

Option #: 3 *Hybrid A*

Overview: **Option 3: Hybrid A**, with students using both in-school and online options. The regular school-day schedule for instruction would be followed and the students would be “in school” throughout that schedule. **Hybrid A will anticipate that all students will be in school one day and home the next, etc. on staggered schedules.** Some students could be on a schedule of in-school for day one, in-school for day two and home for day three; or it could be in-school for day one, at home for days two and three. Students at home would receive streamed instruction from the teacher at the same time as students in school are receiving it. Teachers would address learning needs and student questions only on the days in school. Rooms currently used for Physical Education, music and media could be re-designated, since those activities would be limited in numbers as well. The plan for ECFE, ECSE and Pre-school should reflect the K-12 model for this option. This model should anticipate social distancing of six feet at all times, and masks for all adults would be required. Masks for students would be optional. Temperatures of all students and adults in the school will be taken upon entry each morning and one other time during the day.

Transportation:

Transportation will be the same for all three levels. The routes will not change although the pick-up and drop off times may be adjusted based on daily schedule. The students will be assigned based on a variety of factors, the most important of which will be siblings attending school on similar days.

- Students will use their regular bus routes for pick up and drop off locations.
- Students must wear masks on the bus.
- As much as possible social distancing must occur. Every other seat, right and left alternated seating, fill from back to front of the bus.

High School

In-School/Out-of-School Planning

1. **Structure of week — Note: In both the 50% model and the 1:9 model, students would see their teachers in-person ONE time per week.**
 - a. 5 day week: ½ students attend Monday/Tuesday (other ½ online); 1 day all students online (Wed); then other ½ attend Thursday/Friday (first ½ are online).
 - b. 3 classes per day (90 minutes each) — Periods 1-3 (A day) and 4-6 (B day)
 - i. Class schedule:
 1. 8:30-10:00 — Period 1 or 4
 2. 10:05-11:35 — Period 2 or 5

3. 11:40-1:10 — Period 3 or 6
 4. Daily dismissal at 1:10 to pick up lunch and leave
- c. 1755 students at MHS daily (approx. 3511 total enrollment)
 - i. 9th grade - 454 (of 907 total)
 - ii. 10th grade - 452 (of 904 total)
 - iii. 11th grade - 442 (of 883 total)
 - iv. 12th grade - 410 (of 820 total)
 - d. The Wednesday (home day) would allow for individual student work time/self-study; office hours to meet with individual students; student services; planning for teachers.
 - i. Incorporate MAST (extended time — 2 hours) into this day. Extended MAST time would allow for more interventions with students.
 - ii. Staff could use the existing MAST app and schedule students for a particular time during the 2 hours. It would also allow counselors to track student progress. (This could be done through remote learning.)
 - e. Other support time: Teachers on any day when they are not teaching three classes would be available for support between 1:45 and 2:40.

2. Transitions/Passing Time

- a. Entering the building/going to classrooms:
 - i. Students will be assigned a particular entrance.
 - ii. Staff will monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classroom and vice versa.
 - iii. There could be a designated holding area for students who must arrive at an earlier time than buses would arrive or they could report directly to their first class. (One issue would be teacher prep time vs. supervision of these students in the morning.)
- b. Moving from entry to the classrooms/Passing time:
 - i. Flow of foot traffic should be directed in only one direction, if possible. If one-way flow is not possible, hallways should be divided with either side following the same direction. Entrances and exits should be kept separate to keep traffic moving in a single direction.
 - ii. The Commons needs to be closed off and repurposed into “classroom” settings.
 - iii. Grade levels could be “housed” in particular areas to reduce the foot traffic (works mostly for 9th grade and somewhat for 10th).
 - iv. Another option might be to have classes dismissed in “waves” — which could be problematic because the spaces they’re going to might still be occupied.
- c. Bathroom breaks —
 - i. No bathroom use during passing time. (5 minute passing times)
 - ii. Bathroom use during class time — limited to one student from the class at a time.

