

COVID-19 & ABE Updates

We'll begin at 1:30.

Everyone is currently muted to reduce background noise.

If you are having any tech issues, please chat to Karla Vien for assistance.

This PowerPoint and materials are in the materials tab and will also be posted at www.mnabe.org/state-abe-presentations.

Check-In Discussion (enter responses in the chat): What are your plans at this point for Fall ABE Programming?



Recording Today's Session



We will post the recording at mnabe.org
in State ABE Presentations.



COVID-19 & ABE Updates

Tuesday, August 4, 2020

MDE – Adult Basic Education (ABE) Staff

How You Can Participate

When we get to the Q & A:



- Type using the webinar's chat function



- Raise your hand and ask over phone or headset during Q & A periods when unmuted



Ask Karla Vien if you have any tech questions or need technical assistance

Introductions

MDE staff:

Todd Wagner, ABE State Director

Astrid Liden, Professional Development Specialist

Brad Hasskamp, Secondary Credential and Policy Specialist

Jodi Versaw, Program Quality Specialist

Julie Dincau, Transitions Specialist

Distance Learning Team:

Tom Cytron-Hysom

Susan Wetenkamp-Brandt

Literacy Action Network:

Karla Vien, Literacy Action Network



Congratulations, Todd!



Today is Todd's last day as State ABE Director and Supervisor. This is part of his eventual ease into retirement plan.

Lucky for us, this won't be good bye! He plans to shift roles and return to the MDE team again starting in September.

Today's Topics

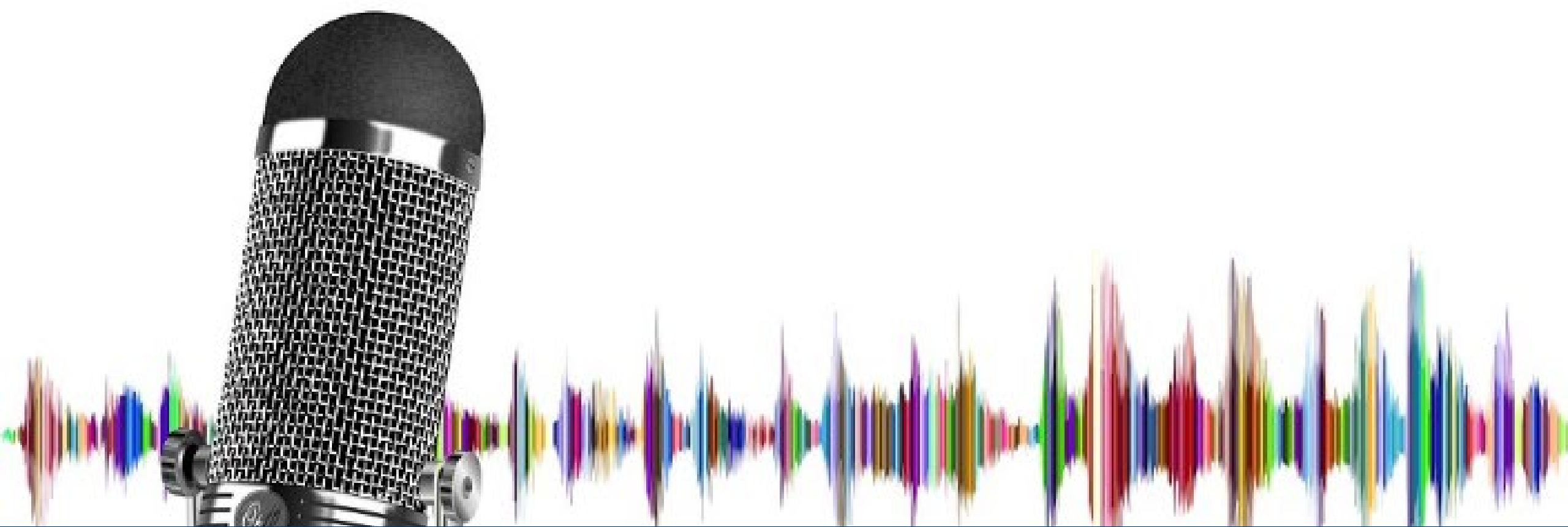
1. **Announcements and Reminders**
2. **Professional Development**
3. **Distance Learning**
4. **High School Equivalency/GED**
5. **Fall ABE Programming**
6. **Questions**



Resources from this webinar and earlier communications can be found online at:

www.mnabe.org/state-abe-presentations





Announcements and Reminders

Jodi Versaw
Brad Hasskamp

Transformation



“We delight in the beauty of the butterfly, but rarely admit the changes it has gone through to achieve that beauty.” - Maya Angelou

We know these changes have not been easy. Thank you for evolving individually, at your programs, and together as a field.

Fiscal Year 20-21 Award Letters



Award letters should be distributed soon.

After small re-adjustment of hours:

- State contact hour rate: \$7.74
- Federal contact hour rate: \$.73

Contact Hour Reporting Period Working Group

Next/final meeting (to decide recommendation): Monday, August 10

This group, which includes 9 ABE representatives from around the state, is deciding what time frame will be used in the contact hour report (Table A/A1) for ABE funding in FY22, focusing on minimizing negative financial program impact.

The group has discussed the varying effects that COVID-related closures have had and wanting to find the solution that seems the most fair for all ABE programs.

MDE's message to ABE programs: Continue to serve ABE learners as best you can, utilizing all effective methods of communication and instruction, including those that can't be counted for contact hours. Focus on serving your learners and your community, not on contact hours.

Reminder: COVID-19 Testing Estimate in SiD

ABE providers can continue to count hours for students even if they are unable to pre-test them.

