

PLANNING – FALL 2020-21 PROGRAM OPTIONS

Option #: 2

Overview: We believe the following statements are the pivotal factors in a successful e-learning model:

THE FIRST WEEKS OF SCHOOL SHOULD BE DEVOTED TO COMMUNITY BUILDING AND DIGITAL COMPETENCY

“FACE-TO-FACE” TIME SHOULD BE USED FOR ACTIVE LEARNING

INSTRUCTIONS SHOULD BE EASY TO FIND, EXPLICIT, AND MULTIMODAL

SUMMATIVE ASSESSMENT SHOULD FOCUS ON CREATION

COMMUNICATION WITH PARENTS NEEDS TO BE THOROUGH, STREAMLINED, AND PREDICTABLE

COMMUNITY AND CONNECTION NEED TO BE A PRIORITY FOR TEACHERS, TOO - TEACHER COLLABORATION IS EVEN MORE IMPORTANT

SOME THINGS STAY THE SAME:

- Clear and consistent **communication**
- Creating explicit and consistent **rituals and routines**
- Using **research-based** instructional strategies
- Determining whether to use **digital or non-digital** tools for an assignment
- A focus on **authentic learning**, where authentic products are created and students have voice and choice in assignments

Gonzales, J. (2020, July 5). 9 Ways Online Teaching Should Be Different from Face-to-Face. *CultofPedagogy*.

<https://www.cultofpedagogy.com/9-ways-online-teaching/>

Elementary

INSTRUCTION: include how rigorous, engaging, meaningful instruction will take place (video streaming, daily teacher-student interaction, etc.)

Online Experience

Core Classes:

Pre-K:

Through daily teacher-student interaction, the following learning opportunities will provided to students via video streaming, both asynchronous and synchronous:

- Group (Sharing, Story time)
- Stations
 - Free Play
 - Art/Fine Motor
- Gross Motor
- Social Emotional
- Self-Help Skills

K-5:

Through daily teacher-student interaction, the following learning opportunities will provided to students via video streaming, both asynchronous and synchronous:

Core Classes and Specialists:

Relationships and expectations:

How will relationships be established between students and teachers

- Begin the year by having a 1:1 with students for about 15-20 minutes to get to know students. K-5 grades will have students share about the learning they did the year before. It can also be a time to do ORFs and other conferencing with students before school starts.
- Continue to do activities with small groups or 1:1 that provide students and teachers a time to connect on a more personal level, giving a chance to develop trust.

- Create an outlet for students to connect with their teachers one-on-one (like the office hours model in college) to touch base and ask questions both for academic and social-emotional needs
- Ensure touchpoints with students are intentional and keep track of them (Fisher, Frey & Hattie, *pg. 59*)
 - Develop a way to make sure everyone has participated. Teachers usually use name sticks or a system. This is particularly important since students might not readily volunteer. Keep track of this kind of touchpoint in a tally sheet. That way, you can check in on understanding and morale once you conference with students.
 - Personalize instructions by creating short videos or voice recordings. Students might have a better idea on expectations from listening than from reading instructions. Keep these short and explicit.

Ideas for how will relationships be established between parents and teachers

- Recognize that parents are an important and essential part of our beginning communication. We will hold an Orientation Night prior to the beginning of school to get to know them, explain the teacher Classroom Management Plan and offer training on how to navigate the LMS and other important procedures/expectations. This will also set the tone and open a positive channel of communication.
- Provide regular contact between parents and teachers through class meetings with parents in the PM time. Suggested frequency could be biweekly or monthly, to help parents, give them an overview of what's coming and give general information parents might need help with.
- Complement gradebooks with Quarterly Conferences with parents based on the standards, highlighting areas of strength for students and areas of growth.
- Provide a parent orientation meeting that includes a detailed explanation of the Marzano grading scale. This will also refocus gradebooks to a system that allows us to give feedback on growth towards mastery.
- Create a weekly support group for parents that helps them meet up, talk about the week, vent, and learn SEL skills/strategies that can help them at home. This can be supported by district personnel or other specialists (psychologists, teachers, social workers) that can be paid hours to build this. It could also be a PTO initiative, supported by classroom parents. It would make our community come closer together and also provide that support. Helping our families helps our students.

- Encourage virtual parent volunteers: We have a very active community of parent volunteers. How can this be incorporated into our virtual school community?

Ideas for how will relationships be established between classmates

- Create Google Meets breakout rooms - This will be a great opportunity to give students time to meet, work together, collaborate and return to the whole group session.
- Expect students to create videos to introduce themselves and what they like. These can be shared with classmates for comments or questions. They can also have Morning Meetings with teachers, adding this element of Responsive Classroom.
- Provide a social hour - this could be a couple times per week that classmates can pop in to socialize. Could be moderated by rotating volunteer parents or paras rather than teachers.
- Allow for small group projects, particularly in grades 3-5: Provides a social outlet as well as developing teamwork skills
- Understand that students learn from teachers how to treat other students. Students will mimic the way a teacher interacts with each student. Expectations surrounding their learning community also influence how they treat each other. It is important for teachers to develop positive relationships with students in order to model behavior, just like in a physical classroom. It will be very important for the adults to monitor and moderate how students interact with each other.
- Create a buddy system or experiences where they can interact with other students within their programs

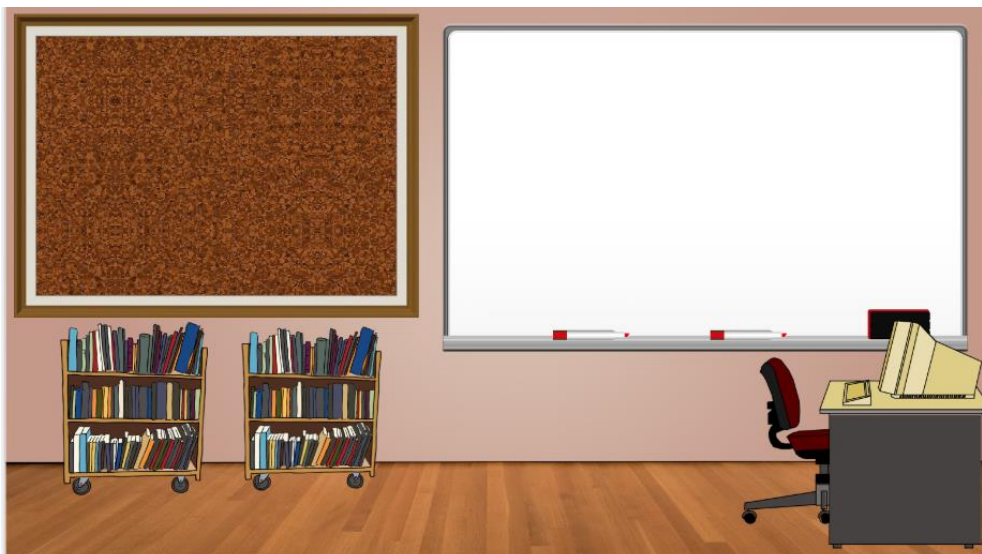
Teacher planning prior to the beginning of the school year:

- Prepare a virtual/distance learning classroom management plan. This is crucial to the functioning of the digital classroom. This should focus and outline norms, agreements, expectations, procedures and schedule. This document will help the teacher develop that abstract space and is there primarily to guide teachers. After it is created, a student-friendly document can be created to share with families.
- Develop and teach routines. This will be the basis of your teaching when initiating school. As we do with “responsive classroom”, we can invest time at first teaching the use of the technology to parents and students, as well as the way we will organize our work. Parents might be the biggest focus, so they can assist students in developing the

routines and organizational procedures we need in place to develop student independence.

- Provide Back to School Night/Open House Google Meets for parents with their child's teacher and paras prior to the first day to learn how their programming will be provided, what to expect, and Q&A. (Also included in the Relationship Building between parents and teachers)
- Connect with families prior to starting google class meets in order to accommodate and provide options so that all students are able to participate consistently in some way. This may mean that classes are meeting as a whole, in small groups, with a buddy from an upper grade level, etc.
- Create lessons that remain interactive, engaging and hands-on, therefore, supply lists may look different and include more manipulatives (ex. Counting bears and cups, dice, shape pieces, greater variety of art supplies, science related materials (measuring cups, food coloring, etc). Families will have the opportunity to identify whether they already have access to materials, are in need of donated materials, or are willing to donate materials to those in need.
- Create a Landing Page for Schoology
 - With teacher contact info, basic schedule (weekly or monthly) and teacher contact hours (in case someone needs help). The weekly or monthly schedule can have hyperlinks to the items posted there. This can make navigation a lot easier.
 - It helps to have a virtual classroom visual that students can look at as their space. This can be a visual schedule that looks like a bulletin board or a visual seating chart.

