



## Distance Learning Plan : High School for Recording Arts Independent Charter School District 4039-07

**May 5th, 2020 : Update**

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

#### ***Additional considerations***

- If we are using an online learning system, how are we ensuring it can effectively support the district's unique learning and teaching needs, including the ability to provide differentiated instruction as well as one-on-one support for students who need it?
- If we are using an online learning system, what additional options are being made for students and families who will not have access to this system? How will we ensure that the options are of the same, if not better, quality than the system students and families cannot access?
- If we are delivering materials or asking families to pick up materials, who are the families that will have barriers to getting materials? How will we address those barriers?
- How are we ensuring that a variety of educational resources that reflect multiple and silenced perspectives are being identified and used?
- How are we ensuring that our distance learning model is secure and will not allow for the release of protected student or staff information?

Our plan:

**5/5: Update: We've found a lot of success with our students engaging in our varied approaches. We have delivered over 90 devices to students and their families, with more being delivered daily and more on order. We have collected and distributed a variety of guided student work, substantially increased our daily Schoology student engagement, and are working closely with our Senior Advisory to make sure our students are still on track for an on-time graduation. We have already graduated two students in this distance learning term and aim to improve upon that each week.**

At HSRA we have set up a massive outreach campaign to determine the technological capacity, means to communicate with staff, and other needs of our students. Based on individual needs we are connecting students with technology loans, building to utilize the tech and app capacity of what the majority of our students already

have, and building alternative pathways of delivery and communication for those students who are not able to utilize technology. Each student at HSRA has an Advisor to connect with them and their family, develop a personalized learning plan for this new Distance Learning Term so they can stay on track, and advocate for student needs by connecting them with additional support. Teachers are moving more learning opportunities to Schoology and we are currently surveying the technology needs of our learners, assessing the technology needs of ongoing projects, and will invest in new technology as needed to ensure the continued delivery of our innovative program.

We are taking a three-pronged approach in communicating and conveying daily lessons and learning opportunities with our students. First, we are mirroring and continuing our normal workshop calendar and schedule from the earlier part of the year in our learning management system, Schoology. At HSRA, workshops are competency and station-based / blended learning in structure which leads to an easy adaptation to distance learning. Teachers are building infrastructure to replace the in-class elements of this system with videos, office hours, and individual interactions as well as clear instructions and progression tables available in Schoology. As teachers are building their Schoology they are being mindful of other ways workshops can transfer outside of the technology realm. We will explore all options including mail, delivery, text messages, and other routes to make sure all students have access to this content.

Second, SPED and GEN Ed. Teachers are collaborating to build individual guided studies which give daily work in each of the core content areas (organized as STEM, Humanities, and Creativity / Mindfulness). These will be delivered as well as available for pickup upon request by support staff (following guidance of the Minnesota Department of Health / Governor's Office for safety). While all students can also utilize our DAILY HSRA guided studies, they are built especially to print each week and distribute to our students who cannot access Schoology and have phone conferencing with teachers as part of the expectations. HSRA incorporates culturally responsive communication, content, pedagogy and approaches in all our educational decisions and planning.

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

### ***Additional considerations***

- How are we defining engagement and student-teacher interactions? What are our expectations?
- How are families' perspectives and experiences centered in our efforts to engage students in learning and interactions with their teachers?
- How will we determine and support the various modes by which teachers can interact and engage with students?
- How will teachers be culturally responsive and relevant during their distant learning interactions with students?
- How will we utilize support staff to engage with students and families?

Our plan:

**5/5: Update: We are working as described below in our respective Care4Teams to ensure students have consistent contact with their support network and licensed teaching facilitators. We are currently collecting a data update from students on how their engagement is going during this term and what needs they may need**

**to increase personalized educational adaptations or modifications of our curriculum to help them be successful.**

As described above, our goal is to have a three pronged approach to delivering content and teacher interaction with our students. Our third prong considers that as HSRA is a hybrid school that features project based learning, all content teachers will host frequent Google Hangout office hours each week to develop and check in with students on individualized projects, support workshop work, answer questions, and develop validation opportunities for students to continue to develop their online graduation portfolios. During these office hour times, students who can't access Google Hangouts will work with their advisor to have telephone conferences as well. Support staff will be present in many of these calls and interactions because our staffing is configured in complex Care4Teams to support each group of students. These include advisors, support staff, social workers, teachers, and other operations staff who discuss student needs in regular intervals, and support student learning during our office hours and individual contact points. This helps us to create a diverse team and culturally responsive approach with each student. We are defining engagement with students and teachers to be reciprocal modes of communication including texting, calls, emailing, schoology chatting, responses to discussion prompts, and video hangouts but also will expand as we find what works best for our students. We will evaluate these points of contact daily for each student, and teacher/student communication will become a primary topic for our weekly professional learning community meetings, which have continued via google hangouts, as have our other weekly staff and department meetings.