Use in SiD:

- **COVID ABE EFL Estimate**
- **COVID ESL EFL Estimate**

Determine provisional level, based on informal assessment or teacher judgment, and **enter score 1-6** for provisional level.

For SiD help: support@mnabe.org



Computer-Based Test Purchase

Total Amount = \$62,109

More than 25,000 tests will be distributed:

- CASAS GOALS and Life and Work Enhanced eTests
- TABE Online 11/12

Available to all ABE consortia that:

- Have trained staff;
- Set up CASAS eTesting and/or TABE Online accounts; and
- Opt to participate (in fall survey)



Computer-Based Test Purchase: Timeline



- **August-November:** Training on computer-based testing. Look for MNABE Connect newsletter article with more details on Tuesday, August 11
- **Fall:** Computer-Based Testing Survey/Sign Up to consortium managers
- **Fall:** First round of tests distributed to programs.
- **Winter/Spring 2021:** Second round of tests distributed to programs upon request.

Computer-Based Test Purchase: Distribution

- **Survey/Sign Up - Fall 2020:** MDE/SW ABE send a **survey** to consortia managers asking who is trained, account info (if already set up), if you want tests and whether you want CASAS, TABE or both tests.
- **Round One – Fall 2020** (50% of tests): Tests will be **allocated** to consortia that opt in via the survey. The number of tests given to a consortium will be based **using a formula** of the consortium's proportion of statewide student testing from March 14, 2019-March 13, 2020.
- **Round Two – Winter/Spring 2021** (50% of tests): MDE/SW ABE will announce via email when ABE programs will be able to submit **requests** for tests.

Free online learning resource for Minnesotans



Minnesotans interested in using Coursera must register before December 31, 2020 and will have access to the platform through March 2021. You must be enrolled in courses by February 28, 2021.

<https://www.careerforcemn.com/coursera>

Two U.S. Citizenship and Immigration Services Grant Opportunities



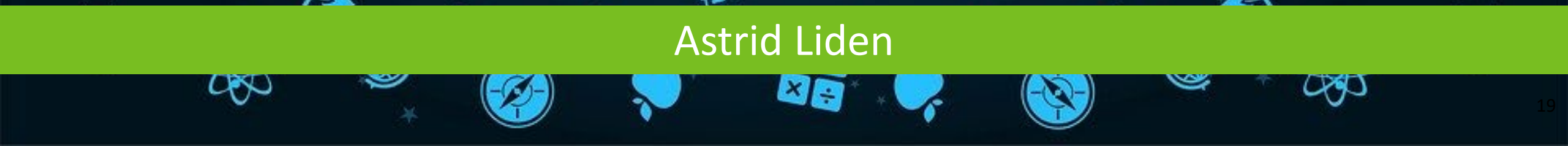
These competitive grant opportunities are open to organizations that prepare lawful permanent residents for naturalization and promote civic assimilation through increased knowledge of English, U.S. history and civics.

Application Submission Deadline:
08/31/2020 at 11:59:59 p.m. Eastern
Daylight Time



Professional Development

Astrid Liden



ABE Summer Institute

Virtual online conference – August 19-20, 2020

Registration deadline is August 10. Only \$49 for LAN members!

Poster sessions still needed! Proposals due August 6.

More information available on LAN website: www.literacyactionnetwork.org



Census Ambassador Training

Train Students to be Census Ambassadors

Cynthia Peters, World Education & National Coalition for Literacy

Webinar on Thursday, August 27, 2:00-3:30

Come learn how to teach your students to become Census Ambassadors! They'll learn basic skills, increase their knowledge of U.S. government, and have a chance to practice speaking, listening, and leadership around something that is highly relevant in all our communities. In addition, they'll win a \$20 gift card for becoming a Census Ambassador + \$1 per person who they get to take the Pledge to Be Counted.

Join us to receive step-by-step instructions and all the materials you need to support your students to speak knowledgeably about the census and share why it matters.

MN ABE PD is going virtual this fall!

Mark your calendars for these **online** events this fall:

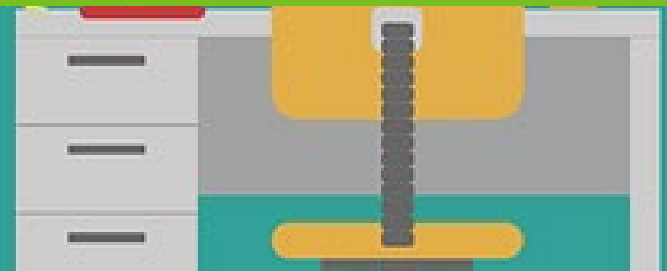
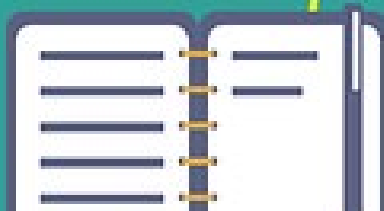
- Adult Career Pathways Institute: September 22
- Math Institute: September 25
- **Statewide Teaching & Learning at a Distance Conference: November 5-6 (NEW!!)**
- Support Services Conference: November 12-13
- Fall Manager Meeting: November 18
- Volunteer Management Conference: December 4





Distance Learning

Tom Cytron-Hysom
Susan Wetenkamp-Brandt



New Platform Approvals

There are 40+ approved platforms, providing a wide range of resources for students at all levels

Please review these BEFORE submitting new approval requests

It is very likely a currently approved platform will meet your needs

The intent has never been to approve many, many platforms; rather, we want to have a good variety that meet most needs

The DL Support Team cannot review the growing number of approval requests and still provide the other services needed by the field!

