



College Prep Elementary's Distance Learning Plan was created in response to the Covid 19 Pandemic. The plan is aligned with the school's mission and follows Minnesota State Health and Department of Education guidance and directives.

Above all, and especially during times of uncertainty our school community reaffirms our collective commitment to these guiding principles:

Connect *We will* provide access for all and connect with scholars and families, with colleagues, with leadership, and with community agencies.

Capacity *We will* increase our capacities as school leaders, teachers, and support staff to provide meaningful distant learning opportunities for scholars.

Community *We will* strengthen our community of learners. Creating a community is critical when we are spatially separated; social and emotional learning is important because teaching is as much about creating relationships as it is about content.

Collaborate *We will* collaborate through new channels and conduits that bring us together, virtually, sharing ideas, screens, sounds, and images. And, it is hoped, joy and laughter.

Create *We will* create learning experiences on new platforms, accessing many tools that engage learners.

Care *We will* always care for one another, respect one another, support one another, welcome everyone, and recognize that the current school closure adds heavy weights on all of us. We'll need a great reset when this is all over.

The College Prep Elementary Distance Learning Plan establishes a number of goals,

1. All students will have access to appropriate educational materials, including technology

College Prep Elementary students will participate in daily interaction with their teacher(s) and will access appropriate educational materials delivered digitally and materially through school-to-home-to-school distribution.

Technology

CPE has made a considerable investment in equipment and training to support digital literacy and distance learning, which has resulted in the distribution of Chromebooks to **all** students. Each student has access to Google Classroom and the associated GSuite platform of apps as well as instructional learning materials via Seesaw. In the event of malfunctions, lost, or stolen equipment, CPE will repair or replace equipment to ensure a continuity of equitable access to learning for all CPE scholars.

Digital Learning

CPE supports two platforms: GSuite and Seesaw. Programs and apps (e.g., IXL) will be used so that teachers and students have access to a variety of tools accessible through the two platform portals. CPE digital learning will be both asynchronous and synchronous:

Asynchronous: Interactions happen via technology (Google Classroom/Seesaw) without real-time interactions. Students engage with class materials and complete work independently within a given timeframe.

Synchronous: Interactions happen in real time, at the same time. Students may virtually attend class together using technology.

Flex Boards

Staff will receive support in the development of Flex Boards, an online tool designed to provide a visual means of organizing the content and activities used by teachers and scholars. Flex Boards are the instructional maps (grade or subject) that are aligned to standards and that afford structure as well as student choice/voice. Learning options and references to learning materials, hyperlinks, teacher and support staff times and modes of access are included on the Flex Boards. Teachers will post Flex Boards each week.

2. We will ensure that all students will receive daily interaction with their licensed teacher(s)

Relationships and communication are essential requirements for student success. College Prep Elementary is a school in which all students are known by their teachers and support staff.. Through these relationships, teachers and staff will be communicating regularly with students and families to assess student needs and provide support.

- Teachers communicate with families to determine needs and update the results as new needs arise.

- Online learning platforms will also have the capability for parents to communicate with teachers and other school staff. Since online education is new to some of our students and parents, we are mindful that it may sometimes be overwhelming to students and parents. We will help students and parents understand what is expected of them and what student-teacher interactions will look like.
- Teachers will be assigning work at the beginning of and throughout each week for each designated content area. Teachers will be available throughout office hours to connect with students as well as to remind them of their assignment due dates.
- Teachers are aware that students might not have the ideal location or time to be online at home and will plan and support accordingly.
- We will be culturally responsive by utilizing our multilingual staff to improve communication with families/students.

Data Privacy and Student Safety

Parents, students and staff need to be aware that the use of the internet requires assurances that the privacy of students is not compromised. CPE's Data privacy and security policy will guide the distance learning program. Paper copy instructional packets will be handled only by authorized school staff, parents and students. Likewise, only authorized personnel will be able to access the work and records of each CPE scholar.

To provide even greater security for the daily interactions of those involved in the Distance learning Plan, electronic communications between staff and families are encrypted through the Google Cloud Services using the following standards:

- TLS (Transport Layer Security) is used for messages exchanged with other email services who don't support S/MIME.
- S/MIME enhanced encryption. Suitable for your most sensitive information. S/MIME encrypts all outgoing messages if we have the recipient's public key. Only the recipient with the corresponding private key can decrypt this message.

