



# School Year 2020-21 Planning for Students with Disabilities: Overview on Health and Education Programming, Due Process and Funding Issues

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August 11, 2020



# 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.**

# Goals of this Session

- Discuss [Minnesota Department of Education \(MDE\) Fall Planning Guidance: 2020-2021 Planning Guidance for Minnesota Public Schools and related MDE resources on special education programming, due process and funding](#)
- Discuss three scenarios for 2020-21 and their impact on students with disabilities, K – 12th grade
  - In-person learning for all students
  - Hybrid models with strict social distancing and capacity limits
  - Distance learning only
- Discuss [Minnesota Department of Health \(MDH\) Fall Planning Guidance](#)

# Guidance Documents

[Executive Order 20-82](#) – Authorizing and Directing the Commissioner of Education to Require School Districts and Charter Schools to Provide a Safe and Effective Learning Environment for Minnesota’s Students during the 2020-21 School Year

[Minnesota’s Safe Learning Plan for the 2020-21 School Year](#) – 7/30/20

[MDE 2020-21 Planning Guidance for Minnesota Public Schools](#) – 7/30/20

[MDH Planning Guidance for Delivering Direct Student Support Services: Staff Protective Equipment](#) – 7/30/20

# Value in our Planning: Equity

## Equity Definition in the MDE Fall Planning Guidance:

Minnesota defines educational equity as the condition of justness, fairness and inclusion in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potential. The pursuit of educational equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for students based on their races, incomes, and social conditions. Eliminating those structural and institutional barriers requires systemic change that allows for distribution of resources, information and other support depending on the student's situation to ensure an equitable outcome. Equity is a priority to reach **all children, especially children of color, indigenous children, immigrant children, low-income families and communities, and people who have disabilities must continue to be prioritized**. Further, access to mental health services and support, hands-on student education and support, broadband and devices, and consistent instructional expectations continue to be concerns for many students. Responding to these challenges will take innovation and public-private collaboration. Our educators stand ready to meet this need. Safely providing opportunities for in-school learning and other activities will provide engagement, support, and access for our students, families and communities.

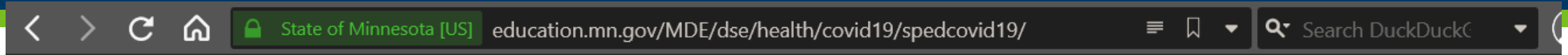
# COVID-19 Education System and Structure

- March 13, 2020 – Began preparing for a distance learning model
- March 16, 2020 – Distance learning planning guidance released for school districts and charter schools
  - March 16-27 – Planning period
- March 27, 2020 – Executive Order announced closing school buildings and implementing a distance learning model statewide
  - March 27, 2020-May 4, 2020

# COVID-19 Education System and Structure (2)

- April 24, 2020 – Executive Order announcing the continuation of distance learning until the end of the school calendar year
- May 13, 2020 – Executive Order regarding the next phase of COVID-19 Response for State
  - May 14, 2020 – Release summer learning guidance
  - June 18, 2020 – Release fall learning guidance
- July 30, 2020 – Executive Order regarding Safe and Effective Learning Environment for 2020-21 School Year, Minnesota Safe Learning Plan, MDE 2020-21 Planning Guidance and MDH Planning Guidance for Direct Student Support Services

# Minnesota Department of Education (MDE) Special Education COVID-19 Resources



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## Special Education COVID-19 Resources

The guidance on this page relates to special education services during the COVID-19 pandemic. Please check back often, as the information is changing rapidly.

[Distance Learning and Special Education Resources](#) - 7/14/20

[2020-21 Planning Guidance: Special Education Due Process](#) - 7/2/20

Responses based on federal guidance to date

[Compensatory Education Services Questions and Answers Related to COVID-19](#) - 6/22/20

[Considerations for Students with Low Incidence Disabilities in Hybrid and In-Person Models for Returning to School](#) - 6/22/20

### Related MDE resources:

[Districts, Schools and Educators -> Special Education](#)

### Related offsite resources:

[National Center for Systemic Improvement](#)

[TIES Center](#)



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# Planning for School 2020-21

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COVID-19 Education and Childcare Team

