



# Distance Learning Plan

## Spectrum High School and Spectrum Middle School

**March 2020**

**Update Key:** [April 4, 2020](#), [April 8, 2020](#), [April 15](#)

**Background:** This plan provides guidance to Spectrum staff in implementing equitable and continuous quality education, utilizing a distance learning model, for all Spectrum students during the timeframe established by the Minnesota Department of Education. Specifically, this plan will be implemented in light of the current pandemic beginning March 30th and continuing (at least) through April 30th, 2020.

**School Board approved:** March 26, 2020

### **Plan Modifications**

Modifications to the Distance Learning Plan may be made as needed, as determined by administration, and approved by the Executive Director. Updates may be made weekly and clearly marked in the plan on the school website. The School Board will approve a revised plan, as needed - however, necessary changes may be implemented prior to School Board approval (due to the rapidly changing environment).

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## DISTANCE LEARNING PLAN

### Attendance and Engagement

The following guidelines regarding attendance and [engagement](#) are intended to replace parts of Spectrum’s current on-campus policies in an effort to accommodate our distance learning plan.

#### Student Attendance and Engagement Guidelines and Expectations for Distance Learning

For the purpose of these guidelines, attendance is defined as logging in to each course weekly. Engagement is defined as being active in the learning process and making continuous adequate progress in each course in which a student is enrolled.

Attendance: Each student is required to log in to the Spectrum Schoology page for each of their courses each week where they will watch and/or listen to a communication from their teacher laying out the expectations for the week.

When students are unable to login due to illness, other personal emergencies, or an excusable absence, a parent or guardian must send an email to the school Attendance Clerk:

- 6th grade - [jemmel@spectrumhighschool.org](mailto:jemmel@spectrumhighschool.org)
- 7th or 8th grades - [sburfeind@spectrumhighschool.org](mailto:sburfeind@spectrumhighschool.org)
- 9th - 12th grades - [mnewberger@spectrumhighschool.org](mailto:mnewberger@spectrumhighschool.org)

The definition of excused absence remains the same as provided in the 2019-2020 Student/Family handbook.

Students over 18 may provide a signed explanation from a practitioner to verify the absence.

Attendance Clerks will monitor attendance, and communicate with teachers (including special education teachers and the 504 Coordinator, if necessary) to determine whether any extenuating circumstances need to be considered. Communications will be sent to families according to the current absence policy in consultation with school administration.

#### Engagement:

Each student is expected to make regular and continuous progress in every course. Continuous progress means that a student is progressing in a course at a rate that keeps a student on track for passing the course. For a student to make continuous progress, they should:

- Plan to spend well-focused learning, processing, and responding time each week in each course and consistently submit assignments that demonstrate understanding and effort of the student's own creation.
- Engage in required learning and processing and submit assignments.
- Revise work from feedback recommended or required by the instructor.

Each student is expected to maintain regular and responsive communication with the assigned Advisor and possibly teachers, counselors, and district staff. This includes:

- Responding to emails, Schoology feedback, Zoom meetings, calendar invitations, and possibly phone calls from Spectrum faculty and staff
- Updating Spectrum office staff if personal contact information needs revising

### **Equal Access to Learning and Educational Materials**

All students at Spectrum are in possession of textbooks and a school-provided Chromebook. This includes a charger. This is a continuation of the one-to-one program already in place for all 7th-12th grade students. Chromebooks have been used all year for grade 6, but were sent home for the first time on Friday, March 13th in anticipation of distance learning being implemented.

All families have been surveyed and have indicated some type of internet access at home. This varies by family and the school is continuing to determine needs for potential hotspots to be provided. In order to minimize data and bandwidth needs, live streaming expectations will be kept to a minimum. While the school is not currently aware of students in need of printed material, we are prepared to move in that direction if required in order to provide equal access. All learning, assignments, and assessment are able to be completed and submitted utilizing Schoology, Spectrum's learning management system.

School buildings were open the week of March 16th and on specified times during the week of March 23rd for students/parents to access all materials, instruments, and Chromebook. Staff are coordinating with families on an as needed basis to access critical items for the distance learning.

