

Sejong Academy Distance Learning Plan

Education and Distance Learning Template

1	Attendance and Truancy	
1.1	Describe the school’s plan to ensure the attendance and absence policy/ies accommodate for the implementation of your distance learning model.	Homeroom teachers expected to take daily attendance during a morning meeting at a set-regular time.
1.2	Describe the school’s plan to track the daily attendance of both students and staff.	Teachers will work on the above plan and keep attendance in Synergy as usual. As usual, notify administration of sick days. Staff are expected to be online during normal business hours and online during instructional times.
1.3	Describe the school’s plan to clearly communicate attendance expectations to students, staff and parents.	Written and delivered in instructional packet or online meeting and communicated via an initial Distance Learning (DL) conference call/virtual meeting. Updates and first day activities will be communicated the school’s communication channels.
2	Distance Learning	
2.1	Describe the school’s plan to ensure that all enrolled students will have equal access to the learning and required materials, including technology. Show how the school will determine the most appropriate way to communicate and provide instruction for each student.	Individual teachers and PLC teams will work together to make DL plans. The school will contact all families on Monday, March 23 to see which students need a device and internet. Our target is to begin online instruction by March 30. Prior to that, we will deliver paper packets and make phone calls and communicate during deliveries.
2.2	If using an online learning system and if not using an online learning system or both, describe the school’s plan to ensure it can effectively support the district’s unique learning and teaching needs, including the ability to provide differentiated instruction as well as one-on-one support for students who need it.	We will use a combination of online interactive teaching, independent work with teacher feedback, written teacher feedback. Students treat the academic day with a similar structure to an in-school day. Teachers will be differentiating throughout the day via email or google meets conferencing. SPED, EL and ADSIS services will be scheduled when there is no full class interactive session.

2.3	Services by non-teaching staff - Describe the school's plan to provide programming options for school nurses, school counselors, school psychologists, school social workers, paraprofessionals, other school specialists and cultural liaisons during the distance learning period.	All non-teaching staff will fulfill their regular duties as much as possible. All services will continue through email, phone or interactive sessions. Teachers will continue to refer students as needs arise. Parents will be able to call the school with basic health questions as desired.
2.4	Data Security - Describe the school's plan to ensure the distance learning model in use is secure and will not allow for the release of protected student or staff information.	If protected student or staff information is discussed, it will be over secure virtual meetings that require a meeting ID and/or invitation – where all members are visible to the meeting host. Any electronic information will be handled as it is today – via secure applications that require a username and password.
2.5	Describe the school's plan for distance learning that addresses staff, student, family, volunteer, and contractor health.	Virtual meetings as much as possible. When meeting in person in groups of 10 or smaller, social distancing will be practiced. All staff are encouraged to work from home as much as possible.
2.6	For students who go to a daycare provider because their parents work, how does the distance learning program work for them?	We will work with parents and ask them if it is feasible to take a device to the day care provider and ask that provider for space and time to complete work. If that doesn't work, the parents will need to help their children after daycare to the best of their ability.
2.7	If the requirement to care for emergency workers extends beyond March 30, how will a school provide distance learning for these children while they are in the school facility?	The same as for students who are at their own homes. Students will be given devices, internet and instructional packets to complete their learning. The school plans to go paperless April 8 th for most classes.
3	Special Education Services - IEP or 504 Plan	
3.1	Describe the school's plan to support a student's Individualized Education Program (IEP) and/or 504 Plan. Show how the school will continue to meet the requirements of Part B (ages 3- 21) and Part C (birth to three) of the Individuals with Disabilities Education Act (IDEA), Part B and Part C.	The Sejong Academy IEP team follows a clear special education process of child find meeting, referral, pre-intervention, SPED evaluation, and IEP meetings. The IEP team conducts a comprehensive SPED evaluation to make a final decision. Once the student is qualified for SPED services, the IEP team monitors students' progress and reviews it annually. For Part C (birth to age 3) evaluation, the early childhood special education professional is invited and he/she leads the evaluation process. Through the ongoing review of compliance such as timeline, evaluations, IEPs, reevaluation, and transition, the IEP team continues to meet all requirements.

