

Minnetonka School District
School Opening Option #1 Report

July 29, 2020

Option #1 Plan For Full Opening - Grades K-5

I. Safety Protocols

A. Temperature Taking (2x/Day)

- Temperatures could be taken by paraprofessional as students board buses or depart cars before entering the school building. Paraprofessionals could be assigned to each bus route to help monitor safe distancing and take student temperatures. Paras will be stationed in the school parking lot to take temperatures before students depart cars.
- Everyone staff member entering the school building will need to get their temperature checked upon entering the building.
- All teachers (classroom, specialist, interventionist, special education...) will have a thermometer in each classroom and classroom teachers will take student and staff temperatures mid day. For the midday check, it is required to build in a routine and is suggested to take students' temperature before or after lunch/recess.
- Students with an elevated temperature (above 100 degrees) will be handled using district determined protocols
- Staff will need to be trained to take temperatures safely and accurately.
- All staff must monitor their own temperatures/symptoms and participate in the daily health monitoring protocol developed by the district
- Two health office spaces required
 - Health office 1 for non Covid situations including students requiring medications, first aid, or a change of clothes.
 - Health office 2 for potential Covid symptomatic students.

B. Protocol/Procedures for a COVID Positive Test

- Anyone (staff and students) exhibiting symptoms of the COVID virus will follow the protocol developed by the district, consistent with state guidelines.
- All staff and students who have had close contact (as defined by MDH) with someone testing positive for COVID-19 will follow the quarantine protocol developed by the district, consistent with state guidelines.

C. Use of Masks

- Protocol for staff: All staff are required to wear masks covering mouth and nose (and/or shields dependent upon supervisor approval/direction unless it is their personal lunch time). Masks will be available for staff/students who do not have one.
- Staff will be provided transparent masks if they are working with students who are deaf or hearing impaired.
- Protocol for students: Students who are medically able to wear a mask (covering nose and mouth) will be required to wear one throughout the school day except when medically deemed unnecessary or they are eating or drinking. Students will need to be able to put on and take off the mask independently. Masks will be available for students who do not have one.
 - There will be options of masks available for students who require a different form of protection (ex: see through mask or a shield)

- The Health Office will maintain a list of students with documented medical conditions that prevent them from safely wearing a mask. Parents will submit documentation to the Health Office.
 - The principal or designee will manage situations in which a student does not wear a mask and is not on the approved list.
- The State of Minnesota’s Executive Order for the use of masks is [HERE](#).

D. Cleaning Protocols and Procedures

- The district will provide supplies to support healthy hygiene behaviors (including soap, hand sanitizer, paper towels, disinfectant wipes, tissues).
- Discourage use &/or sharing of items that are difficult to disinfect.
- Establish healthy handwashing & sanitation routines in the daily school schedules for all students and staff, including during & between classroom activities.
- Reinforce hand washing during key times for students and staff, including:
 - Arrival and dismissal
 - Before, during, and after preparing or eating food
 - After using the bathroom
 - After blowing one’s nose, coughing, or sneezing
 - After touching objects with bare hands that have been handled by other people
 - Before and after attending specialist classes and between other transitions.
- Hand sanitizing stations at main entrances and around the school should be made available to all staff/students.
 - Staff supervise young children when they use hand sanitizer to ensure safe use
- Waste collection may need to be done more than once daily due to student lunch in the classroom, or classrooms may need to have more waste receptacles.
- For staff in the classrooms
 - All staff need to be trained in policies and procedures.
 - Additional paraprofessionals in classrooms to supervise and assist students to maintain the safety protocols at key times:
 - entering school and in classrooms before the school day begins due to staggered arrival times
 - bathroom breaks
 - transition times and classroom sanitizing times
 - lunch and recess
- Teachers must adjust the instructional time to build in time for cleaning of classrooms/materials between activities/transitions.
- Water bottles & bathroom use, etc.
 - Water fountains will not be available for use except for water bottle refill stations. If possible, disable drinking fountains
 - Each student must provide their own water bottle and bring it home daily for sanitizing
 - Limit shared materials as much as possible, if items are shared they must be sanitized between use
 - Touch free soap dispenser
 - Staff is responsible for cleaning classroom surfaces & high touch areas in spaces where they work (door knobs, faucet handles, drawer pulls, light switches, etc.) at key times of the day: beginning, before and after lunch, and at the end of the day.
- Safety protocols for students on an IEP or with other special circumstances will be developed in collaboration with the Director of Special Education Services
 - staff working with students in the circumstances will have specific training and adequate PPE available for escalated situations

- “Room clear” protocols will be developed Rooms for de-escalation and will be determined by special education administration and building principals with a designated room to be used only for de-escalation purposes.
- Classroom dividers/table dividers will be determined by special education administration
- Plexiglass/plastic dividers placed in classrooms that use kidney tables to divide the table into different work spots for students.
- Other options could include:
 - purchase desks for these classrooms so that all students have their own work space
 - have a large plastic (or other see through material) divider that is placed between the students and the teacher.
- Movement of paras throughout the building should prioritize having paras work in as few classrooms as possible while still meeting the unique student needs

