



**1. How are we ensuring students have access to appropriate educational materials, including technology?**

Our plan:

We have called each family in the language most accessible to them to determine needs for their children regarding educational materials. We then set up a multi-day technology distribution plan. At this time, all students who need materials have what they need.

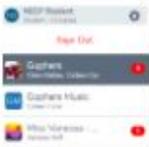
We have weekly calls set up in multiple languages in order to keep on top of evolving needs in each family.

**2. How are we ensuring students receive daily interaction with their licensed teacher(s)?**

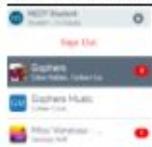
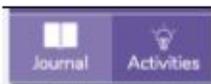
Our plan:

See screenshots of the family-facing plan below.

## NECP K-2 Distance/eLearning Essential Agreements

<b>Student</b> Essential Agreements for K-2	<b>Family</b> Essential Agreements for K-2	<b>Teacher</b> Essential Agreements for K-2
<p>1. Every day (Monday-Friday), go to Seesaw Journal and Activities to see what your teachers posted. Posts will be made by 8:00am each day. Complete all of the Activities for all of your teachers. Be sure to check all your classes under your name in the upper left-hand corner. Do your best work; your work in Seesaw will be graded. Doing your Seesaw work should take you about 1-2 hours each day.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>2. <b>Everyday by 2:30</b>, complete your Seesaw Activities and submit them to your teachers on Seesaw.</p> <p>3. Go to the Kids A-Z app or website and click on My Assignments. Read and take the quiz for 1 assigned book each day. Do your best work; your work in Kids A-Z will be graded.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>4. Work on Lexia for 20-45 minutes. Do your best work; your work in Lexia will be graded.</p> <div style="text-align: center;">  </div> <p>5. Work on Dreambox for 20-45 minutes. Do your best work; your work in Dreambox will be graded.</p> <div style="text-align: center;">  </div>	<ol style="list-style-type: none"> <li>1. Set up a quiet place for your student(s) to do eLearning.</li> <li>2. Contact your student's teacher right away if you are having any issues with eLearning or if your child will not be able to complete their work by 2:30 so you can make alternate arrangements.</li> <li>3. Teachers are available on eLearning days from 9:00-11:00 and 1:45-3:45.</li> <li>4. Read all Remind messages and Seesaw messages from school staff.</li> <li>5. Students are marked present if they engage in at least one Seesaw Activity daily.</li> <li>6. Visit the <a href="#">NECP Distance Learning Website</a> if you are looking for more optional activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Post eLearning content to Seesaw Activities by 8:00am daily.</li> <li>2. Be online from 9:00-11:00 and 1:45-3:45 daily.</li> <li>3. Respond to content-related student and family communication within 24 hours.</li> <li>4. Classroom and Special Education teachers give feedback to students via Seesaw on a minimum of one student post per day.</li> <li>5. Specialists, ELD, and Intervention teachers give feedback via Seesaw to every student at least once per week.</li> </ol>

## NECP 3-5 Distance/eLearning Essential Agreements

<b>Student</b> Essential Agreements for 3-5	<b>Family</b> Essential Agreements for 3-5	<b>Teacher</b> Essential Agreements for 3-5
<p>1. Every day (Monday-Friday), go to Seesaw Journal and Activities to see what your teachers posted. Posts will be made by 8:00am each day. Complete all of the Activities for all of your teachers. Be sure to check all your classes under your name in the upper left-hand corner. Do your best work; your work in Seesaw will be graded. Read any feedback from your teachers and make any necessary changes. Doing your Seesaw work should take you about 2-3 hours each day.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>2. <b>Everyday by 2:30</b>, complete your Seesaw Activities and submit them to your teacher on Seesaw.</p> <p>3. Go to the Kids A-Z app or website and click on My Assignments. Read and take the quiz for 1 assigned book each day. Do your best work; your work in Kids A-Z will be graded.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>4. Work on Lexia/Power Up for 20-45 minutes. Do your best work; your work in Lexia/Power Up will be graded.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>5. Work on Dreambox for 20-45 minutes. Do your best work; your work in Dreambox will be graded.</p> <div style="text-align: center;">  </div>	<ol style="list-style-type: none"> <li>1. Set up a quiet place for your student(s) to do eLearning.</li> <li>2. Contact your student's teacher right away if you are having any issues with eLearning or if your child will not be able to complete their work by 2:30 so you can make alternate arrangements.</li> <li>3. Teachers are available on eLearning days from 9:00-11:00 and 1:45-3:45.</li> <li>4. Read all Remind messages and Seesaw messages from school staff.</li> <li>5. Students are marked present if they engage in at least one Seesaw Activity daily.</li> <li>6. Visit the <a href="#">NECP Distance Learning Website</a> if you are looking for more optional activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Post eLearning content to Seesaw Activities by 8:00am daily.</li> <li>2. Be online for office hours from 9:00 - 11:00am and 1:45 - 3:45pm daily.</li> <li>3. Respond to content-related student and family communication within 24 hours.</li> <li>4. Classroom and Special Education teachers give feedback to students via Seesaw on a minimum of one student post per day.</li> <li>5. Specialists, ELD, and Intervention teachers give feedback via Seesaw to every student at least once per week.</li> </ol>