4	English Learners	
4.1	Describe the school's plan to support a student's Individual Learning Plans for English Language Learners which must still be followed? Describe plans to address all requirements.	<p>K-2 - We will closely collaborate with classroom teachers to meet the grade-level standard but also differentiate students' learning plans by students' WIDA levels and needs. We will have our daily/weekly plans, tasks, and assignments of each student uploaded on Google Classroom. Also, each group of students will have live meets via Google Meet. We will use Google Classroom, Google Meet, emails, and phone calls to communicate with parents and students.</p> <p>For grades 3-5, we will work collaboratively with academic content teachers to provide and serve grade-level, core content to students identified as English Language Learners. For our distance learning setting, we will use a combination of Read Naturally Live and Readworks, Google Classroom, Flipgrid, and Seesaw apps. I will also provide "push-in/pull-out" support for lower-level students. and hold extra time for homework help. Also, students will communicate frequently through virtual settings such as Google Meet, Google Classroom, or by email and phone.</p>
5	Students Experiencing Homelessness or Housing Instability	
5.1	Describe the school's plan to satisfy the Federal requirements to support homelessness students throughout this crisis and promote their full participation in their education throughout the duration of the distance learning period.	Homeless students will be supported with school devices, delivered meals and any special services provided online or in person when applicable using social distancing.
6	Early Learning	

6.1	Describe the school's plan for how prekindergarten program/s will continue while following its distance learning plan.	The prekindergarten program will continue with packets and online videos and activities organized by the teacher.
6.2	Minimum Hour Requirements - Describe the school's plan to meet minimum hour requirements excluding the instructional hours that would have occurred during the ten-day planning period. Relate these plans to the implementation of age-appropriate distance learning activities.	Teachers will make plans per the school's regular daily schedule. Teacher's individual plans will include live sessions, recorded videos, online activity, and book work. The plans will include instruction on the state standards according to their grade level and expected contents. Teacher online time is expected to be the same as with regular in class learning the workload should be similar to an in-person experience.
7	Assessment	
7.1	Describe the school's plan to focus on the education and assessment of all students.	Assessment will be similar to the in-person assessments. Teachers will include online short formative assessments, end of year summative assessments as well as projects, speeches and presentations.
7.2	Describe the school's contingency plan to administer state assessments should there be opportunity to do so.	N/A
8	Staff	
8.1	Describe the school's plan to provide training to staff, including classroom teachers, paraprofessionals, administrators, school support staff, on distance learning practices during the planning week and beyond.	Virtual meetings will be conducted exclusively during the distance learning period. PLCs will continue as usual at the usual and will as focus on distance learning during the distance learning period.
9	Communications	
9.1	Describe the school's plan to communicate with parents, students and the community regarding the implementation of the distance learning model and the school's expectations when all in-person school-sponsored activities are suspended.	Call all families Monday and Tuesday, March 23-24 to see needs. Send home packets on Thursday with locker and technology needs. Call those families who need interpreters. We will send the classroom plans and post the school wide and classroom plans by Saturday, March 28.
9.2	Describe the what information and resources the school will offer staff, students, families and others to help protect people with and without COVID-19 infection.	CDC and MDH information will be shared as it is recommended, and procedures will be set.