8 / 11 / 2020

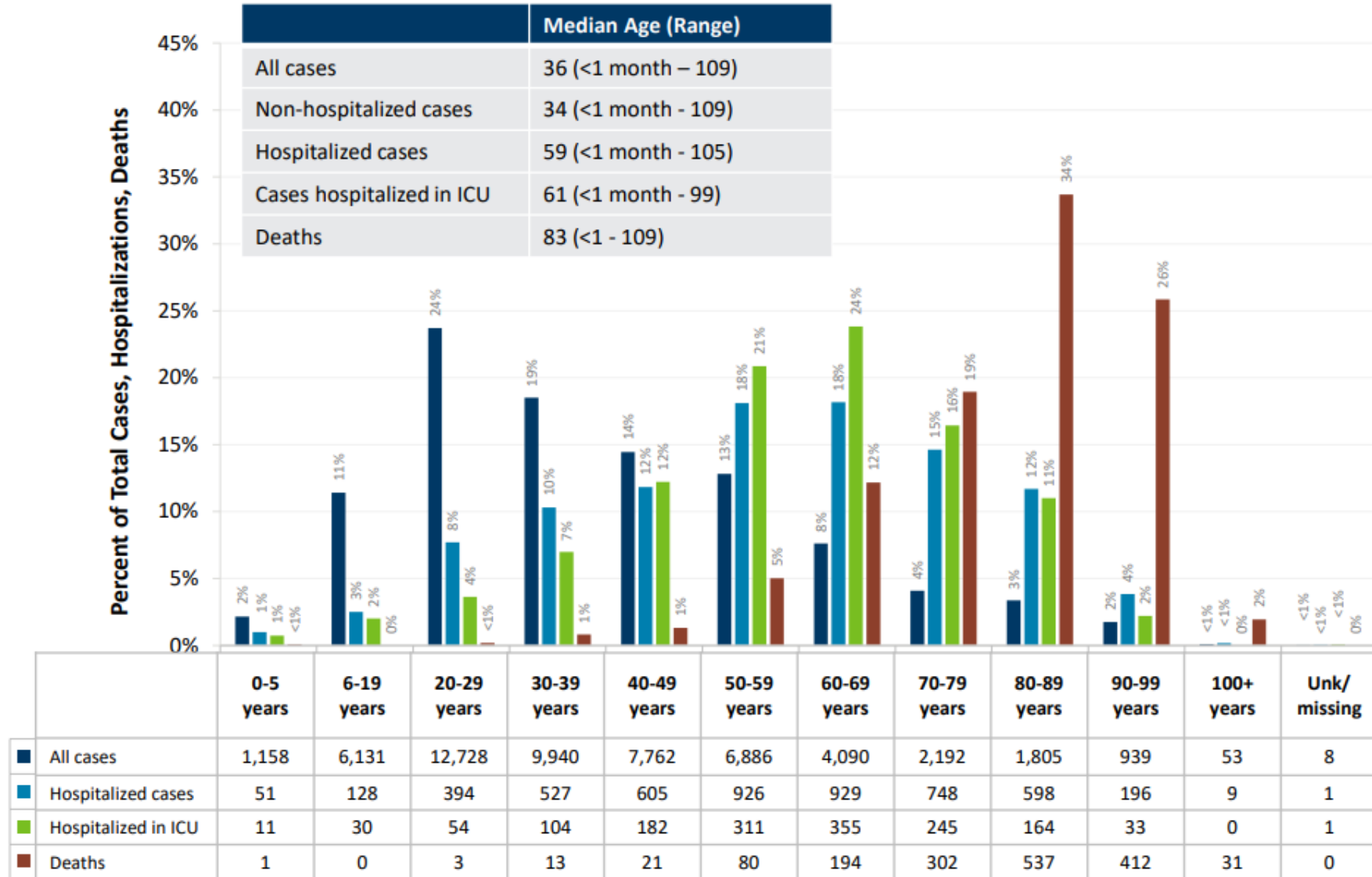
This information is as accurate as the time it was presented. The situation is fluid and unprecedented and we will continue to do our best to give the most up-to-date guidance.

# COVID-19 Basics

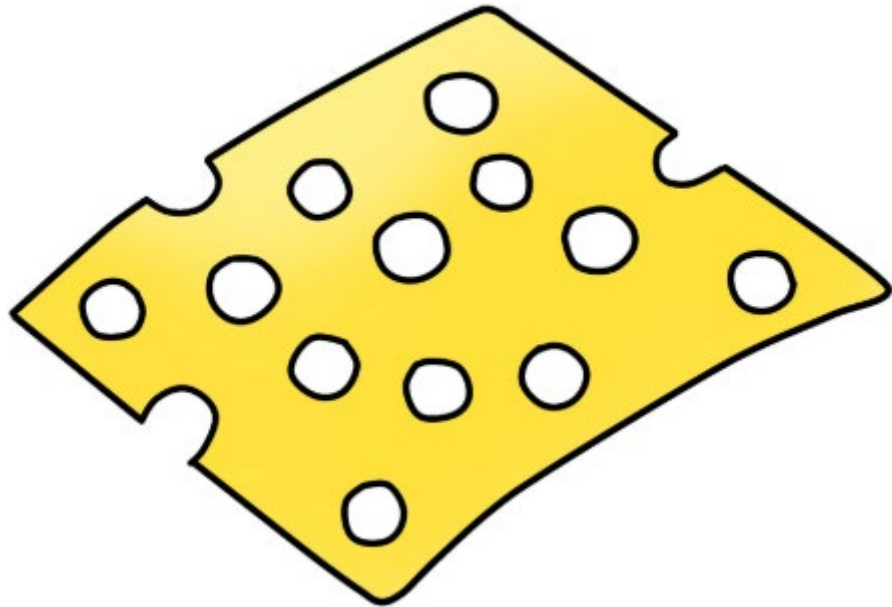
- Infectious Disease
- Novel virus not found before in humans
- Respiratory virus
  - Spread by nose/mouth droplets vs airborne
  - Person to Person primary method
  - Surfaces contaminated by droplets and then touched and introduced into nose, mouth or eyes is secondary method
- A lot is unknown and changes as we have more experience

