New Millennium Academy’s

Equitable Distance-Learning Plan

Revised April 23, 2020

Yog hais tias koj xav tau cov lus no txhais ua lus hmoob, thov hu tuaj rau Lisa Xiong (763) 235-7906.

For translation of this document in any language, please contact Mai Ka at (763) 235-7903.

Contents

Vision........................................................................................................ 2

Clear................................................................................................. 2

Engaging......................................................................................... 2

Standards-Aligned.......................................................................... 2

Relationship-Based...................................................................... 2

Equity.............................................................................................. 2

Communication............................................................................. 2

Scholars......................................................................................... 2

Families.......................................................................................... 2

School Staff.................................................................................... 3

Community Members................................................................... 3

Hours............................................................................................... 3

Scholars......................................................................................... 3

Staff............................................................................................... 3

Attendance..................................................................................... 3

Scholars......................................................................................... 3

Unexcused Absences................................................................... 3

Staff............................................................................................... 4

Mental/Physical Health and Social Welfare.............................. 4
Mental Health ................................................................. 4
Physical Health ............................................................... 4
Contact Information ......................................................... 5
Homeless Scholars ............................................................ 5

Special Services ............................................................. 5
   Special Education and 504 ............................................... 5

English Language Learners ............................................... 6

Meal Service .................................................................... 6
   Distribution .................................................................. 6
   Delivery ....................................................................... 6

Childcare ........................................................................ 6

Technology ...................................................................... 6
   Broken/Malfunctioning Devices ..................................... 6
   Cyber Bullying .............................................................. 7
   Student Privacy ........................................................... 7
   FERPA ....................................................................... 7

Assessments .................................................................. 7
   State ........................................................................... 7
   Local .......................................................................... 7

Teacher Training ............................................................. 7

Frequently Contacted Staff .............................................. 8

Tribal Considerations ...................................................... 8
VISION

New Millennium Academy's equity-focused distance learning is clear, engaging, standards-aligned, and relationship-based.

Clear

Teachers a) choose user-friendly ed-tech tools and b) use precise language.

Engaging

Teachers create grade-level a) rigorous, b) relevant, and c) differentiated lessons and assessments.

Standards-Aligned

Teachers guarantee scholars learn essential standards: a) all lessons and b) all assessments are standards-aligned.

Relationship-Based

Teachers foster relationships and connections with and between scholars.

EQUITY

NMA is committed to ensuring access for all scholars to required materials, technology, and WiFi connections. NMA’s Family Support Specialist and Every-Scholar-Has-Access Task Force assist in the initial acquisition and ongoing assurance of required technology and WiFi connections for all scholars. NMA’s Task Force assists all scholars, including homeless scholars and scholars who attend daycare at NMA or at another location.

NMA’s Task Force contacts each family to determine the best method for families to receive meals and instructional materials. Options include, as feasible, at-school pick-up, at-home delivery, and U.S. mail.

NMA’s primary platform for distance learning is Google Classrooms; teachers can effectively meet scholars’ unique learning needs, including the need for differentiated and 1:1 instruction, through synchronous Zoom classes and video lessons. In the event that a WiFi connection cannot be secured or technology use is not feasible, NMA will provide alternative access to learning.

COMMUNICATION

NMA prioritizes clear, regular communication with stakeholders while implementing distance learning.

Scholars

All scholars have equal access to NMA’s learning program and the required materials, including required technology. The primary platform scholars use to access learning is Google Classrooms. Google Classrooms allow teachers to differentiate assignments and materials to meet the unique learning needs of each scholar. Teachers and Educational Assistants (EAs) use Zoom to conduct video calls with scholars; Zoom allows for whole-group, small-group, and individualized differentiation. In the event that a WiFi connection cannot be secured or technology use is not feasible, NMA will engage in alternative methods of communication, which may include drop-off or pick-up sites, U.S. mail, and/or telephone calls.
Families

The primary platform teachers use to communicate with parents and guardians is Class Dojo. All communications via Class Dojo may be translated into Spanish. In the event that a WiFi connection cannot be secured or technology use is not feasible, NMA will engage in alternative methods of communication, which may include U.S. mail and/or telephone calls.

School Staff

School staff may be reached between the hours of 8:30 AM and 2:30 PM via phone, email, Class Dojo, and Zoom video conferencing.

NMA maintains regular contact with Brooklyn Center Emergency Manager, Todd Berg, and will contact Continuum of Care planning bodies as needs emerge.

Community Members

The primary platforms NMA uses to communicate with community members include NMA’s website, Facebook, and Twitter. In the event that a WiFi connection cannot be secured or technology use is not feasible, NMA will engage in alternative methods of communication, which may include U.S. mail and/or telephone calls.

HOURS

Scholars

Scholars attend distance-learning school Monday through Friday from 9:30 AM - 2:30 PM.

Staff

Staff are available Monday through Friday from 8:30 AM - 2:30 PM.