## Distance Learning Expectations - STUDENTS

Students are expected to log in to Schoology [regularly](#) to access their courses, instruction from their teachers, assignments, and educational materials.

### COMMUNICATION

In Schoology, teacher contact information can be found in each course on the welcome page or folder. Students should email their teachers when they have questions or concerns about courses and required work.

Teachers are available for student communications via email. Phone messages will be automatically transferred to teachers in an email during the time Spectrum is implementing distance learning.

In an effort to be responsive to student/family needs, teachers have the option to adjust 8 hours of responsive time, if they choose.

- The 8 hours should be consecutive and fall between the hours of 7:30 a.m. and 6:00 p.m.
- Teachers will be mindful of not making drastic changes to hours from day-to-day.
- Teachers will be responsive and adjust hours as needed and their hours will be posted on their Schoology contact information page.

Teachers are available for face-to-face video chats via Zoom, Google Meet, or Google Hangouts. Office hours will be posted on each teacher's welcome page or folder in Schoology.

To learn more about setting up a face-to-face meeting with teachers, access the resources below:

[Zoom Set up](#)

[Join a meeting on Zoom](#)

#### **Other Staff Contact Information:**

Seth Mills, Middle School Dean of Students, [smills@spectrumhighschool.org](mailto:smills@spectrumhighschool.org), (763) 450-9809

Darrell Skog, High School Dean of Students, [dskog@spectrumhighschool.org](mailto:dskog@spectrumhighschool.org), (763) 450-9806

Sadie Snodgrass, Middle School Counselor, [ssnodgrass@spectrumhighschool.org](mailto:ssnodgrass@spectrumhighschool.org), (763) 450-9807

Sue Matheson, High School Counselor (Grades 9 and 10), [smatheson@spectrumhighschool.org](mailto:smatheson@spectrumhighschool.org), (763) 450-9022

Blake Mayes, High School Counselor (Grades 11 and 12), [bmayes@spectrumhighschool.org](mailto:bmayes@spectrumhighschool.org) (763) 450-9853

### INSTRUCTION

Required work for the week will be posted on each course Schoology page by 7:30 a.m. each Monday morning ([or the first school day](#)). All required work is due by 3:00 p.m. on Friday afternoon, unless a different due date is specified by the teacher.

Students are expected to check in regularly (each day, if possible) to all of their courses' Schoology

pages.

At the beginning of each week, each teacher will provide some direct instruction through a recorded video explaining the lessons, expectations, and required work for the week. This will be in the form of an assessment that will indicate to the teacher that the student has viewed the video and is ready to begin school work for the week. Students will not be able to begin working on assignments until they have completed this assessment.

Students will notice that teachers are using the words LEARN, PROCESS, ASSESS, and sometimes EXAMPLE or ACTION STEP.

With distance teaching and learning, students are not able to see their teachers on a daily basis to ask questions and teachers are not able to explain things as they would if they were in the classroom. We hope that, by attaching a label to the work students are doing, it will help them understand and follow the learning plan teachers have laid out for them.

Here are some definitions that may provide some clarity:

LEARN: This is the course material or information that is provided to help students learn the course content.

PROCESS: This identifies an activity or more hands-on type of learning or practice activities to help students further understand the course content.

ASSESS: This identifies the course material or standards that are used to assess what students have learned and are able to do.

EXAMPLE: This material is provided as an example for students to view, which may help with understanding.

ACTION-STEP: This identifies a follow-up step required after completion of a learning activity.

## STUDENT WORK

Handouts and relevant information will be shared on Schoology. **Students** will submit assignments digitally. No printing will be required. If **students** wish to print materials as resources, **they** will need to use **their** home computer as **the** Chromebook print settings are limited for security reasons.

It is the **student's** responsibility to check all courses in Schoology for work assigned and due dates.

## ASSESSMENTS

Assessments will be completed in Schoology.

Students are expected to close all browser tabs except for the Schoology assessment when taking an online test.

We trust that students will adhere to Spectrum policies regarding academic honesty during this time of remote learning. If students would like to refer to this information, it can be found on page 19 of the [Spectrum Student and Family Handbook](#).