Example below:



- Student folders
 - Create a common structure, whether it is by date or content area, leading to topics. This will help ease navigation and set students up for success.
 - Add a space for them to post questions freely to also build them up as a community.
 - Utilize this [Q&A form](#) (Fisher, Frey & Hattie, pg. 39) can help develop the common structure.
 - Create a user-friendly, interactive weekly experience. Templates can be found [here](#).
- Parent Folders
 - Provide tech training materials
 - Include instructions in English for parents to follow along.
 - Add a space for sharing student's work or notes on their student work/positives. Schoology allows you to share things with one particular student or family.
 - Acknowledge that communication is key within parent folders.
- Provide Back to School Night/Open House Google Meets for parents with their child's teacher and paras prior to the first day to learn how their programming will be provided, what to expect, and Q&A. (Also included in the Relationship Building between parents and teachers)
- Connect with families prior to starting google class meets in order to accommodate and provide options so that all students are able to participate consistently in some way. This may mean that classes are meeting as a whole, in small groups, with a buddy from an upper grade level, etc.

Classroom management ideas:

- Share a weekly and monthly general schedule so families can plan and organize resources. This also helps families with multiple students. ([Ideas for weekly planners](#))
- Provide daily class meetings to help ground the day's work and allow for clarification of the expectations for the day. That also allows chunking up tasks, developing relationships and sharing a daily schedule with students.
- Create procedures for how students will retrieve materials. This clarity will prevent frustration and anxiety.
- Create procedures for how students will submit assignments.

- Use and teach signals that allow students to anticipate changes and transitions during synchronous time with teachers. Work in breaks to connect with students informally and also to use the restroom or have a snack. Also keep in mind signals to let you know there is a question, or signals to ask for help.
- Use or manage an elapsed timer to help students know the amount of time they have left and anticipate a transition.

Classroom Online Culture:

- Create classroom norms/agreements that focus on positives. Just like in pre-covid learning spaces, keep these at 3 to 5 (max). These will look different from what they would look like in a classroom. Some examples or ideas can be:
 - Look at the person who is talking.
 - Keep microphones muted when one person is presenting
 - Turn on your camera to say hello to your teacher
 - Use the chat to share respectful comments and questions
 - Treat members of the class with care and use kind words
 - Come to class on time and stay present until dismissed
 - Ask for help from your teacher
 - Create a safe space for all
 - Respond with kindness even if you disagree
 - Activity Idea for setting agreements

Learning and Assessment Thoughts:

- Understand that stamina building is essential and must be shared with families. We need to build stamina to work, read, sustain attention. We need all adults involved in the learning to be on the same page. Students need consistency and patience. The priority should be to build this stamina little by little every day, very slow at first so we can create a pace of growth that continues to engage and promote learning.
- Provide guidelines for online time - K-2 grade: should be online and synchronous/asynchronous (on-screens) 2 to 2.5 hrs. daily. 3-5th grade: should be online and synchronous/asynchronous (on-screens) 4 to 5 hrs daily.
- Ensure that synchronous and/or teacher pre-recorded lessons should be the majority of learning; Use outside videos sparingly, as quality examples to reinforce lessons and not just to check boxes.
- Pay attention to the amount of time students spend online each day. While school work can meet the required number of hours per day, time spent on screens should be

significantly less. For the afternoon, teachers can give assignments that allow students to work independently in a creative manner (larger projects or a reading assignment).

- Incorporate creative opportunities and challenges into the curriculum to keep students engaged and give the days and weeks variety. These could include group projects, multi-day projects, etc.
- Balance work time between iPad activities and non-screen activities (workbooks, projects, writing notebooks, etc.)
- Encourage different ways for kids to read, particularly once school year is underway and routines have been established
 - Book clubs
 - Reading buddies - read to/with other classmates virtually
 - Younger elementary students buddy up with older elementary or even middle school
- Provide oral or audio feedback to students. It can be a really meaningful tool for teacher and student communications and assessment. It also personalizes the feedback. In turn, students can communicate back to you verbally as well.
- Break down standards into progressions of learning, so we can connect different lessons and concepts towards what we're mastering. That way, when we discuss student learning goals, we have the roadmap of student growth.
- Provide choice boards or learning choices to boost student engagement and buy-in, when possible.

All Specialists:

- Utilize interactive lessons provided for families and students in grades RSK-5 using Seesaw and Schoology.
- Include a mixture of online resources, educational videos, and video messages/instructional videos made by the teacher in lessons.
- Provide time to meet students on Google Meets for individual instructional assistance.
- Provide set "office hours" where they are available to meet students synchronously.
- Join morning meeting time with each class periodically to check in
 - The ideas above allow students to work through specialists' lessons at their own pace

Optional:

- All Specials should take place each day during a set time like they would during a "typical" school day.

- All specials could take place synchronously one time during the six-day cycle and once asynchronously during the six-day cycle for Music and PE. (Possibly do Monday-Friday schedule for online learning for scheduling simplicity)
- If meeting synchronously, lessons would not need to meet a 50 minute requirement as they would in the school setting.
- Art, Music, and Phy Ed kits based on lesson plans so students have basic supplies
 - Art: water colors, crayons, markers, pastels, clay, brushes, large paper
 - PE: Jump rope, tennis ball, resistance bands, etc.
 - Music: rhythm sticks, scrapers, shakers, scarves (MMclvor)
- Add additional supplies to school supply lists that would be helpful without added significant expense? Families can request if they need items, which is particularly important for families with limited income or resources.

Music:

- 5th Grade Choir and Classroom music should meet synchronously once per six-day cycle and once asynchronously during the six-day cycle.
- 5th Grade Choir directors will offer some type of virtual voice lessons or sectional work if possible.
- Create cost effective music kits for each student. These kits can be used in case of e-learning and in school so that germs are not spread by touching instruments. Music kits are averaging about \$.50 per student)

PE: (In addition to the notes above)

- PE teachers create small groups based on interest in sports such as a group of gymnasts, dancers, soccer players, etc. Google Meets would be used for these groups to coach, encourage, and work on physical skills that will improve their performance in their preferred sport.

Art: (in addition to the notes above)

- Art teachers create small interest groups or clubs that would meet weekly over Google Meets. (Anime drawing club, knitting/weaving club, pastels and paints, etc.) Then students can use the supplies they already have at home and foster their love and interest for art.

Media: (in addition to the notes above)

- Media specialists start book clubs with each grade level that could read chapters of the same book and discuss them together over Google Meets.

Band/Orchestra: (in addition to the notes above)

- Band and Orchestra teachers shall provide online instrument instruction via Google Meet when appropriate for small group instruction/lessons.
- Band and Orchestra teachers meet students synchronously once per six-day cycle and once asynchronously during the six day cycle.

High Quality Immersion:

- Paras and intervention teachers can be present when instructional time happens to help translate. They can also manage a smaller group.
- K-2: Use of vocabulary is very important at first. Having a gradual increase of vocabulary with illustrations/words can aid in recognizing Spanish. Make everyday words and concepts the focus of the first few months. Things like colors, basic needs, and other basic vocabulary they could recognize after a few weeks of repeating them. Once this working vocabulary is in place, begin adding technical lessons like letters and sounds in Spanish.
- K-2 grade: should be online and synchronous/on-screens 2 to 2.5 hrs. daily.
- 3-5th grade: should be online and synchronous/on-screens 4 to 5 hrs daily.
- Have teams of teachers in each grade-level work together to make one lesson plan per subject for each day so all students are receiving the same information and it isn't as overwhelming for the teachers.
- Virtual manipulatives, tools and resources developed by the immersion department will be available for all teachers to provide them support strands and units in all content areas.
- Break down all units and content following the MN Common Core Standards K-12 to develop lesson plans according to the content, skills and goals students need to achieve and grade level expectations.
- Stamina building is essential and must be shared with families. We need to build stamina to work, read, sustain attention. We need all adults involved in the learning to be on the same page. Immersion students need consistency and patience. The priority should be to build this stamina little by little every day, very slow at first so we can create a pace of growth that continues to engage and promote learning.
- Classes need to be addressed in both large and small groups depending on the content. Large group to deliver general overview of the lessons/topic of the week. Small groups develop a sense of community and make personal connections with teachers and classmates. Paraprofessional staff need to provide support under teacher directions.
- Whole class sessions need a frame time of 20-30 minutes. Small group session frame time needs to be between 30-45 minutes. Depending on age and grade level. One-to-one session between 15-20 minutes.