Training with MobyMax account rep Jazmin Emfinger 8/6 at 2:00.

Link: <https://global.gotomeeting.com/join/569808637>

All accounts requested have been set up. Login with your email address and generic password 123456.

Don't forget: two previous webinars were recorded and posted to the PD YouTube channel:

<https://www.youtube.com/c/mnabeprofessionaldevelopment>. Find them in the Distance Learning playlist.

Our custom EdReady website is:

<https://mnadulthoodeducation.edready.org/home>

The DL Team is working on customizing the site and getting it ready for use.

DL Team will provide training in the fall; right now we are learning what we need to know so we can train others.

Watch for an email in August with a teacher account request form.

Filters have been added to all platforms, state supported and other

Please let the DL Support Team know if there are other items you'd like us to consider adding to the filters

Coming later this year: A redesigned DL website



High School Equivalency

Brad Hasskamp

MN GED Numbers

2020	March	April	May	June	July
GED Tests	803	52	245	598	653

March-July 2020

1,134 people have tested

- 72 testers have used OP

428 testers have graduated

GED OP Update

- **GED OnVUE Proctored testing.** A tester takes a GED test from a non-test center location (e.g. home or ABE program) while the session is proctored via online video by someone from OnVUE.
- Any GED Tester (age 18+) is eligible for OP if they have a GED Ready “green” (likely to pass) score within the last 60 days of scheduling testing.

Online testing now available!

Take your GED tests from the comfort of your home, while securely monitored by an online proctor.

[SCHEDULE](#)

[LEARN MORE](#)



OP Technical Details

- **Highly recommend testers conduct a systems check when scheduling testing!** Testers must be using a computer meeting technical requirements.
- Testers can **check in** as much as 30 minutes before and 15 minutes after the scheduled test start time.
- Testers can **cancel** testing up to 30 minutes before the scheduled test time.
- Tester uses [whiteboard](#).
- Testers must currently be age **18+**.
- Test cost is same as on-site GED testing.
- OP test currently only available in **English**.

GED Subsidy Code Update: MNGED30

MNGED30 is currently available for GED tests between July 1-September 30.

We are working to get the code extended beyond September 30.

2020 HiSEAs Competition



Minnesota High School Equivalency Assessments

- Vendor application posting in next couple weeks!
- Great team of reviewers from MDE, DOC and ABE programs
- Anticipated results announced October or November.



Fall ABE Programming

Brad Hasskamp

Jodi Versaw



Key Messages

A collection of various pumpkins and gourds in a rustic setting. The background is a dark wooden wall. In the foreground, there are several pumpkins of different colors and sizes, including a large orange one with seeds, a green and white striped one, and a small white one. The lighting is warm and focused on the pumpkins.

There is no one-size fits all for ABE programming across the state this fall.

We have fewer directives to share that apply statewide. Local programs and districts will determine which models to offer throughout the year based on community cases, local capacity and resources, and plans.

Work with your organization's leadership to determine the best plan for ABE programming at your site(s).

Governor's Executive Order 20-82

STATE OF MINNESOTA

July 30, 2020

- “Dial-back”, “dial-forward”
- Requires districts to have plan in place 2 weeks before school starts
- Requires districts to allow at-risk staff to work from home to the extent possible

ool

aken
se.

Authoriz
Distri
Envir

I, Tim Wal
Constitution

The COVID
proactive st
On March 1

because this pandemic, an act of nature, threatens the lives of Minnesotans, and local resources are inadequate to address the threat. After notifying the Legislature, on April 13, 2020, May 13, 2020, June 12, 2020, and July 13, 2020, I issued Executive Orders extending the peacetime emergency declared in Executive Order 20-01. In Executive Order 20-01, I directed all state

Safe Learning Plan for 2020-21

GUIDANCE FOR MINNESOTA PUBLIC SCHOOLS

STAY SAFE MN

Safe Learning Plan for 2020-21

A Localized, Data-Driven Approach

Introduction

Spring 2020 brought unprecedented changes to society and our education system. Following two months of statewide distance learning, Minnesota public schools have spent summer 2020 developing contingency plans for the 2020-21 school year, based on [guidance from the Minnesota Department of Education \(MDE\)](#) and [public health guidelines](#) from the Minnesota Department of Health (MDH). During this time, MDE has made significant [public engagement efforts](#) to understand how we can better serve all Minnesota students and families, while protecting the health and safety of our school communities.

Vision

Minnesota is the best state in the country for children to grow up in – those of all races, ethnicities, religions, economic statuses, gender identities, sexual orientations, (dis)abilities, and ZIP codes.

Purpose

Ensure that every student in the state of Minnesota receives an equitable education and has equal access to learning and instruction during the COVID-19 pandemic.

Safe Learning Plan Goals

1. Prioritize the safety of students and staff
2. Prioritize in-person learning, especially for

- New document released July 30, 2020
- No specific reference to ABE
- Total pages - 21

Safe Learning Plan for 2020-21

A Localized, Data-Driven Approach

Safe Learning Plan for 2020-21: Components

Learning Model
Parameters
(based on
cases by
county)



Capacity to
meet MDH
requirements
(based on local
factors)



Learning
Model(s)

Learning Model Parameters

Number of cases per 10,000 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

Local Factors: Requirements for In-Person and Hybrid Learning

Required for In-Person and Hybrid Learning

- Masking Policy
- PPE for direct support student services
- Build routines of hygiene education & practices
- Daily cleaning and frequent cleaning of high touch surfaces throughout the day
- Building level COVID-19 program coordinator, with optional student counterpart
- Limiting nonessential visitors/volunteers/external groups
- Discontinue large gatherings/activities that do not allow for social distancing
- Monitoring and excluding for illness

