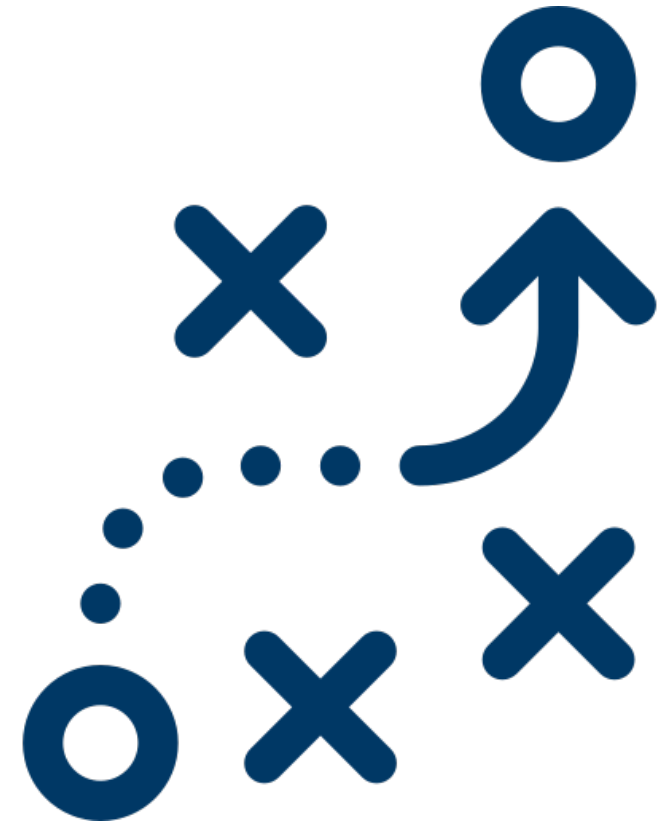




Flexible Learning Options – 2021-22

Stephanie Graff – Jeff Plaman

This session will clarify options for schools to provide flexible, **online learning** options to families who are seeking them and to prepare for disruptions to in-person learning due to health or other emergencies.



Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.



30 min session Outline

- I. Preparing for the unknown – providing options.
- II. True North – Essential Design Components of Public Education
- III. Online and Blended options for 2021-22
- IV. Becoming a State-approved online provider



Preparing for the Unknown

Two scenarios schools are facing:

Known:

Families seeking options.

Unknown:

Minimize disruption due to illness or close exposure.

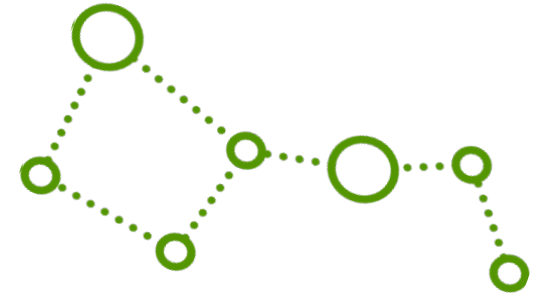
Online learning options provide flexibility.

Districts and Charter schools are strongly encouraged to seek provisional approval.



True North – Essential Design Components

- ✓ **Choice:** online/blended can be offered, not required
- ✓ **Quality:** students participating have same level of service and opportunity.
- ✓ **Curriculum:** follows Minnesota Standards and graduation requirements
- ✓ **Instruction:** provided by Teachers, active
- ✓ **Teachers:** appropriately licensed professionals employed by the District/Charter, workload considerations – consult bargaining unit
- ✓ **Time:** instruction meets minimum days/hours, attendance taken



Known: Providing Options

- Online instruction can only be offered by State-approved online providers (Minn. Stat. § 124D.095)

Partner

Share ADM with an existing State-approved online provider.

Partner's software, instructional systems, curriculum, teaching staff, experience.

Students remain enrolled.

DIY

Apply for **provisional approval**.