## ATTENDANCE and ENGAGEMENT

Included in students' required work, there are three elements.

### Attendance

#### 1. Introductory Video

This will be in the form of an assessment that will indicate to teachers that students have viewed the video and are ready to begin school work for the week. Students will not be able to begin working until you have completed this assessment.

### Engagement

#### 2. Assignment Submissions Throughout the Week

Teachers will know that students [are engaged in classes](#) based upon whether or not they are successfully submitting the weekly required assignments in each class.

#### 3. Weekly Check-in Form

This form will be an assignment for the student to complete. It is a way for teachers to know how well students are doing in the distance learning environment.

## Distance Learning Expectations - TEACHERS (including supports and training provided)



*NOTE: Teachers are to be mindful of fulfilling 504 and IEP accommodation and modification requirements for individual students.*

## COMMUNICATION

In Schoology courses, teachers will add a welcome page or folder which includes the following information:

- Available hours *\*See below*
- Email address: This is the preferred method of communication with students and families.
- Post office hours for each day of the week in the appropriate document and provide a link to the document for students to access the information.

[Middle School Office Hours](#)

[High School Office Hours](#)

[Zoom Waiting Room Tutorial](#)

- Any additional communication preferences or details

*\*In an effort to be responsive to student/family needs, teachers have the option to adjust 8 hours of responsive time, if they choose.*

- *The 8 hours should be consecutive and fall between the hours of 7:30 a.m. and 6:00 p.m.*
- *Teachers will be mindful of not making drastic changes to hours from day-to-day.*

- *Teachers will be responsive and adjust hours as needed and their hours will be posted on their Schoology contact information page.*
- *Teachers will document hours on Schoology and on the MS/HS Office Hours spreadsheets.*

Teachers should be responsive to student communications during [their posted hours](#).

Teachers should utilize office hours throughout the week for face-to-face communication with students and families, if necessary, via zoom, or Google Meet. This should be communicated to students and their families.

*Should further clarification be needed about this area, teachers should refer to the email Mr. Heinecke sent on 3/20/20 regarding Equity and Access.*

## INSTRUCTION

Teachers should consider planning for learning from the students' perspective. It is important to provide a simple and straightforward approach to ensure equitable access to course content for all students. Focus on the use of **Schoology** and **Google** as the platform to present and access course content. Limit the use of additional resources to those with which students are familiar, such as those already being utilized in current courses.

Teachers are encouraged to have the following week's learning plan completed by Friday and required to have it posted and published on their Schoology page by 7:30 a.m. Monday morning ([or the first day of the school week](#)).

Teachers should be mindful of the rigor level and/or amount of required student work in light of the need to scaffold according to student need. Differentiated support can be a challenge in the distance learning format. We want to ensure adequate and equitable support for all students.

## Beginning of the Week

### Student Check-in

This is an opportunity for teachers to introduce the objectives for the week and offer any necessary explanations or clarifications regarding the week's course expectations. Teachers will be required to provide a recorded explanation, which is posted on Schoology as an assessment in a **Weekly Introductory Folder**. Students will be required to watch this recorded introduction and acknowledge that they have done so before they are able to complete other weekly course requirements.

*Should teachers need further clarification about this area, they should refer to the email Mr. Heinecke sent on 3/20/20 regarding Equity and Access.*

Here are some tutorials available regarding the set-up of this platform. More will be added as they become available.

- [Schoology Set-up](#)
- This tutorial offers a suggestion for setting up the weekly learning plan. [Weekly Agenda Video Example](#)

Teachers should follow this format for the weekly assessment:

1. Create an assessment on the course Schoology page.
2. Name the assessment \_\_\_\_ (subject) \_\_ Monday Check-in for Week of 03/30/2020:  
EXAMPLE: Science Monday Check-in for Week of 03/30/2020
3. Assign “Attendance” category to this assessment.
4. Within the assessment, two things should be included:
  - a. Embed a recorded introduction for the week’s learning plan. A visual presentation in addition to the recorded message is strongly encouraged.
  - b. Create one true/false question: “ I have watched the recorded video introduction.”  
Change the true/false to yes and no options.
  - c. Set “must complete” setting *in the folder*. This will help to ensure that students have been exposed to the weekly introduction and are prepared to move through the course content independently.