CPE is following required and best practices for password assignments and access to sensitive data is limited to key staff members.

Guidance for Staff

As a general rule neither federal nor state data privacy laws prohibit parent visits to classrooms including special education classrooms. Consequently, the U.S. Department of Education has stated:

Under [federal law], the determination of who can observe a virtual classroom, similar to an in-person classroom, is a local school decision as teachers generally do not disclose personally identifiable information from a student's education record during classroom instruction. FERPA neither requires nor prohibits individuals from observing a classroom.

Since conducting a virtual classroom (where parents may also be virtually present) does not by itself constitute a release of private data, schools don't need to obtain express permission from the parent before the student is allowed to participate in a virtual

classroom or group provision of services. At the same time some instruction or small group work of a more sensitive nature (e.g. small special education group instruction) warrants consideration of student privacy. As a result, it is reasonable to take measures that preserve general privacy interests or that address dignity concerns that parents may have. One way to honor general parent/student privacy concerns is for teachers to provide parents with a clear indication of the services and/or activities you are doing in small groups and inform them of the features of Google Meet, as well as SeeSaw, that allow them additional privacy, such as disabling the camera or microphone.

Guidance from the MN Department of Education can be found here:

<https://education.mn.gov/MDE/dse/health/covid19/MDE032171>

Some additional guidelines for teachers in their communication with students include:

1. Staff should use only Google Meets and SeeSaw, as they are closed platforms which can be monitored;
2. When conducting group discussions/activities with students, staff should not call out or mention specific information found in a student's IEP, evaluation data or information on a student's educational performance;
3. If a student begins to demonstrate maladaptive behaviors that may cause embarrassment or if students begin to share private information of a sensitive nature, their participation should be muted and removed from the platform.
4. It is important to recognize that remote student participation not only opens the virtual classroom to parents who are supporting learning, it also "invites" staff and other students into students' homes. Staff should diligently monitor students and utilize broad discretion to take appropriate steps to protect the wellbeing and dignity of students participating remotely.
5. Teachers may also use the existing support structure in place at CPE for following up on student behavior concerns. The Behavior Intervention Specialist, as well as other school leaders, will be able to assist teachers in following up on students' misuse of the tools available in the online environment of the Distance Learning Plan.
6. For all CPE staff members, it is also important to recognize your continuing role as a mandated reporter. If teachers know or have reason to believe a student has been abused or neglected, you must continue to report this to County Child Protective Services. Because of the unique nature of virtual classrooms and your role in monitoring such an environment, you should confer with your building leader if you have any question about your obligation to report. Once a staff knows or has reason to believe that a student is being neglected or abused, they must make a verbal report within 24 hours AND a written (online) report must be filed within 72 hours. Step-by-step directions can be found here: <https://reportchildmaltreatment.hennepin.us/> . If a child is in immediate danger, call 911;

7. **Barriers to Effective Communication:** Distractions have a negative impact on student learning, whether they occur in regular classrooms, or in a home environment. For parents, we know that life is going on in your home setting, and sometimes siblings, pets, or other visual or noise-making sources can be distracting to the learning process. Parents, make sure you and your child are diligent in the use of the MUTE function of your device. If scholars are not talking, they should mute their device. Taking an extra couple of seconds to unmute yourself during a meeting or call is better than everyone else hearing about your family business.
8. **Dress and appearance.** While there will be no specific dress code expectations for scholars during the time of distance learning, we encourage parents to have students dressed appropriately when they are interacting with teachers or other students in all video portions of instruction. Teachers will continue the professional, yet casual approach to dress, which will reinforce our ongoing belief that Distance Learning is just as serious an endeavor as when we were together in classrooms at the CPE campus.