Required for Hybrid Learning

- Social distancing of 6 feet at all times in school buildings
- School facilities at 50% capacity
- Transportation at 50% capacity
- Sufficient staffing levels to meet the requirements of the model

Safe Learning Plan for 2020-21: Key Info

- Defines metrics for allowable learning models based on case count per county.
- Decision based on capacity to implement all MDH requirements
- Districts must work with “Regional Support Teams”
- Districts must provide face coverings for staff and K-12 students, and will receive face masks and shields from the state



GUIDANCE FOR MINNESOTA PUBLIC SCHOOLS

STAY SAFE MN

Safe Learning Plan for 2020-21

A Localized, Data-Driven Approach

Introduction

Spring 2020 brought unprecedented changes to society and our education system. Following two months of statewide distance learning, Minnesota public schools have spent summer 2020 developing contingency plans for the 2020-21 school year, based on [guidance from the Minnesota Department of Education \(MDE\)](#) and [public health guidelines](#) from the Minnesota Department of Health (MDH). During this time, MDE has made significant [public engagement efforts](#) to understand how we can better serve all Minnesota students and families, while protecting the health and safety of our school communities.

Vision

Minnesota is the best state in the country for children to grow up in – those of all races, ethnicities, religions, economic statuses, gender identities, sexual orientations, (dis)abilities, and ZIP codes.

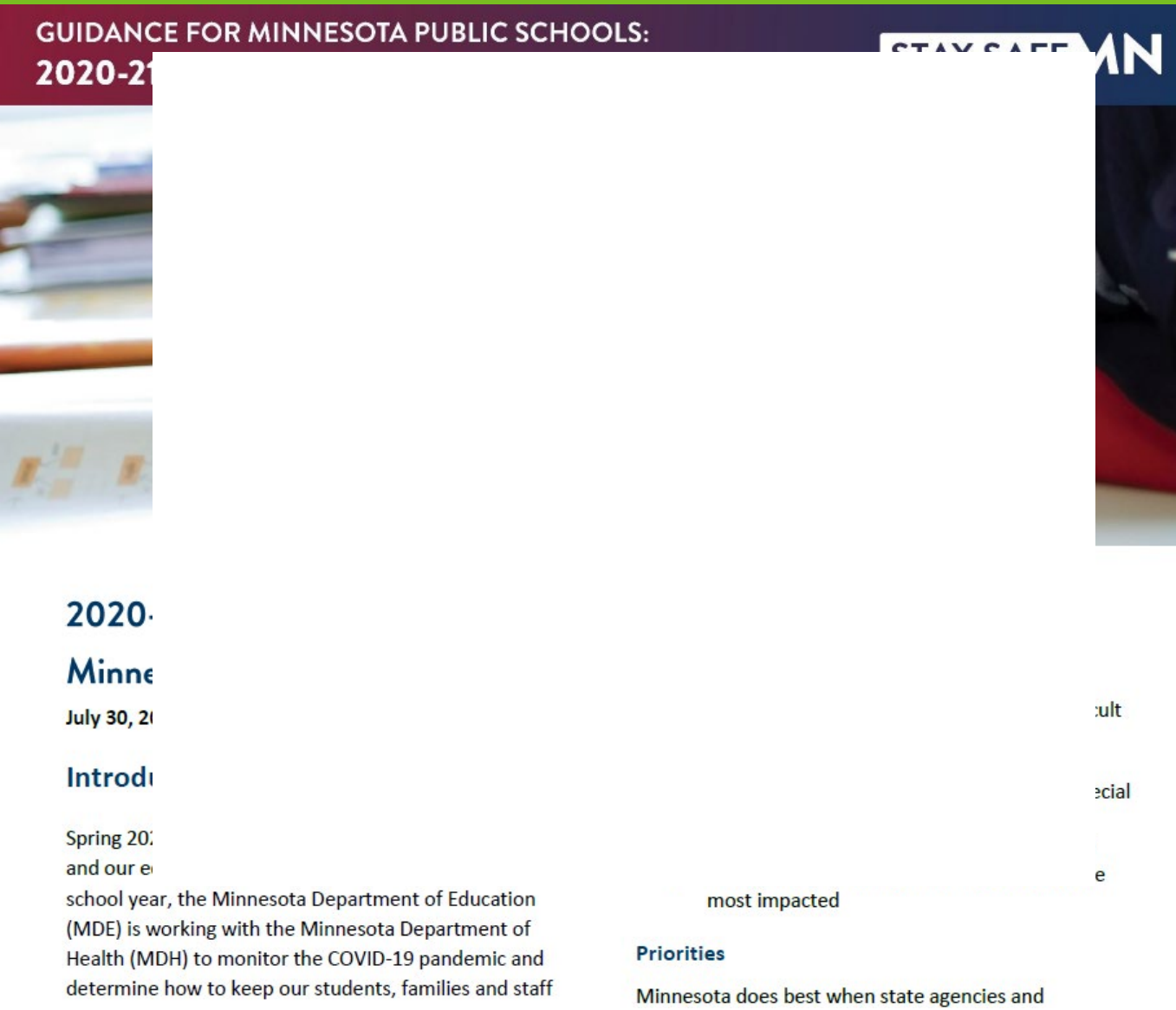
Purpose

Ensure that every student in the state of Minnesota receives an equitable education and has equal access to learning and instruction during the COVID-19 pandemic.

