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## Success Academy Distance Learning Plan

The MDE has outlined a set of expectations that will constitute a school district's plan for providing instruction to all students in the event that school is closed for a long period of time. A plan is to be developed and posted on a school's website by the first day of school. Below are the components of the plan required by Minnesota Department of Education:

### **Part A: Instructional Expectations**

Distance Learning defined: Students engaging in distance learning have access to appropriate educational materials and receive *daily interaction* with their licensed teacher(s). It is important to note that distance learning does not always mean e-learning or online learning. It is critical to provide this learning in a format that can be equitably accessed by all students.

<b>General Requirements:</b>
<p><b>Provide a general summary of the teaching and learning structures and platforms to be utilized during distance learning. Include how the school ensures that all students will have equal access to the learning and required materials to successfully receive credit in their class, including technology. Include voluntary prekindergarten or school readiness plus programs, if applicable.</b></p> <ul style="list-style-type: none"> <li>● Success Academy teachers will prepare standards aligned daily learning activities that follow their long term standards maps.</li> <li>● Success Academy teachers will conduct daily ZOOM classroom meetings as well as daily lessons that will be taught via ZOOM and Google Classroom and the Homeroom app. Teachers will distribute a class meeting time schedule to administration, students and parents to outline times for classes.</li> <li>● Success Academy teachers will be online from 7:30 AM - 3 PM Monday - Thursday and 7:30 AM - NOON on Fridays. Class meetings and lessons will be conducted between 8 AM and 2:30 PM Monday - Thursday and 8 AM - 11:30 AM on Fridays. Students can schedule extra help times before and after the class times by contacting their teacher for support. 1:1 support times are limited to 1 time per week so that all students get a chance to work with the teacher individually.</li> <li>● Students will access lessons via weekly teacher produced packets, Google Classroom sites, email, the Homeroom app, telephone calls, the app Flipgrid, Newsela, EL lessons, ZOOM, IXL,</li> </ul>

Newsela, Reading Eggs, Reading A-z, and other connection points that will develop.

- Success Academy has distributed phone numbers of our teachers and staff in addition to email address for each.
- Success Academy's physical education and Arabic teachers will conduct regularly timed classes to ensure a well rounded program.
- Success Academy will provide all students a school Chromebook to use for at home learning. In addition, Success Academy has provided families with contact points to internet service providers that are offering free access during this time. If a family needs internet support, please contact Ahmed Hudle.
- Success Academy's contracted service providers are using ZOOM to provide speech and language services as well as OT services.
- Success Academy's special education teachers is in contact with all student families daily to ensure that students understand modifications and adaptations to meet student needs. Our special education teachers have authority to work with students to modify any assignment as needed. In addition, our special education teacher has worked and is working with our general education teachers to assist with grading, data monitoring and IEP compliance.
- Success Academy's English Language Learner teacher will be working collaboratively with each grade level teacher to support learners in each classroom. This collaboration may be subject based (i. e. strategies in Math for EL learners) or general collaboration. For 20 21 our EL teacher will be emphasizing vocabulary and reading strategies within the classrooms.
- Every teacher will be connecting with families daily during distance learning using the Homeroom app. Information regarding the school calendar, class schedules and teacher contact information can be located on the district's distance learning web page. Students in grades K-1 will use the Homeroom app as their learning management system. Students in grades 2-7 will use Google Classroom as the learning management system. Topics, assignments, due dates, feedback will be available through that app.

**If you are using an online learning system, outline the steps the school will take to ensure it can effectively support the district's unique learning and teaching needs.**

- Students in grades 2 - 7 will be using Google Classroom as the learning management system. Google Classroom has been in use since Spring, 2020 so students are familiar with it and can access and submit their assignments through that application. Teachers will conduct lessons on how to best use Google Classroom in an ongoing way during the 20 21 school year.
- Success Academy teachers are working with our EL and special education teachers to assure that students have the support necessary to have success.
- All students at Success Academy will receive Chromebooks to assist with distance learning. The school's parent liaison has outreached to families about local ISPs that are providing free internet during this time.