- iii. Establish a number of maximum occupancy/bathroom (2-3) — every other stall and sink would be rendered unusable.
 - 1. Need bathroom monitors to ensure social distancing in the bathroom.
 - 2. Make some of the stalls inaccessible or shut down the water.
 - 3. Hand sanitizer at entrance and exit.
 - 4. Towels set out instead of in dispensers.
- iv. End of the day dismissal:
 - 1. One classroom from each area dismisses at a time. Perhaps this is done through announcements or there is an email sent out with order of dismissal.
 - 2. Need a plan for parking permits for hybrid learning only.

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

- a. In-school students (1 day per week)
 - i. Lecture/seminar for in-school students; limited small group work because of social distancing.
 - ii. Will need to determine how to get materials and books, etc., to students.
 - iii. Teachers will continue to use best practices within the confines of the situation.
 - iv. Teachers will need additional planning time to implement best practices (Wednesdays).
- b. Out-of-school students (3 days per week)
 - i. Video stream a portion of each lesson and post on Schoology the time of the stream for all students to participate. Attendance would be taken during the live stream or during the remaining time in class.
 - ii. Video streaming would be only a portion of each class period. In the remaining time, there would be an opportunity for students to interact with the teacher via Schoology message or Google Meet.
 - iii. Teachers would all need streaming equipment, including but not limited to microphones for enhanced sound and cameras.
 - iv. Streaming would NOT be recorded and archived due to privacy issues.
 - v. Teachers may use different videos to demonstrate skills.
 - vi. Teachers and students would need to be trained in best practice to promote ergonomic success while learning from home or alternative environments.
- c. Alternative instruction options (students not attending due to medical or choice)
 - i. Increase Tonka Online offerings for some students/classes.
 - ii. eLearning will be an option for any student not choosing Tonka on-line or hybrid instruction..
- d. Immersion — see above (best practices and face shields)

4. Lunch — How and where will lunch be served with specific details around how this can safely occur.

- a. Regular lunch service would be discontinued.
 - i. Students who are in school could pick up a boxed lunch in the cafeteria at the end of the 3rd class of the day (A=1-3; B=4-6) and exit the building.
 - ii. Boxed lunches would also be available throughout the district for students learning from home.
 - iii. Options for lunches should include healthy options — vegetarian, gluten-free, peanut-free, lactose-free, etc.
 - iv. Survey students to determine the approximate number of boxed lunches needed daily/weekly. OR
- b. Students will either have a *lunch card* for the cashier to scan OR a *scannable lunch code on their phone* for the cashier to scan and make payments on the lunch accounts. (The phone scanning system is still in development.)
- c. A la carte items will be limited until further notice. But milk and water to accompany lunches will be available.

5. Space Utilization

- a. **School — General Layout/Re-Designating Classrooms**
 - i. Grade level/Cohort model (keeping the same group of students and staff in the same areas as much as possible) is recommended.
 - ii. Designate areas in the building as grade levels and try to group (may be able to do this for English, Social Studies, and Science.) This might work best for 9th and 10th grades.
 - iii. Students would most likely only need to leave the area for Math and Electives in 9th and 10th grades.
- b. **Classroom Layout**
 - i. Classroom layout — allow for 6 ft. social distancing within the classroom
 - ii. 50% capacity — ½ of the students in each classroom.
 - iii. Most classrooms (considering square footage) allow for about 9-10 students plus the teacher for 6 ft. social distancing. Most classrooms (in the 50% model) would be of limited use — only allowing for classes whose original size was 20 or fewer students.
 - iv. Remove and store all but necessary furniture in each classroom and place the remaining furniture in marked spaces within each classroom to encourage social distancing.
- c. **Common Areas/Large Spaces**
 - i. Need to make these places less attractive for congregating students.
 - ii. Most/all common areas and other large spaces (gym, auditorium, Forum, multipurpose spaces) will be repurposed as classroom spaces. Can populate these spaces with the furniture removed from other classrooms.
 - iii. Common areas would need to be retrofitted to serve as classrooms, including, but not limited to, meeting technology and other learning needs.
 - iv. All furniture in common areas will be removed and put in storage to discourage students from gathering in spaces/hallways, etc.