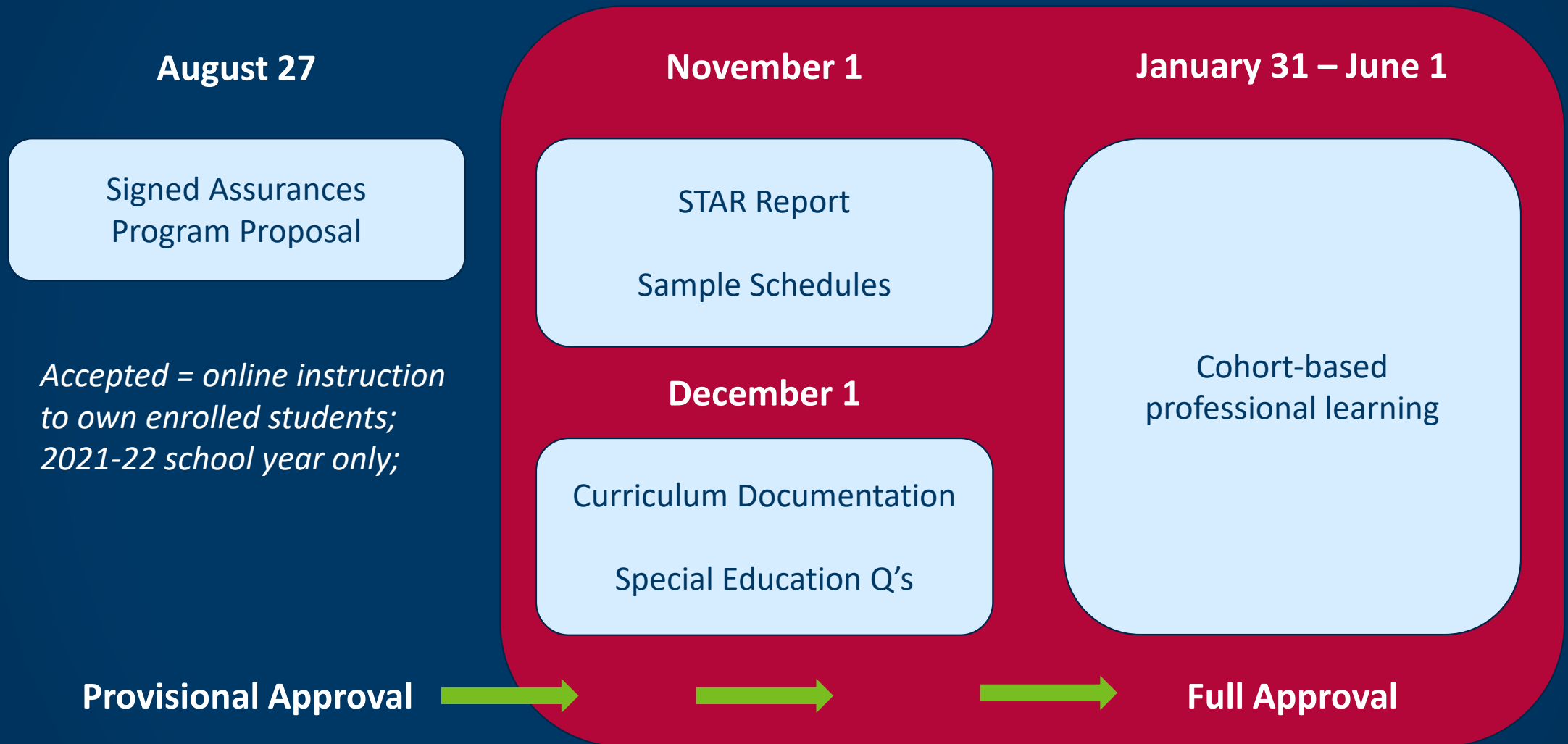
Your staff, curriculum*, instructional systems and software.

Staff capacity and expertise? Invest in your own development.

Unknown: Emergency Response

- Apply for **provisional** approval to offer online instruction.
- Transition curriculum and instructional resources to **digital** to the extent possible. Develop your Learning Management System (LMS).
- Develop high-quality formative assessments. Use data from LMS to focus instruction. Avoid concurrent in-person and online instruction.