<https://www.health.state.mn.us/diseases/coronavirus/basics.html>

# Demographics: Age



# Swiss Cheese



Layer mitigating  
efforts to reduce  
the risk of  
transmitting  
COVID-19

# Planning Guide for 2020-21

- COVID-19 program coordinator
- Social distancing and minimizing exposure
- Cloth face coverings
- Protecting vulnerable populations
- ***Hygiene practices***
- ***Cleaning and materials handling***

- Monitoring and excluding for illness
- Handling suspected or confirmed positive cases of COVID-19
- Water and ventilation systems
- ***Transportation***
- Support mental health and wellness

# Planning for Three Scenarios



Look at all the various aspects of your program or school.

Beginning to end of school day

Characteristics of student and adult population (high risk, role, place, etc.)

# Evaluating

<b>Descriptor</b>	<b>Lower Risk</b>	<b>Higher Risk</b>
Movement	Directed	Undirected
Proximity / Duration	< 6 feet / < 15 min.	> 6 feet / > 15 min.
Group Size	Small	Large
Respiratory Output	Normal	Increased
Touch	Low	High
Congestion	Low	High

# Goal

- Evaluate processes or programs and make changes to lower risk when appropriate and possible.
  - Implement Requirements for all the Scenarios
  - Implement as many of the Recommendations as possible for all the Scenarios



# Exclusion Guidance

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## Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs

For people (e.g., children, care providers, or staff) who have symptoms consistent with COVID-19, send home or deny entry and reference the exclusion criteria in this document to determine when they may return.

Symptoms of COVID-19 include: new onset cough or shortness of breath by themselves OR at least 2 of the following: fever (100.4°F or higher), chills, muscle pain, sore throat, loss of sense of smell or taste, and gastrointestinal symptoms of diarrhea, vomiting, or nausea.

If a person has a new symptom (for example, new loss of smell only) with no other diagnosis to explain it, they should stay home and talk to their health care provider about testing for COVID-19, even if it is the only symptom they are experiencing.

For people who received a laboratory test for COVID-19

[What to do if you're waiting for COVID-19 test results \(PDF\)](https://www.health.state.mn.us/diseases/coronavirus/waiting.pdf)  
([www.health.state.mn.us/diseases/coronavirus/waiting.pdf](https://www.health.state.mn.us/diseases/coronavirus/waiting.pdf))

**Positive test result:** Stay home at least 10 days since symptoms first appeared AND until no fever for at least 3 days without medication AND improvement of other symptoms.

Siblings and household members also stay home for 14 days.

**Negative test result but symptoms with no other diagnosis:** Stay home at least 10 days since symptoms first appeared AND until no fever for at least 3 days without medication AND improvement of other symptoms.

Siblings and household members also stay home for 14 days.

For people with a COVID-19 diagnosis *without* a lab test OR people with symptoms consistent with COVID-19 *without* a medical evaluation (e.g., monitoring symptoms at home)

Stay home at least 10 days since symptoms first appeared AND until no fever for at least 3 days without medication AND improvement of other symptoms.

Siblings and household members also stay home for 14 days.



For people with other diagnoses (e.g., norovirus, strep throat) that explain the symptoms, or when a health care provider says symptoms are connected to a pre-existing condition

Stay home until symptoms have improved. Follow specific return guidance from the health care provider or follow the [Infectious Diseases in Childcare Settings and Schools Manual](https://www.hennepin.us/daycaremanual) ([www.hennepin.us/daycaremanual](https://www.hennepin.us/daycaremanual)).

If symptoms related to a pre-existing condition change or worsen, talk to a health care provider to determine next steps.

Siblings and household members **do not** need to stay home.

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Minnesota Department of Health | [health.mn.gov](https://health.mn.gov) | 651-201-5414 | 1-877-676-5414 | 625 Robert Street North PO Box 64975, St. Paul, MN 55164-0975  
Contact [health.communications@state.mn.us](mailto:health.communications@state.mn.us) to request an alternate format.