E. Visual Safety Cues

- Post visual safety cues throughout the school (hallways, common spaces, classrooms, bathrooms, water fountains, etc.) to remind students & staff of safety precautions:
 - Maintain 6’ distance
 - Proper handwashing
 - Flow of traffic
 - Areas not to be used
 - Coughing/sneezing into elbow
 - Line order, lining up

II. Student Flow Procedures

A. Entering/Exiting the Building

- Create videos for all students to ease transition to new protocols.
 - Building-wide videos
 - Classroom-specific videos (possibly created by Teacher Instructional Coaches, Tech Coaches, Administrators, Teachers)
 - Include videos for entering/exiting the school, lunch procedures, temp taking, bathroom breaks, lining up, walking in the hallways (distanced and on marked lines/dots), hand washing, mask wearing.
- Preparation: Before School Year
 - Encourage parents to transport their children, if possible and survey parents to understand how many students require bus transportation to determine feasible levels of distancing and route/schedule changes needed
 - Add buses and routes so there are fewer students on each bus
 - Communicate to parents/guardians that student temperature will be taken before/as they board the bus and that parent/guardian must accompany students who are unable to safely return to home on their own, if temperature is elevated. Parads will report elevated temperature to school who will notify parents/guardians who are not at the bus stop.
- Morning Bus Protocol
 - Paraprofessionals assigned to ride on each bus for the entirety of route for every school to take student temperatures and encourage social distancing
 - Students arriving by bus receive a temperature check as they enter the bus. Any student with a fever of 100°F. Parents encouraged to accompany students to the bus

- stop to encourage physical distancing and to be available to bring any child home who has a fever. If a student temperature is elevated, the student will return home with his/her parents/guardian or independently.
- Assigned seating is required on the bus. Family members sit together. Load the bus from back to front as much as possible. Consider the needs of kindergarten students.
 - Students depart the bus row by row from front to back practicing physical distancing.
 - Students will maintain 6' distance as they enter the building. School will establish 6' distance guides on sidewalks.
 - Spread students out as they enter school by utilizing multiple preassigned exterior doors (if available).
 - Each entrance will be monitored by staff to encourage physical distancing.
 - Students will go directly to their classrooms where the classroom para will supervise the students until the first bell, and teachers take over supervision.
- Morning Parent Drop Off Protocol
 - Students arriving by car will receive a temperature check before they exit the vehicle; screening will be done through an open car window by school staff. Any student with a fever of 100°F or higher will not be allowed to exit the car and the parent/guardian will be instructed to take them home.
 - Students arriving by car will be allowed to start entering the building 20 minutes before the start of school.
 - Spread students out as they enter school by utilizing all/multiple exterior doors based on directional signs and location of their classroom. See maps.
 - In order to not have students congregating in the hallways, students will go straight to their classrooms where the class para will supervise the students until the first bell, and teachers would take over supervision.
 - Morning Arrival
 - Students will enter the building through a designated door to maximize physical distancing. Para professionals assigned to each doorway to encourage student physical distancing.
 - Follow determined traffic and hallway guidelines for morning arrival & afternoon dismissal.
 - Establish signage, floor markers, & other visual cues to reinforce traffic flow around the building.
 - Work to minimize student interaction between drop-off and entrance to school facilities, promoting 6' of social distancing.
 - All students, after they enter the building, will follow the one-way traffic flow for walking to their classrooms.
 - Late arrivals:
 - Parents/guardians will call the school office/health office from the vehicle to inform them that the student has arrived.
 - School will post the phone number outside the building.
 - Staff will perform a temperature check through the vehicle's window before the student can report to the classroom.
 - Leaving early: Other than illness
 - Student will wait in the office
 - Parents/guardians will call the posted number to notify the school when they've arrived for their child.
 - Students will be sent out or brought to the waiting vehicle.
 - Kindergarten accommodation for entering school
 - [See kindergarten teacher recommendations.](#)
 - First student will provide a video of how to ride the bus.
 - Teachers provide a video of entering the building and other protocols.

- Afternoon Bus Protocol
 - Position staff member(s) outside the school with an iPad, to announce buses as they arrive on a shared Daily Dismissal Google Doc.
 - If busses have to run the route twice to ensure physical distancing on busses, allow students who ride the first route to leave as soon as the bus arrives to leave more time for additional routes.
 - Each class views the Google Doc in their classroom during dismissal time.
 - Students are dismissed from the classroom as their bus arrives, and follow the exit plan using assigned doors Use as many doors as possible. Students will be encouraged to physically distance as they move towards their bus.
 - Dismiss students as busses arrive even if it's earlier than the typical dismissal time up to 20 minutes before normal dismissal if time is needed to adequately run bus routes.
 - Students fill the bus from back to front using assigned seats. Students living in the same household will sit together.
 - Limit bus passes. Only used if approved by principal.
- Afternoon Parent Pick-up Protocol
 - Stagger release time based on last name, allowing some students to leave early to disperse the flow of traffic. Each week a different group of students is assigned to early release.
 - Parents clearly display their student's last name on the car window. Position staff outside the school with an iPad, to announce student names as parents arrive on a shared Daily Dismissal Google Doc.
 - As parents arrive, staff adds the name to the Google Doc. Students must be ready to promptly leave.
 - All classrooms display the Google Doc to see when to dismiss students.
 - Explorers will be held in their classrooms until after busses are dismissed. Explorers staff pick students up from classrooms and encourage physical distancing.
- After School Activities Protocol
 - There will be no in-person after school activities/courses in the school building other than Explorer's Club. Any other after school activities/courses should be held virtually.
- Utilize visual cues, signage, and barriers to direct traffic flow and demonstrate social distancing around the building and in classrooms.