- v. Rethink what constitutes a “classroom.” In these former “common” spaces, place desks six feet apart in classrooms.
 - vi. Class sizes should be kept to the level afforded by necessary spacing requirements. Large tables should be removed (if possible) and exchanged for smaller ones.
- d. **VANTAGE Spaces**
- i. Considering the class sizes of some of these courses, they may need to be brought back to the high school and be housed in gyms or other large spaces.(Health Sciences? Global Business?)
 - ii. Unless courses can ensure social distancing, they may need to move back onto the main campus.
- e. **Office Spaces for Teachers** — Best practice — no shared equipment.
- i. Provide laptops for all teachers. iPads are insufficient for teachers moving from class space to class space and for working remotely.
 - ii. Need disinfectant and wipe down before and after use.
 - iii. Masks are required for this space. Need hand sanitizer in all areas.
 - iv. Ventilate space as well as possible.
 - v. Teachers leave nothing in the space. Again, need for laptops.
 - vi. Schedule for cleaning surfaces, refrigerator.
 - vii. Identify spaces for eating and meeting for faculty. (Possibly eat in classrooms?)
 - viii. Copy machine — stickers on the floor to designate 6 ft. social distance.

6. Safety — The District needs to create a “preparedness plan” shared with staff before the beginning of school. All OSHA requirements should be met or exceeded. The plan should address all safety issues, including, but not limited to, the following.

- a. Immediate audit of the HVAC systems at the building to ensure effectiveness and efficiency
 - i. Air filters should be changed regularly and more frequently than is current practice.
 - ii. Consider ways of increasing air filtration.Increase air filtration 2 hours before and 2 hours after each school day.
 - iii. Increase fresh air in building — prop open doors (may need para support to monitor open doors).
 - iv. Addition of individual room air purifiers will help.
- b. The District needs to adhere to the Executive Order regarding mask requirements. People could opt for plastic shields, *in addition* to cloth coverings, *or as an accommodation*. Staff could opt for a face shield in place of masks — especially for Language and immersion courses — ONLY if 6 ft. social distance is observed.
 - i. All staff and students will be expected to wear face masks and follow physical distancing protocols (floor markers and other signage will help facilitate proper spacing) AT ALL TIMES.
 - ii. Facial coverings may be homemade or disposable.Face coverings should be provided for staff and students. Staff and students may choose to

- provide their own face coverings, as well, but all must meet certain standards as established by the MDH and MDE.
- iii. Any staff member or a student who cannot medically tolerate a facial covering must receive an official accommodation, giving them other options or exempting them.
 - iv. Homemade masks must be washed daily. Disposable facial coverings must be disposed of at the end of each day or whenever they get wet.
 - v. The District will provide high-quality masks for all to encourage consistency — 3-ply (layers) masks are standard as of 7/25/20.
- c. Daily temperature and health screening checks (hall paras, nurses and other school employees will take the temperature using non-contact thermometer BEFORE the students enter the school).
- i. Would need protocol to maintain privacy for students.
 - ii. Would need an online system/Health Screening Questionnaire to allow for entry to the building — answer all questions, sanitize hands.
 - iii. Designated doors for each grade level.
 - iv. Social Distancing spacing while checking in and having temperatures checked
 - v. Temperature checks throughout the day —Beginning of period 3 in the classroom. Each classroom will have a no touch thermometer provided.
- d. Classroom/Office Space Safety
- i. If a classroom has windows that can open, they should be open as much as possible, weather permitting.
 - ii. Students and teachers should be allowed to meet outside, weather permitting.
 - iii. The school will provide adequate supplies to support healthy hygiene behaviors (this includes hand sanitizer with at least 60% alcohol, soap, paper towels, tissues, and signs reinforcing proper handwashing techniques). Custodial staff should distribute tissues, sanitizers and CDC-approved soap to every office and classroom so that these materials can be used upon all entries and exits. These supplies must be replenished daily. This should be part of the “preparedness plan.”
 - iv. All students and staff should use hand sanitizer before/after every transition.
 - v. Students and staff must have scheduled handwashing every two hours.
 - vi. Supplies will be replenished **daily**.
 - vii. There will be allocated space for backpacks, personal belongings in classrooms; students can only have necessary items on desks.
- e. Deep cleaning of school will take place on Wednesday (fully remote learning day)
- i. All other days, rooms and spaces must be disinfected after each class and at the end of the day.
 - ii. There will be additional “high-touch” cleaning.