3. We will continue to support the mental health and physical needs of our scholars

- CPE has a school social worker who works with all of our students. This person is tasked with providing training for our staff and for coordinating outside partnerships that will ensure that the social and emotional needs of each student are considered and supported.
- Resources and services will be on a case-by-case basis. Students with mental health needs have been identified and referred to the appropriate agencies. The social worker will keep in touch with those students and agencies for updates. Students with the highest mental health needs will get priority. For those identified students, the social worker will be in contact on at least a weekly basis.
- If teachers, students, or staff know of any students with social emotional needs or any new cases should arise, please direct them to the social worker. The social worker will reach out through existing virtual communication technologies during the period of school closure.
- Continued resources for food, mental health support, financial assistance, talking to scholars about COVID-19, working in an online environment, and other useful information will be posted and accessible to families on the school website.
- Students who do not have access to a mental health provider and who are in need can be referred to our school social worker. This person may provide direct service or will identify various options in their community for a mental health provider.
- If a family is in need of medical assistance, they may contact our school Health Aide. The Health Aide will speak to the family by phone or Zoom meeting to provide the best possible options.
- CPE also has a licensed School Nurse who will continue to be available to assist with the design and implementation of programming for scholars who have specific physical limitations that may impact their performance in school.

4. We will continue to meet the needs of our scholars with IEPs

- The College Prep Elementary Special Education team includes our Special Education Director, Coordinator, Teachers and trained Paraprofessionals. They will continue to meet the needs of our students while following guidance from the State and Federal Governments.
- Teachers are familiar with accommodations that students with 504s receive and will continue to give them that additional support. In addition paraprofessionals will connect virtually with scholars on a regular basis to provide their accommodations.
- Special Education teacher(s) will be available throughout the day to support scholars with IEPs through distance learning. There will also be designated check-ins and direct instruction times for students to access via phone or online. In addition, students will be contacted on a regular basis by paraprofessionals who will assist them with their work.
- Students will continue to access their online intervention programs with which they are familiar. If a student is unable to access the internet or the technology to complete online work, alternative formats (paper copies) will be provided for them.
- IEP goals will be tracked by collecting work samples on a regular basis to use as data.

5. We will ensure that all students have internet access as needed.

We have shared information about free internet service in our attendance areas and will continue to do so as we hear about new opportunities. Parents, please contact the CPE main office if you have any questions about internet access in your home. School staff will assist you in your efforts to secure internet service.

6. We will continue to make meals available for all students

- We will survey parents to determine which families wish to receive meals, and then design a plan for distribution for those families who wish to participate. We plan to make deliveries to the homes of students participating in the program once per week (Mondays) with a five-day supply of non-perishable food items which conform to the requirements of the federal school nutrition guidelines.
- The first delivery of food will be during the week of April 6 (date to be determined), and thereafter, while school closure is in effect, deliveries will be made on Mondays and parents will be informed of the time frame for delivery.
- Food items will not be left at homes where there is no response to the delivery person's attempts to make contact with a person in the home (door knock, doorbell ring, etc.) In these cases, the food items will be returned to the school and labeled with the scholar's name and made available for pick up by parents.

7. We will continue to support our English Learners using multiple approaches

- Our English Language instructor will be creating assignments that meet all the requirements for EL students. They will create lessons that require EL students to

expand their vocabulary while they work on their reading, writing, and listening skills. The EL instructor will be available during office hours to assist with EL and mainstream instruction if needed, and to plan for scaffolding, and providing feedback on student writing and speaking whenever possible.

- General Education teachers will modify their instruction and make it accessible to our EL populations through Google Suite tools and the Seesaw for Schools platform.
- Our multilingual staff will communicate with families and give them the resources they need to help their children be successful. Phone calls will be an essential point of contact between school, families, and students.

8. We will meet the needs of students who are experiencing homelessness.

College Prep Elementary serves all students, including those with unstable living conditions, in particular homelessness.

- Our school social worker will have continued communication with teachers who are having daily/weekly check ins with their students. Teachers will notify our school social worker/and or school administration of any concerns or questions the family has. Teachers will also keep open communication with the school social worker about concerns they may have for their advisees.

9. We will continue to meet the needs of CPE's Early Learners.

Early learners in any school face challenges in adjusting to school expectations, and at CPE we also have unique challenges. Our teaching staff members at the primary grades are experienced teachers with a proven skill set in responding to the needs of early learners. They will be aware of and sensitive to the social and emotional needs of their students and will regularly update the Leadership Team on the status of learning by their students in this new online environment for Early Learners in Grades K-2.