**How will student learning and progress be: measured, monitored, and communicated to students and parent(s)/guardian(s)?**

- Teachers are expected to have at least daily contact with students and families. As a backup we have is our paraprofessional team and our front office team will be available to call parents at different times of the day to check in on students if our classroom teacher cannot reach them.
- In order to be marked “present” for the day, the teacher must have a contact with a student or parent, unless the absence is pre arranged. The contact can be phone call, email, through classroom meetings or other arranged practice.
- For grades 2-7 student work will be monitored through Google Classroom. For grades K-1 teachers will work with parents to determine the best way to return student materials in a timely way.
- Students in grades 2-7 will receive feedback via classroom meetings and Google Classroom. Students in grades K-1 will receive feedback during classroom meetings and via homework return.

**Describe programming options for school nurses, school counselors, school psychologists, school social workers, paraprofessionals, other school specialists and cultural liaisons.**

- Success Academy has a front office manager and parent liaison. Both of these people speak Somali and are helping to communicate with families. They are focusing on food services to students at this time as well as the assignment distribution and collection process. In addition, they have been out reaching to support students’ technology needs. These employees work with the school’s IT department and families to meet student needs.
- Success Academy employs contracted service providers to provide speech and language and OT services to students in need. These services are coordinated by our special education teacher. During distance learning these services will be provided by ZOOM meetings to students in accordance with their IEP. Success Academy is also considering a plan to have students with special needs come to the school one day per week for face to face services.
- Success Academy employs four paraprofessionals. One of our paraprofessionals is a 1:1 support for a grade 1 student and a 1:1 with a 7th grade student. That paraprofessional is in daily contact with both the student and the parent to support him during distance learning. Each of our paraprofessionals has been assigned different grade levels to be a resource to contact parents and to do interpretive services as needed to support the students.

**All schools and districts that are required under The Every Student Succeeds Act (ESSA) to consult with Tribal Nations must also collaborate with the Tribal Nations Education Committee (TNEC) members regarding the formulation of their distance learning plans. If applicable,**

- This does not apply to Success Academy.

**Outline how attendance of students and staff will be tracked and how these expectations will be communicated to students, parents, and staff. Note: the school board attendance policy must**

**accommodate the implementation of this distance learning model for attendance. If not, the board should consider revising the policy.**

- Success Academy staff is expected to be available to students and families from 7:30 AM - 3:00 PM daily during distance learning. The time from 8 - 2:30 will be direct contact time. Time before 8 and after 2:30 will be used to facilitate 1:1 or 1:2 online meetings with students who need extra support. Should one of our teachers become ill we will have our special education or EL teacher cover the class.
- We are working to comprehensively communicate with EACH student / family during distance learning. We are committed to continue our philosophy of exceptional learning for ALL. As we monitor and adapt our distance learning plan we will be closely following teacher records to make sure all students are receiving instruction.
- Attendance at Success Academy will be recorded based upon a student or family contact with the teacher each day. Exceptions will be made for pre arranged absences.

**Outline the school's plan for training staff, students and parents to ensure that your distance learning program can effectively be implemented.**

- Success Academy uses ZOOM meetings, email and staff workshop time to prepare for distance learning. We have invited their input so that we can give the strongest support to them as they prepare. We will continue to use ZOOM to address both staff needs related to distance learning – but also to check in on staff mental health during this isolation time.
- Success Academy has a Director of Instruction who works closely with the Executive Director to provide researched based information on learning and teaching to the staff. The Director of Instruction will support teacher needs on a daily basis during distance learning. The Director of Instruction will be in touch with each teacher on a daily basis to monitor their progress and needs.
- The Executive Director, Director of Instruction and senior teachers will conference throughout distance learning to adapt our plan as needed to work towards success for ALL learners.

**Describe how your distance learning model is secure and will not allow for the release of protected student or staff information.**

- Success Academy uses JMC as our student records management system. Each teacher only has access to the students in their classroom. Our special education teacher has access to the IEPs for his caseload and shares this out as needed with teachers and service providers.
- As part of employment at Success Academy our teachers agree to maintain confidentiality of all student and family records.
- Staff were asked to create a Google Voice account to share a phone number with families for communication purposes during distance learning time.
- For ZOOM meetings teachers are required to add a password to each meeting account to ensure safety.