B. Passing Time

- Interior hallway doors propped open when possible.
- Remove furniture in hallways that might encourage congestion or inhibit physical distancing.
- Follow traffic flow patterns as needed per building set up. See Maps.
 - Flow marked on floors. Students visiting the bathroom individually with classroom para disregard one way halls if deemed safe by para.
 - Two way traffic, with markings on floors, where possible (different colors for different directions).
 - When supervised by an adult, utilize outdoor walking routes when possible.

C. Lunchtime/Recess

- Lunch periods may require extra time to account for logistics of lunch distribution and hand washing.
- Teachers have duty free lunch time of 30 minutes, paras assigned to each class supervises student lunch in classroom
- Students will be told not to share food or beverages. Each student must bring their own water bottle. Water-filling stations are available.
- Home lunches stored in the classroom or backpack. Ensure students retrieving lunches are physically distanced.

- Students stay in their assigned desk during lunch period. If they need to move about the room for some reason, they should wear their mask.
- Elementary students will eat in their classroom.
- Teachers will take a count of who will be buying school lunch and who needs milk or water with their home lunch - the cafeteria will provide a daily roster to each teacher for this purpose.
 - Food service will give para delivering lunch (classroom/recess/lunch para) a daily roster to take note of who is eating lunch and a copy of the roster will be sent back to the classroom, so they know who ordered lunch.
 - The items will be organized by para and brought back to the classroom for distribution.
 - Cafeteria will use a copy of the roster in the kitchen for the cashier to record purchases.
- All elementary school lunches must be peanut/tree nut/allergen free as determined by the health office. Families will receive communication to this effect.
- Teachers eat lunch in the cafeteria where students formerly ate, with physical distance. Paras will also eat in the cafeteria if their lunch period falls within lunch hours. If not, the principal will determine a safe location for the para lunch period.
- Recess:
 - Lunch and recess will be separated. A recess schedule will be created that spreads recess time throughout the day so fewer students are outdoors at recess at the same time.
 - Stagger recess schedule (not attached to lunch schedule) so classes exit and enter the building before and after recess as much as possible. Exit one door and enter via a different door to avoid congestion, where possible.
 - Classroom para will monitor students at recess.
 - Each class will be given 15 minutes for recess which provides classroom teachers with 10 minutes of prep time they would normally have with their lunch and 5 additional minutes due to specialist classes being reduced to 45 minutes in order to clean/transition between groups. See details below.
 - Students stay with the classroom group in predetermined designated outdoor areas off of equipment and away from PE instructional areas.
 - Classroom/PE teachers teach possible games/activities, or prepare socially distant activities (soccer, walking the track...).
 - During cold weather when students need to put outerwear on they do as socially distanced as possible. Students will stay in their classrooms if it is raining outside.
- Outdoor Brain Breaks:
 - Buildings should create a shared calendar so classes can reserve time to go outside respecting the space being used during recess times and PE. Use courtyards and outdoor school forests if available.

D. Use of Backpacks and Lockers

- Separate children's belongings from others' (in individually-labeled containers, cubbies, lockers, etc.)
- Designate a space for each child's belongings in the classroom if desks are not available (e.g. a child keeps all of his/her belongings together in one spot - not common spaces for water bottles, supplies, backpacks, etc.).
- Students will leave toys & other unnecessary items at home. Consider virtual options in place of sharing time (e.g. share a photo of a toy on Seesaw for sharing time).

III. Classroom protocols and expectations

A. Configurations of desks and seating

- Remove all furniture and items from the room not deemed essential. No use of small learning spaces in hallways. No tables or chairs in hallways.
- Arrange classroom seating so that students are separated from one another as much as feasible. Turn all desks to face in the same direction (rather than facing each other). Space 6' apart or as distanced as possible using the entire room.
- Reconfigure common areas within the classroom by spacing out furniture to minimize crowding. Consider designating a common area in the classroom for group work with a limited number of students at a time OR if it is observed that social distancing is routinely compromised eliminate the common space.
- Sanitize any common area used for small group work between each use.
- Use of transparent dividers (e.g., plexiglass) to separate individuals at each desk.
- Make and stick to a seating chart at all times so that student interactions are documented. This will include homerooms, specialists classes, intervention classrooms, or any other pull-out sessions for students.
- Create line order to determine where children line up in the classroom and walk through hallways as a class to help with contact tracing and facilitate lining students up.
- Utilize outdoor learning spaces as much as possible. Create calendars for outdoor learning spaces, if deemed necessary. Outdoor learning spaces need wifi access.