06/02/2020

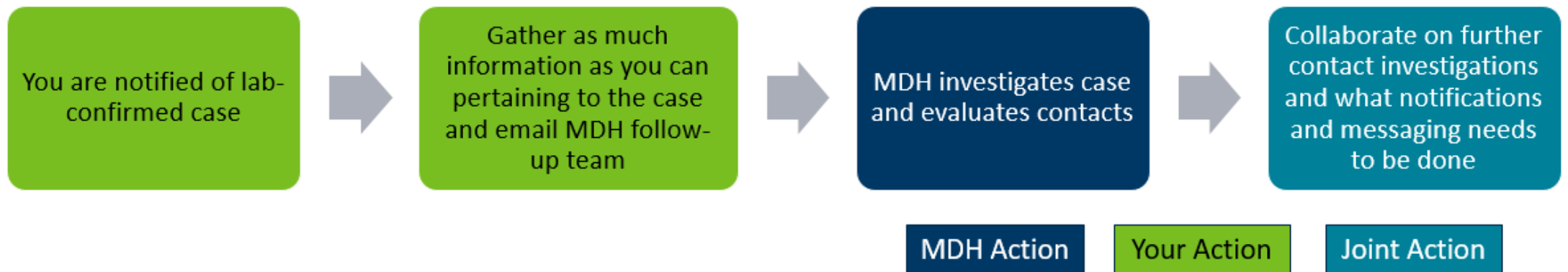
- Identify who: Ongoing daily work
- Will work closely with local public health / MDH
- Communicator to parents and staff
- Guidance is under review for future updates
- <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

# Lab Confirmed Positive Case Investigation Process

## Scenario 1: MDH is first notified of case



## Scenario 2: You are first notified of case



# Waiting for Follow-up

- If you are alerted to a lab-confirmed case of COVID-19 in your school or child care setting please reach out to our new case follow-up inbox immediately.
  - [health.schoolcc.followup@state.mn.us](mailto:health.schoolcc.followup@state.mn.us)
- Appoint **ONE** point person to communicate with the MDH Follow-up Team **per case**.
- Please try to gather as much information pertaining to the case prior to reaching out.
- [What To Do When Notified of a Lab-Confirmed Case of COVID-19 in a School or Child Care Setting \(PDF\):  
https://www.health.state.mn.us/diseases/coronavirus/schools/casenotify.pdf](https://www.health.state.mn.us/diseases/coronavirus/schools/casenotify.pdf)

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## What To Do When Notified of a Lab-Confirmed Case of COVID-19 in a School or Child Care Setting

Use the resources below and follow the instructions to help protect staff and children in your child care, school, or camp community while you are waiting for the Minnesota Department of Health (MDH) to complete their case investigation and additional follow-up.

**Resources**

- For information regarding a person who is asymptomatic: [Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs \(PDF\)](https://www.health.state.mn.us/diseases/coronavirus/schools/faq/case.pdf)  
<https://www.health.state.mn.us/diseases/coronavirus/schools/faq/case.pdf>
- [What to do if you're waiting for COVID-19 test results \(PDF\)](https://www.health.state.mn.us/diseases/coronavirus/faq/faq.pdf)  
<https://www.health.state.mn.us/diseases/coronavirus/faq/faq.pdf>

You may hear about a positive result from a staff member or parent/guardian before MDH is notified. Should this occur, please reach out to the MDH follow-up team by emailing [health.schoolcc.followup@state.mn.us](mailto:health.schoolcc.followup@state.mn.us).

The team monitors this inbox seven days a week and provides timely guidance. It is helpful if you can gather additional information (described below) before reaching out to the MDH follow-up team.

### Information gathering and sharing

When notified of a confirmed case of COVID-19 involving staff or children in your program or school, gather the following information to share with the MDH follow-up team when you contact them:

- Person's (or proxy's) name and phone number, so that MDH can conduct the case investigation in a timely manner.
- Date the person first developed symptoms.
- If they did not have symptoms, what date were they tested and why were they tested?
- Date(s) the person last worked/attended the child care, school, or camp.
  - NOTE: MDH considers the person to be infectious beginning two days (48 hours) prior to symptoms developing, or starting on the date of the test without symptoms through 10 days.

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# What to do if Waiting for Test Results

- If you (or a household contact) are waiting for test results whether you are symptomatic or not, you need to remain home from school or child care.
- What to do if you're waiting for COVID-19 test results:  
<https://www.health.state.mn.us/diseases/coronavirus/waiting.pdf>

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## What to do if you're waiting for COVID-19 test results

COVID-19 is caused by a virus that can spread easily from person to person. Follow these instructions to help protect yourself, your family, and your community while you are waiting for test results. There are instructions for people who have symptoms and people who do not have symptoms.

### If you have symptoms of COVID-19

Symptoms can include cough, shortness of breath, fever, chills, headache, muscle pain, sore throat, or loss of taste or smell. Less often, symptoms can include vomiting, nausea, and diarrhea. Follow these instructions while you are waiting for your test results.