- Target language needs to be used in a systematic, direct and explicit structured lesson. However, there has to be flexibility related to instructions provided for parents.
- Training for parents in the use of technology is important to have a successful E-learning model.
- Teachers need to engage and use the technology provided by the District. It is important to keep up with the same apps and resources district wide. All lessons uploaded on Seesaw are available for K-3 to be used; Schoology is intended for 4th to 5th grade.
- Appropriate use of the curriculum. Teachers have all curriculum resources available online but we need to remember our limits based on publisher's copyrights.
- Incorporate more small group projects where students can meet online and work towards a common goal, at times have check ins with their teacher on progress made, provide feedback going forward.
- Consistently stay as close to a "typical" school day schedule as possible. (Morning meeting, math, art class, reading, lunch, music...)
- Extra time for teachers to check on assignments needs to be established/allocated. Daily schedules need to be flexible based on the need of the group and area of content in each unit.
- Offer printed materials for students to pick up in bus stops or at school. We should organize this material pickup weekly to offer a variety of activities, some of which can be completed synchronously. If students are on a Meet with us, it is hard for them to work on anything.
- Start each day with a morning meeting where students can hear from the teacher and their peers
- Teach either in a Google Meet or via recording so students feel more of a connection with their teacher
- Ensure specific feedback on work, not just a check mark for completion so children feel a sense of obligation to put in best effort
- Kindergarten has assessments with students prior to the beginning of school. Each classroom Paraprofessional should be present with the immersion teacher to help bridge communication and allow teachers to gather the data needed to assess students. Where possible, combine content classes with Language Arts and Math to promote curricular integration and maximize student focus time on assignments.
- Advice for parents:
 - Don't worry. Students can't lose their Spanish. You have a whole community who is here to support you.
 - Here are some ideas to give students exposure in a second language:
 - Songs- Find songs or ask your teacher for songs that can help make learning dynamic. From simple concepts like days of the week to more complex skills, there is a song out there for all of it. Teachers can also provide a curated list of songs with a brief description for context.

- Shows and movies- Offer translations to favorite movies and shows. Many of them have different audio options and it is worth it to check if there are translations in the target language.
- RazKids allows for children to record themselves reading. If this is a resource we will have access to again, we can maximize its use. Teachers can check on the recordings later.
- Encourage your students even when they make mistakes. Learning a second language can have its challenges. They will work through them with their teacher's and your positive reinforcement.

Interventions:

- Parents will be provided access to tier 1 interventions in order to support their child's distance learning: Minnetonka will create an easy to use guide to identify areas of difficulties paired with tier 1 examples of how to implement these strategies at home along with guidance from their child's teacher, para or another staff member's support.
- Change the schedule to a M-F cycle for specials instead of a 6-day cycle.
- Para will be assigned to work with identified students to support their specific needs.
- Students receiving Advanced Learning services (identified through CoGat or NWEA) will still receive weekly live lessons and extension choices.
- Interventionists will collaborate with classroom teachers to make sure students' workload is appropriate and some lessons can be substituted for "homeroom classroom work".

OTHER:

- **What are the daily expectations for teachers**
 - Continue to follow a daily schedule and coordinate your time to have opportunities for breaks as well as synchronous time with students.
 - Connect with parents for group meetings to support and offer opportunities for clarifications.
 - Be mindful of the need for some flexibility, but maintain consistency in how your virtual classroom will be run.
 - Maintain positive relationships and communication with students and parents.
 - Focus on clarity. Be explicit about learning intentions, criteria, schedules, organization and expectations.
 - Be present with students when scheduled to meet them.
 - When meeting online via webcam, dress as you would to go to work at the building.
- **What are the daily expectations for students**

- K-2 grade: should be online for synchronous/asynchronous (on-screens) 2 to 2.5 hrs. daily. 3-5th grade: should be online for synchronous/asynchronous (on-screens) 4 to 5 hrs daily.
 - Synchronous time online is mandatory. Be on time.
 - Be present with necessary materials and assignments.
 - Complete daily required assignments, including Specials.
 - Reach out to parents and teachers when you need help.
- **What are the daily suggested expectations for parents**
 - Synchronous time with students is mandatory.
 - Help develop trust in the teacher. We need to be a team, more than ever. If pressure points or confusion arise, manage it directly with teachers and away from students.
 - Model reactions to problems and confusion. Learning is confusing and approaching this confusion with openness can help students manage their emotional regulation when they need it the most.
 - Keep teachers and other school staff informed of any changing family situation which may affect your child's ability to engage and/or complete work on time

Tech Trainings and Tools/Best Practices we need to use

- Explain Everything- App in Self Service that allows you to make videos and post them to YouTube, Schoology or other.
 - The Instructional Technology Course in Schoology has a PD module created by Rachel Studnicka.
- Seesaw- We have a group of several teachers who are Seesaw Ambassadors. There is also PD training in Performance Matters.
- Schoology- We have several PD opportunities as well as Modules online (Schoology Instructional Technology Course under *Schoology Basics and Beyond.*)
- Parents need training from District professionals and tech coaches on the technology they will be receiving in September.
- District technology professional(s) available to assist parents with technology issues; relieves teachers of this obstacle
- FAQ board for assistance on technology-related issues
- Kahoot
- Pear Deck
- Flipgrid
- Jamboard- Digital Whiteboard in our Google Docs apps.

- Notability- (App in Self Service for teachers and students) App that allows you to have digital notebooks and portfolios. You can also import PDF files to edit manually.
- Remind- App that allows for safe texting between parents and teachers. It has office hours and can ease communication.
- Boom Cards
- IXL
- Istation (Spanish Immersion) App and program that allows you to continue the immersion experience. It also assesses students and targets areas for growth.
- Nearpod- Add-on in Google Slides to gamify slide decks
- Slidesmania has lots of ideas, templates and how-to's so you can maximize the use of Google Slides or PowerPoint.

SPECIALIZED PROGRAMS: (Christine Breen and Michelle Ferris will provide much more information for me on Monday that I will add to this document)

Delivery of Special Education

- Students in Special Education will need extra support
- Communication and collaboration with case managers and paras is important (and parents)
- If para in classroom, it worked well for students to be able to check in with them as well during class with questions or small group help (or just to help understand expectations and tasks)
- How do we help students who have extended time for assignments/assessments so their work doesn't snowball?
- **Students with reading disabilities and visual impairments should have access to "HEAR" all instructions/assignments verbally for all information posted online.** All writing posts from teacher in LMS (Learning Management System) should be able to be read to the learners (either by a feature in LMS itself which "reads posts/text to learners" or by a posted voicethread or video from the teacher where she is reading the text to students) This is especially necessary for assignments/instructions that are posted online as a document with lots of text--students who have reading struggles like dyslexia or those who are low readers, should have an ability to be self-sufficient in getting instructions for assignments/content without having to rely on a third party (like a parent) to read it for them when they are available. Students with significant reading difficulties, dyslexia, and/or print disabilities will have access to assistive technology tools, such as *Learning Ally* (audio

books), and software audio tools and instruction on how to access these tools for ease of use.

- **Students with hearing impairments should have access to “SEE” all instructions/assignments through reading/closed captioning for all information/videos posted online.** If a teacher posts a video, the video should include closed captioning both for visually impaired students and those that are ESL (English as a Second Language) Learners. This helps students remain independent during their learning.

