in accordance with MDH. Staff and students will be

required to quarantine based on the [\(MDH\) Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs to determine eligibility.](#)

Food and Nutrition Services

Willmar Public Schools is committed to supporting a school environment that promotes and protects students' health, well-being and ability to learn by encouraging healthy eating. Our schools provide healthy meals that meet the nutritional guidelines both at the state and at the federal level. As always, we will ensure the safety of children with food allergies or other special dietary needs.

Your child may qualify for free or reduced price meals. To apply, complete the Application for Educational Benefits on the Willmar Public School Website, call 320-231-8526 or email wpsfns@willmar.k12.mn.us for assistance.

Breakfast costs: PreK-12th grade: FREE for the 2020-2021 school year, Adult \$1.90. Lunch costs: PreK-5th grade: \$1.90; and 6th-12th grade \$2.05; Adult \$3.85.

When students are in school, meals, snacks, and beverages will be individually packaged or will be served directly to students.

Per state and federal guidelines, meals must be contactless. This means that students will not be able to self-serve any food items, so food and beverages will be served to students. Food and Nutrition Services staff will wear face coverings and gloves.

Students will be able to purchase second entrees. A limited number of ala carte items may be available for purchase at the Middle and High School based on the learning model and location of meals. These items will be served directly to students.

Students will provide the cashiers with their PIN number and/or name and the Cashier will either enter the student PIN numbers for them or scan the barcode with the student's name attached to it in order to account for the meal served.

Instructional Practices Overview

The Willmar Public School District believes that everyone in our schools has the right to a positive learning environment that provides physical, emotional, and intellectual safety and nurtures mutual respect, responsibility, and rigor. This school year, regardless of which learning environment your child attends, we will implement a consistent, comprehensive, and challenging set of equitable curricular outcomes that reach and engage all learners.

- All schools will focus on establishing effective relationships.
- Recognizing the challenges and limitations of the upcoming school year, Willmar Public Schools is revising curriculum pacing at the preschool, elementary, middle, and high school levels to teach and assess critical core standards for the grade level course.
- All schools will take daily attendance.

- All students will receive grades per the [2020-2021 Planning Guidance for Minnesota Public Schools](#), which says grades should include evidence of mastery at the end of a unit or course and that evidence should be able to be collected in a variety of manners to allow students to demonstrate their understanding.
- All classes will use similar, district-supported learning materials, texts, and instructional tools with consistent practices across the District.
- All students will receive appropriate support and services through the general education program, Special Education Individualized Educational Plans (IEPs), 504 plans, EL, intervention, and enrichment services.
- All students will receive support, as needed, from building counselors, social workers, and behavior coaches.

Special Education Services

Special education provides individualized instruction and services aligned with IDEA and MDE guidance to students with disabilities who qualify for learning support in specialized environments.

Equitable Services

The Willmar Public Schools will ensure equitable educational opportunities for all students while prioritizing their health and well-being.

Free Appropriate Public Education

Willmar Public Schools is responsible for providing a free appropriate public education (FAPE) to each eligible student with a disability, under either an Individualized Education Program (IEP) (Individualized Distance Learning Plan (IDL) in the case of virtual or distance learning) or Section 504 plan.

Parental Participation

Strong partnerships with parents/guardians are essential for engaging in the best possible planning and implementation efforts and for ensuring equitable opportunities. Creating and maintaining the partnership requires ongoing communication between the case manager, the general education teachers, the parent/guardian, support, and related service providers to ensure that students with disabilities can be appropriately involved and make progress toward the general education standards and IEP goals. A communication plan will be discussed with each family at the beginning of the school year.

Other Special Education Considerations

Ensuring equitable learning opportunities to ensemble students with disabilities to make progress in the mastery of Minnesota Academic Standards and social-emotional learning continues to be the aim of IEP and 504 teams. The district plan in all three scenarios focuses on maximizing the effectiveness of specialized instruction and related services and minimizing COVID-19 infection risk through the application of CDC and MDH recommended safety measures.