Students at this grade level, unlike CPE's students in Grades 3-6, do not have extensive experience in using technology devices such as Chromebooks. We will rely on the teachers at the K-2 grade level to determine the level of proficiency of their scholars as they use the devices. If scholars need additional assistance in the use of technology, we will train them, using modified instruction to meet the needs of Early Learners.

10. We will assess the proficiency levels of scholars and make appropriate reports to parents and regulatory agencies.

- Student learning will be assessed according to the standards for performance established by CPE, the State of Minnesota and other regulatory agencies. Assessment of our scholars will be based on student work, visual/auditory performance, and other types of assessment.
- Students demonstrate learning by using built-in annotation tools to capture what they know in a digital portfolio; teachers will gain insights and understanding of student thinking and progress — informing instruction that can provide valuable feedback to families about student progress.

- Learning platforms or emailed pictures will be used as much as possible to avoid the exchange of paper.
- Weekly feedback on learning and progress will be provided by teachers so students have opportunities to reflect on their own learning.
- Teachers will reply to student and parent questions within 24 hours on instructional days.
- Grades will not be recorded for the third quarter. Semester grades will be posted at the end of the year.
- State assessments will not occur this year but we will continue to use a robust mix of formative and summative assessments to guide students' academic growth while supporting their socio-emotional needs.
- Due to the changes caused by the school closure, students will be interacting with online content. They will be interacting with their teachers through phone and other available technology resources on a daily basis. Research indicates that student interaction with their online content, engagement with discussions and viewing of short videos/lectures has the best outcomes in online classes. Teachers will be leveraging this knowledge to assess and offer scaffolding as needed.
- Using more informal assessment, teachers will give feedback based on students' work that is submitted online. Those unable to access on-line assessments will be provided paper assessments correlated to non-online instruction and activities. Online content will allow students to first be exposed to new knowledge and skills and a chance to understand and apply it within the context of distance learning.
- Formative assessments will make use of formats better suited for distance learning and assessing levels of student understanding. CPE teachers will be asking students to create finished work products that are tailored to established standards and are designed around the unique learning needs of students.

11. We will communicate regularly with families

Teachers communicate with parents on a daily basis to ensure routine and structure. Teachers provide guidance to support families on ways to navigate online tools and materials. Teachers will communicate frequently and openly with parents through phone calls, emails, google classroom, zoom, and WhatsApp group messages.

- CPE School office Hours. After the governor's stay at home order is lifted, there will be staff on site at the CPE campus. Phone contact can be made with the school between 8:00 a.m. to 4:00 p.m daily.
- Teachers will set their schedule and be available for student and parent contact during their office hours. These hours will be posted weekly on Flexboards as well as distributed via the school's transportation system for those who are unable or choose not to access the information digitally. Phone calls will also be an important point of contact between the school and families. Parents and scholars may request a phone call by calling the teacher's school number and leaving a message, and calls will be returned as soon as possible and no later than the next business day.

- The school will send weekly regular messages, normally on Fridays, via text, email, and telephone messaging. Urgent messages will be sent by available communication methods to families as soon as possible.
- Seesaw is the platform that will be used to create a learning loop between students, teachers, and families

12. We will address the needs of students from all cultural communities that are represented in the school.

Hmong culture and language are very important aspects of our school, based on the cultural heritage of many of our families. The Karen language and culture is also a part of the lives of many of our families and will be a focus of our programming for scholars and parents in the implementation of the Distance Learning Plan.

CPE will be sensitive to the cultural needs of all members of our community in the implementation of the Distance Learning Plan. All of the school's efforts will be based on equitable access to learning opportunities for all students. For example, we will continue to provide translated language services for all of our written and oral communication with parents, using Hmong and Karen translation services. We will also actively identify strategies and materials that will help align our curriculum with the cultures represented by our students and parents.

13. We will utilize partnerships to meet the needs of vulnerable students.

Partnerships are an important asset, College Prep Elementary will work collaboratively with others to meet the needs of our community.