Management and implementation of 504 Plans

- If possible, “meet” with students at the beginning of the year to go through accommodations/modifications that are on student’s 504 plan and make sure to come to understand together what that looks like for the student. I.e. if you have extra time for an assessment does that mean you will split the test up? Or take it at a time where you can take it in one sitting, etc.
- All teachers will know which students in their class/courses have a 504 plan. Building 504 coordinator will provide information to all staff, regarding 504 expectations. Teachers will be aware of the program modifications and supports to best assist and meet their individual students’ needs.
- All parents will receive a letter from the District and building 504 coordinator on supports and services available to their child along with contacts and information on the process of 504 plans, evaluations and reevaluations as we start school.
- 504 plans may be fluid as we know what a student needs while in person learning, may look different when we are in e-learning. 504 building coordinator and school counselors will be contacts for families.
- How do we help students who have extended time for assignments/assessments so their work doesn’t snowball? The 504 plan may be modified while e-learning to reflect specific supports and time needed.

Delivery of ELL Services

- ELL students might need extra support from teachers/interpreters. The ratio of teacher to student could need adjustment.

- Check-ins with counselors or other adults who support students on a regular basis will be critical

*Special Education Guidance and Considerations

- Individual Distance Learning Plan/IEP/Contingency Plans created/implemented for ALL students w/ signed PWN prior to start of school
- IEP team meetings held in August/early September to agree on IDLP/IEP/Contingency Plan ensuring FAPE
- Staffing remains unchanged (increased synchronous learning, increased/better utilization of paraprofessionals)
- Evaluations
 - Proceed with non face-to-face testing procedures unless give more guidance from Pearson testing
 - Remove excess testing measures not required for eligibility
 - Complete initial and re-evaluations within due process timelines
- Materials
 - General education materials
 - Wilson Reading Materials
 - Manipulatives for reading and math instruction
 - Supplemental curriculum materials
 - Sensory and adapted materials required by IEP (wheelchair,walker,stander,etc)
 - DHH materials

Related Services (OT, Speech, DAPE, PT, AT, DHH, etc.) will be flushed out once the option is chosen

ECSE Guidance:

- IDLP created for all students
- IEP team meetings held in August/early September to agree on IDLP ensuring FAPE
- Staffing remains unchanged
- Evaluations
 - Proceed with non face-to-face testing procedures unless give more guidance from Pearson testing
 - Remove excess testing measures not required for eligibility
 - Complete initial and re-evaluations within due process timelines
- Home visiting to occur all virtually

English Language (EL) Guidance and Considerations

- EL students will follow the same model as approved by the School Board and Governor
- Decision Making Framework will be used by EL teams to make individual decisions as to whether a child requires more in person learning than their same aged peers, due to

their English language development, to make progress on advancing their English proficiency and access to the core curriculum.

- EL screening will be done in person to ensure students are appropriately identified for EL services based on their home/language form completed during the registration process

System to provide Mental Health Supports

Mental health needs

- The school week can not be so packed to not accommodate that teenagers are going through a difficult period in their life for many reasons. The addition of online learning, distance from their friends only compounds the stress that they are under. In an online learning environment, a breathing room must be built in to maintain mental health and give those who reach out the time to talk to professionals without falling behind in their course work. In an online learning environment, curriculum expectations must be dialed down.
- I think it would be advantageous for MHS students to have an SEL class that they are required to take to earn credit while they are attending school virtually. The SEL class could be something similar to EmpowerU.
- The District is working with EmpowerU to offer additional courses and e-learning SEL support, along with adding resources from our community partners: Relate Counseling, Minnetonka Counseling, Growing through Grief, Rogers Memorial Hospital, and other community clinics.
- Counselors should be contacted if and when a student is responding to an SEL curriculum in a high risk manner
- Co-located mental health counselors will be available at each school site, and they will continue to meet with their students via e-learning, tele-counseling. Additional mental health supports will be shared and available for students, staff and families.
- The District will provide ongoing outreach and education on mental health support and resources for families on how to support their child, self and family during Covid.
- The District website on Student Well-being will be updated on supporting mental health during the pandemic. Resources and information on how to support students and families.

Additional 504 Information:

*Each school site has a Section 504 coordinator that will be reviewing 504 plans and communicating with students/families about their child's needs. All teachers will know their students' 504 program supports and accommodations. All families will know their building 504 coordinator or building contact and understand their child's plan of support.

The school 504 coordinator at each building will review their assigned students' existing Section 504 plans and, in collaboration with the student, parents, student's teacher(s), and/or school counselor, determine which listed accommodations or supports continue to be applicable/make sense within the distance learning format the teacher(s) are utilizing.

For those accommodations or supports that are not applicable, or do not make sense within the assigned e-learning, the Section 504 coordinator, in collaboration with the student, parents, and student's teacher(s), will determine whether different accommodation(s) or support(s) are necessary for equal access.

For example, neither the accommodation of a separate seating area during lunch for a student with a peanut allergy nor the accommodation of preferential seating close to the point of instruction for a student with ADHD, will be applicable during the school closures. Parents should be notified in writing that these accommodations will not be implemented. On the other hand, if a student has an accommodation related to chunking assignments, and the student's teacher'(s') distance learning format is to provide work packets to be turned each week, that accommodation could still be implemented by giving the student daily, rather than weekly, assignments.

Any Section 504 related services, (such as assistive technology services, mental health support or counselor check-ins, etc.) that are embedded within a student's Section 504 plan should be implemented to the best extent feasible, using a video-conference or other format during COVID-19 school closures. If such services cannot be implemented virtually, the student's Section 504 team will need to determine whether to provide the related services through alternate means or if there is no feasible alternative, provide notice and communication indicating the change in services during school closure.

There are no specific timelines for initial evaluations or re-evaluations contained within the federal Section 504 regulations. Instead, 34 C.F.R. 104.35(b) states that districts "shall establish standards and procedures for the evaluation of students with disabilities." Accordingly, we will continue with our evaluation processes to the best extent possible however, there may be a delay if the school team feels that access to the student in-person is necessary to evaluate, and then options will be discussed with the family to continue the process. The federal government has not explicitly tolled or otherwise modified any timelines related to assessment of students with disabilities. In

most cases, a Section 504 evaluation can consist of just a review of existing data and a team-based eligibility decision. Formal, in person assessments are often not necessary under Section 504 to determine or re-determine eligibility. These types of evaluations can therefore be easily conducted virtually and initial and re-evaluation 504 team meetings should be held in accordance with your district's current Section 504 procedures, absent written parent agreement to delay the evaluation until school resumes. Our 504 processes and building supports are outlined in our District 504 website. <https://www.minnetonkaschools.org/district/programs/section-504>

OVERALL OTHER CONSIDERATIONS/CONCERNS FOR THIS OPTION:

Invite parents/guardians to fill out a survey or form that can be attached to a student that tells school staff what unique experiences exist in the home environment. Survey also asks families how much support they anticipate they will need as a family. Do they feel comfortable with a more hands off approach with communication/student support or do think they will need very regular communications and check-ins.

Create a schedule for high need students to come into the building (assuming they meet MDH/CDC guidelines) to meet with teachers, counselors, case managers, psychologists, etc. (agreed upon by both parties). This would be very special circumstances only.

COMMUNITY EDUCATION/EARLY CHILDHOOD PROGRAMS: (Christine Breen and Tim Litfin will provide much more information for me on Monday that I will add to this document)

ECSE/T-PLUS

- ECFE
- Preschool
- Community Education
- **how other Community Education programs would be structured and**
 - Minnetonka Community Ed has pivoted to an e-learning environment offering classes quickly. They should sustain and broaden opportunities.

This isn't just for school-aged children but the entire Minnetonka area community.

- **any other details that are unique to an option.**
 - Technology support
 - High-speed Internet access/equity.
 - Teacher prep/student catch up day 1 day/ week.- YES!!

RESOURCES:

Fisher, Douglas. Frey, Nancy. Hattie, John. Distance Learning Playbook, Grades K-12: Teaching For Engagement And Impact In Any Setting. Sage Publications Inc, 2020.

Online forms and videos from this resource

Henry, Leah. "Fostering a Strong Community in a Virtual Classroom." *Edutopia*, George Lucas Educational Foundation, 1 May 2020, www.edutopia.org/article/fostering-strong-community-virtual-classroom.

