

Distance Learning Plan - Cornerstone Montessori Elementary School

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 March 30th, 2020. Below are the components of the plan required by the MDE.

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.

General Requirements:
Summary of the teaching and learning structures and platforms to be utilized during distance learning. 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.
<ul style="list-style-type: none">• CMES will use Schoology and Zoom as the primary platforms of communication during distance learning. All families have been surveyed and have access to the internet. Families without access to a smartphone, tablet, or laptop will be loaned one for the duration of distance learning. Scheduling of classroom activities will be planned with awareness of multiple children utilizing shared devices.
The school will provide the following trainings for staff in implementation of the distance learning model and district expectations.
<ul style="list-style-type: none">• Staff will receive training in the platforms used for distance learning. Staff meetings and written trainings will be held with each sector of staff to discuss expectations for employees and for children.
The school will provide the following trainings for students on implementation of the distance learning model and district expectations.
<ul style="list-style-type: none">• Each class will spend the first morning of distance learning discussing work expectations and online etiquette.

The school will provide the following trainings for parents/guardians on implementation of the distance learning model and district expectations.

- All families will receive detailed instructions on using distance learning platforms and the school's policies regarding attendance and work completion. This learning plan will be posted to the CMES website on March 27, 2020.

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

- Paraprofessionals will continue their work with students receiving special education services; participating in lessons, checking in with children one on one, and providing office hours. The school psychologist will continue to provide service minutes as designated in each child's IEP, and will participate in class collectives to offer mindfulness techniques. CMES does not employ social workers, counselors, or cultural liaisons.

Attendance policy for students and staff during the remote learning period:

***Note: Review the school board attendance policy to determine if revision is necessary to accommodate distance learning.**

- Children are expected to attend school daily during distance learning. Attendance will be taken through daily real-time gatherings, individual and small group assigned lesson time, participation in staff and specialist office hours, and the completion of assigned work.
- Staff are likewise expected to work daily during distance learning, completing their tasks as assigned.

Materials students will be provided and method(s) of distribution.

- All children will be provided with school supplies (paper, pencils, scissors, glue, colored pencils, pencil sharpeners), paper Montessori materials, grade-level books, and other materials prior to the start of distance learning. Materials will be available for pickup at the school and will be delivered to families who cannot come to school.

Security of the distance learning model is secure and will not allow for the release of protected student or staff information.

- Schoology and Zoom are private platforms, and any videos shared will be in a closed channel. We will continue to use PowerSchool for contacting families; only those with current access will be able to do so. Parents will be notified if their children will be in small groups with other children and confidentiality will be requested.

Resources for Families: Information on Childcare, Nutrition Program, Translation Services, Internet Access, Talking with Children About Covid19, Mental Health & Other Supports

The school is providing food service for families qualifying for FRL and families requesting meal support. Please see below for information on distribution method.

Food will be distributed on Mondays and Thursdays through delivery. Parents will sign a release allowing for home delivery.

The school is offering childcare for families of first responders and Tier 2 workers. Please see below for information on accessing childcare.

Parents are invited to request childcare if they are healthcare workers, first responders, or meet the criteria designated by MDE and the Governor's office.

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

The school will ensure supports identified on a student's Individualized Education Program (IEP) or 504 Plan are provided as described below.

- Service minutes will be provided by special education teachers and service providers such as Speech/Language, Occupational Therapy, DAPE, and School Psychology. Each child will have an individual Schoology page providing materials and a schedule for services. Each child will have daily check-ins with a paraprofessional.

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.

- IEPs will be amended to account for distance learning. Conversations with parents will occur frequently to ascertain the best method of communication and how IEP services are being provided.

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.

- Frequent Zoom meetings, emails, and Google documents among all constituents ensure that student needs are being met. Our regular Special Education meetings, with teachers, service providers, administration, and the Special Education Director, will continue to take place each week via Zoom.

English Language Learner Requirements

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.

- ELL-specific materials are provided for children receiving ELL services, and the ELL teacher has a Schoology course for her students. Services will continue to be provided via Zoom or phone, depending on the needs of the family.

Plan for communicating with families that do not use English as a primary language. Including plans for translation where necessary.

- All written communications are translated into Spanish and distributed. Spanish-speaking staff are available to interpret conference calls with parents who may not speak English comfortably.

Protections for Students Experiencing Homelessness or Housing Instability

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.

- Meals and internet-ready devices are provided for families experiencing homelessness, and frequent contacts are made between those families and school administration.

How will the school monitor participation and engagement of homeless students in distance learning, including both attendance and performance.

- Attendance for children experiencing homelessness will be monitored through daily check-ins with licensed guides and specialists, and paraprofessionals or classroom assistants. Progress monitoring will be completed by classroom staff and the specialists working with them.

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.

- Attendance will be the primary method of determining whether homeless children are accessing materials. We will collaborate with appropriate social work supports to adjust our distance learning model or provide additional support as needed.

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.

- CMES administration will attend scheduled calls with MDH, DHS, MDE, and other public departments on issues related to homelessness and education during distance learning. Our homeless liaison will attend to communications from these organizations as well.