7. Challenges with the 50% Attendance Plan (and 1:9 Plans)

- a. May require Minnetonka School Board and/or MDE to/relax the number of required student contact hours.
- b. Would need to determine each ½ of students and reschedule/allocate students to classes; would need to redistribute class rosters to accommodate a balanced division of students (e.g. alphabetical by last name).
 - i. Lawrence (½ of student body — 1756 students)
 - ii. Lawson-Zwach (1755 students)
 - iii. Would still need to make sure that all classes have A-Z balance and that no classes are overloaded with one section of the alphabet. This may mean rescheduling some students or repopulating/rebalancing classes.
 - iv. Must allow siblings to attend on the same days.
- c. How will large classes like choir, band, Vantage, PE work within the confines of social distancing? Would need to balance best practices with confines from MDH and MDE.
- d. Costs/Responsibilities: bathroom, hall monitoring, PPE, busing
- e. Facilities/Training Costs — Improving HVAC, creating barriers, buying materials and cleaning/sanitation materials; training to use materials appropriately for staff and students; additional PPE for students; retrofitting areas to become classrooms; equipment for streaming; laptops for teachers.
- f. Additional staff/nurses to do health checks for students.
- g. Lost time for instruction to accommodate all the orientation/training. Start one week early?
- h. Challenge to get students to come on the assigned days. If they don't attend in-person on their assigned days, but attend on-line, are they marked present? They may want to stay home — it might be easier on some students to just stay home and watch the live video stream and not attend on their assigned day.
- i. No variety in the students they see on their assigned days.
- j. Passing time is difficult to configure to promote social distancing.
- k. Struggle/equity in assessments — students at home vs. students in the classroom. Difficult to get buy-in from students at home. Need to figure out the integrity of assessments.
- l. In-school instruction would suffer with 3 ft. or 6 ft. distancing — difficult to offer one-on-one help. Not possible to work collaboratively or in small groups.
- m. Instruction may lack rigor and consistency when meeting with different groups throughout the week.
 - i. In addition, a lot is being asked of the students who are at home — learning more on their own with not as much attention from the teacher.
 - ii. On-line full time actually offers more flexibility in grouping and meeting one-on-one (at least the 45-50 minute synchronous model from the spring).
- n. Consider having 1-2 times per quarter where students would come to school in small cohorts to meet with teachers, instead of 50% or 1:9 model.
- o. Transition to this model?

1-9 CAPACITY PLAN — A/B/C/D DAYS

In-School/Out-of-School Planning

1. Structure of week

- a. 5 day week with a 4-day rotation: $\frac{1}{4}$ students attend A/B/C/D (other $\frac{3}{4}$ online); 1 day all students online (Wed)
 - i. 6 classes per day (45 minutes)
 - ii. Need to run all 6 classes; otherwise, students would only attend the same classes on their one day in school each week.
 - iii. This would be a serious challenge for those at home.
- b. 875 students at MHS daily
- c. Wednesday (all at home day) would allow for deep cleaning, individual student work time/self-study; office hours to meet with individual students; student services; planning for teachers. Incorporate MAST (perhaps an extended time) into this day.

2. Instruction — See 50% plan

- a. In-school students — Lecture/seminar for in-school students; no small group work because of social distancing.
- b. Out-of-school students (3 days per week) — Video streaming? Daily student-teacher interaction?
- c. Instruction options (students not attending due to medical or choice) — See 50% plan

3. Transitions/Passing Time

In general, see considerations in the 50% plan.

- a. Social distancing might be easier because there are fewer students in the building.
- b. There will, however, be *more* transitions because of the return to the 6-period day.
- c. Will need to work in more opportunities for hand-washing and bathroom breaks.

4. Lunch — This might be more difficult to manage, given the changing population of students in attendance each day. See options for the 50% plan.