Hsuanwei Fan, Edmodo Team Member and Former Educator. "Classroom Culture in an Age of Distance Learning." *Edmodo*, 14 Apr. 2020, <https://go.edmodo.com/classroom-culture-in-an-age-of-distance-learning/>.

Miller, Andrew. "Strategies for Improving Small Group Instruction." *Edutopia*, George Lucas Educational Foundation, 13 July 2020, www.edutopia.org/article/strategies-improving-small-group-instruction.

Schroeder, Sarah. "Designing Your LMS to Make Distance Learning Better." *Edutopia*, George Lucas Educational Foundation, 14 July 2020, www.edutopia.org/article/designing-your-lms-make-distance-learning-better.

Middle School

INSTRUCTION: include how rigorous, engaging, meaningful instruction will take place (video streaming, daily teacher-student interaction, etc.)

Through daily teacher-student interaction, the following learning opportunities will be provided to students via video streaming, both asynchronous and synchronous:

Core Classes and Specialists:

Relationships and Expectations:

How will relationships be established between students and teachers

- Para provide support to get new families up to speed with navigating technology
- Plan for *new to district students and families*, 6th graders and others with easy to follow videos.
- Increase use of break out groups for students to provide more time for students to get to know each other better and for the teacher to get to know the students
- Schedule class time and split the block into chunks to individually be able to speak with small groups
- Move groups around and be built into the schedule more often if directly go to this model
- Ensure touchpoints with students are intentional and keep track (Fisher, Frey & Hattie, *pg. 59*)
 - Develop a way to make sure everyone has participated. Teachers usually use name sticks or a system. This is particularly important since students might not readily volunteer. Keep track of this kind of touchpoint in a tally sheet. That way, you can check in on understanding and morale once you conference with students.
 - Personalize instructions by creating short videos or voice recordings. Students might have a better idea on expectations from listening than from reading instructions. Keep these short and explicit.
- Mailing or delivering in person prizes, messages, or other incentives/recognitions directly to student homes. (Can the district provide reimbursement for staff?)

How will relationships be established between parents and teachers

- Tutorials for parents on how the LMS (Schoology) works so they can better understand how their children turn in assignments and view learning materials better
- Communicate effectively with parents about students that may be falling behind

- Teachers send introductory video to parents and students to personalize themselves and create opportunities for connections over shared interests.
- Reach out individually to parents of children with IEPs or 504s to clarify specific needs and concerns of the student in the online environment.
- Schedule a virtual Open House or Curriculum Night at the beginning of the school year

How will relationships be established between classmates-

- Schedule small group to meet routinely (4 or so students with 1 staff/mentor/leader to check in with)
- Create for ways to creatively bring kids together in group settings outside class; for example book clubs or minecraft clubs
- Allow for small group projects
- Use a LMS that provides teachers with the ability to use small group breakout sessions without glitches (Google Meets might be developing breakout group capabilities, or consider Microsoft Teams for Education, <https://www.microsoft.com/en-us/education/products/teams/default.aspx>)
- Counselors, case managers and paras help connect students they feel would benefit from being in small groups with like minded peers.
- Teach students (through a video or course or the teacher themselves) how to work in groups online (teach about different roles and how to do them, i.e. leader, writer, encourager, etc... and how to work efficiently/effectively) in order to have the best online experience in small groups (how to take turns talking, etc...)

Classroom Online Culture:

- Create classroom norms/agreements that focus on positives. Just like in pre-covid learning spaces, keep these at 3 to 5 (max). These will look different from what they would look like in a classroom. Some examples or ideas can be:
 - Look at the person who is talking.
 - Keep microphones muted when one person is presenting
 - Turn on your camera to say hello to your teacher
 - Use the chat to share respectful comments and questions
 - Treat members of the class with care and use kind words
 - Come to class on time and stay present until dismissed
 - Ask for help from your teacher
 - Create a safe space for all
 - Respond with kindness even if you disagree

- Activity Idea for setting agreements

Learning and Assessment Thoughts:

- While school work can meet the required number of hours per day, time spent on screens should be significantly less.
- Teach new material synchronously as much as possible. Record sessions for students unable to attend.
- Allow chat for questions, with established expectations of behavior.
- Utilize small groups for in depth discussion and questions.
- Encourage use of cameras by students for increased connection.
- Use incentives to encourage participation in discussions.
- Take lessons off the screen. (ie “Tell me about examples of this topic in your world or larger society”)
- Encourage collaboration between teachers to share instructional resources and strategies that worked and to be able to support students if illness or other vacancies exist.
- Consider a team teaching approach to allow more time for teachers to work with small groups.
- Consider creating teacher pods for office hours for students to access live help for extended times (i.e. Geometry, 6th grade social studies, etc.) This would allow for sufficient teacher planning time during the day while providing for students’ needs. A rotating schedule of office hours can be created among the teachers involved. For example, Teacher A=office hour Monday, Teacher B=Tuesday, etc.

Teacher planning prior to the beginning of the year:

- A virtual/distance learning classroom management plan is crucial to the functioning of that digital classroom. This should focus and outline norms, agreements, expectations, procedures and schedule. This document will help the teacher develop that abstract space and is there primarily to guide teachers. After it is created, a student-friendly document can be created to share with families.
- Ensure anything that is done live is recorded and easy to access for those who miss it and consistently placed in same spot between teachers
- Build in time away from screen when possible
- Have a central place on Schoology to see upcoming schedule for kids (Minnetonka Way, Tonka Way for all teachers, parents, students)
- Keep a consistent schedule of live meets (e.g. 1st 15 minutes of class) or have them decided and posted by Sunday.

- Create concise Syllabus for each class, for each quarter or month to give parents access to major concepts (overall learning targets, course outcomes, proposed timelines, etc). This needs to include course specific information such as homework submission, late work, grading, teacher contact information, etc.
- Create lists of resources to provide families to support their children in e-learning.
- Follow similar process of organization in Schoology to make it easier for parents and students to navigate (Minnetonka Way)

All Specialists:

Music, P.E., Electives:

- Allow for flexibility with live sessions (i.e. meet with teacher in small groups vs. full class)
- Provide opportunities to address loss of “team”, “group” or “ensemble” dynamic
- Recognize that growth in skills requires consistent, regular practice over time
- Provide flexibility in assessments (i.e. student choice based on interest or for PE to allow child to do a workout at home and have parent sign off on it that it was done)
- How will classes that need building resources that students are unlikely to have at home be taught? (ie Woods)

High Quality Immersion:

- Ensure opportunities for small groups to have more “talk/discussion time”, or chance to partner with school in Guatemala and program for Mandarin (similar to after school Navigator)
- Increase connections between older language speakers (Minnetonka Middle/High school students) with Elementary students. Establish partnerships and meaningful relationships -example: assign a book/week to read to/with their younger student buddy.
- Provide students additional support with online Immersion Lab
- Create interest groups (ie music interests, video gaming, other hobbies) to encourage small group discussions across grade levels.

- Partner with other immersion schools locally or schools abroad for pen pal/video meet pals to further practice language.
- Advice for parents:
 - Don't worry. Students can't lose their Spanish. You have a whole community who is here to support you.
 - Here are some ideas to give students exposure in a second language:
 - Songs- Find songs or ask your teacher for songs that can help make learning dynamic. From simple concepts like days of the week to more complex skills, there is a song out there for all of it. Teachers can also provide a curated list of songs with a brief description for context.
 - Shows and movies- Offer translations to favorite movies and shows. Many of them have different audio options and it is worth it to check if there are translations in the target language.
 - RazKids allows for children to record themselves reading. If this is a resource we will have access to again, we can maximize its use. Teachers can check on the recordings later.
 - Encourage your students even when they make mistakes. Learning a second language can have its challenges. They will work through them with their teacher's and your positive reinforcement.