### **3. How will we support the mental health needs of students?**

#### ***Additional considerations***

- What information will we share with families regarding mental health services and supports?
- What community resources and partnerships can be used or leveraged to help support students and families?
- How can online resources and resources that don't require internet access be used to support students and families?
- How will we support students who are not connected to a mental health provider?
- How will we assist families in obtaining medical assistance benefits?
- How will we assist students who are participating in telehealth options via school linked mental health providers?

Our plan:

**5/5: Update: We have continued with the mental health and support plan listed below. We have conducted a variety of interventions to help students and their families in crisis during this time.**

A compressive list of mental health resources has been compiled through our Social Work Team and School Based Therapist. These resources have been made public through social media, individual requests, also a resource flyer has been created to include Mental Health resources along with housing, food, medical, chemical health and staff phone numbers. This resource flyer will be given to our families through mail, social media and posted at the entrance of our door. All staff members will also have these resources readily available to assist

our families. We will continue to work diligently with our already established community resources to address Mental Health, Housing, food distributions, and any other barrier a family may be experiencing.

Students who have regularly scheduled school based therapy will continue meeting with our therapist through secure sites. Students expressing the need for a therapist will go through our social work team referral process. Students who meet regularly with our social workers will continue to have secured audio and or visual access to our social worker. Students expressing a need to meet with our social workers will go through the referral process to have access to our social workers. The team will consider the individual needs of students and families to determine the level of need. Social workers will refer out to agencies as they see appropriate. Our Social Work team will continue to support our families in need of medical assistance benefits, this will be done through phone conferencing, zoom, and google hangouts.

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

##### ***Additional considerations***

- How will lessons be delivered to accommodate students with 504 plans?
- How will students receive support from their teachers and support staff?
- What online and non-internet mandatory resources are available to help support students with IEPs?
- How will we measure IEP goals? How will data be collected?
- How will we ensure we meet evaluation requirements within legal timelines?

Our plan:

**5/5: Update: We have continued with the Special Education plan listed below and have remained up to date and compliant with all SPED needs and obligations.**

Special Education Students and students receiving 504 accommodations attending High School for Recording Arts will have the same access to the general education curriculum. Accommodations and modifications from the student's current 504 Plan that are feasible through Distance Learning will be provided.

Special Education students' accommodations and modifications will be done through collaboration between general education teachers and special education teachers. Students will also have access to Special Education classes taught by licensed special education teachers. These classes will be through school-sanctioned Schoology. Case managers will create Personal Learning Plans for individual students, placing them in the appropriate Schoology classes based on their individual needs. Current minutes of service per the students' IEPs will be maintained via Distance Learning. If the goals are not transferable to Distance Learning or the team feels the student may experience fatigue or have difficulty sustaining attention, service minutes will be amended and adjusted to the student's needs. Licensed Special Education teachers will have scheduled office hours for students to attend thru Google Hangouts and Zoom. Instruction will be provided in several ways: audio/visual platforms, phone conferencing and/or packet work. The method of instruction will depend on the student's

internet availability. The state mandated Distance Learning does not allow for any in-person personal contact or instruction.

IEP goals will be measured through teacher interaction, observation and collection of work samples. Data will be collected through online resources and hard copy if available.

IEP meetings will be held on or before the annual meeting date, these meetings will be held through [Google Hangouts](#), [Zoom](#) or phone conferences.

All initial evaluations in process will be reviewed. For those that are in the final stages and do not require any in-person assessments, the evaluation will be completed and determinations of eligibility and need will be made. If an initial evaluation requires an in-person assessment, given the state mandated guidelines for Distance Learning that prohibit in-person contact of any kind for any reason, the initial evaluation will be on hold and will be completed once school resumes.

Reevaluations timelines will be maintained. Reevaluations typically require a review of records or interviews that can be completed over the phone or by mail. Families will not be responsible for mailing fees.

Child find will continue with a once-a-month meeting.

## 5. How will we ensure students have internet access as needed?

### *Additional considerations*

- How can we work with local internet providers to obtain internet access for students and families?
- Keeping in mind that all areas will not have the capacity to offer internet access to students and families, what additional options can be used to get students and families the materials, resources and support that they need?