**Special Education Requirements: State and Federal law requires a school to continue to meet the all requirements of the Individuals with Disabilities Education Act.**

**Describe how the school will ensure supports identified on a student's Individualized Education Program (IEP) or 504 Plan are provided.**

- Success Academy has one special education teacher who serves as case manager for all special education students.
- The special education teacher will collaborate with teachers to ensure that IEP requirements are met in modifications / adaptations of student work.
- The special education teacher is in touch with our contracted service providers to monitor their compliance with each student's IEP. The special education teacher will be recordkeeping this compliance during distance learning.
- The special education teacher will work to have daily contact with students / families to answer questions and provide assistance. Identified needs that arise will be brought to the attention of the Executive Director and Director of Instruction for remediation.
- Success Academy will resume all evaluations/reevaluations on August 24, 2020 following guidelines set by MDE. The special education teacher will coordinate times with staff, families and contractors to complete necessary assessments and observations.

**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**

- The special education teacher is investigating best practice in providing service to special education students through distance learning. As challenges arise, ZOOM meetings, phone conferences will be held in accordance with special education law to adjust IEPs as needed.

**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.**

- Success Academy uses a problem-solving team to address students' social, behavioral and academic needs. Teachers contact parents, refer students, and participate as members of the team to prepare interventions to address needs so that students are not referred to special education except as necessary. The problem-solving team meets on call and follows up after interventions are in place to review data and make next step plans.
- Success Academy will involve the teachers in our distance learning plan development during workshop weeks.
  - If there are EL challenges in assignments, our EL teacher will collaborate with classroom teachers and with students directly to assist them.
  - For students with current IEPs our special education teacher will work with contracted

services, our PE teacher, classroom teachers, parents and students to ensure IEP compliance.

### English Language Learner Requirements

**Describe how the school will fulfill Individual Learning Plans for English Language Learners. Include possible scaffolding methods available to support students in a distance learning environment.**

- During face to face instruction our EL teacher does collaborative processing with our classroom teachers to meet the needs of students. During the planning time for distance learning this collaboration continues. Our EL teacher is producing vocabulary assignments to compliment teacher instruction. In addition, our EL teacher is developing Lexile level appropriate reading materials for each student on her caseload. These are being distributed to students via packets and email.
- Our EL teacher is working with classroom teachers to ensure that learning objectives are written in student friendly language, such as “I can” statements, so parents and students can understand what students are expected to know and be able to do after completing the lessons.

**Describe the school’s plan for communicating with families that do not use English as a primary language.**

- Success Academy has a significant number of families who speak Somali as their primary language. To address these families Success Academy is using a team approach to meet needs at this time. The school’s front office manager and parent liaison are working with families to ensure food is available to students. Success Academy is using a “grab and go” option along with delivery to those who cannot come to the building for “grab and go.” Success Academy employs several paraprofessionals who speak the languages of our parents. They are being assigned to classrooms to support teachers in communication of our process for distance learning, support of parents in what needs to be done by students, and with students themselves as needed to help in interpreting assignments. In addition, Success Academy has invited parents to contact the school with any questions about what is going on so that we can be responsive to their needs.
- The school has a Facebook page that is updated regularly. School uses a mass text and voice message system to all families with updates and information. A group of parents established a WhatsApp group that we ask the parent coordinator to push information / updates via the group.

### Protections for Students Experiencing Homelessness or Housing Instability

**Specify how the school will satisfy the 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 homelessness students throughout this crisis and promote their full participation in their education throughout the duration of the distance learning period.**

- School parent liaison will be working closely with our homeless families to ensure that they have food, access to educational materials and resources during distance learning.