B. Group work norms and limitations

- Group work limited to physically distanced, using technology &/or with a physical barrier.
- If students are engaged in group work, minimize the number of times student groups are changed.
- Students must wash hands before and after each group work session.
- Limit use of common materials as much as possible - consider virtual resources to minimize contact. If common materials must be used, sanitize between groups.
- Use visual cues for different configurations around the classroom such as (large) circle time for morning meeting, lining up, movement times, small group work spaces.
- Keep as many student supplies in the classroom as possible, in each student's designated space (snacks, sweater, jacket, etc.) - minimize the need to exit/move around the classroom.
- 4th, 5th Grade and Navigator math classes will not be physically mixed. Instead, all math classes will be held in the homeroom. Teachers will need support or will need to co-teach using flipped classroom or virtual lessons for the instruction of different curriculum. Para support will be essential.
- Co-teaching models can work if they are done virtually. Homeroom teachers will need to teach only their own homeroom. Students will stay in their homeroom classes for all instruction.
- The ELT teachers will push-in to classrooms as usual.
- Immersion teachers' duties during ELT times may vary, however, teachers should limit the amount of classrooms they enter. Teachers should not pull students from classrooms for instruction.

C. Movement within the classroom

- Spread out for Go Noodle breaks, yoga, breathing, "dance in place" breaks.
- Teach students how to move throughout the classroom to encourage flow that reduces students congregating, and encourages one-way flow to minimize passing.

D. Transitions of students exiting and entering the classroom

- Teach students flow to move in & out of the room to encourage physical distancing

- When students are retrieving items from hooks/lockers, ensure students are physically distancing.
- Teachers coordinate with neighboring teachers to ensure multiple classes are not entering hallways at the same time.
- Teachers should create a line order and keep a written copy to aid in contact tracing.

E. Use of classroom supplies

- Minimize use of common supplies: students keep their own supplies separate from others. Each student may require a desk or a bin to house all of their classroom supplies. This bin should be in close proximity to where they sit in the classroom (e.g. under their desk, on the table).
- Have students keep their water bottles at their seating area, and possibly provide a holder for off the student desk or under the desk.
- Sanitize classroom surfaces, items, & high-touch areas routinely per Cleaning Protocols & Procedures: beginning of day, before & after lunch, end of day.
- “Take a Break” chair or “Calm Kit space” - There should be no shared calm kit, instead consider each student having an item for calming in their materials bin/desk. There can be no buddy class for “Take a break”. A chair/space can be designated and the teacher/para is responsible for monitoring and cleaning it between use.
- Classroom library use should not be allowed throughout the day. Encourage reading through available apps on the iPads. Designate a time for the teacher to share out what books are available and to hand them out individually to students. Students should keep the book with their materials for the week. Students could then turn the books back in on Friday to a bin that will sit over the weekend and then be reshelfed on Monday.
- Textbooks cannot be shared between students. Consider online options.
- Shared materials (the HUB, math manipulatives, book room, Science Kits) cannot be used unless there is a calendar system in place where one class uses the one material once without sharing among students, and it does not get used again until at least 72 hours. When teacher schedules item, they must block out at least 72 hours after use to clearly delineate time when items will not be used.
- Chromebooks will not be used unless iPad technology will not work for required task ie. keyboarding lessons. When Chromebooks are used, they must be sanitized or left unused for 72 hours between student use.

F. Specialist Classes (Multiple Options Presented)

- There can be no intermixing of homeroom classes for specialist classes.
- Specialist classes will be 45 minutes rather than 50 minutes to allow specialist teacher time to disinfect materials and or classroom space and transition to classes, if using classroom space. Classroom teachers will get those 5 minutes of prep time during the recess period. See 2 C for details.
 - Option A - Students go to the specialist classroom.
 - Students attend specialist classes in specialist room based on ability to sanitize specialist rooms & all common equipment between every group.
 - Option B - Specialist teachers teach “on a cart” and go to the homerooms to teach.
 - Classroom teachers need to clean the computer and teacher desk space before the specialist arrives and after the specialist leaves.
 - Option C - Specialists teach virtually projected into a classroom that is monitored by a classroom para.
 - Homeroom teachers prep in a different space.
- Minimal use of common materials - sanitation between every use if common materials are used.
- Classes (especially PE and music) held outdoors, when possible
- Classroom teachers will need a space provided for doing prep work. Potentially use the student cafeteria space or specialist room for prep time, if possible. Teachers sanitize after use.

- Classroom paras accompany students to specialist classes.
- Music might no include singing or use of wind instruments.
- Band/Orchestra classes might not be held due to intermixing of students and spacing issues. Band/Orchestra teachers could join the music teachers to help plan, prepare and teach general music classes.
- 5th grade students/Navigator students attend specialist classes as homeroom class.
- Schedules must provide adequate specialists to ensure no intermingling of classes.
- Pull out instruction will be completed virtually from the classroom whenever possible (math, reading, HP, etc.). If a group does need to meet, there should be no intermixing of students between classes and the space needs to meet the safety requirements and cleaning protocols.

G. Student/teacher tech support

- Student issues with iPad - After trying basic recommended troubleshooting tips, staff/student complete form provided by the media center staff explaining the issue. iPad with form left in designated location near the media center entrance. Staff members will notify media center staff by ticket if a student iPad is placed in the repair bin. Media center staff repairs or sends iPad out for repair in which case a temporary replacement iPad is provided.
- Staff will complete tickets for teacher technology issues. All attempts to repair technology virtually will be made. If a classroom visit is needed, schedule with staff when students are not present in the classroom and follow physical distancing protocols.