**Here are some tutorials that may assist in this process.**

- This tutorial explains how to add the “attendance” category to assignments. [Weekly Lesson Directions](#)
- This tutorial explains the process for assuring your students complete assignments consecutively. [Setting Up Student Completion Rules](#)

### Daily Instruction Throughout the Week

Daily Instructional Plan for Each Course

1. **LEARN:** This is the course material that is used to help students learn. It is informational in nature.  
**Direct Instruction/Mini-lesson (video or text)**  
Include:
  - Essential standard/benchmark(s)
  - Learning objective/outcome
  - “I can” statement(s)
2. **PROCESS:** This identifies an activity or more hands-on type of learning.  
**Interaction**  
Options:
  - Response
  - Summary
  - Product
  - Submission
3. **ASSESS:** This identifies the course material that is used to assess learning.  
**Check for Understanding** (formative & summative)

**If teachers feel these are necessary(not required):**

4. **EXAMPLE:** This includes material provided for students as an example to assist in understanding.

5. **ACTION-STEP:** This identifies a follow-up step required after completion of a learning activity.

It is expected that weekly distance learning folders are clearly labeled as **LEARN, PROCESS, ASSESS, EXAMPLE,** and **ACTION-STEP** and included appropriately in the title of all assignments, activities, and assessments posted on the course Schoology page. Teachers should include **only two lessons per week.** They should each take approximately 30-40 minutes to complete and should include the LEARN, PROCESS, and ASSESS components. The amount of time to complete each lesson may be increased over time as students become familiar with distance learning - only as directed by administration.

Teachers will also include the Check-in [form](#) as a required component for the week [to measure student engagement](#).

**EXAMPLE** and **ACTION STEP** will be used when a teacher feels they are necessary or appropriate to provide an extra level of support and feedback. They are not required.

This language will provide consistency, clarity, and support for students and families as they navigate the distance learning process.

**Here are some tutorials that may assist in this process.**

- [Weekly Lesson Directions](#)
- [Setting Up Student Completion Rules](#)

OTHER CONSIDERATIONS:

- Utilize commenting features in Schoology
- Be mindful of grading submissions in a timely manner
- Use Schoology Course updates for group feedback

TOOLS: Schoology Commenting & Annotating features, Schoology/IC grading tools

## DEMONSTRATING LEARNING

Suggested methods:

- Schoology Course Assessments/Test-Quiz or AMP for summative assessments.
- Projects
- Written product

TOOLS: Schoology Course Assessments, Schoology Test-Quiz, Schoology AMP Assessments

## ATTENDANCE **and** ENGAGEMENT

As we are functioning within an asynchronous (not all at the same time) distance teaching and learning format, our attendance recording must shift from a daily attendance recording system to a weekly attendance recording system. As a result, students' attendance will be gauged through the completion of three required elements throughout the course of the week. Teachers need to assign the "attendance" category to all three of these assignments.

This tutorial explains the process - [Weekly Lesson Directions](#)

### **Attendance**

1. [Introductory Video](#)

This provides clarification for the week's expectations and requirements.

This video is in the form of a Schoology assessment to verify student completion.

### **Engagement**

2. [Assignment submissions throughout the week](#)

Teachers make a determination as to whether the student is engaging in class based upon whether he/she is successfully submitting the weekly required assignments. There is no required number of submissions given the varied nature of courses and teaching strategies.

3. [Weekly Check-in Form](#)

This should be included as a third lesson or required component for the week. Teachers should encourage students to complete all other required work before completing the [Check-in Form](#). The information gathered through this Google Form will assist the teacher in assessing student progress and level of engagement and success in the learning process and in navigating the distance learning format. Data collected will guide a response to students' individual needs or will help to drive instructional revisions to the following week's learning plan.

Teachers can create their own version of this Check-in Form to align with their specific course after the first week of distance learning. The purpose of this form is to provide the teacher with valuable feedback regarding student progress and performance.