- Other charter schools with a similar school population will be important partners during the time of school closure. We all face similar challenges, and we will actively engage in partnering with these schools to share ideas and resources.
- We will continue our current partnership efforts with the Hmong-American Partnership (HAP) as a way of maintaining strong connections with others whose mission is to provide a broad array of resources for the Hmong community.
- CPE partners with the Salvation Army which supports our families in need, such as Toys for Tots, and efforts to make food available for families in need.
- We will continue our partnership efforts with Lao Family Community of Minnesota, an association designed to assist in the assimilation of immigrants to America.
- We consider our vendors to be key partners in our ongoing efforts to provide affordable resources to our school. In this upcoming time of uncertainty with school closures, our vendors for goods and services remain our partners in promoting the overall effectiveness of our school organization.

14. We will meet the needs of the CPE Staff

- The physical, social and emotional health of the CPE staff will be a key factor in the success of the Distance Learning Plan. Every effort will be made to support the efforts of all staff during the implementation of this process.
- The need for timely and accurate communication has been identified by staff as a key need during this time of change. The CPE Board of Directors and leadership team are committed to informing staff in a timely manner about all aspects of the implementation of the Distance Learning Plan.
- We know that a sense of belonging is a universal human need, and regular interaction with others helps staff feel that they are contributing to important goals that extend beyond their classroom. In order to promote this sense of belonging, and to use the multiple talents of teachers, CPE will continue to use a teacher-led, committee-based governance structure. Each staff member belongs to various committees that lead all aspects of school operations. These groups will continue to meet virtually throughout the time of school closure and make adjustments as needed in the implementation of the teaching and learning process.
- The CPE Leadership Team will conduct periodic surveys of the staff to allow opportunities for feedback and requests for support by staff members.
- Staff meetings will be held via Zoom or other virtual, video platforms, on a regular basis so that staff in all job classifications have a chance to interact and address the efficacy of the Distance Learning Plan from their various perspectives.
- Self-care will be discussed and emphasized with staff members on a continuous basis through staff meetings, and appropriate supports will be built into CPE's Human Resources system to nurture the ongoing well-being of the staff.

15. We will utilize appropriate systems to track the attendance of students and staff at CPE

- School attendance is an important factor in promoting learning. Before the school closure occurred, it was much easier to track the attendance of students and staff, as their physical presence, or lack thereof, was an easy way to verify attendance. In the new distance learning environment, it remains vitally important that students attend to their studies through active work on their studies every school day.
- The adopted school calendar for CPE will remain in effect for the remainder of the school year. Students are expected to be in attendance for each remaining school day, and in addition staff are to be in attendance for designated non-student days for professional development activities.
- Staff attendance will be documented using the existing Skyward-based tracking system. Teachers should use the existing protocols to report their absence due to illness or other circumstances. In the event that a teacher is absent and not able to perform online instructional duties, CPE will design a system of support so that scholars will continue to have learning opportunities through interactions with other teachers.

- Teachers will take daily attendance, which can be verified by electronic communication, including students watching a teaching video, submitting a lesson and in a wide variety of digital time-stamping (e.g., Seesaw) that verifies student participation in learning. Interactions can be recorded to verify student participation, and the recordings can also be used for reteaching and are accessible to students who were absent.
- Whenever a parent knows that their child is unable to participate in online instruction (illness, for example), the parent should call the school using existing protocols for reporting student absence.

16. We will assess and adjust our Distance Learning Plan throughout the period of school closure.

- The College Prep Elementary’s Distance Learning Plan is a living document. It will be revised and updated throughout the distance learning period to ensure a safe learning and working environment.
- Regular staff meetings will be conducted to allow staff to give feedback on the effectiveness of the current Distance Learning Plan, and to make suggestions for modifications in the plan.
- CPE Leaders will use staff surveys on a regular basis to assess the level of effectiveness of the plan. Data from surveys will be used to make modifications in the Distance Learning Plan.
- The CPE Board of directors is charged with the overall governance of the school. The CPE Board of Directors is committed to serving CPE students, families, and staff, and will continue to lead and guide during this time of school closure. The Board will develop a method for monitoring the effectiveness of the Distance Learning Plan. Surveys will be developed for various stakeholder groups, including parents, students and staff, and the Board will use the results of these surveys, as well as data collected from other sources, to make needed adjustments in the Distance Learning Plan.
- Until further notice, all future board and committee meetings will be held via telephone or other electronic means (pursuant to [Minnesota Statutes §13D.021](#), Subd. 1(4), i.e., health pandemic or an emergency declared). Postings will follow the directives in section 13D.04 of the Open Meeting Law.