Safe Learning Plan Goals

1. Prioritize the safety of students and staff
2. Prioritize in-person learning, especially for

2020-2021 Planning Guidance for Minnesota Public Schools



- Authored by MDE
- Updated document released July 30, 2020 (original version dated June 18)
- Section that refers to ABE has no changes from June version
- Total pages - 111

Updated Parts Identified and Highlighted in Gray



2020-21 Planning Guidance for Minnesota Public Schools

June 18, 2020

Introduction

Spring 2020 brought unprecedented changes to society and our education system. As we plan for the 2020-21 school year, the Minnesota Department of Education (MDE) is working with the Minnesota Department of Health (MDH) to monitor the COVID-19 pandemic and determine how to keep our students, families and staff healthy and safe. We have developed guidance for three scenarios for the school year, detailed in this document. School districts and charter schools should plan for all three scenarios, based on [MDH planning guidance](#), so our schools can be ready for whatever the public health situation may require. Schools should offer distance learning to enrolled students who may be medically vulnerable or otherwise unable or unwilling to return to in-person or hybrid learning.

Vision

Minnesota is the best state in the country for children to grow up in – those of all races, ethnicities, religions, economic statuses, gender identities, sexual orientations, (dis)abilities, and zip codes.

Guiding Principles

- Practice servant leadership
- Treat everyone with respect and dignity
- Do the right thing, especially when it is difficult
- Ask how your actions are reinforcing or removing structural inequity
- Promote the common good over narrow special interests
- Be accessible, transparent, and accountable
- Include voices from communities who will be most impacted

Priorities

Minnesota does best when state agencies and community partners collaborate to achieve common goals. We will solve problems in education, health care, environment and energy, housing, jobs, transportation, and so much more by focusing on these key priorities:

- Children and Families
- Equity and Inclusion
- Thriving Communities
- Fiscal Accountability and Measurable Results
- Minnesota's Environment

Purpose

Ensure that every student in the state of Minnesota receives an equitable education and has equal access to learning and instruction during the COVID-19 pandemic.

Original published June 18.

Update published July 30.



[ADDED 07/30/20]: Specific considerations for Multilingual Families

2020-21 Planning Guidance for Minnesota Public Schools

July 30, 2020

Introduction

Spring 2020 brought unprecedented changes to society and our education system. As we plan for the 2020-21 school year, the Minnesota Department of Education (MDE) is working with the Minnesota Department of Health (MDH) to monitor the COVID-19 pandemic and determine how to keep our students, families and staff healthy and safe. We have developed guidance for three scenarios for the school year, detailed in this document. School districts and charter schools should plan for all three scenarios, based on [MDH planning guidance](#), so our schools can be ready for whatever the public health situation may require. Schools should offer distance learning to enrolled students who may be medically vulnerable or otherwise unable or unwilling to return to in-person or hybrid learning.

Vision

Minnesota is the best state in the country for children to grow up in – those of all races, ethnicities, religions, economic statuses, gender identities, sexual orientations, (dis)abilities, and zip codes.

Guiding Principles

- Practice servant leadership
- Treat everyone with respect and dignity
- Do the right thing, especially when it is difficult
- Ask how your actions are reinforcing or removing structural inequity
- Promote the common good over narrow special interests
- Be accessible, transparent, and accountable
- Include voices from communities who will be most impacted

Priorities

Minnesota does best when state agencies and community partners collaborate to achieve common goals. We will solve problems in education, health care, environment and energy, housing, jobs, transportation, and so much more by focusing on these key priorities:

- Children and Families
- Equity and Inclusion
- Thriving Communities
- Fiscal Accountability and Measurable Results
- Minnesota's Environment

Purpose

Ensure that every student in the state of Minnesota receives an equitable education and has equal access to learning and instruction during the COVID-19 pandemic.

MDE Guidance for ABE (p.93)

“Adult Basic Education (ABE) programs serve a critical role in students’ literacy, language, and employment skills.”

ABE programs ensure school success for

- Programs
- Programs
- Programs

The new ABE standards ensure that communities they serve, while still following public health guidelines that will limit the spread of COVID-19.”

scenarios and

ts.

with strict

only.

is deliver

the

health

GUIDANCE FOR MINNESOTA PUBLIC SCHOOLS:
2020-21 SCHOOL YEAR PLANNING

STAY SAFE MN



2020-21 Planning Guidance for Minnesota Public Schools

July 30, 2020

Introduction

Spring 2020 brought unprecedented changes to society and our education system. As we plan for the 2020-21 school year, the Minnesota Department of Education (MDE) is working with the Minnesota Department of Health (MDH) to monitor the COVID-19 pandemic and determine how to keep our students, families and staff healthy and safe. We have developed guidance for three scenarios for the school year, detailed in this document. School districts and charter schools should plan for all three scenarios, based on [MDH planning guidance](#), so our schools can be ready for whatever the public health situation may require. Schools should offer distance learning to enrolled students who may be medically vulnerable or otherwise unable or unwilling to return to in-person or hybrid learning.

Vision

Minnesota is the best state in the country for children to grow up in – those of all races, ethnicities, religions, economic statuses, gender identities, sexual

Guiding Principles

- Practice servant leadership
- Treat everyone with respect and dignity
- Do the right thing, especially when it is difficult
- Ask how your actions are reinforcing or removing structural inequity
- Promote the common good over narrow special interests
- Be accessible, transparent, and accountable
- Include voices from communities who will be most impacted

Priorities

Minnesota does best when state agencies and community partners collaborate to achieve common goals. We will solve problems in education, health care, environment and energy, housing, jobs, transportation, and so much more by focusing on these key priorities:

- Children and Families
- Equity and Inclusion
- Thriving Communities
- Fiscal Accountability and Measurable Results
- Minnesota’s Environment

Purpose

Ensure that every student in the state of Minnesota receives an equitable education and has equal access to learning and instruction during the COVID-19 pandemic.