**Students are required to complete all weekly requirements by 3:00 on Friday afternoon.** This will give teachers time to assess student status and report student attendance utilizing their Attendance Recording Sheet. This should be completed by 3:30 on Friday afternoon.

This Attendance Recording Sheet will be shared with the Attendance Clerks/Secretaries who will then record weekly attendance in Infinite Campus.

### RESOURCES:

[Attendance Recording Instructional Video](#)

[Attendance Recording Instructional Video Script](#)

See the Distance [Learning Attendance Policy document](#) for further clarification.

### **ADDITIONAL RESOURCES**

- This document includes remote learning resources for lesson planning purposes. [E-Learning Lesson Resources](#)

- This Schoology folder provides direction regarding methods for assignment submission, utilizing Schoology Course Updates, and Web conferencing tools [E-Learning Page on Schoology](#)

## SUPPORT SERVICES

### Information Technology (IT) Supports

1. Computer and Network Access for Staff

VPN access has been installed for the Office & Counseling staff. This allows them the same level of network access as if on-site. Office staff with computers were given laptops for remote work.

2. IT Remote Support

The Helpdesk Ticket system is an email system for teachers & students to report technical issues by emailing the helpdesk. All IT staff receive an email when a ticket is sent.

Chrome Remote Desktop was installed on staff computers - this tool allows IT to have remote access to a computer should they need to fix an issue remotely.

3. Tech Integration Support

Teachers will be supported with how-to instructions and recorded tutorials on the Schoology Professional Development course.

Individual or small group tech integration support will be provided via Email, Zoom Meetings/ Screencastify, and Google Meet.

All teachers were trained on Google Meet and Schoology Student Submissions.

4. IT hardware Support

a. Response to Distance Learning for Chromebook Repair or Replacement

- Families will be sent an email with details on how to submit a helpdesk ticket for all chromebook issues. All Chromebook issues, including lost chargers, will be submitted via a Helpdesk. Every effort will be taken to provide a working chromebook in a timely manner.
- If repair is a keyboard issue, a replacement Chromebook will not be provided. Instead, an external USB keyboard will be provided as a solution. IT staff will place an external keyboard labeled with student's name in the front door entryway where a family can pick it. No fees will be incurred for keyboard issues. Chromebook damage can be determined at a later date when the Chromebook is returned. IT will document that the keyboard has been given to the student.

- If the issue is a lost charger. A replacement charger will be provided at a cost of \$20. IT will email the Business Assistant to apply a fee. The fee will be inputted into IC. IT will respond to the ticket detailing charges on IC, but not wait for payment before sending out a charger. It will be placed in the front entryway marked with the student's name.
- If repair is not a keyboard issue or a lost charger, a replacement Chromebook will be provided to the student. IT will get a Chromebook ready and labeled with the student's name. A scheduled time will be set up for the family to pick up the replacement Chromebook and leave the defective one in the main door entryway.
- If the defective Chromebook repair is deemed billable, IT will email the Business Assistant to apply a fee. Fees will be inputted into IC. IT will respond to the ticket detailing charges on IC. IT will document the Chromebook replacement for the student in our inventory system.
- Chromebooks coming back to IT should be cleaned.
- IT staff will work remotely and have limited hours on-site to complete hardware repairs.

**b. Plan for Staff Laptop Support and Repair During Remote Work**

- Spectrum staff should utilize the [helpdesk@spectrumhighschool.org](mailto:helpdesk@spectrumhighschool.org) for any needs.
- If staff can't get online to email helpdesk, they can call IT staff and leave a voicemail. The voice message will get emailed to the tech staff's email address. IT staff receiving the message will begin the helpdesk ticket process and initiate support.
- IT can provide remote assistance as needed, using [remotedesktop.google.com](https://remotedesktop.google.com) for most software troubleshooting questions.
- If IT determines the staff is having a hardware issue that cannot be troubleshot remotely, IT will coordinate a time to meet with the affected staff at the school to get their device repaired. If repairs can't be done quickly, staff will provide a temporary device for the staff to use while the repairs are being completed.

5. Phones

All teacher/office staff phone extensions are set to have voice messages sent to their email.