To maximize effective instruction and minimize the risk of exposure to COVID-19, the District will monitor and adjust the movement of itinerant staff (staff who are assigned to provide services to students in more

than one building) between multiple buildings, and provide instructional services from these staff in a variety of ways, including in-person, virtually, and consultatively.

The IEP team will review the specialized services and supports in the current Individual Education Program (IEP). They will also review the services and supports provided during this past Spring's Distance learning, as documented in the Individuals Distance Learning Plan (IDL), as well as the effect of that level of support and service. IEP teams will then ascertain individual needs and determine if the IEP should be amended or rewritten to reflect changes to services and supports through a Contingency Learning Plan Form.

In a hybrid model, students receiving federal setting III special education services as well as those in need of services/supports that can only be provided in person on-site may be eligible to receive services in a school setting up to four days per week. The team should consider the following guiding questions when determining the need for additional time on-site:

- Does the student have a Behavior Support Plan and how is that going to be implemented on-site and in the distance learning setting?
- Does the student have support from a paraprofessional throughout the day? How is that implemented on-site and while distance learning?
- While in the school setting, where are the majority of services provided? (i.e., general education classroom, resource room, self-contained classroom)
- Does the student have goals for, and are they in need of support with Activities of Daily Living? (i.e., toileting, eating, mobility)
- How was the student progressing their IEP goals, as recorded on their end of the year progress report?
- How often did the student attend services while in distance learning?

Special education teachers and related service providers will continue to collaborate with general education teachers to provide accommodations and modifications for students with disabilities in both physical and virtual settings. Special education teachers will frequently communicate with families, general education teachers, and related service providers to ensure students' needs are being met in both the physical and virtual settings.

Update: 11/19/2020

In-Person Special Education Services during Distance Learning

Willmar Public Schools will prioritize providing in-person direct special education services for students whose special education program calls for intensive services that cannot be provided in a distance learning setting. These students may include:

- Students who, due to their disability, cannot access their special education instruction remotely without significant adult support (e.g., needs hand over hand assistance, direct PCA services, and/or direct intervener services)
- Students needing intensive services requiring the use of specialized technology, equipment (e.g. stander, gait trainer, and other adaptive equipment), or augmentative/alternative communication, with direct adult support that is available in the school setting

- Students whose program contains functional goals and curriculum, activities of daily living, (e.g., toileting, eating, mobility), or highly modified materials requiring in-person instruction and progress monitoring.
- Students requiring significant behavioral programming and implementation of a positive behavior support plan that cannot be provided in a distance learning environment.

Parents of students whose programming needs may require prioritizing in-person direct special education services will be contacted by the student's case manager and offered a team meeting to discuss the student's programming needs. The student's IEP (Individual Education Program) or IFSP (Individual Family Service Plan) team should determine if in-person instruction and services at a school site are appropriate based on the student's individual needs to ensure the provision of FAPE (Free Appropriate Public Education) and based on the ability to ensure compliance with public health mandates and the individual student and family health situation.

District staff are aware that they will need to be on-site to provide students with in-person instruction and services.

In-Person Special Education Evaluations during Distance Learning

Willmar Public Schools will prioritize conducting required in-person special education evaluation components while in a distance learning model. Parents of students who are in need of a special education evaluation/re-evaluation will be contacted by a member of the special education assessment team to discuss the option of in-person administration of components that cannot be completed remotely. If a parent does not wish to have their student evaluated in-person while the district is in a distance learning model, then the evaluation components which require in-person will be halted until hybrid learning is resumed. District staff are aware that they will need to be on-site to provide students with in-person special education evaluations.

English language (EL) Students

Students receiving EL services will be given access to academically rigorous, grade-level appropriate, standards-aligned instruction that simultaneously builds their background knowledge, conceptual understanding, and language competence. Student supports and teacher guidance that are consistent with the research need to be provided to EL students to supplement - not replace - core instruction and ultimately foster student independence.

- Collaboration between general education teachers and EL teachers will be prioritized and will be clearly planned from the start.