## NECP 6-8 Distance/eLearning Essential Agreements

<b>Student</b> Essential Agreements for 6-8	<b>Family</b> Essential Agreements for 6-8	<b>Teacher</b> Essential Agreements for 6-8
<p>1. Every day (Monday-Friday), complete all assignments posted to Google Classroom. Posts will be made by 8:00am each day. You will have approximately 2-4 hours of work to complete each day.</p> <p>2. All student assignments are due by 2:30 on the day they are assigned, unless a different deadline is designated by the teacher. Students who cannot complete their Google Classroom work by 2:30 should reach out to their teachers(s) to make alternate arrangements. Do your best work; your work in Google classroom will be graded.</p>  <p>3. Work on Lexia/Power Up or NoRedInk for 30+ minutes. Do your best work; your work in Lexia/Power Up/NoRedInk will be graded.</p>    <p>4. Work on Dreambox for 20-45 minutes. Do your best work; your work in Dreambox will be graded.</p> 	<p>1. Set up a quiet place for your student(s) to do eLearning.</p> <p>2. Contact your student's teacher right away if you are having any issues with eLearning or if your child will not be able to complete their work by 2:30 so you can make alternate arrangements.</p> <p>3. Teachers are available on eLearning days from 9:00-11:00 and 1:45-3:45.</p> <p>4. Read all Remind messages and Google Classroom messages from school staff.</p> <p>5. Students are present if they answered the Advisory Question of the Day in Google Classroom.</p> <p>6. Visit the <a href="#">NECP Distance Learning Website</a> if you are looking for more optional activities.</p>	<p>1. Post eLearning assignments to Google Classroom by 8:00am daily.</p> <p>2. Be online for office hours from 9:00 - 11:00am and 1:45 - 3:45pm daily.</p> <p>3. Respond to content-related student and family communication within 24 hours.</p> <p>4. Give feedback to students via Google Classroom.</p>

### 3. How will the needs of students with IEPs be met?

Our plan:

1. **Describe how the school will ensure supports identified on a student's Individualized Education Program (IEP) or 504 Plan are provided.**
  - a. Northeast College Prep will use Google Classroom and Seesaw to deliver specialized instruction from licensed special education teachers and related service providers. Instructional videos, online and electronic assignments, live video and telephone instruction, paraprofessional support, and weekly parent phone calls will support the provision of special education services. General education teachers will support the provision of accommodations and modifications through assistive technology, modified work, and other means as appropriate per student's individualized accommodations.
2. **Outline the school's process for communicating with parents and guardians regarding their child's services, which should include discussion regarding amending IEP's to address how best to meet the student's needs in a flexible learning model. This includes direct specialized instruction, related services, and accommodations**
  - a. NECP has scheduled IEP amendment conversations with parents during the week of March 23, 2020, and will continue to schedule virtual meetings, when appropriate, to amend IEPs and facilitate annual IEP meetings. IEP meetings will take place via Google Hangout and Zoom. All requirements and practices surrounding IEP meetings will remain the same as they were before the implementation of distance learning, with the exception of virtual participation. This includes the requirement for all required IEP team members to be in attendance, the requirement to send a notice of a team meeting, and the requirement to review all aspects of the IEP.

**3. Describe the school's protocol to communicate with administration and staff to prepare and support them in meeting the needs of students eligible for special education, child find activities, evaluations/reevaluations, and IEP implementation.**

- a. The child find process at Northeast College Prep will be adjusted slightly during the distance learning period. Intervention teachers will post videos in google classroom and Seesaw and they will assign online assignments to students. The intervention staff will continue to use the same scope and sequence from the Sonday System and the other intervention programs. In addition to this, the students will record themselves reading passages and this information will be used to monitor student progress. The CST and the special education team will meet virtually to review student concerns and determine if special education evaluations are appropriate.
- b. Communication to all staff regarding the child find process will be sent on April 6, 2020 to remind them of the procedures in this unique circumstance.
- c. Evaluation activities with face-to-face components will be delayed until schools re-open. This includes any direct assessment and student observations. Evaluation activities aside from direct assessment and observation, including interviews, indirect assessment, and report writing will continue.
- d. Regular collaboration between general and special education staff will continue virtually. The special education teachers at NECP were added to general education google classrooms and they have access to general education content. Regularly scheduled CST team meetings, special education department meetings and monthly administrative meetings will continue.

**4. How will we ensure students have internet access as needed?**

Our plan:

We have called each family in the language most accessible to them to determine needs for their children regarding educational materials and access to internet. We have shared resources with families and worked remotely to help families get connected.