6. Communications

- a. Website updates will be made remotely
- b. Messages will be sent remotely via Infinite Campus Messenger
- c. Digital sign will not be updated during distance learning
- d. Teachers will send whole class emails via Infinite Campus Messenger
- e. All staff have access to Google Meet and Zoom for group and individual meetings. Office staff and Teachers have been trained on Google Meet.

## **Special Education Services**

Spectrum will ensure students with disabilities (IEP and 504) continue to receive specialized instruction and related services through the distance learning model, including access to specialized instruction and access to general education standards and continue to demonstrate progress toward the general education standards and IEP goals. Spectrum will ensure free appropriate public education (FAPE) for our students eligible for special education services who have an individualized education program (IEP) or 504 plan.

### **1. Special Education Coordinator's Responsibilities**

- a. Review each students' IEP with the Case Managers to determine if modifications are necessary in an online/distance learning environment. Keep all proposed changes on a master spreadsheet for tracking purposes. Include all students on IEPs and mark those with no required changes as "None needed".
- b. Review all possible changes to IEPs with the Special Education Director to confirm they are needed and determine the best way to approach. *Note: This may vary depending upon the length of time distance learning is necessary.*
- c. Review services with all contracted/related service providers to ensure they are meeting all requirements for distance learning and continuing to meet the IEP needs and goals for each student.
- d. Meet with case managers and paraprofessionals weekly to monitor progress and modify work as needed.

### **2. Case Managers' Responsibilities**

- a. Review each students' IEP on their caseload and work with the Special Education Coordinator to determine if modifications are necessary in a distance learning environment.
- b. Be available during school hours for assistance to students/parents/teachers, re-teaching, planning, accommodating, modifying, and implementing IEP's.
- c. Set up a new "planner" for each student weekly with support contact information, dates, and times.
- d. Contact each student weekly for a face-to-face meeting to check in, discuss assignments/grades, offer emotional support and academic assistance.
- e. Have a set hour of available time each school day when they will be immediately responsive to email. Students can email their case manager during this time to set up individual time to meet face-to-face on GoogleMeet, ask questions about assignments, plan and prioritize tasks, seek social-emotional support, etc. The case manager will also be available during all school hours, but response times may be longer (responses will be given the same day whenever possible).
- f. Reach out via email, GoogleMeet, and phone to students who have not contacted the case manager each week or students who are struggling/falling behind in classes.

- g. Contact para-professionals that are assigned to students on their caseload for daily updates, to help with accommodating students, to learn daily plans the para has made with students, etc.

*Note: All face-to-face meetings will be recorded and kept by the case manager.*

### **3. Special Education Core Class Teachers' (small group, pull-out classes) Responsibilities**

- a. Provide specialized instruction in subject matter via Schoology and Google.
- b. Check in with each student in the class at the beginning of each week and as needed throughout the week.
- c. Post "office hours" daily for students to be able to access the teacher for class-related assistance and instruction.
- d. Post daily instruction, practice, and assessment for each week, the same as all classroom teachers.

### **4. Special Education Paraprofessionals' (will have up to 8 students assigned to them) Responsibilities**

- a. Responsible for knowing the happenings of each class each student is enrolled in on a weekly basis. This will be done on Mondays.
- b. Watch necessary videos, take needed notes, break down assignments/projects, etc. This will occur for each core subject: Literature, Writing, Math, Science, History, College/Career Readiness, and Health
- c. Have a scheduled face-to-face (GoogleMeet) check in with each student each day Tuesday-Friday. This check-in will be to make a plan/schedule for the day, update the daily planner, go over progress made from the previous day, answer any questions on classes/assignments, etc.
- d. Send an individual email to each student each afternoon as a follow-up to the morning meeting. This email will ask about the progress on the daily plan/schedule, ask specifically about each class, and offer a second face-to-face meeting on Google to answer any questions or give any support. This email will be to the student with the case manager and parent copied.
- e. Communicate with SpEd teachers/case managers daily regarding student progress and any concerns.
- f. Any parent questions/ communication will be forwarded directly to the case manager to respond to the parent.
- g. All online face-to-face meetings will be recorded and kept by the paraprofessional.