#### Separate yourself from others

- **Stay home.** Do not go to work, school, or any other place outside the home. If you need medical care, follow the instructions below.
- **Stay away from other people in your home.** As much as possible, stay in a separate room and use a separate bathroom, if available.
- **Wear a facemask** if you need to be around other people, and cover your mouth and nose with a tissue when you cough or sneeze. Wash hands thoroughly afterward.
- **Avoid sharing personal household items.** Do not share food, dishes, drinking glasses, eating utensils, towels, or bedding with other people in your home. After using these items, wash them with soap and water. Clean all frequently touched surfaces in your home daily, including door knobs, light switches, and faucets.
- **Wash your hands often** with soap and water for at least 20 seconds, or use an alcohol-based hand sanitizer containing 60% to 95% alcohol. Avoid touching your face with unwashed hands.

#### Monitor your symptoms

Most people have mild symptoms that get better in a week or two. Some people do not have any symptoms. People age 65 and older or people who have other underlying medical conditions may get very sick from COVID-19.

1 of 3

# Guidance for Close Contacts


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## What To Do if You Have Had Close Contact With a Person With COVID-19


To protect yourself, your family, and your community, you must separate yourself from others, get tested and watch yourself for symptoms such as fever, cough, shortness of breath, chills, headache, muscle pain, sore throat, or loss of taste or smell. Follow these instructions for at least 14 days after the last day you were in close contact with the person who has COVID-19.


### Separate yourself from others


 **Stay home.** If you need medical care, it is important that you follow the instructions below. Do not go to work, school, or any other place outside the home.


 **Stay away from people who may be at high-risk for getting very sick from COVID-19,** including older adults, those living in long-term care facilities, and people with health conditions like asthma, diabetes, heart disease, liver disease, severe obesity, and those who have weakened immune systems.

 **If you become sick, separate yourself from other people in your home.** As much as possible, stay in a specific room and away from other people in your home. Use a separate bathroom, if available.

 **Do not use public transportation, ride-sharing (such as Uber or Lyft), or taxis.**

 **Wear a facemask if you need to be around other people, and cover your mouth and nose with a tissue when you cough or sneeze. Wash hands thoroughly.**

 **Avoid sharing personal household items.** Do not share food, dishes, drinking glasses, cups, eating utensils, towels, or bedding with other people in your home. After using these items, wash them thoroughly with soap and water.

 **Wash your hands often with soap and water for at least 20 seconds, or use an alcohol-based hand sanitizer containing at least 60% alcohol. Avoid touching your face with unwashed hands.**

- Guidance for anyone who is a close contact.
- Provided upon exclusion with the MDH template letter.
- Follow these instructions for at least 14 days after the last day you were in close contact with the person who has COVID-19.
- [What To Do if You Have Had Close Contact With a Person With COVID-19 \(PDF\):  
https://www.health.state.mn.us/diseases/coronavirus/contact.pdf](https://www.health.state.mn.us/diseases/coronavirus/contact.pdf)
- Use in conjunction with the Exclusion Guidance.

# Quarantine if You Might Be Sick

Quarantine if you Might be Sick:

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

**Calendar visualizations for four different case scenarios.**

## Scenario 1: Close contact with someone who has COVID-19—will not have further close contact

I had close contact with someone who has COVID-19 and will not have further contact or interactions with the person while they are sick (e.g., co-worker, neighbor, or friend).

Your last day of quarantine is 14 days from the date you had close contact.

Date of last close contact with person who has COVID-19 + 14 days = end of quarantine



Please note if your quarantine starts at noon on day 1, then it would end at noon on the last day.

# Example 1

- Classroom Teacher is Positive for COVID-19
- Who were the close contacts in the 48 hours prior to getting sick/tested and not being in School.
  - Students-could be entire class
  - Staff

They will need to quarantine for 14 days starting with the last day of contact.

## Scenario 1: Close contact with someone who has COVID-19—will not have further close contact

I had close contact with someone who has COVID-19 and will not have further contact or interactions with the person while they are sick (e.g., co-worker, neighbor, or friend).

Your last day of quarantine is 14 days from the date you had close contact.

Date of last close contact with person who has COVID-19 + 14 days = end of quarantine



Please note if your quarantine starts at noon on day 1, then it would end at noon on the last day.

# Example 2

- Student is Positive for COVID-19
- Who were the close contacts in the 48 hours prior to getting sick/tested and not being in School.
  - Other Student/s
  - Teacher, Bus Driver, etc.

They will need to quarantine for 14 days starting with the last day of contact.

- Student siblings will also need to quarantine for 14 days so will not be in school.

## Scenario 1: Close contact with someone who has COVID-19—will not have further close contact

I had close contact with someone who has COVID-19 and will not have further contact or interactions with the person while they are sick (e.g., co-worker, neighbor, or friend).

Your last day of quarantine is 14 days from the date you had close contact.