ATTENDANCE

Scholars

Scholars complete a homeroom attendance assignment every day Monday through Friday. Homeroom teachers record daily attendance by 3:00 PM in Infinite Campus. NMA will exercise caution and will coordinate with Hennepin County before starting the truancy process for scholars.

Parents/guardians must contact the school by 9:00 AM at (763) 235-7900 when a child will not be present for distance learning.

When conducting 1:1 video sessions, teachers will wait five minutes for the scholar to arrive. If the scholar has not joined the session after five minutes, the teacher will end the session.

NMA communicates its attendance policy to scholars, staff, and parents/guardians by posting its policy on NMA’s website.

Attendance Q&A are located here.

Unexcused Absences

If a scholar has an unexcused absence for one day, the teacher will call or email the scholar and will call the parent/guardian to inquire about the absence.
If a scholar has an unexcused absence for two or more days, teachers will inform the Impact Team. A member of the Impact Team will initiate plans to support the scholar and the parent/guardian.

**Staff**

Teachers’ daily attendance is recorded by the Academic Coach and the MTSS Coordinator, who monitor teachers’ Google Classroom sites.

Educational Assistants (EAs) daily attendance is recorded through the use of daily documentation work logs.

The following staff members’ attendance is recorded via a daily report to the Principal: Assistant Principal, Academic Coach, MTSS Coordinator, Impact Coaches, Family Support Specialist, DAC, Library Coordinator, and Principal’s Administrative Assistant.

Operations staff will record their daily attendance by clocking in and out on scheduled work days.

**MENTAL/PHYSICAL HEALTH AND SOCIAL WELFARE**

**Mental Health**

NMA’s Health Coordinator and Impact Team provide social, emotional, and wellness support to scholars to empower and promote their success during distance learning. The Health Coordinator and Impact Team proactively develop positive and productive partnerships with scholars and parents/guardians.

The Impact Team fosters partnerships using the following platforms:

- Phone calls
- Email and/or U.S. mail
- Virtual video conferencing through Zoom (small-group video conferencing)

Concern over the Coronavirus may make children anxious. It is important to remember that children look to adults for guidance on reacting to stressful events. If adults seem overly worried, children’s anxiety may rise. Children need factual, age appropriate information about the potential seriousness of disease risk, so the focus of conversation should be concrete instructions for avoiding infections and the spread of disease. Teaching children positive measures, talking with them about their fears, and giving them a sense of some control over their risk of infections can help reduce anxiety.

The Centers for Disease Control and Prevention (CDC) offers guidance for talking with Children about Coronavirus [here](#).

**Physical Health**

NMA’s comprehensive Health and Safety Guidance is located [here](#).

NMA follows all Centers for Disease Control and Prevention (CDC) guidance [here](#) to protect staff, scholars, and families. Individuals are also encouraged to follow CDC guidance at home and in the community.

All staff, including contracted staff, are encouraged to follow the guidance of their physicians. Staff in high-risk categories may need to work from home during periods of distance learning.

At this time, Minnesota’s Educational Commissioner prohibits school staff from meeting with scholars and families in a face-to-face setting.
Contact Information

NMA’s Health Coordinator and the Impact Team are available Monday-Friday, 8:00 AM - 3:00 PM:

- Ms. Kathie, Health Coordinator 763-235-7900
- Mr. La, Impact Coach (KG-4) 763-235-7909
- Mr. Stephens, Impact Coach (5-8) 763-235-7908
- Ms. Mai, Family Support Specialist 763-235-7922

Homeless Scholars

NMA does not require scholars to check in or report attendance over video or audio connections when it is not feasible. In the event that a WiFi connection cannot be secured or technology use is not feasible, NMA will provide alternative attendance requirements and access to learning.

NMA encourages scholars and parents to reach out if their living situation changes and/or to access additional support to participate in distance learning.

NMA monitors participation and engagement of homeless scholars during distance learning, including both attendance and performance, as a distinct group, to determine whether additional staff support, engagement, or assistance are needed for scholars experiencing homelessness.

NMA’s Family Support Specialist helps staff and parents connect to resources that can assist scholars and families experiencing homelessness.

NMA conducts reviews of the efficacy of its distance-learning plans for homeless scholars and considers alternatives and/or additional support needs as part of that review.

SPECIAL SERVICES

Special Education and 504

Special Education scholars and scholars receiving 504 accommodations continue to access the general education curriculum during distance learning. Accommodations and modifications within the scholar’s current 504 Plan that are transferable to distance learning are provided. Special Education scholars' accommodations and modifications are implemented through the collaboration of general education teachers and special education teachers.

Special Education scholars receive Special Education services as detailed in their Individualized Distance Learning Plans by licensed Special Education teachers. Instruction is provided via several modalities: audio/visual platforms, phone conferencing, and/or packet work. The method of instruction depends on each student’s needs. State-mandated distance learning does not allow for in-person delivery of services or instruction. Current minutes of service per each scholar’s IEP are adjusted proportionally to the new school schedule during the distance learning period. If a scholar’s goals are not transferable to distance learning or the team determines a change is needed (i.e. the scholar experiences fatigue or has difficulty sustaining attention), service minutes will be amended and adjusted to meet each scholar’s needs during distance learning.