OTHER:

- **What are the daily expectations for teachers**
 - Set a specific time each day that outlines class to do's for the day (i.e. by 8 am - or sooner if possible, so every student can see what they have to do for the day)- -this allows for more flexibility for students if they have open time earlier than their scheduled class time to work on daily goals
 - Focus on clarity. Be explicit about learning intentions, criteria, schedules, organization and expectations.
 - Allow plenty of extra time for students/families if supplies are needed that are not included with a course.
 - Create/post a video tutorial each week/each unit/each assignment for parents, so parents can partner with the teachers to understand the components of the assignment/project.
 - Create both office hour and hotline options for students to get help or talk to a teacher or adult.
 - Use a common time to prepare and share some responsibilities with other same-curriculum teachers (cross-district if possible)

- Be mindful of the need for some flexibility, but maintain consistency in how your virtual classroom will be run.
 - Maintain positive relationships and communication with students and parents.
 - Be present with students when scheduled to meet them.
 - Create assignments that do not need to be done on an iPad.
 - Follow up with students that are falling behind
 - Provide timely feedback and grades
- **What are the daily expectations for students**
 - Check-in for attendance both for overall school and for individual classes
 - Check-in to Schoology by start of school time to understand expectations of the day and create schedule
 - Be timely and courteous during synchronous time. If unable to attend, be responsible in viewing the class video and checking for assignments.
 - Be present with necessary materials and assignments.
 - Complete daily required assignments for all classes.
 - Reach out to parents and teachers when you need help.
 - Submit work online whether that is through Schoology or an equivalent app, a photo of a pen/paper report, or a picture of a physical creation.
 - Expect to take ownership of learning and stay focused and on task
 - Be organized and stick to a daily plan/routine.
- **What are the daily suggested expectations for parents**
 - Encourage weekly (or more frequent, if needed) check-ins with child(ren).
 - Support teachers and students by positively reinforcing the e-learning model.
 - Set a weekly (or more frequent) notification for Schoology to start conversations about late, current, upcoming work and goals.
 - Set up a positive learning space for your child(ren).
 - Keep teachers and other school staff informed of any changing family situation which may affect your child's ability to engage and/or complete work on time
 - Parents will be provided access to tier 1 interventions in order to support their child's distance learning: Minnetonka will create an easy to use guide to identify areas of difficulties paired with tier 1 examples of how to implement these strategies at home along with guidance from their child's teacher, para or another staff member's support.

- Communicate with teachers any issues at home that may affect student engagement/learning.
- **What are regular suggested expectations for administrators**
 - Provide ways for administrators to be consistently “visible” to students and families in a virtual setting (e.g., weekly “Principal Talk” session or “mail box” video or weekly newsletter to respond to questions or concerns).
 - Be accessible to all families and staff for questions/assistance/ideas
 - Monitor regularly the overall well-being of staff and families throughout the distance learning process and make adjustments as needed to help decrease stress/anxiety and difficult workload levels.

SPECIALIZED PROGRAMS: (Christine Breen and Michelle Ferris will provide much more information for me on Monday that I will add to this document)

Delivery of Special Education

- Students in Special Education will need extra support
- Communication and collaboration with case managers and paras is important (and parents)
- If para in classroom, it worked well for students to be able to check in with them as well during class with questions or small group help (or just to help understand expectations and tasks)
- How do we help students who have extended time for assignments/assessments so their work doesn’t snowball?
- **Students with reading disabilities and visual impairments should have access to “HEAR” all instructions/assignments verbally for all information posted online.** All writing posts from teacher in LMS (Learning Management System) should be able to be read to the learners (either by a feature in LMS itself which “reads posts/text to learners” or by a posted voicethread or video from the teacher where she is reading the text to students) This is especially necessary for assignments/instructions that are posted online as a document with lots of text--students who have reading struggles like dyslexia or those who are low readers, should have an ability to be self-sufficient in getting instructions for assignments/content without having to rely on a third party (like a parent) to read it for them when they are available.

- **Students with hearing impairments should have access to “SEE” all instructions/assignments through reading/closed captioning for all information/videos posted online.** If a teacher posts a video, the video should include closed captioning both for visually impaired students and those that are ESL (English as a Second Language) Learners. This helps students remain independent during their learning.

Management and implementation of 504 Plans

- If possible, “meet” with students at the beginning of the year to go through accommodations/modifications that are on student’s 504 plan and make sure to come to understand together what that looks like for the student. I.e. if you have extra time for an assessment does that mean you will split the test up? Or take it at a time where you can take it in one sitting, etc.
- How do we help students who have extended time for assignments/assessments so their work doesn’t snowball?

Additional 504 Information:

*Each school site has a Section 504 coordinator that will be reviewing 504 plans and communicating with students/families about their child’s needs. All teachers will know their students’ 504 program supports and accommodations. All families will know their building 504 coordinator or building contact and understand their child’s plan of support.

The school 504 coordinator at each building will review their assigned students’ existing Section 504 plans and, in collaboration with the student, parents, student’s teacher(s), and/or school counselor, determine which listed accommodations or supports continue to be applicable/make sense within the distance learning format the teacher(s) are utilizing.

For those accommodations or supports that are not applicable, or do not make sense within the assigned e-learning, the Section 504 coordinator, in collaboration with the student, parents, and student’s teacher(s), will determine whether different accommodation(s) or support(s) are necessary for equal access.

For example, neither the accommodation of a separate seating area during lunch for a student with a peanut allergy nor the accommodation of preferential seating close to the point of instruction for a student with ADHD, will be applicable during the school closures. Parents should be notified in writing that these accommodations will not be implemented. On the other hand, if a student has an accommodation related to chunking assignments, and the student’s teacher’(s’) distance learning format is to

provide work packets to be turned each week, that accommodation could still be implemented by giving the student daily, rather than weekly, assignments.

Any Section 504 related services, (such as assistive technology services, mental health support or counselor check-ins, etc.) that are embedded within a student's Section 504 plan should be implemented to the best extent feasible, using a video-conference or other format during COVID-19 school closures. If such services cannot be implemented virtually, the student's Section 504 team will need to determine whether to provide the related services through alternate means or if there is no feasible alternative, provide notice and communication indicating the change in services during school closure.

There are no specific timelines for initial evaluations or re-evaluations contained within the federal Section 504 regulations. Instead, 34 C.F.R. 104.35(b) states that districts "shall establish standards and procedures for the evaluation of students with disabilities." Accordingly, we will continue with our evaluation processes to the best extent possible however, there may be a delay if the school team feels that access to the student in-person is necessary to evaluate, and then options will be discussed with the family to continue the process. The federal government has not explicitly tolled or otherwise modified any timelines related to assessment of students with disabilities. In most cases, a Section 504 evaluation can consist of just a review of existing data and a team-based eligibility decision. Formal, in person assessments are often not necessary under Section 504 to determine or re-determine eligibility. These types of evaluations can therefore be easily conducted virtually and initial and re-evaluation 504 team meetings should be held in accordance with your district's current Section 504 procedures, absent written parent agreement to delay the evaluation until school resumes. Our 504 processes and building supports are outlined in our District 504 website. <https://www.minnetonkaschools.org/district/programs/section-504>

Delivery of ELL Services

- ELL students might need extra support from teachers/interpreters. The ratio of teacher to student could need adjustment.
- Check-ins with counselors or other adults who support students on a regular basis will be critical

*Special Education Guidance and Considerations

- Individual Distance Learning Plan/IEP/Contingency Plans created/implemented for ALL students w/ signed PWN prior to start of school
- IEP team meetings held in August/early September to agree on IDLP/IEP/Contingency Plan ensuring FAPE

- Staffing remains unchanged (increased synchronous learning, increased/better utilization of paraprofessionals)
- Evaluations
 - Proceed with non face-to-face testing procedures unless give more guidance from Pearson testing
 - Remove excess testing measures not required for eligibility
 - Complete initial and re-evaluations within due process timelines
- Materials
 - General education materials
 - Wilson Reading Materials
 - Manipulatives for reading and math instruction
 - Supplemental curriculum materials
 - Sensory and adapted materials required by IEP (wheelchair,walker,stander,etc)
 - DHH materials

Related Services (OT, Speech, DAPE, PT, AT, DHH, etc.) will be flushed out once the option is chosen

ECSE Guidance:

- IDLP created for all students
- IEP team meetings held in August/early September to agree on IDLP ensuring FAPE
- Staffing remains unchanged
- Evaluations
 - Proceed with non face-to-face testing procedures unless give more guidance from Pearson testing
 - Remove excess testing measures not required for eligibility
 - Complete initial and re-evaluations within due process timelines
- Home visiting to occur all virtually