Date of last close contact with person who has COVID-19 + 14 days = end of quarantine



Please note if your quarantine starts at noon on day 1, then it would end at noon on the last day.



# Example 3

- A member of the teacher's / student's household becomes sick/tested.
- The teacher/student as household members need to quarantine for 14 days.
- The other students and staff are not impacted unless they were somehow a close contact of that household member

**Scenario 1: Close contact with someone who has COVID-19—will not have further close contact**

I had close contact with someone who has COVID-19 and will not have further contact or interactions with the person while they are sick (e.g., co-worker, neighbor, or friend).

Your last day of quarantine is 14 days from the date you had close contact.

Date of last close contact with person who has COVID-19 + 14 days = end of quarantine

	mon	tue	wed	thu	fri	sat	sun
Last close contact with person who has COVID-19			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		

14 DAY QUARANTINE

Please note if your quarantine starts at noon on day 1, then it would end at noon on the last day.

# Face Coverings

- Governor's Executive Order 20-81, people in Minnesota will be required to wear a face covering in all public indoor spaces and businesses. This Executive Order includes exemptions for people who are unable to wear or tolerate a face covering due to medical or other reasons. There are also situations in which a face covering may be temporarily removed or where face coverings are not required.
- Requiring Minnesotans to Wear a Face Covering in Certain Settings to Prevent the Spread of COVID-19  
[https://mn.gov/governor/assets/EO%2020-81%20Final\\_tcm1055-441107.pdf](https://mn.gov/governor/assets/EO%2020-81%20Final_tcm1055-441107.pdf)
- [Frequently Asked Questions About the Requirement to Wear Face Coverings \(https://www.health.state.mn.us/diseases/coronavirus/facecoverfaq.html\)](https://www.health.state.mn.us/diseases/coronavirus/facecoverfaq.html)
- How to Wear Face Cloth Coverings  
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>

# Face Coverings (2)

- **2021 Planning Guide for Schools**  
(<https://www.health.state.mn.us/diseases/coronavirus/schools/k12planguide.pdf>)
- Types of allowable face coverings include:
  - Paper or disposable mask
  - Cloth face mask
  - Scarf
  - Bandanna
  - Religious face covering
- The covering should cover the nose and mouth completely, should not be overly tight or restrictive, and should feel comfortable to wear. A face covering is not meant to substitute for social distancing, but is especially important in situations when maintaining a 6-foot distance is not possible.
- A face shield (a clear plastic barrier that covers the face) allows visibility of facial expressions and lip movements for speech perception and may be used as an alternative to a face covering in the following situations:
  - Among students in Kindergarten through grade 8, when wearing a face covering is problematic.
  - By teachers (all grades), when wearing a face covering may impede the educational process.
  - For staff, students, or visitors who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.
  - For staff providing direct support student services, when a face covering impedes the service being provided.

# Face Coverings (3)

## How to Safely Wear Your Mask



**Step 1:** Wash or sanitize your hands.



**Step 2:** Make sure the top of the mask is over your nose and the bottom is under your chin.



**Step 3:** Place the mask over your nose and mouth before you use the ear straps or tie it behind your head.



**Step 4:** Move the mask around so it covers nose, mouth, and chin completely.



**Step 5:** The tops of some masks can bend. Press your fingers on the top of the mask to make them fit tight around your nose.



**Step 6:** Do not touch the mask while wearing it. Use the mask ear straps or ties if you need to make it fit better.



**Step 7:** Use the mask ear straps or ties to take it off. Do not touch the front.



**Step 8:** Throw away if mask is disposable.



**Step 9:** Wash your mask by machine or by hand before you use it again.



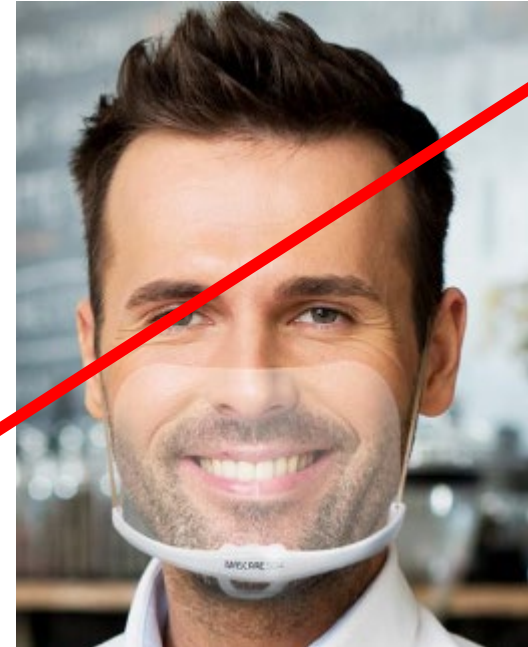
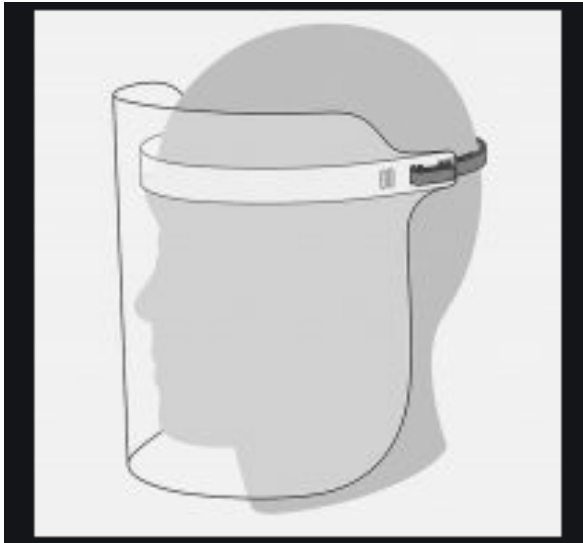
**Step 10:** Wash or sanitize your hands again.