Our plan:

**5/5: Update: We have delivered over 50 tablets that come with an internet ready hot-spot to students who did not have internet at home. We will continue to work with students on technology needs as they come up, and our team can responsive in real time to these needs.**

We cannot ensure students have access to the internet due to our high percentage of students who are homeless and highly mobile, many living on their own without parents or support in spaces that do not provide internet services. However, we are collecting as much data on the individual situations of our students in this regard as we engage them with our Care4Teams and Advisors. Once we do, then we provide them with public access information and will explore what further resources are necessary to ensure they have remote access.

We are working with our staff to deliver information and materials to students in ways that are safe as needed as well.

## 6. How will meal delivery or distribution occur?

### *Additional considerations*

- If we are delivering meals or asking families to pick up meals, who are the families that will have barriers to getting materials? How will we address those barriers?
- If we are delivering or asking families to pick up meals for multiple days, how will we ensure homeless students can refrigerate and store food?
- [Additional food and nutrition resources.](#)

Our plan:

**5/5: Update: We have shifted our meal services to delivering a week's worth of food to any family in need who requests it. We are also connecting students to resources provided in Minneapolis and Saint Paul when families prefer or when they may be more convenient for family needs.**

Staff will continue to reach out to families, through the advisory model. Families that indicate they are in need of resources will be referred to our social work and student support team. Nonperishable food will be distributed to families based on their circumstances; this can be a scheduled no-contact interaction pick up at the building, or a scheduled drop off at the families home following (Minnesota Department of Health guidelines). Our team has continuous communication with our homeless youth and will promote food safety guidelines by providing our youth with appropriate resources.

## 7. How will we support our English Learners?

### *Additional considerations*

- How will we provide legally required English language development instruction for English learners?
- How will mainstream teachers provide supports for English learners within their distance learning instruction?
- How will we communicate distance learning plans to multilingual, multicultural families including translation and interpretation needs? How will we build collaborative networks with community elders, bilingual staff, and cultural organizations to help with outreach and communication?

Our plan:

**5/5: Update: We have no updates at this time.**

Currently we have no identified English Learners. We will use a contracted service to meet the needs of English Learners when the need arises.

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

### ***Additional considerations***

- Do we know which students are experiencing homelessness?
- Do we have methods in place to maintain communication with students experiencing homelessness?
- How can we ensure families have access to needed supports?
- How are we utilizing our liaisons, school counselors, school social workers, and other relevant personnel to conduct outreach?
- How are we working with our community to ensure access to virtual or distance learning opportunities?

Our plan:

**5/5: Update: We have continued with the plan outlined below to help homeless and highly mobile students and their families during this time. We have conducted a variety of interventions to help students and their families in crisis during this time.**

All students/families that are highly mobile are referred to our homeless liaison, Melinda Brown. Melinda and the social work and support team then work together to best meet the needs of our students and their families. After assessing if a student is safe, the team works together to do resource and referral through our community partners. As most agencies that offer emergency and transitional housing are on self-quarantine at this time, HSRA support staff work closely with Streetworks Outreach Workers for up to date resources and information. The outreach workers are able to meet the student where they are at, and give them needed resources.

The support team also accesses United Way 211, drop in youth centers like Youthlink, our resource police officers, and Youth Support Network for other community needs such as mental health support, warming stations, open food shelves, and free public dining spots, to see what is being offered in this current ever-changing climate. We have a housing intake coordinator from the YMCA who is on call to perform over the phone interviews to get students on the waiting list for transitional and permanent supportive housing. Melinda and the social workers are on different community boards, such a United for Action (UFA) to problem solve the emergent needs of students and families during this trying time. We are staying abreast of housing information for homeless individuals who are ill, such as the former Dorothy Day location in St. Paul.

Additionally, we have select staff delivering gift cards to those most in need. The school offers a daily bag lunch, and students can also acquire sleeping bags, blankets, groceries, and hygiene supplies. Students also can arrange to pick up work and obtain packets for credit earning opportunities. As resources emerge, HSRA posts them on different social media platforms, along with staff doing regular check-ins to inquire if basic needs resources are needed, in order to reach the most students that we can with relevant information in a timely manner. HSRA staff is also addressing technology needs once a student is able to concentrate on academic goals to fill in gaps to access educational materials and on-line classes.