- a. We may be able to put lunches back in if we can manage the social distancing (offer 3 lunch periods, instead of the current 5?).
- b. All lunches should be boxed and available for students to pick up.
- c. Lunches need to be delivered to students at home — up to $\frac{3}{4}$ of students each day.

5. Space Utilization

- a. Classroom layout — allow for 6 ft. social distancing within the classroom
 - i. 1:9 capacity — $\frac{1}{4}$ of the students in each classroom.
 - ii. Most classrooms allow for about 9-10 students plus the teacher for 6 ft. social distancing. Almost all classrooms could be utilized for this purpose (unlike in the 50% plan).

- iii. Remove and store all but necessary furniture in each classroom and place the remaining furniture in marked spaces within each classroom to encourage social distancing.
- iv. Remove furniture from all common spaces to discourage congregating/encourage social distancing.
- v. Office spaces for teachers need to be reconfigured.
- vi. Common areas will NOT be used by students.
- vii. All furniture in common areas will be removed and put in storage to discourage students from gathering in spaces/hallways, etc.

6. Safety — See 50% plan — all remain the same.

7. Challenges with the 1:9 Plan — In general, they are unchanged from the 50% plan.

- a. Too much screen time for students at home.
- b. Lack of consistent connection with teachers and peers.
- c. Inequity between those who choose the 1:9 model and those who choose to learn completely online.

Special Education Guidance and Consideration

- 1. Students will receive special education direct instruction on the days IN SCHOOL and either indirect or direct on the days they are OUT of SCHOOL (determined by IEP team through IDLP, IEP or Contingency Plan guides on SpEd Forms)
- 2. Students' IEP teams may determine that the student will receive direct instruction on IEP goals and objectives on days they are NOT IN SCHOOL so as to allow them full access to their general education curriculum on the days they are in person.
- 3. Decision Making Framework will be used by IEP teams to make individual decisions as to whether a child requires more in person learning than their same aged peers, due to their disabling condition(s), to make progress on goals and objectives, access curriculum, etc.
- 4. Could assign some special educators and/or paras to be solely in school and others to solely do e-learning (determined at the site level given students/adult needs)
- 5. Staffing remains unchanged (increased synchronous learning, increased/better utilization of paraprofessionals)
- 6. Evaluations
 - a. Continue with evaluations meeting due process timelines
 - b. Proceed with current agreed upon PWN
 - c. Students would complete in-person testing either on their assigned IN SCHOOL day or on an OUT of SCHOOL day
- Materials
 - d. General education materials
 - e. Wilson Reading Materials
 - f. Manipulatives for reading and math instruction
 - g. Supplemental curriculum materials
 - h. Sensory and adapted materials required by IEP (wheelchair,walker,stander,etc)

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

English Language (EL) Guidance and Considerations

1. EL students will follow the same hybrid model as approved by the School Board
2. 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.
3. 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

Middle School

Grades 6 - 8 Plan for Option 3 - Hybrid A - 50%

Monday & Tuesday: Group A - 50%

Wednesday - no students in building (student catch up/ teacher communication/Meetings)

Thursday & Friday: Group B - 50%

Consideration of a modified schedule at the Middle School.

Hybrid A - 1 to 9

A quarter of students each day, so there would be 4 groups of students 5 day week, with 4 day rotation and Wednesday all online.

Entering the building:

1. Temperatures taken before students enter building
 - a. Staff needed at each door to take student temperatures
 - b. Staff will need to take their own temperature before entering building
2. Entering through doors that are already assigned to grades
3. Staggering drop offs
 - a. MMW idea
 - i. Cars dropping of kids drop off at Cafeteria
 - ii. 3 doors (media center, main entrance, hallway near FACS Room)
 1. Para directs the students to which door they go to
 2. 6ft distancing between students
 - iii. Could the doors over by 127 be used for entering the building? Maybe add some cement for easier access?
 - b. MME idea

- i. Cars dropping of kids at a designated door - kids then walk to their designated entrance door
- ii. Most of 6th grade could go straight into their classrooms off the bus
- iii. 2 designated doors for 7th
- iv. 2 designated doors for 8th