H. Library Material Check Out

- Media specialists provide book talks to introduce students to materials.
 - Students in upper grades (3+ and 2nd grade when possible) learn to browse and request books digitally. Media paras retrieve books, check out and distribute materials.
 - Books for younger students displayed around the library as visually as possible. Students take “hands-behind-back” book walks and select books they’d like to check out. Students instructed to only touch books they want to check out. Books that are touched and not checked out held for 72 hours before recirculating. Students will use a lanyard with a barcode and a touch free scanner to check out books.
<http://www.ala.org/alcts/preservationweek/resources/pandemic>
 - Video instructions will be created for parents teaching them how to help younger students request books digitally. Those requests will be fulfilled by library staff and delivered to classrooms.
 - Place a physical plexiglass barrier by the circulation desk.
 - Use of eBooks will be taught and encouraged.
 - Books returned to the library will be held for 72 hours before recirculating.

I. Special events and assemblies

- No students or staff should gather together for in person special events or assemblies.
- Virtual events should be created for important parent/student events, such as (but not limited to) Open house and Curriculum Night.
- Events that can not be made virtual should be canceled.

IV. Protocols for Meetings

A. Staff – Staff Meetings (dept. grade level, PLCs, staff, etc)

- All meetings held virtually, whenever possible.

- If a group needs to meet, they need to maintain the social distancing protocol and clean the space before and after use.
- B. Staff - Student Meetings (before/after school tutoring, counseling/guidance, etc.)
- Meetings held virtually, whenever possible.
 - If a group needs to meet, they need to maintain the social distancing protocol and clean the space before and after use.
- C. Staff-Parent (IEPs, 504s, conferences, etc.)
- Meet virtually whenever possible.
 - Use of PPE when not possible.
 - If a group needs to meet, they need to maintain the social distancing protocol and clean the space before and after use.

V. Teacher Preparation and Planning Needs

- A. Planning and prep needs prior to school start
- Teachers will need additional days to plan and prepare for adapting curriculum/lessons and to set up student iPads.
 - K-3 teachers will need additional training for the 1:1 iPad program.
 - Teachers will need additional workshop days for preparation of the classroom and materials.
 - Teachers will need to declutter the classroom. Any furniture and/or materials that do not support our new model should go to storage. The district needs to provide a place to store these materials and custodial staff will need sufficient support for helping execute this plan.
 - Teachers should review the protocols to ensure they configure their classrooms accordingly.
 - Create multiple charging stations for designated groups of iPads.
- B. Ongoing planning and prep needs
- Allow staff prep time (before/after school) to take place remotely.
 - Teachers whose rooms are used for after school activities such as Explorers should leave their classroom and plan remotely.
 - Teacher training is recommended for de escalation strategies and mental health support to help keep students in the classroom.
 - Teachers should consider planning and sharing lessons with their teams within the school and/or across the district.
 - Copy Room/Teacher Work Room
 - Send printing from your computer whenever possible, follow social distancing measures when going into these shared spaces to retrieve work.
 - Consider creating a calendar for reserving times to use the workroom. Consider having a staff member designated to deliver printed materials.
 - Invest in additional copier(s) or move copiers to different location in the building that better supports social distancing.
 - Sanitation supplies on hand at all common spaces for staff to sanitize before/after use
 - Prioritize use of virtual/iPad resources over paper when possible (Seesaw, etc.)
 - Any individual student paper materials should be distributed at the beginning of the day when possible. Minimize the use of paper and utilize the iPads as much as possible.
 - Students are not allowed to do any printing.

- Teachers must not send students to retrieve items from printers, copiers or to have items copied.
- COVID or long absence plan
 - iPads will go home with students every night
 - Teachers consider having emergency packets that go and stay home
 - Teachers consider utilizing SeeSaw (K-3) or Schoology (4-5) for their in-class instruction so students can continue work or check-in with these apps at home if they are absent.
- Teachers should prepare a plan and communicate expectations for when there is an extended student absence from school due to illness or safety. Teachers are not required to continue a virtual learning experience for absent students. One idea is to send packets/plan home for student learning at the beginning of the year so if they are absent for an extended period of time they have the necessary materials already at home.
- New teachers need adequate mentoring, coaching and online training to support their needs.
- District, State and National Testing, if required, should follow the protocols in this plan. It is not recommended to administer any of these tests during the first weeks or even the first month of school due to the implementation and practice of our new safety and in-school protocols. Classroom teacher and para will proctor the test without an external proctor entering the classroom. Students who have elected to learn virtually from home will need to be considered when planning testing in Fall 2020 and Spring 2021. Plans need to be in place for students with 504 plans. Special education teachers will need to be trained to proctor special education students who require small group accommodations per their IEP. Proctoring will be done in the special education classrooms for these students.