The EL team will provide in writing how English language development services will be provided to English learners during all three scenarios, per MDE guidelines. The Willmar Public Schools Language Instruction Education Plan will be updated to reflect the delivery of EL services in the hybrid and distance learning scenarios.

- Meaningful access for English learners includes differentiated supports for academic content as well as strategies to increase English language acquisition. General education teachers will provide multiple representations of concepts, sentence stems, differentiated texts, and vocabulary instruction with an explicit focus on academic language. EL teachers have clear strategies that provide structured opportunities for students to produce oral and written language.
- Each EL teacher will establish a schedule for regular contact with their EL students. The student contact time (one-on-one or in small groups) will be used for conferring providing feedback, setting individual learning goals, and/or checking on progress.
- EL teachers will provide support options to students for English language development instruction

that is additional to mainstream instruction. Students who are at a beginning proficiency level in English will receive more contact time and have more options for support that form their EL teacher than students at intermediate and advanced levels.

- In collaboration with the EL teacher and general education teachers, secondary Level 1 and Level 2 EL students may adopt an adapted schedule during distance learning that considers the individual student's specific needs.
- During the distance learning scenario, Willmar Public Schools will continue to screen students for EL services using MDE guidelines.

Multi-Tiered System of Supports (MTSS) Process

Each school's learning plan must include a process to identify and follow-up with students experiencing frequent absences or other challenges while also ensuring compliance with special education "child find" requirements. Our goal is to identify and resolve any barriers that students have that prevent them from participating in instruction.

Willmar Public Schools will follow a consistent process to review and support both family and individual student academic, social/emotional, and other identified needs under all learning scenarios.

- Intervention Services - All learners are provided flexible and responsive support for their academic and social/emotional needs. Teachers and support staff will plan and implement interventions in both synchronous and asynchronous instruction, in-person, and online. Academic supports will provide focus and review of essential standards through whole-group and small-group instruction and individual student intervention. Schools will utilize tools for systematic data collection, ongoing progress monitoring, and timely intervention. Support staff and teachers will work with flexibility across the school to address student intervention needs.

Social and Emotional Learning

The direct and indirect impacts of the global COVID-19 pandemic may have lasting effects on students and staff. Willmar Public Schools will reinforce and enhance curriculum and supports focused on social-emotional learning, relationship-building, and successful transitions to new schools, classrooms, and environments, whether in-person or through distance learning. Students with mental health needs and/or those who have experienced trauma are supported by building level teams, which may include behavior specialists, social workers, school-linked personnel, and peer helpers.

Attendance and Engagement

Students who attend school regularly typically achieve at higher levels than students who do not have regular attendance. Willmar Public Schools recognizes that both attendance and participation (engagement) contribute to student growth and success in school.

- The Willmar Public School District is committed to making sure every student can access and participate in school activities in all learning scenarios. Alternate plans can be arranged between a parent, student, and the teacher if joining an online meeting during the day is not feasible in the distance learning model. Flexibility will be allowed for families with extenuating circumstances.
- Attendance will be reported daily.
- Attendance is considered interaction with a teacher on an instructional day.
- A student will be reported as in attendance if they have participated in a video class or chat, a phone call with the teacher, or for younger students and phone call between a parent/guardian and the teacher, posting completed coursework to the learning management system, or turning in

complete course work on a given day.

- A student will be reported as absent on any day in which there was no interaction between the student and a teacher.
- Building and district MTSS teams will closely monitor attendance and provide support to students and families who are facing barriers to regular school attendance.
- Students are expected to show engagement by completing and submitting required school work for the day.

Family Connections

Buildings will communicate with families about opportunities to connect at the beginning of the school year. The goal is to connect with every family and provide information about the 2020-2021 school year.

Grading

Grading practices in all learning scenarios will be clearly communicated to students and families by teachers and building principals at the start of the school year or at the start of a new course.

Learning Management Systems

Willmar Public Schools learning management systems are Schoology in grades 6-12 and Google Classroom in grades PreK-5.