MDE Guidance for ABE Testing (p.93)

“Testing expectations have been modified, due to COVID-19...”

“Computer-based remote testing options have been approved for each official assessment used for accountability purposes...”

If using in-person model for intake and testing, “programs should prioritize collecting information for instructional and placement purposes rather than testing solely for accountability purposes, such as measurable skill gains or testing rates. The goal of in-person programming is to allow for more equitable delivery of ABE programming.”

GUIDANCE FOR MINNESOTA PUBLIC SCHOOLS:
2020-21 SCHOOL YEAR PLANNING

STAY SAFE MN



2020-21 Planning Guidance for Minnesota Public Schools

July 30, 2020

Introduction

Spring 2020 brought unprecedented changes to society and our education system. As we plan for the 2020-21 school year, the Minnesota Department of Education (MDE) is working with the Minnesota Department of Health (MDH) to monitor the COVID-19 pandemic and determine how to keep our students, families and staff healthy and safe. We have developed guidance for three scenarios for the school year, detailed in this document. School districts and charter schools should plan for all three scenarios, based on [MDH planning guidance](#), so our schools can be ready for whatever the public health situation may require. Schools should offer distance learning to enrolled students who may be medically vulnerable or otherwise unable or unwilling to return to in-person or hybrid learning.

Vision

Minnesota is the best state in the country for children to grow up in – those of all races, ethnicities, religions, economic statuses, gender identities, sexual orientations, (dis)abilities, and zip codes.

Guiding Principles

- Practice servant leadership
- Treat everyone with respect and dignity
- Do the right thing, especially when it is difficult
- Ask how your actions are reinforcing or removing structural inequity
- Promote the common good over narrow special interests
- Be accessible, transparent, and accountable
- Include voices from communities who will be most impacted

Priorities

Minnesota does best when state agencies and community partners collaborate to achieve common goals. We will solve problems in education, health care, environment and energy, housing, jobs, transportation, and so much more by focusing on these key priorities:

- Children and Families
- Equity and Inclusion
- Thriving Communities
- Fiscal Accountability and Measurable Results
- Minnesota's Environment

Purpose

Ensure that every student in the state of Minnesota receives an equitable education and has equal access to learning and instruction during the COVID-19 pandemic.

2020-2021 Planning Guide for Schools

MINNESOTA DEPARTMENT OF HEALTH

STAY SAFE MN

2020-2021 Planning Guide for Schools

HEALTH CONSIDERATIONS FOR NAVIGATING COVID-19

Reopening of school is critical during the COVID-19 pandemic, when many children and families are experiencing additional economic hardships, social isolation, and other stressors. Schools are a critical component of communities and have tremendous impact on the health, well-being, growth, and development of students and families. Education is a fundamental determinant of health because it cultivates life skills, knowledge and reasoning, social-emotional awareness and control, and community engagement, which serve people over the course of a lifetime. Schools themselves also function as tools and resources for public health intervention by addressing core needs such as nutrition, access to health and social support services, and engagement and support of families and the community as a whole.

The spring of 2020 brought about unprecedented changes to our society and our education system. As we look forward to the 2020-21 school year in our pre-kindergarten (pre-K) through grade 12 schools, we anticipate that SARS-CoV-2 – the virus that causes COVID-19 – will continue to circulate. Students, teachers, and other school staff will be at risk for transmitting and acquiring infection. It is important that everyone in the school community take steps to reduce transmission, particularly to those at high risk, while balancing the need to maintain a strong education system that effectively supports staff, students, and communities.

We developed this document to provide pre-K through grade 12 (K-12) school leaders guidance around policies, practices, and strategies that districts and schools must implement and recommendations they should consider to optimize education and promote health and safety, while mitigating risk throughout the school year. Use this guidance document in combination with the additional guidance provided by the Minnesota Department of Education, which includes both strategies for implementation of health guidance in schools, as well as other non-health related considerations for the 2020-21 school year. Additional guidance will be published as the COVID-19 response evolves throughout the summer and into the fall.

- Authored by MDH
- Updated document released July 30, 2020 (original version dated June 18)
- Total pages - 18

Key Update: Face Coverings (p. 7-9)

All students, staff, and other people present in school buildings and district offices or riding on school transportation vehicles are required to wear a face covering.

Established in Governor's Executive Order 20-81.

MINNESOTA DEPARTMENT OF HEALTH

STAY SAFE MN

2020-2021 Planning Guide for Schools

HEALTH CONSIDERATIONS FOR NAVIGATING COVID-19

Reopening of school is critical during the COVID-19 pandemic, when many children and families are experiencing additional economic hardships, social isolation, and other stressors. Schools are a critical component of communities and have tremendous impact on the health, well-being, growth, and development of students and families. Education is a fundamental determinant of health because it cultivates life skills, knowledge and reasoning, social-emotional awareness and control, and community engagement, which serve people over the course of a lifetime. Schools themselves also function as tools and resources for public health intervention by addressing core needs such as nutrition, access to health and social support services, and engagement and support of families and the community as a whole.

The spring of 2020 brought about unprecedented changes to our society and our education system. As we look forward to the 2020-21 school year in our pre-kindergarten (pre-K) through grade 12 schools, we anticipate that SARS-CoV-2 – the virus that causes COVID-19 – will continue to circulate. Students, teachers, and other school staff will be at risk for transmitting and acquiring infection. It is important that everyone in the school community take steps to reduce transmission, particularly to those at high risk, while balancing the need to maintain a strong education system that effectively supports staff, students, and communities.