VI. Communication of School Opening Plan

A. For Staff

- Details of the specific model chosen
- Plan for preparing the classrooms to meet the new guidelines before the start of the school year.
- Training itinerary that covers all new protocols and procedures required before the first student day, including:
 - Covid Positive Plan
 - student mental health awareness
 - New protocol and procedure implementation training
 - teacher expectations for new facilities use
 - Professional development on lesson planning tips

B. For Families

- Communication of all new protocols, procedures and parent expectations
- This communication can be an online video orientation and/or written easy to understand documents.
- Parents are responsible for discussing this plan with their children.
- Students who take the bus - Parent/guardian should go to the bus stop with their student so if a student registers a high temp, they can walk with the child home. Parents/guardians who send students to the bus stop alone are sending the message that the child is able to walk home alone. Bus para will notify school and school staff will notify parent/guardian.
- Parents will need to follow the nut-free lunch & snack policy for all students
- Parent/Teacher conferences will be held via video conferences and will not be in person.
- Each School is responsible for creating an item drop off process. Items would include things that a student forgot to bring to school that day so a parent is dropping the item off (boots, lunch...).

Parents place clearly labeled items in a designated bin outside the front entrance. Parents then need to call the front office to let the administrators know to retrieve the item and send it to the correct classroom. A sign with the phone number will be displayed outside school.

- Remind parents to keep students home if they are showing symptoms of illness. Parents should not give students medicine to lower a fever and then send them to school.
- Notify parents that iPads will go home every day and need to be brought back to school charged. If students carry a water bottle in their backpack, parents should ensure cap is secured.
- Encourage iPad insurance.

C. For Students

- Before the start of the school year, students need to review and discuss the plan with their parents/guardians.
- A video orientation should be created for students to know what to anticipate, what coming back to school will look like, the norms and expectations.

VII. Protocols For “Online” Schooling Requests

A. Process for making the request

- A request form needs to be created for each school. Parents/families who wish to school “online” will need to fill out the request form and mail or email it to the school principal. The principal will notify the families of the next steps.
- All families making the request for “online” schooling should be honored. This may help lower in-class class sizes and promote more equitable learning. In-school teachers will not be responsible for “online” classrooms.
- Teachers who are granted permission to teach “online” and not be in-school teachers will lead the online classrooms.
- Families who select online schooling will be provided with a wifi hotspot, if needed.

B. Potential models for online learning expectations

- Online classrooms will follow the same guidelines as the fall 2020 virtual learning plan.
- IEP, 504 and ELL services delivered using the model developed for e-Learning during the spring of 2020
- Each teacher will have a number of students and will use the platforms the district uses; K-3 using SeeSaw and 4-5 using Schoology and other apps.

Option #1 Plan For Full Opening - Grades 6-8

I. Safety Protocols

A. Temperature taking (2x/day)

- Once coming into the building, once during advisory
- Limit student entrance into the building to 2 doors and have 4-5 people scan temperatures- mark 6 feet apart spots outside building
 - Scan as students exit bus
 - Limit how many busses can be unloaded at one time
 - Parent drop off
 - Have 6 ft increments marked outside - students will get into line after arriving
 - Bikers/Walkers enter the same door as car drop off and are scanned as they enter the building
- Teachers scan during advisory
- Staff temperatures scanned in office at arrival

B. Protocol/procedures for an elevated temperature

- Taken to the nurse's office until someone arrives for pickup- consider new designated space for this
- ITEM for FAMILY communication - families need to develop plans in the event they need to pick up a sick student (within an hour)

C. Use of masks

- Required masks or shields
- STUDENT and FAMILY communication ITEM students to be serious about wearing
 - Encourage families to involve their students in choosing masks.
 - Allow students to decorate their masks
 - Have extra masks
- Protocol for staff
 - Required except for when eating and drinking
 - Encourage water bottles with straws to minimize time without mask - especially when other people are in the room
- Protocol for visitors
 - Required to enter the building
 - Extras provided (ask for donations)
- Protocol for students refusing to wear a mask
 - Sent to Principal's office- it's a requirement for in-person learning

D. Cleaning protocols and procedures

- Custodians – determined by district leaders
- Staff in the classroom
 - Teachers/dedicated students spray disinfectant on work spaces near the end of each class
 - Limit who touches the door handles
 - Teachers disinfect door handles between each class
- Students in the classroom

- Students wipe down work surface after teacher or designated student sprays work surfaces
- Each classroom has towels/cloth dedicated for this purpose
- Handwashing, water bottles, bathroom use, etc.
 - Everyone washes hands/sanitizer when they enter the building
 - When take temps or go to lunch
 - Hand sanitizer in the classroom to use as needed
 - Water fountains changed to only allow touchless water bottle filling stations
 - Bathroom use - if there is a line during passing time, go to class - the teacher will let students use the restroom when it is less congested
 - STAFF communication ITEM - allow extra time for students to use the bathroom, fill water bottles
 - Bathrooms have spots to stand for 6 feet distancing
 - How will bathroom use work for teachers - maybe teachers can use the bathrooms during passing time

II. Student Flow Procedures

- A. Entering/exiting the building, before and after school
 - Unload two busses at a time in the morning
 - After entering the building students will go to their lockers and then to their class, no gathering in the halls
 - Teachers will be responsible for supervising their classroom in the mornings - if possible, staff could alternate morning supervision times
 - Teachers with first hour prep will help take temperatures for students on the bus and parent drop off
 - At the end of the day students wait in classrooms until busses are announced
 - Parent pickup will be staggered among multiple doors to minimize crowding - students will be assigned an exit door
 - Staggered dismissal times for each grade - this will rotate weekly so it impacts all grades equally
- B. Passing time
 - One-way hall traffic (no stops at lockers b/c have their backpacks) - need to design the flow
 - Only purpose is to move from one class to the next - nothing else
 - Do we need more time due to the one way traffic?
 - No standing and talking - "walk and talk"
 - No bathroom or drinking fountain use during passing time
 - Teachers will dismiss groups one at a time to minimize clustering at the doors
 - Break students into groups on a school wide level - this will help maintain some consistency between classes/teachers
- C. Lunchtime
 - One lunch option - no ala carte, snack, or drink options

