

**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.

### **Distance Learning Vs. E-Learning**

#### Distance Learning:

- Specifically providing NEW INSTRUCTION to building new skills and make progress on meeting both individual IEP goals and state standards for students.
- Distance Learning is providing innovative ways to present materials in an equitable and engaging way.
- Distance Learning takes the place of face-to-face instruction within the classroom setting.
- Distance Learning is a long-term intervention; using core content materials to introduce, teach and build new skills and knowledge.

#### E-Learning:

- Specifically in Statute for weather related closings only to continue practice and progress on current knowledge and instruction so there is no regression.
- E-Learning is providing innovative ways to engage students in their learning of prior instruction.
- E-Learning does NOT take the place of face-to-face instruction within the classroom setting.
- E-Learning is a short-term intervention; using supplemental materials and not necessarily introducing new content.

### **Timelines – Subject to Change**

- |           |  |
|-----------|--|
| March 30  | Distance Learning begins in all MN public and charter schools          |
| May 1 & 4 | Staff prepare to welcome students back                                 |
| May 5     | Students back to regular programming in school, distance learning ends |

## Contact Information

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## Abbreviations

CVSEC	Cannon Valley Special Education Cooperative
IEP	Individual Education Plan – Special Education plan specific to individual goals and needs
IDLP	Individual Distance Learning Plan – Specifically addressing individualized student needs related to the IEP during distance learning
DLP	Distance Learning Plan – Cooperative’s plan to deliver distance learning opportunities

## Sample Schedule for Families

Approximate Time Frame	Category	Suggested Activities	Completed Tasks
Before 8:00 AM	Wake-up	Breakfast, make bed, shower, get dressed	
8:00 - 9:00 AM	Morning Exercise	Yoga, walk, Go Noodle, push-ups, sit ups	
9:00 - 10:30 AM	Academic Time	Lessons and activities directed by classroom teachers	
10:30 - 11:30 AM	Creative Time	Art and/or music	
11:30 AM - 12:30 PM	Prep lunch Eat lunch	Wash hands, help prepare lunch, eat lunch	
12:30 - 1:00 PM	Chores	Age appropriate ways students can contribute to family, neighbors, community	
1:00 - 2:00 PM	Quiet/Rest Time	Reflection/meditation, write a letter to a friend/relative, journal, read, listen to music	
2:00 - 3:30 PM	Academic Time	Lessons and activities directed by classroom teachers	
3:30 - 4:30 PM	Afternoon Exercise	Walk, run, hike, bike, pick up trash, jump rope, sidewalk chalk, catch	
4:30 - 5:00 PM	Prep for Supper	Wash hands, help prepare meal	
5:00 - 6:00 PM	Supper	3 days a week at the table with the activities sent home	
6:00 - 8:00 PM	Free Time		
8:00 PM	Bed Time		

Adapted from: <https://nescanewton.com/making-the-most-of-covid-19-school-closures/>

## Overall Equity Considerations

Students attending the Cannon Valley Special Education Cooperative are placed by the member district to receive intensive and specialized instruction. Most of our students require a consistent schedule, routine and expectations to make progress on their IEP goals. While the Distance Learning plan is implemented, students will not have access to some of the routines, procedures and materials used on a daily basis. The Cooperative has taken into account students and families who will have difficulty replicating the educational environment in their home. The Cooperative has also taken into account students who have a clear sense of separation between home and school routines and expectations.

### **Potential barriers for our students to access and equitable distance learning program are:**

- Family access to the specialized sensory programming within the educational environment to allow students to access the content.
- Family access to internet and technology; knowledge of programming and implementing technology
- Family ability to implement specialized instructional methods
- Students ability to understand the blending of educational materials within their home setting – usually these two settings are clearly defined and separated
- Students access to mental health support from staff
- Students access to daily living needs – shower, toiletries, washer/dryer, food to pick up for evening/weekend

### **Ways we will mitigate barriers:**

- Case managers have contacted families during the first week of closure to determine the family needs of technology, visual supports, sensory tools, specialized equipment, best time of day to contact, preferred method of communication, etc.
- Case managers and service providers have developed sample schedules for families to use as examples or implement.
- Case managers and service providers have developed instructions and routines that families can choose to use while implementing the distance learning plan at home.
- Case managers and service providers have developed schedules for each student/family to connect with on a daily basis. Every student/family will be contacted by a licensed staff member daily to check on work completion, questions, concerns, changing family needs, etc.
- All licensed staff members will be provided with a Cooperative cell phone for communication with students/families based on the information gathered during the first week of closure.