We have weekly calls set up in multiple languages in order to keep on top of evolving needs in each family.

**5. How will meal delivery or distribution occur?**

Our plan:

We have called each family in the language most accessible to them to determine needs for their children regarding food and nutrition needs. We then set up multiple food deliveries each week so that families have what they need. We are also coordinating donations as a part of this distribution plan. At this time, all students have a plan for getting access to the food they need.

We have weekly calls set up in multiple languages in order to keep on top of evolving needs in each family.

**6. How will we support our English Learners?**

Our plan:

Our licensed ELD teachers will continue providing instruction to EL through our online learning platforms, Seesaw (K-5) and Google classroom (6-8). Our mainstream teachers will continue to implement strategies for ELs in their online instruction, including the use of SIOP and ENVoY techniques.

We have called each family in the language most accessible to them to determine needs for their children regarding educational materials. We then set up a multi-day technology distribution plan. At this time, all students who need materials have what they need.

We have weekly calls set up in multiple languages in order to keep on top of evolving needs in each family.

Our Executive Director communicates with all families via Remind and sends all messages in multiple languages.

The Essential Agreements for Distance/eLearning will be translated into multiple languages and will be posted on our school website.

## **7. How will the needs of students experiencing homelessness be met?**

Our plan:

Our Homeless Student liaison, our Social Worker Zach Munson, will work closely with homeless students' families to ensure that they have a way to access all learning content, as well as food and daycare needs. This could mean delivering paper-based learning packets if online learning cannot be relied upon as the primary learning platform for these families.

## **8. How will Early Learning occur?**

Our plan:

We do not have a Pre-K program at our school. Our Kindergarten teachers will use an eLearning format, while also encouraging non-screen time activities at home. We have posted options for non-screen time activities on our school's Distance Learning website.

## **9. How will we assess our students?**

Our plan:

We believe that formative and summative assessments are essential components of the teaching and learning process. Teachers will collect formative assessment data through daily interactions with students via our eLearning platforms (Seesaw for K-5, Google classroom for 6-8). Just as they would in the school building, teachers will use daily formative assessment data to inform future instruction. Students will be assessed for proficiency in a variety of developmentally appropriate ways, including but not limited to: response to teacher's online lessons, oral reading recording through the online platform, written work collected through the online platform, and assessments delivered through the online platform. We will contact all families on a weekly basis; part of this contact will include a check-in on student progress in eLearning. If necessary, we will develop a robust set of end-of-year assessments that can be given remotely to inform end-of-year grading and instructional planning for next fall.

## **10. How will we regularly communicate with families?**

Our plan:

We have developed a distance learning [website](#) for our school and update this with resources and information families might need. We have scheduled weekly calls in multiple languages to ensure families have what we need. We have

developed a script to ensure that all essential information is communicated and gathered each week in these calls, and we have trackers developed to house the data we collect.

We communicate in multiple languages using the Remind app. In addition, we have multiple staff prepared to interpret for teachers and families. We also use MINT as a service to support our Oromo speaking families.

### **11. How will we utilize partnerships to meet the needs of vulnerable students?**

Our plan:

We have added our school social worker to the online platforms that we are using so that he is able to share videos and other content to support students virtually. Through our weekly family calls, we will be able to better understand what needs families have and how those needs are evolving so that we can best connect families to resources they need.

### **12. How will we meet the needs of staff?**

Our plan:

Communication

- We communicate via Remind and email.

Social/emotional/mental health needs

- We have offered staff the option of working from home whenever possible, and have worked with staff members who are not able to be present in person to connect virtually via Zoom. We have set up guidelines for social distancing at school for staff who have come into the building.

Instructionally

We have spent many hours developing a clear plan for instructional staff distance/eLearning and have offered opportunities for feedback on that plan. Teachers have had 8 days to take time to explore the digital platform, make assignments, practice giving feedback, etc. In addition, we will continue to support teachers in implementing this plan in several ways;

- Weekly group Zoom calls with coaches
- Individual check ins with coaches
- Observation Feedback and Data meetings with Coaches
- Ongoing Professional Development on Fridays

### **13. How are we tracking attendance of students and staff?**

Our plan:

We are defining student attendance by engaging in at least one daily activity in the online platform. We will use reports generated by our online platforms to inform and track attendance and continue reaching out to families to inquire about reasons for absences. These expectations are communicated to families via our Essential Agreements document. We have ensured that all of our students have equitable access to technology and internet access.

### **14. How will we assess and adjust our distance learning plan during implementation?**

Our plan:

Our online learning platforms will automatically collect student engagement data that our Instructional Leadership Team will analyze during weekly meetings. Our ILT will monitor the impact of our distance learning plan, communicating with families as needed to gain insight and information on successes and barriers. Our teachers will complete a daily tracker to indicate student engagement in the online learning platform; we will use data from this tracker to identify learning barriers that may arise for some students and work as a team to address those barriers.