- Encourage home lunch, home lunch eaten in classrooms
 - Assigned seats for lunch - necessary for contact tracing
- School lunches are boxed and students can grab one from before sitting in the cafeteria
 - Assigned seats for lunch - necessary for contact tracing
- Students “order” lunch by the end of first hour

D. Loading/unloading buses

- Students wait in classrooms until busses arrive
- Load and unload two busses at a time
- Use marks to identify 6 feet for lining up to come into the bldg and entering busses
- ITEM for STUDENT and FAMILY communication

E. Use of backpacks and lockers

- No locker usage during school day between classes- carry backpacks. Lockers can be used for coats, boots, etc. Lockers should only be accessed at the before and after school
- ITEM for STUDENT and FAMILY communication - what should go in a backpack? (iPad, pencil bag, notebooks/folders for specific courses)

III. Classroom protocols and expectations

A. Configurations of desks and seating

- Desks/tables facing the same direction
- Is there a possibility of getting additional tables?
- Use plastic dividers for closer shared table spaces
- Assigned seats - necessary for contact tracing

B. Group work norms and limitations

- Limited to what can be done using technology, not sitting at the same table, etc... movement within the classroom
- Teachers will need to monitor/instruct - how to move and keep a distance
- One at a time to get a tissue, sharpen pencil, etc...
- Stretch breaks - keep a distance (MCA style)

C. Transitions of students exiting and entering the classroom

- Everyone leaves before anyone enters
- Dismiss tables one at a time
- When entering the classroom, If there are still students from the previous class in the classroom, take another lap - don't wait at, or outside, the door

IV. Protocols for Meetings

A. Staff – staff (dept. grade level, PLCs, staff, etc)

- Groups of more than 5-6 should be virtual
- Groups of less than 6 can be in person with adequate distancing and PPE

- Morning meetings might need to switch to after school, (linked to student arrival numbers) staggered to different days or different morning times
- B. Staff -student (before/after school tutoring, counseling/guidance, etc.)
- In-person possible with adequate distancing and PPE
- C. staff-parent (IEPs, 504s, conferences, etc.)
- Virtual only - additional people in the building raises risk

V. Teacher Preparation and Planning Needs

- A. Planning and prep prior to the start of the year
- Need to design class seating for spacing
 - Need to set protocols and guidelines- similar to other teachers
 - Bathroom trips
 - Figure out how table/desk cleaning will work

VI. Communication Plan

- A. To Staff
- Methods
 - Same videos as students and families
 - Have the information both digitally and paper manual
 - Key Messages
 - This plan is a baseline expectation. Being clear and consistent with students is going to provide clarity for them.
 - Students will not be allowed to use bathrooms or drinking fountains during passing time - be gracious in allowing them to go during class time - teach them when it is appropriate
 - Students will be sent to classrooms upon arrival
- B. To families
- Methods
 - principal newsletters
 - share links for videos shared with students,
 - parents know what is being taught to kids;
 - use mailings as needed- text/ email/ phone call;
 - have high level expectations on landing page of the school to reinforce
 - Messages
 - Families need to develop plans in the event they need to pick up a sick student (within an hour)
 - Mask wearing is a serious requirement for in person learning
 - Transportation logistics
 - How to properly pack a backpack
- C. To students
- Methods

- Create a video
- Spend time practicing during the first weeks of school
- Orientation Day/Days for all - 6th graders are higher priority
- Messages
 - Mask wearing is a serious requirement for in person learning
 - Transportation logistics
 - How to properly pack a backpack

VII. Protocols For “Online” Schooling Requests

A. Process for making the request

- Request sent to principals
- Can revisit the choice at quarter breaks
- A change is permissible if we have adequate staff for additional in-person learners

B. Potential Models

- At home learning options have the same learning expectations as in class learning
- IEP, 504 and ELL services delivered using the model developed for e-Learning during the spring of 2020
- ITEM for FAMILY and STUDENT communication (Rationale) In the spring there was a concerted effort not to overwhelm students/families. In order to provide a consistent education for all students, expectations will mirror the in-person model
- Potential models for online learning expectations
- Same learning targets, assignment expectations as in person
- Virtual meet with their advisor once per week
- The advisor could discuss everything from academic to social emotional topics - similar to an in school advisor
- Develop affective activities- lunch together etc... do things to enhance community aspect

Option #1 Plan For Full Opening - Grades 9-12

I. Safety Protocols

A. Temperature taking (2x/day)

- Scan before entering the building
 - Control the door open times (main entrance early and open others throughout the morning)
 - Lock all other doors
 - Have paras at key “sneak in” entrances
- Have multiple staff members with thermometers at each entrance
 - Scan temperatures at entrance
 - creation of an app to record and track temperatures
 - Also have a short questionnaire - “do you feel sick?”
- Scan during fourth hour - facilitated by teachers
- Follow protocol for a COVID symptoms (temp, etc) developed by the district