## 9. How will Early Learning occur?

### *Additional considerations*

- Since preschool learners are not as independent as older learners, how will learning be embedded in routines so families are not overwhelmed?
- How will we support families of our youngest learners in using screen time as a support to, and not instead of, adult-child interaction?
- How will activities accommodate hands-on experiences when families may not have a variety of materials? How will materials be provided, delivered and returned?
- How will all learning areas be addressed such as creative play, real-life exploration, physical activity, language development, and social interactions?
- How might family members like grandparents and older siblings support the young child's learning?

Our plan:

We do not have Early Learners at HSRA.

## 10. How will we assess our students?

### *Additional considerations*

- What do we believe about assessments and what they are meant to do?
- What are the various ways by which students will be assessed for proficiency?
- How will we report students' progress?

Our plan:

**5/5: Update: Our assessments have not changed as we strive to personalize each student's educational plan and have authentic, meaningful, competency based assessment for each student's learning and growth.**

We will assess our students using our Validation Portfolio competency system. In this we evaluate key competencies derived from State Standards through student-centered grading rubrics. These are done collaboratively between instructional staff and students to assess proficiency and lead to advancement on our competency pathways. These are housed in interactive google drive rubrics that students can access with their school email. For students who do not have a capacity to work on these through computer technology, assessments can take place over the phone, on paper with communication through photographed text messages, or with self-evaluations taking place through delivery of materials. Licensed staff will also assess student progress through formative assessment checks built into workshops, guided study materials, and frequent meetings that take place in office hours. We will continue our grading schedule in terms of rewarding credits, and digitally communicate progress reports with families.

## 11. How will we regularly communicate with families?

### *Additional considerations*

- How are families' perspectives and experiences centered in our communication plan?
- How are we communicating with families who speak a language other than English?
- How are we ensuring families understand our distance learning model? Use of the model? Student expectations?
- What are the platforms or apps that adults, students, and families utilize the most? How can these be leveraged to get information to students and families?

Our plan:

**5/5: Update: We continue to reach out to students and their families with consistent outreach and communication. Our Facilitators communicate progress and challenges as they send out schoology emails, make personal phone calls, reach out through social media, and make appropriate socially distanced home check-ins.**

At HSRA, each student has a personalized Advisor who works to contact the student, their family, and support structure daily or as frequently as possible. They work to help students develop personal learning plans derived from academic, socio/emotional, and creative goals and create a pathway to utilize our academic system and wrap-around services to achieve them. We have staff that speak multiple languages and community connections to help guide any necessary translations in this outreach. Advisors are actively communicating with students and their families about our new distance learning model, how to use it, and how their work will be graded and accredited. They are also working to get all students signed up on GoogleMail, Schoology, and other tech resources they will need during this period. For students without tech capacity, they are working to get those students new plans and additional pathways to get the help and resources they need. To help with this, HSRA also has unique Care4Teams which consist of advisors, support staff, licensed teachers, social workers, and operational staff. Each Care4Team works with a small group of advisory students. They meet multiple times a week to discuss student concerns, problems with outreach or engagement, and brainstorm ways to contact / reach out to students and work with them.

## 12. How will we address the needs of our tribal communities?

### *Additional considerations*

- How are we ensuring our plan is not dependent on students having internet access?
- Who will be our consistent Indian Education point person to communicate with and advocate for students and their families?
- What is our plan to regularly communicate with American Indian families?
- How are we partnering and coordinating our services with local tribes, community organizations, and/or MDE Indian Education personnel to support students and their families?

Our plan:

**5/5: Update: Some initial calls have been made to provide distance opportunities going into the summer.**

At HSRA, we work with every student to help create a personalized and culturally responsive learning plan. As described in our Distance Learning Educational Plan, we will have a variety of options available to all of our students who do not have technology or internet access. We will continue to reach out to American Indian community members and consult with our American Indian parents to make sure we are providing culturally responsive and appropriate support to our American Indian Students and their families. We will also continue to build on our capacity and community partnerships to create new learning opportunities during this time. Our Indian Education Point Person is Paula Anderson.

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

#### ***Additional considerations***

- How are we utilizing programming options for school nurses, school counselors, school psychologists, school social workers, paraprofessionals, and other school specialists and cultural liaisons?
- Who are our community partners and how are we collaborating to meet students' needs?