### **5. Related Service Providers' (Speech/Language, Social Work, Occupational Therapy, DAPE) Responsibilities**

- a. Related services will be provided virtually through Google Meet or Zoom.

- b. The service provider will contact parents and students to set up a regular time to meet online according to the direct service minutes provided in the IEP.
- c. The service provider will record all services provided and offered (if student does not attend a scheduled session).

#### **6. Due Process (IEP/Evaluation Meetings)**

- a. Spectrum has 6 ongoing re-evaluations happening between March 18 and March 27. These evaluations will be continued and will be completed within the legal 30-school day timeline. Once complete, the evaluations will be emailed to parents by the case manager and mailed to the parents from our Resource Manager from school.
- b. Spectrum has 11 IEP meetings that need to happen before the end of the school year. These meetings will happen virtually while distance learning is in place.
  - The Special Education Coordinator will arrange the meetings with parents and the case manager.
  - These meetings will occur on Zoom with the presence of the Special Education Coordinator, Special Education Teacher/Case Manager, a General Education Teacher (or two), any service providers, at least one parent/guardian of the student, and the student when appropriate.
  - After the meeting, the Case Manager will write the IEP, submit it to the Coordinator for review, and send it to parents within 2 weeks of the meeting (this is not a change, as it is our current practice)
  - The IEP, Prior Written Notice, and Procedural Safeguards will be emailed to parents by the Case Manager. These documents will also be mailed to the home by the Resource Manager.
  - The Resource Manager will be reporting to school once a week (as long as it is allowed and safe to do so) to gather paperwork and mail home due process papers.

#### **504 Services**

Spectrum will continue to meet its legal responsibility to provide a free appropriate public education to all students, including the needs of students with 504 accommodation plans.

A template checklist of all accommodations included on 504 plans has been created and provided to all teachers. This document lays out how teachers can go about meeting the needs of students with these 504 accommodations in a distance learning setting.

No new 504 evaluations will be considered for the remainder of the 2019-2020 school year due to the distance learning model and limited time to both assess and implement 504 plans. Teachers will be monitoring needs of students and these will be considered in the fall of the 2020-2021 school year.

### **English Learners**

Spectrum will continue providing for the needs of English learners through a distance learning model in accordance with the plans developed prior to distance learning implementation and adapted for the distance learning model.

Background: At this time, Spectrum has only 2 students (middle school only) that qualify for ELL service and are currently being served. The following outline lays out Spectrum's plan to ensure both students are successful as they continue their education through our distance learning model.

#### 1. Virtual Check-Ins

Students will check in twice a week virtually. The 6th grader will check in with Mrs. Johnson and the 8th grader will check in with Miss Bonham. During this time the following will be discussed:

- a. How things are going?
- b. Are they understanding everything?
- c. What are they needing help with? Are they practicing self-advocacy?
- d. Are they reaching out to ask their teachers/classmates for assistance?
- e. Do they have any concerns?
- f. How are they handling the workload, planning, and organizing?
- g. Is there anything that the ELL touch point/teacher can help with?

Note: If the student does not reach out, the ELL teacher will connect with them.

#### 2. Classroom Teachers

- a. An email is going out to the students' teachers outlining things that teachers can do to help ensure the success of their ELL students within the distance learning model. It will outline the following as good things to do in order to ensure success of the ELL students:
  - Allow extra time on tests or the opportunity to re-test
  - Simplify the language used
  - Provide visual aids to enhance key concepts
  - Provide frequent checks for comprehension
  - Allow editing and revision before grading
  - Extend time for assignment completion as necessary
  - Give students an opportunity to express key concepts in their own words
  - Allow alternate reading assignments/materials at the student's reading level
  - Provide a word bank
  - Provide the opportunity for a student to provide oral responses to be recorded
  - Design projects and assessments for the student that requires a reduced sentence or paragraph composition

- b. The email will also remind all teachers to reach out to the ELL Coordinator if they have any concerns about the student or if they need ideas on how to best accommodate for the student to be successful in their particular class.
3. Teacher Check-Ins  
The ELL Coordinator will continue to monitor grades weekly of ELL students and will reach out to any and all teachers if there is an area of concern for the student(s).