- Families, students, and staff will use the district iPads and the learning management systems to support and enhance communication and daily academic activities.
- Guidelines for consistent learning management practices have been developed based on feedback from students, families, and staff and will be implemented in the 2020-2021 school year in all learning scenarios.

District Assessments

The Willmar assessment framework includes a variety of assessments that can provide different information about student learning. Students complete classroom assessments as part of day-to-day instruction and standardized assessments designed for monitoring overall district performance per MDE guidelines. Classroom assessments will occur in all three scenarios.

Willmar students may participate in the following district-wide assessments in the 2020-2021 school year.

- STAR (Grades K-12)
- ACT (Grade 11, in-person and hybrid only)

How to Get Help

Willmar Public Schools is committed to making sure that every family has the support they need to assist their children as they participate in any of the learning scenarios. If you need help, please reach out to the contacts below:

Topic	Contact Information
I need help with technology, including Schoology, Google Classroom, Zoom, or iPad.	Email techsupport@willmar.k12.mn.us or leave a voicemail at (320) 231-8545 and your call will be returned.
I need help with Internet access or Internet speed at my home	Students without internet access should email Jason Hulstein at hulsteinj@willmar.k12.mn.us or call (320) 231-8545 for assistance.
I need help from one of my child's teachers.	Contact your child's teacher.
I need emotional help for my student.	Contact your child's teacher, principal, school social worker, or guidance counselor. Kandiyohi County Social Services offers services to families. Contact them at (320)-231-7800, extension 8825.
I think my child needs additional support (But doesn't already receive special education services.)	Contact your child's teacher, principal, school social worker, or guidance counselor.
I need more information about COVID-19.	Contact your physician or county public health department: Kandiyohi County Public Health provides resources to promote and protect the health of those who live and work in Kandiyohi County. Contact them at (320)-231-7800, extension 8817.

Definitions:

ALC- Area Learning Center (Located at Garfield for grades 9-12 and Jefferson for grades 7-8)

Cohort- for this document, cohort means a group of students with a common schedule (Cohort A students attend on Mondays and Tuesdays, and Cohort B students attend on Thursdays and Fridays)

EL- English Learner

MDE- Minnesota Department of Education

MDH- Minnesota Department of Health

MTSS- Multi-tiered System of Supports to identify and resolve any barriers that students have that prevent them from participating in instruction.

Qualtrics- An automated system that will allow parents and staff members to complete a health screening on a daily basis

Willmar Public School District Incident Command Team

We want to thank and acknowledge the following staff members for their work on this plan.

Superintendent - Jeff Holm	Sr. High Principal - Paul Schmitz
Middle School Principal - Mark Miley	Alternative Programs Principal - Nick Clasemann
Kennedy Elementary Principal - Kristin Dresler	Lakeland Elementary Principal - Gretchen Baumgarn
Roosevelt Elementary Principal - Lori Lockhart	Licensed School Nurse - Patti Johnson
Director of Human Resources - Liz Windingstad	Director of Teaching and Learning - Carrie Thomas
Director of Special Education - Andrea Fladeboe	Director of Business and Finance - Kathryn Haase
Director of Food and Nutrition Services - Annette Derouin	Director of Instructional Technology - Jason Hulstein
Director of Community Education - Scott Wallner	Sr. High Assistant Principal - Jennifer Bobbe
Sr. High Assistant Principal - Scott Hisken	Middle School Assistant Principal - Jennifer Sabol
Middle School Assistant Principal - Amy Sack	Kennedy Elementary Assistant Principal - Patrick Beierman
Lakeland Elementary Assistant Principal - Melissa Wilson	Roosevelt Elementary Assistant Principal - Jim Mitteness
Early Childhood Program Manager - Jodi Wambeke	Building and Grounds Manager - Aaron Pilarski
Assistant Director of Teaching and Learning - Karen Douglass	Student Information Services Coordinator - Jessie Olson

Teacher - Shannon Cayler	Teacher - Rachel Dunlavy
Teacher - Katie Schieck	Bus Company - Ken Inselmann
Bus Company - Mike Kubesh	Bus Company - Penny Dahlberg