**5/5: Update: No updates at this time.**

Our plan: We are amending and adjusting our learning plans/projects and continue to work with community partners like Walker West, Frogtown Radio, Rock the Cause, Wilder, Get It Right Mentoring and Counseling, Second Harvest through our HAS/CYC program, the YWCA, various housing and social service organizations such as Youthprise, Lutheran Social Services, Youthlink, UFA, Streetworks, and others to deliver support and unique learning opportunities to HSRA students. For mental health needs we are coordinating and working with the Crisis Connection, Ramsey and Hennepin County Crisis Mobile Teams, and connect students with other case management resources and services when they qualify.

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

#### ***Additional considerations***

- How will we ensure consistent, clear communications exist across all staff?
- How are we providing initial and ongoing training to our staff on our distance learning model and expectations? How will we address problems of practice as they occur?
- How will we regularly observe distance learning and provide feedback to teachers and staff?

- How will teachers continue to collaborate in professional learning communities, grade-level teams, subject-area teams, etc.?
- How are we supporting the social, emotional, and mental health needs of our staff?
- How will we ensure the resources and professional development available to staff include instruction and guidance on culturally responsive and relevant distant instruction?

Our plan:

**5/5: Update: We have continued with the plan outlined below to support our staff with training, support, and coaching as we progress through this distance learning term.**

At HSRA, we are providing daily updates on urgent information to our staff. We are continuing our weekly all staff meetings to make sure we have consistent, clear communications across all staff. We also have bi-weekly Care4Team meetings to discuss staff and student concerns in smaller teams. We have had consistent training and administrative check-ins with each staff member to help provide training and guidance on our distance learning model and the expectations each staff member will contribute to. These administrative check-ins will be consistent throughout this Distance Learning term in order to provide feedback and coach teachers and other staff on distant instruction and other needs. Our teachers are involved in our Care4Teams along with advisors, support staff, social workers, and administrative staff to discuss creative ideas and resources. There is also a weekly teacher-run PLC that will continue during this period. We are providing guidance, support, and flexibility for our staff on social, emotional, and mental health needs and will continue to look for options to extend further support with digital training and meetings. We aim to continue with our PD calendar which includes a culturally responsive social justice book club and cultural competency training, which we are able accomplish through distance learning for staff.

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

### *Additional considerations*

- How is attendance being defined? Are there additional ways by which attendance can be defined or achieved?
- How are we communicating attendance procedures and expectations to students and families?
- How are our practices for tracking attendance equitable? What considerations are we making for students and families that cannot connect via the internet?

Our plan:

**5/5: Update: Our attendance tracking has been successful and we have not made any changes.**

We will track daily attendance through the reciprocal conversations and learning exchanges students have with teachers and our Care4Teams (Advisors, Licensed Teachers, Support Staff, Behavior Specialists, Social Workers, and Operational Staff). This can take the form of, but is not necessarily limited to, phone calls to or from staff, online communication with staff, staff physically picking up work completed by students, and student work accessed in Schoology. Students and their families are being contacted by Care4Teams now to make sure they

understand the attendance procedures and expectations. These attendance points will be collected by our Operations Team through a google form tracking system and uploaded to JMC. We will work to consistently track truant or non-responsive students to find creative ways to reach out and support them so they get the support they need to engage academically to fulfill their goals during this new Distance Learning Term. Staff are using a similar system to log their daily work collected in a google form. They are checking in daily with their assigned administrative staff to make sure they are included in planning and attached to appropriate and creative assignments.

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

### ***Additional considerations***

- What data and information will we collect to assess the implementation and impacts of our distance learning plan?
- Who will monitor impacts? How frequently?
- How will impacts be communicated to appropriate stakeholders, including families?
- How will we monitor whether our distance learning plan is benefitting some students and presenting learning barriers to others?

Our plan:

**5/5: Update: As mentioned earlier, Advisors and Care4Teams are currently working with students and their families to check in on a survey to assess their engagement, needs, or questions so we can make proper adaptations or give proper support where needed. We are using this to improve our Schoology Blended Learning Workshops, our at home projects, our communication strategies, and technology plans as we move forward.**

We will continue to collect data and information from our staff, students, and broader community during this new Distance Learning term to assess that our aims to provide meaningful, personalized, flexible, and consistent education for every HSRA student are being met. Each weekday our administrative group meets to check up on new needs that arise or changes / adaptations to the plan that need to take place. As a team, we are processing requests from students and staff four times a week. We are consistently updating our website and social media as well as communicating with all families to give updates as needed. Our Care4Teams are also checking in on how the plan is being implemented with direct attention on successes and barriers, and monitoring how it is being carried out as equitably as possible for all HSRA students. These groups are communicating to our Administrative Team as well so we can be agile and respond to needs in real time.