Challenges

- 1. No morning help for students
- 2. No Morning staff meetings - moved to Wednesdays when there are no students in the building
- 3. Will need paras to help with traffic flow in and out of the building during arrival

Moving to classes:

- 1. Students walk straight to first class
- 2. Wait in classroom for class to begin
 - a. No loitering, no milling around, no socializing
- 3. No lockers - If fewer students, maybe they can bring their backpacks and coats with them and have no need for locker
- 4. Hallways have a two-way street movement system
- 5. Bells ring 1 minute earlier to give more passing time to allow for staggered passing times

Instruction

Live session for the first 20-25 minutes for students in class and broadcasting online. Teachers will need to record their lesson and post it to schoology for students to access the lesson if unable to attend (will not record students for privacy reasons). The remaining class time is work time and the teacher is available to clarify and answer questions for both groups. Flexibility will be needed with this for the teacher to adapt the lesson to the model.

- 1. Tech needs: microphones, camera, apple classroom
- 2. Extensive training will be needed for teaching online beyond the technology
- 3. Extensive training for students will be needed for technology the first few days/week of school
- 4. Make tech training available online for other adults and parents
- 5. Social / emotional training for supporting this new learning
- 6. Teachers should not be expected to move around the classroom for safety reasons
- 7. Use screen sharing apps to share student work with teacher
- 8. The teacher will have the autonomy to decide when the new instruction takes place
- 9. Reciprocal teaching could be a part of this, where students who understand the material help support students still struggling to understand
- 10. Teachers can wear face shields so students (especially language learners and immersion)
- 11. Teachers will welcome in-class students and then begin streaming 5 minutes after scheduled class time

If a student is supposed to be in school but does not make it to the building, their parent calls in and the student joins in online.

Immersion

Due to the nature of the immersion program, we recommend a model, where the presentation of content for students will happen when students are in the building. Students online will have this opportunity to get review at this time and work on practice exercises.

- a. Students in the classroom will wear shields vs masks to allow for easier voice recognition.
- b. At home instruction will allow for practice and refinement of language development.

eLearning Model-Choice for those not participating in Hybrid Model

1. For students choosing to not participate in the hybrid model they will be provided an eLearning experience. They will follow the same schedule as the hybrid students with 4 days of instruction and Wednesday being extensions/interventions.
 - a. Instruction provided by eLearning teachers. The classes may be a combination of MMW and MME students.
 - b. Teachers will be assigned eLearning if unable to deliver instruction in the hybrid environment or may be assigned eLearning based on need.
 - c. Students will be assigned based on grade level and subject area.
2. Once a student begins eLearning they will remain with that model until the system shifts to a new delivery system.
 - a. Pace of instruction will mirror as closely as possible hybrid pace.
 - b. eLearning teachers will work closely with hybrid teachers to maintain pace.

Lunch

1. Option 1 - 50%
 - a. Students eat lunch during advisory.
 - b. Students can bring their lunch.
 - c. Students eating school lunch can preorder and lunch will be delivered to their classroom by staff.
 - d. Trash and boxes are collected by staff at the end.
2. Option 2 - 9 to1
 - a. Student could eat in the cafeteria like normal, but socially distanced
 - b. Location
 - i. In classrooms
 - ii. In cafeteria
 - iii. Possibly in overflow space (gym)
 - c. Supervision

- i. Paras supervise lunches in 1 or 2 classrooms or in the cafeteria

End of Day Release

1. Staggered release time to buses (bus numbers announced on PA) 3:45-4:00 p.m.
 - a. Based on when bus arrives
 - b. When buses arrive, bus number is announced and students are released
 - c. Exit out of the nearest door, based on location of last class
2. Parent pick up starts at 4:00 p.m. to make room for the buses to leave first.
3. Staggered release of students walking and then staggered release of parent pick-up.

Challenges:

1. A lot of screen time for the students.
2. Students chatting in the classroom with students online.
3. Keeping the students at home engaged when you are trying to teach the kids in the classroom with you.
4. Frustrating for students at home who may not get the attention of the teacher.
5. Difficult to get online students schedules aligned with the live class.
6. Frustrating to keep rigor as high as a normal school year, students need to interact and have the social time that will naturally occur.
7. There will need to be a lot of review which will take away from introducing new content.
8. Grading and adjust the 20/80 model to something more reflective of the student work.