English Language (EL) Guidance and Considerations

- EL students will follow the same model as approved by the School Board and Governor
- Decision Making Framework will be used by EL teams to make individual decisions as to whether a child requires more in person learning than their same aged peers, due to their English language development, to make progress on advancing their English proficiency and access to the core curriculum.
- EL screening will be done in person to ensure students are appropriately identified for EL services based on their home/language form completed during the registration process

System to provide Mental Health Supports

Mental health needs

- The school week can not be so packed to not accommodate that teenagers are going through a difficult period in their life for many reasons. The addition of online learning, distance from their friends only compounds the stress that they are under. In an online learning environment, a breathing room must be built in to maintain mental health and give those who reach out the time to talk to professionals without falling behind in their course work. In an online learning environment, curriculum expectations must be dialed down.
- Counselors should be contacted if and when a student is responding to an SEL curriculum in a high risk manner

OVERALL OTHER CONSIDERATIONS/CONCERNS FOR THIS OPTION:

Invite parents/guardians to fill out a survey or form that can be attached to a student that tells school staff what unique experiences exist in the home environment. Survey also asks families how much support they anticipate they will need as a family. Do they feel comfortable with a more hands off approach with communication/student support or do think they will need very regular communications and check-ins.

Create a schedule for high need students to come into the building (assuming they meet MDH/CDC guidelines) to meet with teachers, counselors, case managers, psychologists, etc. (agreed upon by both parties). This would be very special circumstances only.

COMMUNITY EDUCATION/EARLY CHILDHOOD PROGRAMS: (Christine Breen and Tim Litfin will provide much more information for me on Monday that I will add to this document)

- ECSE/T-PLUS
- ECFE
- Preschool
- Community Education
- **how other Community Education programs would be structured and**

- Minnetonka Community Ed has pivoted to an e-learning environment offering classes quickly. They should sustain and broaden opportunities. This isn't just for school-aged children but the entire Minnetonka area community.
- **any other details that are unique to an option.**
 - Technology support
 - High-speed Internet access/equity.
 - Teacher prep/student catch up day 1 day/ week.- YES!!

Teacher training for teaching Online Courses,

Example: **Quality Matters (<https://www.qualitymatters.org/professional-development>) and (<https://www.qualitymatters.org/professional-development/workshops/k-12-app>)

Help make online/virtual learning platform meet the needs of all learners and their parent partners:

High School:

INSTRUCTION: include how rigorous, engaging, meaningful instruction will take place (video streaming, daily teacher-student interaction, etc.)

Online Experience:

Through daily teacher-student interaction, the following learning opportunities will provided to students via video streaming, both asynchronous and synchronous:

Core Classes and Specialists:

Teacher Planning prior to the beginning of the year:

- Review assessments and ensure that they are accurately assessing what students know and can do in relation to essential learnings
- Ensure anything that is done live is recorded and easy to access for those who miss it and consistently placed in same spot between teachers
- Have a central place on Schoology to see upcoming schedule for kids
- Create both office hour schedule and communicate with students/parents

- Create “Class Info Sheet” to share with families with critical class info- i.e. teacher office hours, ways to communicate with teachers, class expectations, etc.

Steps to complete prior to the school year starting:

- Include a MAST session (or multiple).
- Create (or improve) ways for teachers to identify students who are struggling and also keep updated on interventions being used/communication with families, etc.
- Create time for students to check in with case managers, counselors on a regular basis
- Create expectations for paraprofessionals to follow-up with struggling students
- Develop office hour schedule for teachers to ensure students have access to teachers
- Develop a plan for what to do when students miss class, especially if it is a test day.
- Create a clear process that the student, parent, administration, and counselor have in order to move forward with student concerns: these can be similar to what “normal” protocol would entail, but I think it should be made clear so ALL staff are on the same page. Protocol should be concise and easy to follow for teachers. Students should know what to expect when exceptions aren’t met for academic, attendance (or other behavior concerns), as well as emotional concerns.
- Develop a plan to safely teach (virtually) from the classroom to leverage technology or preference. MDH guidelines for safe occupation of MHS by staff should be accommodated.
- Develop a monitoring system to assess if students are spending too much or not enough time on their homework. Adjust curriculum as necessary.
- Create an attendance protocol so students are held accountable to be present during class. The plan should allow for some flexibility for each teacher/student situation.
- Create a block schedule with a Catch-up Day/MAST day for students to meet with teachers 1 on 1 or in small groups. Teachers can also this day for meetings/collaboration with PLC and other curriculum teams, connecting with parents/counselors/case managers, etc.
- Connect paras to students that are struggling- determine other roles for paras to help support students

Core Classes and Specialists:

- Create a balance between on-line (synchronous/asynchronous) via iPad, pencil and paper, and physical construction (projects where students build something). “Break up the screen time”. Delivery to teachers will ultimately be via electronic submission (Schoology or equivalent direct submission, or a photo/video).
- Create opportunities to address needs of some classes such as science laboratories. These courses are extremely difficult due to materials, safety and difficulty and should

be done in the classroom. If these labs can't be delayed until in-person learning resumes, teachers at a minimum must be able to teach from the classroom and demonstrate live videos, mailed/picked up kits, and online simulations will give some but not substantial benefit to the student. Teachers would have access to materials as needed, more stable internet potentially and other technology options/resources.

- Classes can be taught in synchronous/asynchronous combination. Live classes, Google Meets, and pre-recorded material can augment written instructions. It is important to “teach” the subject, not just give homework.
- Create opportunities for student engagement in an interactive environment.

Specialists

- Determine consistent guidelines for teachers for how long each class should offer virtual time vs. pre recorded lessons.
- Schedule a virtual meeting opportunity for parents to explain the syllabus and student expectations.
- Provide for student check in at the beginning, middle, end of class.

High Quality Immersion

- Ensure that special attention should be given for peer-to-peer (i.e. small group projects), conversational language immersion (structured), followed by a written follow-up to confirm learning. Virtual field trips or individual trips (i.e. everyone going to a place such as a museum individually).
- Address, with fidelity, the regular curriculum of teacher-student practice in conversation, vocabulary, grammar, reading comprehension, and written language in subjects offered in the immersion language (i.e. core or elective classes) and/or delving into subjects of mutual beneficial interest of his/her class (i.e. current events, college prep topics, book reports on movies/documentaries, and buddies with elementary students).
- Maintain and encourage communication and interaction to sustain fluency. Maximizing opportunities whether formal or informal will enhance learning.
- Ensure that core classes that can be taught in immersion language should follow the regular curriculum with emphasis on core objectives of fluency in written, and spoken word.
- Provide additional opportunities to speak in Spanish or Chinese, connect with schools in China, Spain, etc..(What's App pen pal).
- Investigate whether local college students in foreign language studies might be interested in mentoring students.
- Enlist MHS immersion graduates- resources to mentor (similar to vantage mentors).

- Allow for students that need additional rigor to volunteer to tutor middle/elementary students.
- Provide for students needing additional help consider setting up an online Immersion Lab.