UPDATED: Pathway to Online Provider



Online Program Proposal

- 1. Attendance procedures** – explain how attendance for membership on days when students are learning online will be determined and describe what records are kept.
- 2. Instructional methods** – describe how students will participate in instruction. Include whether they participate in synchronous or asynchronous modalities, what is required VS optional, and how they will receive feedback from their teachers.
- 3. Teacher interaction** – explain how teachers from the District or Charter school will be interacting with students, providing feedback, instruction and support. The expectation is that they are **actively providing regular, teacher-initiated, meaningful interaction** to all students, not passively setting assigned work, responding to questions, or holding “office hours.”

Online Provider Assurances

1. **Communicating** with the school board, local community, families, and students that the proposed program is provisional for the first semester of school year 2021-22 only, with the potential to extend to the second semester of school year 2021-22 with approval by the Minnesota Department of Education (MDE).
2. The district or charter school has developed the blended or online instructional model in **collaboration with educator bargaining units** (if applicable) to consider teacher workload or assignments.
3. Ensuring that all students continue to receive transportation, nutrition services and other critical components of education, any alternative instructional models such as blended and online learning will be a **choice** for all students at the identified grade levels. These schedule options can be offered but not required. School districts and charter schools must establish a process and timeline for when students can opt in or out of the online program.
4. Only **resident or previously-enrolled students** may participate in the program.

Online Provider Assurances 2

5. Report all online teachers in the STAR system including their assignments. The district/charter school will **employ or contract with another district or a cooperative unit for appropriately-licensed teachers** to provide online instruction to no more than 40 students in an online learning course or section. The contract of a teacher employed by a district/charter school must meet the requirements of Minnesota Statutes, section 122A.40 or 122A.41, and a charter school must employ or contract with a teacher in accordance with Minnesota Statutes, section 124E.12, subdivision 1.

6. List all cooperative arrangements for employing teachers [*\(using online form\)*](#)

Districts with cooperative agreements with state-approved online providers need not apply themselves.

7. **Teachers** will perform all duties described in Minnesota Rules 8710.0310 defining Teacher of Record. *"Teacher of record" means an individual who is responsible for the **planning, instruction, and assessment** of students in a classroom and authorized to grant students credit for meeting standards attributed to the content taught, or is part of a co-teaching assignment and has shared responsibility for planning, instruction, and assessment of students in a classroom.*

Online Provider Assurances 3

8. Instruction is provided to students using evidence-based practices that include **regular, teacher-initiated, meaningful interaction** between teachers and students consistent with the required days and hours of instruction.
9. **Attendance** for membership is taken and records are kept. Such records must be consistent with the district's attendance policy and meet requirements of Minnesota Statutes, section 120A.22.
10. Students identified as **English learners** are provided with instruction by a teacher licensed to teach bilingual education or English as a second language, and differentiated instruction in all courses consistent with state and federal law, and communicate with the families of students identified as English learners and encourage their involvement in the students' educational program.
11. The **curriculum** aligns with **Minnesota K-12 Academic Standards** under Minnesota Statutes, section 120B.021, and locally established learning goals consistent with those provided in the in-person school settings.

Online Provider Assurances 4

12. Districts may **contract with third parties** only for curriculum resources, instructional platforms and other support materials, not for teaching staff. List all contracted service providers. ([using online form](#))
13. Ensuring students receiving **special education services** are provided services as defined in Minnesota Statutes, section 125A.03, in accordance with Minnesota Statutes, section 125A, Minnesota Rules 3525, and the Individuals with Disabilities Education Act, including special education evaluation and development of individualized education programs under Minnesota Statutes, section 125A.08. A district/charter school offering online or hybrid learning options must develop systems designed to identify pupils with disabilities under Minnesota Rules 3525.0750.
14. No **payments or other incentives** will be provided to enrolling families by either the district/charter school or any contracting entities. Any instructional materials provided are the property of the district/charter school.
15. I **understand** that upon acceptance, the program qualifies for provisional approval for the first semester of 2021-22 school year only.

Thank you!

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