### **Students Experiencing Homelessness or Housing Instability**

Spectrum is unaware of students currently experiencing homelessness or housing instability. If circumstances arise, Spectrum will ensure compliance with Federal requirements of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, as amended by the Every Student Succeeds Act of 2015, to support homeless students throughout this crisis and promote their full participation in their education throughout the duration of the distance learning period.

Sue Matheson, Spectrum's Lead School Counselor, is Spectrum's Homeless Liaison. She can be contacted at [smatheson@spectrumhighschool.org](mailto:smatheson@spectrumhighschool.org).

### **Assessment**

The State [has received](#) a waiver from all MCA requirements. Spectrum [will not be participating](#) in MCA testing for the 2019-2020 school year.

Determining Proficiency - Grading of assignments will be clarified by individual teachers.

[Other tests, such as ACT and AP, will be determined by the agency provided the assessments and communicated to students and families as information becomes available.](#)

### **Communications**

1. Communications from the school will happen regularly on an as needed basis. They will be sent through the Messenger system on Infinite Campus to all families and staff.
2. All communications will be available on the school website
3. Spectrum remains in ongoing communication with the Minnesota Department of Education, the Minnesota Department of Health, and others regarding COVID-19. Spectrum takes its direction from these statewide organizations and communicates information as changes happen as needed. All communications are posted.

### **Language Access**

Language translations and interpretations for communications will be made available as quickly as possible, upon request.

### **Contracted Services**

Spectrum is in communication with all contracted services to determine the best solution for meeting the needs of the students and school, while maintaining and abiding by the current contract.

### **School Counseling and Mental Health for Distance Learning**

1. All outside Service Providers - VANDA Counseling and Rivers of Hope  
Providers have been notified students will not be in attendance for the foreseeable future.  
Providers will contact parents to facilitate in-person or virtual counseling appointments.
2. School Counselors will be available through Zoom.
3. Tips for Parents - Resources will be shared through Principal's Blog posts when appropriate.
4. Data Privacy - Utilizing pre-approved technology platforms for student datafiles and Zoom for student meetings.
5. School Counselors have set up Schoology pages to support students
  - a. MS Schoology Course
    - Link to Counselor Zoom Meeting room
    - Mental Health Reminders
    - Polls/Quizzes
    - Registration reminders
    - Self-Care tips
  - b. HS Schoology Course
    - Links to Counselor Zoom Meeting rooms
    - Mental Health Minute
    - Other Mental Health Reminders
    - Time Management Recommendations
    - Grade Level Updates
    - C@SH Participation Steps - college applications, Accuplacer prep

### **Care for Children of Families of Tier I (Health Care and Emergency Workers) and Grocery Workers**

Spectrum will offer and provide care, at a minimum, to enrolled students aged 12 and under who are children of emergency workers critical to the State's response to COVID-19 and grocery workers. Spectrum may require verification of students, which may include securing a letter from the employer or showing an employment badge. Spectrum will also provide before and after care for these students, if needed. This care would be provided at no cost to families. Transportation to and from the care program may also be provided, in collaboration with Northstar Transportation, as needed.

Spectrum has reached out on multiple occasions to determine need and will continue to do so. Parents in any of these categories of workers have been asked to contact Janice Dammeier, Spectrum's Volunteer Coordinator.

Childcare would be provided at whichever school site was best suited for the care at any given time - considering requirements of the Minnesota Department of Health related to cleaning, social distancing, etc.

*Note: Spectrum will also offer and provide childcare services for children of staff to ensure employees are able to continue fulfilling their responsibilities.*

### **Nutrition Services**

Spectrum will ensure lunches are available to all students who need them. This may include delivery to the home or a pick up site depending upon need, staffing, and Minnesota Department of Health guidance. All federal/state food prep requirements will be met. Food will be kept according to proper food handling procedures. For example, if handing out food in a parking lot, milk must be kept cold, food must be kept hot (if applicable), and use of disposable paper/plastic products will be implemented.

Depending upon the number of students in need of meals, meal preparation and delivery may be done by lunch workers, paraprofessionals, office staff, or others available to assist.