B. Use of masks

- Protocol for students
 - Required masks or shields
 - STUDENT and FAMILY communication - students to be serious about wearing
 - Encourage families to involve their students in choosing masks.
 - Allow students to decorate their masks
 - Have extra masks
- Protocol for staff
 - Required except for when eating and drinking
 - Encourage water bottles with straws to minimize time without mask - especially when other people are in the room
- Protocol for visitors
 - Case by case basis - limit when possible
 - Appointment Only - encourage online meetings if that works
 - Required to enter the building
- Protocol for students refusing to wear a mask
 - Exemptions for special needs
 - Sent to dean/admin
 - Provide tonka masks at the beginning of the year
 - Should have masks on hand for students that don't have any
 - Maybe require disposable so that we don't have to worry about cleaning
 - Purlight to disinfect masks overnight/between classes

C. Cleaning protocols and procedures

- Custodians - determined by district leaders

- Staff in the classroom
 - Aerosol sprays to disinfect the air
- Students in the classroom
 - Disinfect ipads and phones
 - Announcements to remind students for habits
- Handwashing, water bottles, bathroom use, etc...
 - Sanitizer at each door
- Building
 - Bring in an HVAC consultant to check airflow

II. Student Flow Procedures

A. Staging of passing/transition times

- Assigned directions (arrows in hallways - floor and walls)
 - Up/down staircases
 - Allows for contact tracing
- Extra passing time
- See flow map draft for arrows -
https://docs.google.com/presentation/d/1ODxeTvLVkaBo3busgh_JIVpWuql6CNYMOf3QzuXjIRA/edit?usp=sharing
- Maybe just use “road rules” and stay to the right
- Block schedule to decrease movement?
- Look into lengthening passing time (CDC description of 15 minutes in presence)

B. Strategies to reduce large gathering of students, hallway congestion, etc.

- Movement during passing time following the flow with the intention of making it to the next classroom without too much mingling
- Partition the commons so that it operates more like a hallway than an open space to congregate
- Communication plan to inform students - Student government
- How do we handle students during zero hour?
 - Students arrive at very different times and most students are around by 10-15 minutes before first hour
 - Extra staff available to supervise students? (early entrance at Arts Center and supervised in the Auditorium?)

C. Lunchtime (Check In with Deb)

- 6 ft spacing for lunch line
- Open up Gym space / outside on nice days
- Boxed lunches deliver to classrooms?
- Allow more off campus lunch?
 - Lightens the load

- Challenges contact tracing
- Eat lunch in their second block
 - Extra garbage
- Spread out into the gyms

III. Classroom protocols and expectations

A. Configurations of desks and seating

- Desks in rows wherever possible
- Maximize safety for rooms that don't fit this requirement
- Build in barriers
- Consider other spaces could we expand into
 - Gyms
 - Writing center
 - Port
 - Arts Center

B. Group work norms and limitations

- Group work is virtual as much as possible
- Group size limit
- Lab experiences may have to look differently for science classes
- Project based?
- Cleaning procedures for any shared materials (limit whenever possible)
- Limit student movement within the classroom
- Limit transitions of students exiting and entering the classroom

IV. Protocols for meetings

A. staff-staff (department, grade level, PLCs, staff, etc...)

- Distance whenever possible
- Full staff must be virtual

B. Staff-student (before/after school tutoring, counseling/guidance, etc...)

- If less than a typical class size it is ok to meet

C. Staff-parent (IEP, 504, conferences, etc...)

- Online - Sign Up
- Emphasize virtual meetings whenever possible

V. Teacher preparation and planning needs

- A. Time to reconfigure classrooms and materials
- B. Time to determine classroom protocols and guidelines
- C. Training on district determined safety protocols

VI. Communication plan for notification of school opening plan

- A. To families
 - Email
 - Webinar/Video introducing aspects of the plan (Beyond 140)
 - Utilize Andy Smith
 - Posted for asynchronous viewing
 - Breakout meetings for people with concerns/questions
 - Curriculum Night online
 - Also provide an opportunity for parents to visit the building?
- B. To students
 - including plan for orientation on norms/expectations
 - Special outreach to the incoming freshmen (Back to School event with First Mates)
 - First mates communication with Freshman Class
 - Opportunity to walk the schedule
 - Control who is in the building by alphabetical groups

VII. Protocols for “Online” Schooling requests

- A. Process for making the request
 - Request sent to principals
 - Can revisit the choice at quarter breaks
 - A change is permissible if we have adequate staff for additional in-person learners
- B. Potential Models
 - At home learning options have the same learning expectations as in class learning
 - IEP, 504 and ELL services delivered using the model developed for e-Learning during the spring of 2020
 - What if there is a smaller catalogue of course options for online students?
 - How does this interact with students that need to quarantine?
 - Must make it easy for students so they don't come to school when they shouldn't (i.e. feel ok but need to quarantine)
 - Is there a potential for district sharing of course offerings?
 - Can teachers opt to be “online teachers” if they are at risk?
 - Plans for mental health to support students with anxiety?