9.3	Describe the school's plan to 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.	Subscribed to news updates and attend all virtual meetings regarding the latest recommend best practices.
9.4	Describe the school's plan to help staff and parents connect to resources that can assist students and families experiencing homelessness. School districts should consult with local Tribal leaders, city and county governmental agencies, volunteer organizations and private sector companies to ascertain how students' needs will be identified and met.	The school's homeless liaison will connect with homeless students and introduce local resources.
10	Tribal Considerations	
10.1	Describe the school's plans to communicate and coordinate with its designated Tribal Liaison Officer.	NA
10.2	Describe other plans the school will follow regarding its Native American student population.	NA
11	Before and After Care	
11.1	Describe the school's plan to communicate with families and community partners regarding any before- and after-care programs with which the district works. See page 19 in the MDE document.	Sejong's before- and after-care/school age care programs provided at Sejong are suspended until in-person school resumes. We will help coordinate with any community partners that provide before- and after-care programs and send communication to families regarding their options for before- and after-care.
Services		
12	Care for Children of Families of Emergency Workers	
12.1	Describe the school's plan to identify children of qualified emergency workers.	We have already requested that families of qualified emergency workers contact the school if in need of care. This was done via Schoology, Facebook and our website. On Monday, March 23, every family was called. At that time, we will also asked via phone. We did not have any families of qualified emergency care workers request child care at that time.

12.2	Describe the school's plan to transport and provide care to children of qualified emergency workers.	If the student is a drop-off student, they will continue to be dropped off. If the student is a bus rider, they will be picked up by our transportation company.
12.3	Describe the school's plan to provide before and/or after school care to children of qualified emergency workers.	If this is a need amongst our families, though not required, we may offer this service.
13	Nutrition	
13.1	Describe the school's plan to provide meals for students in the way that works best for the community and that fulfills meal program requirements.	We will deliver meals on Tuesdays and Thursdays via school bus routes to families who request it. Meals for pickup families will be available at the school.
14	Meals and/or Instructional Material Pick-up	
14.1	Describe the school's plan to develop and implement means for students to get meals and/or instructional materials considering variable constraints and opportunities.	We will deliver meals and instructional materials on Tuesdays and Thursdays via school bus routes. Buses will depart school on Tuesdays and Thursdays at 11 a.m. Bus stop times will be communicated to families prior to Tuesday, March 24.
15	Health and Wellness	
15.1	Describe the school's plan to provide information to help staff and parents talk with children about the COVID-19 outbreak to adapt to living and working with this issue.	This information will be discussed with teachers: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/talking-with-children.html Additional resources: https://www.health.state.mn.us/diseases/coronavirus/materials/index.html - Coronavirus Disease 2019 (COVID-19) – English, Karen, Somali https://www.nytimes.com/2020/03/17/parenting/coronavirus-kids-talk.html
15.2	Describe the school's plan to raise awareness of and prepare staff to cope with the potential impact these closures will have on the mental health and wellbeing of students, staff, and families.	
15.3	Describe the health practices the school will implement to protect staff, students and others from the spread of Coronavirus.	Telework will be encouraged staff with symptoms instructed to stay home. The school is moving quickly to provide paperless instruction to minimize any risks to any staff member contracting COVID-19.

		<p>Check temperature of all people entering the school building (disinfect thermometer between use). Maintain social distancing in the building. All multi-stall bathroom doors will remain open – so no one has to touch handles. Sufficient soap will be available in all bathrooms. Cleaning crew will do initial wipe down of all surfaces prior to staff returning. After staff return, staff will be responsible for wiping surfaces in their own classroom/work area. Disinfectant wipes will be provided.</p>
16	Mental Health Support Resources	
16.1	Describe the school’s plan to address bullying during the distance learning program season.	Social worker or other staff to make information video to share with students. Teachers will continue to hold morning meetings which will address various aspects of social and emotional learning including bullying. Teachers will also monitor online activity to ensure that bullying is not occurring during the distance learning time.
16.2	Describe the school’s plan to address bullying during the distance learning program season.	Teachers/staff will be available to field student/family concerns – method of availability will be communicated.
Operations		
17	Funding	
17.1	Describe the school’s plan to maintain financial and payroll processes.	Since general education funding will continue, we expect to maintain normal financial and payroll processes. Currently, most staff do direct-deposit. For those staff who submit time-sheets, we will receive those electronically.