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

CVSEC will be implementing the use of Seesaw with all grade levels. This system will allow staff to deliver written, video and audio messages and instructions to students/families. It was important for CVSEC to have a platform that would be accessible to the student and family, user friendly and provide translation into multiple languages; specifically, Spanish and Somali. The Seesaw paid programming that has been purchased meets confidentiality requirements to ensure any information about the student and their disability is protected.

Staff will continue to implement the quality and standards based core instructional curriculum used during the regular educational programming. CVSEC uses McGraw Hill products for: math, science, social studies, English/language arts. Other products used by CVSEC and will continue to use with distance learning are: Boys Town Press, News2You, Unique, STAR and Reading Mastery.

CVSEC will be loaning devices to families that do not have access. (Please see additional information above.) Each week, families will also be provided with a paper copy of the content to accommodate families that choose not to have electronic devices in their home and for students who prefer paper materials.

Staff will be delivering and picking up materials from homes on a weekly basis. Most of our families will not be able to pick-up at a location so CVSEC had determined delivering to homes would be the best and most efficient way to ensure our students have immediate access to the educational content we are providing.

**Process for Compiling Materials to go to Families:**

- The work areas used to compile will be thoroughly cleaned and sanitized prior to working
- Staff members compiling materials will wash hands before and after compiling the materials
- Once the materials are compiled, all materials will sit for 24 hours or more prior to being delivered to homes (the MN Dept of Health recommended a 24 hour waiting period for papers and surfaces to decrease risk of viruses being passed)
- Materials will be compiled on Fridays

**Process of Materials Delivery to Families:**

- The first delivery to families is set for March 30, 2020
- Mondays will be the delivery days for new materials
- Staff delivering to door steps will do the following to protect themselves and others:
  - Wash hands and apply disposable gloves
  - Maintain as much of a distance from the occupants of the home or car to comply with the social distancing requirement
  - Remove gloves and wash hands

- The containers will be cleaned and sanitized

#### Process for Retrieving Materials from Families:

- Staff will pick up materials by the drive-thru process or doorsteps of family homes on Mondays
- Staff retrieving materials will wash their hands and apply hand sanitizer regularly
- Staff retrieving materials will wear gloves
- Once the materials are collected, all materials will sit for 24 hours or more prior to being delivered to or picked up by staff (the MN Dept of Health recommended a 24 hour waiting period for papers and surfaces to decrease risk of viruses being passed)

#### Process for Loaning Families Technology Devices:

Families that indicated they do not have access to a device for their student to use during the distance learning period will be given a Cooperative owned device to use during the Distance Learning period. When the Distance Learning period is concluded, the family will return the device to the Cooperative. It is expected that the device is in similar condition as it was when given to the family and the Internet Safe Use Policy of the Cooperative is followed. A copy of the policy and expectations will be given to the family along with the device.

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

Service providers that students would see on a regular basis will be contacting students / families based on the preferences set by the family during the initial closure. The expectation is that at least one service provider will be in direct contact with the student / family every instructional day through phone call, text, email or video call. Our students / families rely on consistent communication and support from our staff. Staff will be entering the daily communication and attempts to communicate into a Cooperative-wide communication form. Along with the daily direct contact, students / families will have assignments or interactions through Seesaw or through the paper materials that will be delivered weekly.

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

CVSEC social workers and mental health professionals will be in contact with students and families on at minimum one time per week to address questions and needs. If a student or family has support from the county human services, case managers or social workers have been in contact with them to advise of the distance learning plan so they can appropriately support the student/family during this time, also.