OTHER:

- **What are the daily expectations for teachers**
 - Provide opportunities multiple times per week for synchronous lessons. expectation for students to attend these live sessions.
 - Create assignments that do not need to be done on an iPad. It is important to distribute work outside of computer work to help prevent burnout.
 - Clarify attendance expectations and follow through
 - Communicate with students specific expectations
 - Be conscious of homework load for students from all classes
 - Follow up with students who are falling behind
 - Provide timely feedback and grades
 - Set a specific time each day that outlines class to do's for the day (i.e. by 8 am every student can see what they have to do for the day)--this allows for more flexibility for students if they have open time earlier than their scheduled class time to work on daily goals
- **What are the daily expectations for students**
 - Submit work online whether that is through Schoology or an equivalent app, a photo of a pen/paper report, or a picture of a physical creation.
 - Expect to take ownership of their learning, stay focused and on task
 - Stay organized and timely
 - Attend all classes during the day. Read through daily agenda to know daily expectations/assignments
- **What are the daily suggested expectations for parents**
 - Understand that teachers respond during hours in which they are "at work"
 - Parents help ensure students are attending intervention times
 - Check-in with students/check schoology to help track student progress
- **What are expectations for administrators**
 - Communicate and provide consequences for academic dishonesty
 - Determine and finalize grading expectations and communicate with parents, students and staff
 - Provide ways for administrators to be consistently "visible" to students and families in a virtual setting (e.g., weekly "Principal Talk" session, consistent announcements, or weekly newsletter to respond to questions or concerns)

SPECIALIZED PROGRAMS: (Christine Breen and Michelle Ferris will provide much more information for me on Monday that I will add to this document)

Delivery of Special Education

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- Communication and collaboration with case managers and paras is important (and parents)
- If para in classroom, it worked well for students to be able to check in with them as well during class with questions or small group help (or just to help understand expectations and tasks)
- How do we help students who have extended time for assignments/assessments so their work doesn't snowball?
- **Students with reading disabilities and visual impairments should have access to "HEAR" all instructions/assignments verbally for all information posted online.** All writing posts from teacher in LMS (Learning Management System) should be able to be read to the learners (either by a feature in LMS itself which "reads posts/text to learners" or by a posted voicethread or video from the teacher where she is reading the text to students) This is especially necessary for assignments/instructions that are posted online as a document with lots of text--students who have reading struggles like dyslexia or those who are low readers, should have an ability to be self-sufficient in getting instructions for assignments/content without having to rely on a third party (like a parent) to read it for them when they are available.
- **Students with hearing impairments should have access to "SEE" all instructions/assignments through reading/closed captioning for all information/videos posted online.** If a teacher posts a video, the video should include closed captioning both for visually impaired students and those that are ESL (English as a Second Language) Learners. This helps students remain independent during their learning.

Management and implementation of 504 Plans

- If possible, "meet" with students at the beginning of the year to go through accommodations/modifications that are on student's 504 plan and make sure to come to understand together what that looks like for

the student. I.e. if you have extra time for an assessment does that mean you will split the test up? Or take it at a time where you can take it in one sitting, etc.

- How do we help students who have extended time for assignments/assessments so their work doesn't snowball?

Additional 504 Information:

*Each school site has a Section 504 coordinator that will be reviewing 504 plans and communicating with students/families about their child's needs. All teachers will know their students' 504 program supports and accommodations. All families will know their building 504 coordinator or building contact and understand their child's plan of support.

The school 504 coordinator at each building will review their assigned students' existing Section 504 plans and, in collaboration with the student, parents, student's teacher(s), and/or school counselor, determine which listed accommodations or supports continue to be applicable/make sense within the distance learning format the teacher(s) are utilizing.

For those accommodations or supports that are not applicable, or do not make sense within the assigned e-learning, the Section 504 coordinator, in collaboration with the student, parents, and student's teacher(s), will determine whether different accommodation(s) or support(s) are necessary for equal access.

For example, neither the accommodation of a separate seating area during lunch for a student with a peanut allergy nor the accommodation of preferential seating close to the point of instruction for a student with ADHD, will be applicable during the school closures. Parents should be notified in writing that these accommodations will not be implemented. On the other hand, if a student has an accommodation related to chunking assignments, and the student's teacher(s)' distance learning format is to provide work packets to be turned each week, that accommodation could still be implemented by giving the student daily, rather than weekly, assignments.

Any Section 504 related services, (such as assistive technology services, mental health support or counselor check-ins, etc.) that are embedded within a student's Section 504 plan should be implemented to the best extent feasible, using a video-conference or other format during COVID-19 school closures. If such services cannot be implemented virtually, the student's Section 504 team will need to determine whether to provide the related services through alternate means or if there is no feasible alternative, provide notice and communication indicating the change in services during school closure.

There are no specific timelines for initial evaluations or re-evaluations contained within the federal Section 504 regulations. Instead, 34 C.F.R. 104.35(b) states that districts “shall establish standards and procedures for the evaluation of students with disabilities.” Accordingly, we will continue with our evaluation processes to the best extent possible however, there may be a delay if the school team feels that access to the student in-person is necessary to evaluate, and then options will be discussed with the family to continue the process. The federal government has not explicitly tolled or otherwise modified any timelines related to assessment of students with disabilities. In most cases, a Section 504 evaluation can consist of just a review of existing data and a team-based eligibility decision. Formal, in person assessments are often not necessary under Section 504 to determine or re-determine eligibility. These types of evaluations can therefore be easily conducted virtually and initial and re-evaluation 504 team meetings should be held in accordance with your district’s current Section 504 procedures, absent written parent agreement to delay the evaluation until school resumes. Our 504 processes and building supports are outlined in our District 504 website. <https://www.minnetonkaschools.org/district/programs/section-504>

Delivery of ELL Services

- ELL students might need extra support from teachers/interpreters. The ratio of teacher to student could need adjustment.
- Check-ins with counselors or other adults who support students on a regular basis will be critical

*Special Education Guidance and Considerations

- Individual Distance Learning Plan/IEP/Contingency Plans created/implemented for ALL students w/ signed PWN prior to start of school
- IEP team meetings held in August/early September to agree on IDLP/IEP/Contingency Plan ensuring FAPE
- Staffing remains unchanged (increased synchronous learning, increased/better utilization of paraprofessionals)
- Evaluations
 - Proceed with non face-to-face testing procedures unless give more guidance from Pearson testing
 - Remove excess testing measures not required for eligibility
 - Complete initial and re-evaluations within due process timelines
- Materials
 - General education materials
 - Wilson Reading Materials
 - Manipulatives for reading and math instruction
 - Supplemental curriculum materials

- Sensory and adapted materials required by IEP (wheelchair,walker,stander,etc)
- DHH materials

****Related Services (OT, Speech, DAPE, PT, AT, DHH, etc.) will be flushed out once the option is chosen****

ECSE Guidance:

- IDLP created for all students
- IEP team meetings held in August/early September to agree on IDLP ensuring FAPE
- Staffing remains unchanged
- Evaluations
 - Proceed with non face-to-face testing procedures unless give more guidance from Pearson testing
 - Remove excess testing measures not required for eligibility
 - Complete initial and re-evaluations within due process timelines
- Home visiting to occur all virtually

English Language (EL) Guidance and Considerations

- EL students will follow the same model as approved by the School Board and Governor
- Decision Making Framework will be used by EL teams to make individual decisions as to whether a child requires more in person learning than their same aged peers, due to their English language development, to make progress on advancing their English proficiency and access to the core curriculum.
- EL screening will be done in person to ensure students are appropriately identified for EL services based on their home/language form completed during the registration process

System to provide Mental Health Supports

Mental health needs

- The school week can not be so packed to not accommodate that teenagers are going through a difficult period in their life for many reasons. The addition of online learning, distance from their friends only compounds the stress that they are under. In an online learning environment, a breathing room must be built in to maintain mental health and give those who reach out the time to talk to professionals without falling behind in their course work. In an online learning environment, curriculum expectations must be dialed down.
- Counselors should be contacted if and when a student is responding to an SEL curriculum in a high risk manner

OVERALL OTHER CONSIDERATIONS/CONCERNS FOR THIS OPTION:

Invite parents/guardians to fill out a survey or form that can be attached to a student that tells school staff what unique experiences exist in the home environment. Survey also asks families how much support they anticipate they will need as a family. Do they feel comfortable with a more hands off approach with communication/student support or do think they will need very regular communications and check-ins.

Create a schedule for high need students to come into the building (assuming they meet MDH/CDC guidelines) to meet with teachers, counselors, case managers, psychologists, etc. (agreed upon by both parties). This would be very special circumstances only.

COMMUNITY EDUCATION/EARLY CHILDHOOD PROGRAMS: (Tim Litfin and Christine Breen will work with their teams to complete plans for these programs)

- ECSE/T-PLUS
- ECFE
- Preschool
- Community Education
- **how other Community Education programs would be structured and**
 - Minnetonka Community Ed has pivoted to an e-learning environment offering classes quickly. They should sustain and broaden opportunities. This isn't just for school-aged children but the entire Minnetonka area community.
- **any other details that are unique to an option.**
 - Technology support
 - High-speed Internet access/equity.
 - Teacher prep/student catch up day 1 day/ week.- YES!!