We developed this document to provide pre-K through grade 12 (K-12) school leaders guidance around policies, practices, and strategies that districts and schools must implement and recommendations they should consider to optimize education and promote health and safety, while mitigating risk throughout the school year. Use this guidance document in combination with the additional guidance provided by the Minnesota Department of Education, which includes both strategies for implementation of health guidance in schools, as well as other non-health related considerations for the 2020-21 school year. Additional guidance will be published as the COVID-19 response evolves throughout the summer and into the fall.

MDH: Face Coverings - Types

Types of allowable face coverings include:

- Paper or disposable mask
- Cloth face mask
- Scarf
- Bandanna
- Religious face covering

The covering should cover the nose and mouth completely, should not be overly tight or restrictive, and should feel comfortable to wear. A face covering is not meant to substitute for social distancing, but is especially important in situations when maintaining a 6-foot distance is not possible.

MINNESOTA DEPARTMENT OF HEALTH

STAY SAFE MN

2020-2021 Planning Guide for Schools

HEALTH CONSIDERATIONS FOR NAVIGATING COVID-19

Reopening of school is critical during the COVID-19 pandemic, when many children and families are experiencing additional economic hardships, social isolation, and other stressors. Schools are a critical component of communities and have tremendous impact on the health, well-being, growth, and development of students and families. Education is a fundamental determinant of health because it cultivates life skills, knowledge and reasoning, social-emotional awareness and control, and community engagement, which serve people over the course of a lifetime. Schools themselves also function as tools and resources for public health intervention by addressing core needs such as nutrition, access to health and social support services, and engagement and support of families and the community as a whole.

The spring of 2020 brought about unprecedented changes to our society and our education system. As we look forward to the 2020-21 school year in our pre-kindergarten (pre-K) through grade 12 schools, we anticipate that SARS-CoV-2 – the virus that causes COVID-19 – will continue to circulate. Students, teachers, and other school staff will be at risk for transmitting and acquiring infection. It is important that everyone in the school community take steps to reduce transmission, particularly to those at high risk, while balancing the need to maintain a strong education system that effectively supports staff, students, and communities.

We developed this document to provide pre-K through grade 12 (K-12) school leaders guidance around policies, practices, and strategies that districts and schools must implement and recommendations they should consider to optimize education and promote health and safety, while mitigating risk throughout the school year. Use this guidance document in combination with the additional guidance provided by the Minnesota Department of Education, which includes both strategies for implementation of health guidance in schools, as well as other non-health related considerations for the 2020-21 school year. Additional guidance will be published as the COVID-19 response evolves throughout the summer and into the fall.

MDH: Face Coverings - Face Shields

A **face shield** (a clear plastic barrier that covers the face) allows visibility of facial expressions and lip movements for speech perception and may be used as an alternative to a face covering in the following situations:

- By teachers, when wearing a face covering may impede the educational process.
- For staff, students, or visitors who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.
- For staff providing direct student support services, when a face covering impedes the service being provided.

MINNESOTA DEPARTMENT OF HEALTH

STAY SAFE MN

2020-2021 Planning Guide for Schools

HEALTH CONSIDERATIONS FOR NAVIGATING COVID-19

Reopening of school is critical during the COVID-19 pandemic, when many children and families are experiencing additional economic hardships, social isolation, and other stressors. Schools are a critical component of communities and have tremendous impact on the health, well-being, growth, and development of students and families. Education is a fundamental determinant of health because it cultivates life skills, knowledge and reasoning, social-emotional awareness and control, and community engagement, which serve people over the course of a lifetime. Schools themselves also function as tools and resources for public health intervention by addressing core needs such as nutrition, access to health and social support services, and engagement and support of families and the community as a whole.

The spring of 2020 brought about unprecedented changes to our society and our education system. As we look forward to the 2020-21 school year in our pre-kindergarten (pre-K) through grade 12 schools, we anticipate that SARS-CoV-2 – the virus that causes COVID-19 – will continue to circulate. Students, teachers, and other school staff will be at risk for transmitting and acquiring infection. It is important that everyone in the school community take steps to reduce transmission, particularly to those at high risk, while balancing the need to maintain a strong education system that effectively supports staff, students, and communities.

We developed this document to provide pre-K through grade 12 (K-12) school leaders guidance around policies, practices, and strategies that districts and schools must implement and recommendations they should consider to optimize education and promote health and safety, while mitigating risk throughout the school year. Use this guidance document in combination with the additional guidance provided by the Minnesota Department of Education, which includes both strategies for implementation of health guidance in schools, as well as other non-health related considerations for the 2020-21 school year. Additional guidance will be published as the COVID-19 response evolves throughout the summer and into the fall.

MDH: Face Coverings – Posting your Policy

- Develop and implement policies for face coverings and ensure the policy is clearly posted and communicated to students, staff, families, and potential visitors to the school building.
- Teach and reinforce the use of face coverings and/or face shields for students and staff throughout the school day, including on transportation vehicles, inside school buildings, and generally when on school grounds.

MINNESOTA DEPARTMENT OF HEALTH

STAY SAFE MN

2020-2021 Planning Guide for Schools

HEALTH CONSIDERATIONS FOR NAVIGATING COVID-19

Reopening of school is critical during the COVID-19 pandemic, when many children and families are experiencing additional economic hardships, social isolation, and other stressors. Schools are a critical component of communities and have tremendous impact on the health, well-being, growth, and development of students and families. Education is a fundamental determinant of health because it cultivates life skills, knowledge and reasoning, social-emotional awareness and control, and community engagement, which serve people over the course of a lifetime. Schools themselves also function as tools and resources for public health intervention by addressing core needs such as nutrition, access to health and social support services, and engagement and support of families and the community as a whole.