All families will receive the pamphlet with the Mobile Crisis Unit information along with specific resources for families within each county our Cooperative serves. All families will also receive the information that the National Association of School Psychologists (NASP) has made available to support families with COVID-19, specifically.

All students will continue to receive social skills and social emotional instruction during the distance learning time. This will provide students with opportunities to practice and communicate about their current needs and how their coping skills can support them.

The virtual platform of Seesaw was chosen due to the ability to restrict students and families from contacting each other through the Seesaw program. This will provide confidentiality for the students/families, yet allow staff to provide the same information to all students in their class at the same time. Limiting the ability for students to communicate through the Cooperative's platform will limit the opportunities for cyber-bullying and sharing private information accidentally or purposefully.

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

All students attending the Cooperative have been identified as having an educational disability and are served in a Setting IV. IEP teams will be amending IEPs as required by law and necessity to ensure students are receiving the accommodations and modifications to continue to make progress on their IEP goals and make progress in their educational content.

**Process for Scheduling an IEP Meeting:**

Case managers will fill out the Request for a Team Meeting form (fillable). Case managers will send the Request to the Administrative Assistant of their building and they will schedule the meeting using the current processes.

**Process for Conducting an IEP Meeting:**

The Administrative Assistant will send the date and time to the building supervisor to create the Zoom link for the meeting. The building supervisor will add the link to the calendar invite and ensure the family is able to access the link. The building supervisor may text the link to a family if they are not able to access the calendar invite.

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

If a family does not have access to internet, the Cooperative will help the family coordinate with outside providers to gain access to internet through a local provider or a hot spot device.

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

CVSEC does not provide meal services. Our meal services are contracted through the member districts. All students have been accounted for in the member district food distribution plans.

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

CVSEC currently does not have any students who qualify for English Learner services, but have parents/guardians who primarily speak and read a language other than English. The Cooperative uses Language Line services to communicate with families whose primary language is not English. Language Line

can be used over a conference or video call. Seesaw has translation services within the program that are accessible to staff and parents to accommodate communication in

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

The Cooperative will work with member districts to identify and locate students who are mobile or homeless. The Cooperative will make additional efforts that do not require travel on the family's part to provide materials. The Cooperative will also work with member districts to identify additional resources to support the student / families within their community.

***How will Early Learning occur?***

CVSEC does not have a preschool and early childhood program.

***How will we assess our students?***

CVSEC will use various methods of assessing student knowledge during the distance learning period. Staff will be collecting data on individual student IEP goals through communication with the student/family and work that is turned in to staff virtually or paper material. Students/families may turn in work completed by taking a video, taking a picture, drawing or writing in the Seesaw platform. They may also turn in work through the weekly pick-up process at homes. When students/families speak with their case managers or providers, they may report successes and challenges. Feedback will be given by staff through all of the above mentioned methods to celebrate the successes and provide guidance for challenges.

Student progress and grading will be determined by the student's IEP.

CVSEC will continue to report progress on student IEP goals and student grades in writing at the end of every quarter. Progress and grade reports are mailed to families approximately one week after the end of the quarter.

***How will we regularly communicate with families?***

Seesaw will be used daily by all grades and programs for daily communication. An identified service provider will contact the student/family each instructional day by phone, text or email. Each licensed staff is provided a district cell phone so they are able to confidentially contact and communicate with families through various methods. Each family has indicated their preference on contact type and time of day and staff will make attempts to accommodate their request.

JMC (Cooperative Student Management System) will be utilized to communicate mass information to students and families by administration. CVSEC will send a weekly communication to families with Cooperative wide information.



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

Staff will continue to communicate with students’ outside providers if they have them. It is important to the Cooperative to maintain these relationships to best serve and support our students/families during this stressful time.

The Cooperative is also reaching out to member districts to support them with childcare and food distribution with our staff members.

***How will we meet the needs of staff?***

All teams have meeting dates and times, with an initial meeting followed by check-ins two times per week. The teams have a planning point of contact to funnel questions and concerns to. The point of contact person will be the one to communicate with the executive director and receive communication from the executive director to pass onto their team. During these meetings, the executive director will be able to celebrate successes, determine if there are programming concerns, address student needs that are not being met, find resources for families that are struggling and need additional support, etc. The teams are encouraged to meet additionally outside of the meetings facilitated by the executive director.