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Minnesota Department of Health | [health.mn.gov](http://health.mn.gov) | 651-201-5000 | Contact [health.communications@state.mn.us](mailto:health.communications@state.mn.us) to request an alternate format. | 07/15/2020

# Face Shields



**For optimal protection, the face shield should extend below the chin anteriorly, to the ears laterally, and there should be no exposed gap between the forehead and the shield's headpiece.**

# Delivering Student Services

- Guidance for Delivering Direct Student Support Services  
<https://www.health.state.mn.us/diseases/coronavirus/schools/directsupport.pdf>
- Continue to layer other mitigation efforts
  - Small groups size, cohorts
  - Reducing student/staff mixing
  - Frequent hand washing
  - Cleaning and disinfecting shared materials, frequently touched surfaces
  - Screening students and staff, keeping sick / symptomatic persons at home
  - Identify high risk staff and students

# Delivering Student Services (2)

- All services require
  - Cloth face coverings for staff and students (preferred)
  - Face shields if face coverings not tolerated
  - Face Covering ≠ Face Shield
    - Different not equivalent
  - Additional PPE added when needed (gloves, gown, eye protection)
- Special Ed Assessments
- Related Services
- Paraprofessional support
- Early Childhood Screening
- Behavior response
- Transportation
- Personal Cares-toileting, feeding

## Appendix A: Guide for Choosing Protective Equipment

Staff must wear a face covering and/or face shield when providing direct student support services. See the “Face coverings” section for details.

Types of Close Services	Eye Protection: Face Shield or Goggles	N95	Medical/Surgical Disposable Mask	Disposable Gloves (non-latex)	Disposable Gowns, Smock, Other Body Coverings
Activities such as special education assessments and early childhood and vision/hearing screenings.	Optional if unable to tolerate face covering	Not required	Not required	Required, if sharing materials	Not required
Transportation-related support (e.g., buckling/unbuckling, wheelchair lockdown).	Optional if unable to tolerate face covering	Not required	Not required	Required	Not required
Activities such as instruction, therapy, related services, and crisis/behavior response.	Optional if unable to tolerate face covering or if risk of splash	Not required	Not required	Required, if sharing materials	Optional
Speech therapy and articulation therapy services.	Required	Not required	Not required	Required, if sharing materials	Not required
Personal care (e.g., diapering, toileting, oral and G-tube feeding) that could expose staff to student’s bodily fluids.	Optional	Not required	Not required	Required	Optional
Direct care (e.g., first aid, medications, diabetes care) and monitoring of students <b>unrelated</b> to illness.	Optional	Not required	Not required	Required	Not required
Direct care and monitoring of staff/students for <b>symptoms of illness</b> in the health office.	Required	Not required	Required	Required	Optional
Nebulization treatments, peak flow meter monitoring, oral/nasal suctioning, or closed trach system suctioning. <b>Includes staff cleaning the room after these procedures.</b>	Required	Optional	Required	Required	Required
Performing or are present during aerosol-generating procedures, including open trach suctioning and trach cares. <b>Includes staff cleaning the room after these procedures.</b>	Required	Required	Not required	Required	Required

Note: This resource is not intended to be exhaustive; schools and programs should evaluate additional scenarios based on type of service being provided and associated infection risks while taking into account an individual assessment of student/staff health considerations.