IEP goals are measured through teacher interaction, observation, and collection of work samples. Data is collected online and via hard copy, as available.

IEP meetings are held on or before the annual meeting date; Google applications, Zoom, or phone conferences are used to facilitate meetings.
All in-process initial evaluations will be reviewed. Evaluations that do not require in-person assessments will be completed, and determinations of eligibility and, as needed, services will be completed. If an initial evaluation requires an in-person assessment, the initial evaluation will be postponed until in-person school resumes or until Minnesota’s Educational Commissioner allows in-person contact.

Reevaluation timelines are maintained. Families will not be responsible for any mailing fees associated with reevaluations.

Child find meetings continue per the regularly-scheduled meeting dates.

**ENGLISH LANGUAGE LEARNERS**

NMA’s scholars who are identified to receive English language development services are provided support that allows them access to academic content. English learners receive research based, appropriately-resourced support to access content by licensed ELL teachers. ELL teachers collaborate with general education teachers to plan and deliver instruction that meets the unique needs of learners of the English language.

Immediate considerations for English learners during periods of distance learning include:

- Access to a reliable internet connection
- Communication with families that may not speak English as a primary language
- Ability of the student to understand and produce complex academic language for assignments without typical scaffolds
- Availability of scaffolding methods that are available in a distance learning environment

**MEAL SERVICE**

**Distribution**

NMA distributes bundled meals between 10:30 AM and 2:00 PM one time each week. Parents/guardians may walk or drive up to either school entrance and will receive curbside service. Meals are available to all NMA scholars.

**Delivery**

Families who are unable to pick up meals at school must sign a consent form to have meals delivered to their homes.

**CHILDCARE**

NMA provides care for school-age children of emergency workers. Here is a complete list of critical-sector employees for whom NMA provides childcare. NMA also provides transportation to and from the care program and extended care – before and after school hours – to students of Tier I critical workers.

To register your child, please contact Sweet Vang at (763) 235-7969 or sweet.vang@nmaedu.org.

**TECHNOLOGY**

**Broken/Malfunctioning Devices**
For support with broken/malfunctioning devices, please immediately contact IT Coordinator Jeffrey Eicher at (763) 235-7955 or jeffrey.eicher@nmaedu.org.

**Cyber Bullying**

Bullying of any kind, including cyber bullying, is not permitted. Please reference the following resources created by NMA's Impact Team to prevent cyber bullying:

- Letter to families [here](#)
- Video [here](#)
- PBIS distance learning expectations [here](#)

**Student Privacy**

NMA values and protects student privacy. NMA uses Zoom video conferencing, which incorporates security measures to ensure that private data is encrypted to comply with HIPAA/FERPA laws. Google Classrooms is a protected platform and cannot be accessed by individuals who do not have NMA domain email addresses.

- Google Classrooms are only accessible by an NMA email account.
- Zoom links are shared only within Google Classrooms.
- Zoom links are password protected.
- Teachers are encouraged to use the waiting-room function to screen participants attempting to join sessions.

Parents/guardians are asked to acknowledge NMA’s student privacy statement, including the online platform used during distance learning, and have the opportunity to opt out of virtual learning [here](#).

**FERPA**

The Federal Family Education Rights and Privacy Act (FERPA) governs student data. FERPA requires that schools cannot disclose private data or personally identifiable information from a student’s education record without consent or an eligible exception. Education records means all records that are:

1. Directly related to an individual student; and,
2. Maintained by an educational agency (school) or someone acting for the school.

If the school is providing services to a student in a way that does not disclose private information from a student’s record, then FERPA does not apply.

**ASSESSMENTS**

**STATE**

Minnesota has sought a waiver for the federally-mandated standardized statewide assessments, and in accordance with that waiver has cancelled the Minnesota Comprehensive Assessments (MCAs) for the remainder of the 2019-2020 school year.

**SCHOOL**
NMA’s teachers continue to regularly assess scholars during distance learning. Assessments are aligned to Minnesota’s state standards.

TEACHER TRAINING

NMA’s teachers received daily training on distance-learning best practices during the March 11 - March 20 school closure period. EAs and other school staff were also trained. During the period of distance-learning implementation, instructional staff will participate in, at minimum, biweekly training to develop and refine their instructional skills.

TRIBAL CONSIDERATIONS

NMA does not currently serve scholars who identify as Native American.

FREQUENTLY CONTACTED STAFF

Principal Stephanie Steen
(763) 235-7900, stephanie.steen@nmaedu.org

Assistant Principal Stephanie Wheelock
(763) 235-7900, stephanie.wheelock@nmaedu.org

Director of Operations Mai Ka Yang
(763) 235-7903, maika.yang@nmaedu.org

Community Engagement Coordinator Lisa Xiong
(763) 235-7906, lisa.xiong@nmaedu.org

Yog hais tias koj xav tau cov lus no txhais ua lus hmoob, thov huaj rau Lisa Xiong.