The spring of 2020 brought about unprecedented changes to our society and our education system. As we look forward to the 2020-21 school year in our pre-kindergarten (pre-K) through grade 12 schools, we anticipate that SARS-CoV-2 – the virus that causes COVID-19 – will continue to circulate. Students, teachers, and other school staff will be at risk for transmitting and acquiring infection. It is important that everyone in the school community take steps to reduce transmission, particularly to those at high risk, while balancing the need to maintain a strong education system that effectively supports staff, students, and communities.

We developed this document to provide pre-K through grade 12 (K-12) school leaders guidance around policies, practices, and strategies that districts and schools must implement and recommendations they should consider to optimize education and promote health and safety, while mitigating risk throughout the school year. Use this guidance document in combination with the additional guidance provided by the Minnesota Department of Education, which includes both strategies for implementation of health guidance in schools, as well as other non-health related considerations for the 2020-21 school year. Additional guidance will be published as the COVID-19 response evolves throughout the summer and into the fall.

MDH: Other key sections

- Protecting Vulnerable Populations
- Cleaning and Materials Handling
- Monitoring and Excluding for Illness
 - Screen Everyone Entering the Building
- Support Mental Health and Wellness

MINNESOTA DEPARTMENT OF HEALTH

STAY SAFE MN

2020-2021 Planning Guide for Schools

HEALTH CONSIDERATIONS FOR NAVIGATING COVID-19

Reopening of school is critical during the COVID-19 pandemic, when many children and families are experiencing additional economic hardships, social isolation, and other stressors. Schools are a critical component of communities and have tremendous impact on the health, well-being, growth, and development of students and families. Education is a fundamental determinant of health because it cultivates life skills, knowledge and reasoning, social-emotional awareness and control, and community engagement, which serve people over the course of a lifetime. Schools themselves also function as tools and resources for public health intervention by addressing core needs such as nutrition, access to health and social support services, and engagement and support of families and the community as a whole.

The spring of 2020 brought about unprecedented changes to our society and our education system. As we look forward to the 2020-21 school year in our pre-kindergarten (pre-K) through grade 12 schools, we anticipate that SARS-CoV-2 – the virus that causes COVID-19 – will continue to circulate. Students, teachers, and other school staff will be at risk for transmitting and acquiring infection. It is important that everyone in the school community take steps to reduce transmission, particularly to those at high risk, while balancing the need to maintain a strong education system that effectively supports staff, students, and communities.

We developed this document to provide pre-K through grade 12 (K-12) school leaders guidance around policies, practices, and strategies that districts and schools must implement and recommendations they should consider to optimize education and promote health and safety, while mitigating risk throughout the school year. Use this guidance document in combination with the additional guidance provided by the Minnesota Department of Education, which includes both strategies for implementation of health guidance in schools, as well as other non-health related considerations for the 2020-21 school year. Additional guidance will be published as the COVID-19 response evolves throughout the summer and into the fall.

Corrections, CBOs and co-located ABE programs

We acknowledge that many ABE programs have additional considerations and partners:

- Corrections programs will need to work with DOC or county leadership.
- CBOs will need to work with their internal leadership as well as fiscal agent and/or resident district.
- ABE programs located in buildings owned or operated by other entities, such as colleges, CareerForce Centers and libraries, will need to work with those partners.

Equity Considerations

Depending on what scenarios are allowable, use an equity lens in decision-making by asking:

- How do we best serve students who:
 - Do not have dependable access to devices and/or internet?
 - Do not have strong digital literacy skills?
 - Are at beginning literacy and/or beginning English levels?
 - Are vulnerable or at high risk of illness?
- How have student demographics changed since COVID-related closures and what are the implications?

Key Advice for ABE Programs

- A. Be familiar with the guidance documents.
- B. Work with your organization's/district's leadership to determine a plan for ABE programming.
- C. Work to be a voice for your ABE program, staff and students with your larger organization. Advocate for access to masks, face shields, COVID testing, and other supplies for cleaning and PPE.
 - It is allowable to spend state and federal ABE funds on masks, cleaning supplies and any other supplies necessary to comply with MDH guidance for in-person programming.
- D. Have a plan to address roles for staff that identify as high risk.
- E. ABE is free to choose a more restrictive model than the local district. If you want to pursue a less restrictive model, do so cautiously and with support from leadership.
- F. Develop hybrid and distance learning models even if you are going to offer in-person instruction this fall. Build models that will serve as many students as possible with high quality education options (not just now but for the future).

Discussion: Key Points and Questions



1. What **key points** from this brief overview of the guidance stand out most to you?
2. What **questions** do you have about the fall programming guidance?

Discussion: Other questions?

1. Do you already know what learning model you will be using for fall?
2. How are you as ABE staff going to be involved in your district's planning for fall?
3. Are you inquiring with district leadership to have ABE included in distribution of face coverings (face masks and face shields) and COVID tests?
4. Are you planning to provide masks for students for in-person programming?
5. How are you planning accommodated work assignments for staff at high risk?



Additional Opportunity for Discussion?

Please type in the chat.

- Are you interested in discussing more about details of fall planning with your ABE peers across the state?
- If so, what additional questions or topics could be addressed?

Potential additional webinar: August 12, 1:30 – 3:00



**Any Other
Questions?**

Thank you for your time and your thoughts!

Resources from this
webinar and earlier
communications can be
found online at:

[www.mnabe.org/state-
abe-presentations](http://www.mnabe.org/state-abe-presentations)