Team	Planning Point of Contact	Team Meeting Day / Time	Team Meeting Day / Time	
Alex Elementary	Chandler			
Alex Secondary	Neil			
SOAR/SUN	Nina			
STEP	Erica			
Itinerant	Diane			
SSW & MHP	Kelsey			

The executive director will host a zoom meeting with all staff members one time per week. During these meetings, the executive director will be addressing questions and concerns that are brought forward from staff, updates from the MN Dept of Education, and any changes to programming that need to occur. These meetings will also be recorded and uploaded for staff to review if they were not able to attend. This is a good time to provide support to staff as a whole and maintain the sense of community CVSEC has with it’s employees.

The Cooperative has Healthiest You as part of its medical insurance program. Healthiest You provides free phone and video medical and mental health services to any employee enrolled in the medical insurance

program. The mental health services are for up to weekly visits for the employee and any other person in their household. All staff have access to an Employee Assistance Program through the Life Insurance plan that the Cooperative provides to all employees.

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

Attendance will be recorded with the daily connection by licensed staff members to each student/family. The staff member will log in the Communication Document the time and method of communication each day. The Communication Document (Google Form) will be shared with staff through the pinned link on the CVSEC Bookmark. The executive assistant will use the Communication Document to report attendance to MARSS.

If a staff member is not able to communicate with a student / family for 3 consecutive days, the staff member will contact the social worker for their building and the following may take place:

- The social worker will make attempts to contact the family
  - Can also contact the emergency contacts listed in JMC (Student Management System)
- The social worker will communicate with all members on the student's team to problem solve
- The social worker will determine if a well check should be made by calling the local police department or County Family Services

If a student is not participating in the Distance Learning Plan one of the following may take place:

- An IEP team meeting will be held to discuss barriers and ways the student / family may need additional support with Distance Learning or outside services
- An attendance meeting will be held to discuss the barriers, expectations for the student, identify an additional supports the student may need to participate
- A truancy meeting will be held with county officials from their member district through the Student Attendance Review Board/Committee

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

The executive director will be receiving feedback weekly from the staff on student/family participation, barriers they have encountered, or feedback they have received from students/families.

A survey will be provided to students and families to monitor and assess their satisfaction with our distance learning plan and support they are receiving.

All of this information will be synthesized to determine if students are benefitting from the distance learning plan the Cooperative has implemented. The Cooperative will continue to adjust and monitor as we move through the distance learning period. The Cooperative recognizes this will be a difficult time for students and families due to the unique and complex needs many of our students/families cope with.

As changes are made, staff will be informed and prepared prior to the implementation. Communication from the administration to families will be made through JMC and case managers will be directly communicating to individual students/families.

## Lesson Planning Resource Form – For teacher use

Teacher:	
Course / Subject / Grade:	
Unit / Lesson Plan:	

Big Idea / Essential Question(s) / Concept / Theme:
Learning Goals: (2-4 goals per unit):

Standards Alignment:	Source:

Essential Knowledge:	Essential Skills:

Learning Targets: (I can statements...)	Key Academic Vocabulary:	Assessment for Learning:

How are you connecting and planning for students IEP accommodations?
How are you connecting and planning for EL students in your class?

Adapted from: Department of Teaching & Learning - Faribault Public Schools

## Welcoming Students and Staff Back to Regular Programming

All staff will return to their regular contractual schedules and report to buildings on May 1 and 4 as designated by Governor Walz and Education Commissioner Ricker. These dates are subject to change based on new and updated information related to COVID-19.

All students will return to their previous stay-put IEP schedules on May 5 as designated by Governor Walz and Education Commissioner Ricker. This date is subject to change based on new and updated information related to COVID-19.

*Staff roles and responsibilities*

*Return of materials and technology*

*Grading*

*IEP Implementation*

**THIS PAGE WILL BE**  
**UPDATED AS MORE**  
**INFORMATION**  
**BECOMES AVAILABLE**