07/30/2020



# Special Healthcare Delivery

- Care of Students who are ill or symptomatic
- Performing these procedures
  - Nebulization
  - Peak Flow Meter
  - Open trach Suction
- Higher risk for transmission
- Requires
  - Surgical Mask
  - Respirator N95 for trach suctioning
  - Gowns, gloves, eye protection
  - Unique space considerations
  - Space cleaning / disinfecting using PPE
- Recommend
  - HEPPA room air filter

# Preparation

- Acquire needed face coverings, face shields, and PPE (gown, glove, surgical masks, N95, eye protection)
- Identify student population and PPE requirements-Use Appendix A
- Communication with families related to different way of working

- Respiratory Protection Program if using Respirators (e.g.N95)
  - Health Safety Coordinator, Contractor, ECSU
  - Medical evaluation & fit testing prior to use
  - Appendix B
- Training and Education for all staff based on what type of PPE they will use

# MDH Inboxes

- **General Public (parents, staff, non-nurse or child care provider) Inquiry Inbox:** [Health.covid19@state.mn.us](mailto:Health.covid19@state.mn.us)
- **Question/Positive Case in Youth and Adult Sports:** [Health.sports.covid19@state.mn.us](mailto:Health.sports.covid19@state.mn.us)
- **Questions about a Positive Case in Child Care, School, Day Camp:** [Health.schoolcc.followup@state.mn.us](mailto:Health.schoolcc.followup@state.mn.us)
- **Guidance Questions from School Nurse, Administration or Child Care Provider:** [Health.schools.covid19@state.mn.us](mailto:Health.schools.covid19@state.mn.us)

# Thank You!

**MDE COVID-19 Inbox:** [COVID-19.Questions.MDE@state.mn.us](mailto:COVID-19.Questions.MDE@state.mn.us)

*(IEPs/504 plans, attendance requirements and drops, distance learning)*

**MDH Schools Inbox:** [Health.schools.covid19@state.mn.us](mailto:Health.schools.covid19@state.mn.us)

*(Exclusion guidance, health concerns, potential exposures, interpreting  
CDC/MDH guidance)*

# MDE 2020-21 Planning Guidance and Resources for Special Education Programming

[MDE 2020-21 Planning Guidance](#): see pages 37 and 63 for special education considerations in student and family support and academic guidance

[Considerations for Students with Low Incidence Disabilities in Hybrid and In-Person Models for Returning to School](#)

[Special Education and COVID-19 Questions and Answers: Special Education Instruction, Services, Programming, and Funding](#)

[COVID-19 Resources for Families of Students with Disabilities](#)

[COVID-19, Distance Learning and Special Education Resources](#)

# MDE Special Education Due Process

## Key Points:

- Equitable Considerations
- Parent Participation
- Free Appropriate Public Education (FAPE)
- Alternate dispute resolution/complaints/hearings
- Compensatory Education Services

# Compliance and Assistance Due Process Fall Guidance

## [2020-21 Planning Guidance Special Education Due Process 7/1/2020](https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE032947&RevisionSelectionMethod=latestReleased&Rendition=primary)

([https://education.mn.gov/mdeprod/idcplg?IdcService=GET\\_FILE&dDocName=MDE032947&RevisionSelectionMethod=latestReleased&Rendition=primary](https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE032947&RevisionSelectionMethod=latestReleased&Rendition=primary))

## [Compensatory Education Services Questions and Answers Related to COVID-19 6/22/20](https://education.mn.gov/MDE/dse/health/covid19/spedcovid19/MDE032962)

(<https://education.mn.gov/MDE/dse/health/covid19/spedcovid19/MDE032962>)

# State Fall Guidance Resources

[Emergency Executive Order 20-81 Regarding Face Coverings](#). See Exemptions under Order No. 8, and No. 12 regarding the use of face coverings in childcare, preschool, kindergarten through grade 12 schools, and higher education institutions.

[MDE Safe Learning Plan for 2020-21: A Localized, Data-Driven Approach \(7/30/2020\)](#). See Equitable Distance Learning Option on page 16, and Ensuring Access to Services and Resources on page 17.

[MDE 2020-21 Planning Guidance for Minnesota Public Schools](#). See 7/30/20 update to Disciplinary Incident Reporting, page 21, and Students Receiving Special Education Services 7.30.20 update related to face coverings, pages 46-47.



# Special Education Fiscal Guidance

Federal Special Education Funding Guidance

School Fiscal Year (SFY) 21 Federal Funding Entitlements

Maintenance of Effort (MOE)

State Special Education Funding Formula for SFY 21

Special Education Transportation – District-owned and Contracted Services

Special Education Staff Including Paraprofessionals

Special Education Eligible Costs

# Ongoing Opportunities for Feedback and Communications

## Special Education Director's Forum

NEW - Yet to be scheduled: Dialogue sessions with special education directors on varying topics and to share new guidance

Regional meetings with Special Education Directors and Coordinators

Commissioner Calls with the Superintendents

Update notifications to the MDE guidance by topic area

# Opportunity for Questions and Answers

If time, we would like to plan to use this time for a brief question and answer period.

# Thank You!

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# Thank you!



*...for all you do for Minnesota students.  
Our thoughts are with you, stay healthy.*

Questions?

*[mde.special-ed@state.mn.us](mailto:mde.special-ed@state.mn.us)*

*We all do better when  
we all do better... together.*  
*- Adapted from Senator Paul Wellstone*