**How will the school monitor participation and engagement of homeless students in distance learning (e.g., including both attendance and performance.); potentially resulting in your school needing to change its staffing/support?**

- Success Academy teachers, paraprofessionals, front office staff and school administration believe strongly in learning for ALL students. The school is committed to going the extra step for this belief to be acted on. The classroom teachers, paraprofessionals and front office staff will notify school administration if there are needs regarding our homeless students. Success Academy administrators are full committed to ensure these students receive education and support.

**How will the school monitor the efficacy of distance learning plans and approaches for all students including homeless students and be prepared to consider alternatives or additional support needs as part of that review.**

- Success Academy will use ongoing ZOOM calls, emails and chat messages with teachers and support staff to review all elements of our distance learning process. Being a small school, we can be responsive quickly as challenges present.
- Success Academy is committed to learning for ALL students. We are working to develop systems to check in with students, monitor their progress and adjust our instruction accordingly. We are also committed to helping teachers, support staff, families and students overcome roadblocks during this time.

**Describe how the school will 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 and to connect to resources that can assist students and families experiencing homelessness.**

- The Executive Director of Success Academy is in contact with MDH, the City of Bloomington and Hennepin County as well as other departments in the cities of our student's residence to monitor rules and status of COVID – 19. The Executive Director regularly communicates with the staff, but specifically the front office manager and parent liaison as they have best relationships with each of our families and can assist them quickest.
- The Executive Director will be calling families based on need / check on them.

**Part B: Supplemental Services Expectations**

**Describe the school’s plan for providing meals to all children who need them. Include: how families access meals, staffing plan for preparing and distributing meals, and method of distribution that aligns with public health guidelines.**

- Success Academy has planned for food distribution in several ways. The school food service manager is preparing grab and go bags daily for students in need. They are available for parent pick up between 10 AM – 12 PM on Mondays. For those families that cannot get to the school, the school has the front office manager and parent liaison available to deliver items. Also, the school will make bags of food available for families that need it after the pickup day.
- Success Academy has ongoing communication with parents about food availability because things can change within a family and they may need moving forward even if they have not needed previously. With our front office manager and parent liaison very involved with each parent and the community at large we can be responsive on very short notice.

**Describe the school’s plan for providing childcare for the elementary children of Tier 1 emergency and healthcare workers. Include: how families access childcare, a plan for staffing childcare, transportation of childcare participants, if you plan to include children of Tier 2 workers, and plans for following the CDC and Minnesota Department of Health’s guidelines.**

- Success Academy has a small number of families that qualify for child care. To meet the need, our front office manager and parent liaison have been in contact with these families to let them know that Success Academy is here to help. Success Academy commits to ongoing contact with these families in case their needs change over the weeks ahead.
- Success Academy plans to rotate each teacher through the support for these students as needed. We are exempting teachers who have their own children at home from this rotation. Our teacher in the building will work with their colleagues to have academic material available for these children.

**How will the school maintain an awareness of, and be prepared to cope with, the potential impact these closures will have on the mental health and wellbeing of students, staff, and families.**

- Success Academy will be using daily check ins with staff to see how they are doing. We have already been doing ZOOM meetings to visit together both about our new school planning, but also about how people are doing in general.
- Our teachers and staff connections with parents and students will be a guide for us as we move forward in our planning. Having daily meetings, phone calls, using online files so that students can hear their teacher’s voice reading them a story or sharing about how they are

doing will be key elements.

- When we have students and staff in need, Success Academy will consider who is the best person to connect with that individual. School leadership will provide guidance on next steps and will receive feedback from multiple sources to provide support.
- We also shared some mental health resources provided by Hennepin County that are available 24 hours. Hennepin County Mobile Crisis team can be reached at either of these numbers:
- Counselors for youth: 612-348-2233
- Counselors for people 18 and older: 612-596-1223

**Describe how the school will provide information related to 'how to talk to children' about what is happening to change their school day.**

- School admin team will provide professional development to teachers and staff on this topic based on the research available at this time.
- Teachers will practice with each other and provide feedback
- We will ask for parents' feedback on this topic.
- Talking to Children About COVID-19 (Coronavirus):  
[https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-\(coronavirus\)-a-parent-resource](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-(coronavirus)-a-parent-resource)