Special Education Guidance and Considerations

1. Students will receive special education direct instruction on the days IN SCHOOL and either indirect or direct on the days they are OUT of SCHOOL (determined by IEP team through IDLP, IEP or Contingency Plan guides on SpEd Forms)
2. Students' IEP teams may determine that the student will receive direct instruction on IEP goals and objectives on days they are NOT IN SCHOOL so as to allow them full access to their general education curriculum on the days they are in person.
3. Decision Making Framework will be used by IEP teams to make individual decisions as to whether a child requires more in person learning than their same aged peers, due to their disabling condition(s), to make progress on goals and objectives, access curriculum, etc.
4. Could assign some special educators and/or paras to be solely in school and others to solely do e-learning (determined at the site level given students/adult needs)
5. Staffing remains unchanged (increased synchronous learning, increased/better utilization of paraprofessionals)
6. Evaluations
 - a. Continue with evaluations meeting due process timelines
 - b. Proceed with current agreed upon PWN
 - c. Students would complete in-person testing either on their assigned IN SCHOOL day or on an OUT of SCHOOL day

7. Materials

- a. General education materials
- b. Wilson Reading Materials
- c. Manipulatives for reading and math instruction
- d. Supplemental curriculum materials
- e. Sensory and adapted materials required by IEP (wheelchair,walker,stander,etc)
- f. DHH materials

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

English Language (EL) Guidance and Considerations

1. EL students will follow the same hybrid model as approved by the School Board
2. 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.
3. 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.

Elementary

Model #1:

Monday & Tuesday: Group A - 50%

Wednesday - no students in building (student catch up/intervention and extension/teacher communication/meetings)

Thursday & Friday: Group B - 50%

Model #2:

Monday: Group A - 25%

Tuesday: Group B - 25%

Wednesday - no students in building (student catch up/intervention and extension/teacher communication/meetings)

Thursday: Group C - 25%

Friday: Group D - 25%

The models will be built using two different ratios:

Model #1: 50% capacity in each classroom.

Model #2: Ratio of 1 teacher to 9 students. (the majority of what is being identified will not change with the 1-9 ratio other than attending school only 1 day/week)

Recommendation: School be dismissed one hour earlier than normal for the purpose of accommodating prep time at the end of the day. All specials will be delivered in an eLearning model and will follow the same schedule as the typical 6-day schedule.

- a. Specials pre-recorded and ready upon students arriving at home.
- b. Completing specials will be more self-paced with students completing assignments before next lesson.
- c. Additional materials for specials can be provided when students are in school.

Logistics:

1. Entering the building:

- a. All students are assigned a door to enter/exit. This door should be the closest to the classroom.
- b. Only walkers and bikers wait in the atrium and are socially distanced. All riders wait in vehicles until specified time and then students walk directly to their classrooms.
- c. Buses – release of buses would be staggered, and students would be assigned an entry point they must use; the entry point should be closest to their classroom. An adult would point to a bus to release it one at a time.
- d. Staggered drop off in a way to allow for distance to be retained and temperature checks to be taken prior to entering the building. (concern additional people in buildings).
 - i. parent drop off A-L at teacher duty day start time
 - ii. parent drop off M-Z 15 minutes later.
- e. Have multiple entry points so kids could be assigned a door.
- f. Use ropes or something to teach them what 6 ft looks like.
- g. Students must wear masks at all times when inside the building.

2. Moving from entry to the classrooms:

- a. Delineated traffic, two-way flow or one direction hallway depending on space.
- b. Will be unique to each school.

3. Classroom Layout:

- a. Classroom windows are open when possible and weather permitting.
- b. Build plastic barriers on student desks, desks face the front and are 6 ft apart.
- c. It is required students wear masks at all times (except eating). It is optional, but strongly recommended for students to wear their mask while behind their plexi-glass.
- d. Each student would have a space with tape on the floor to designate their boundary. Their space would allow for some standing movement activities such as GoNoodle for movement breaks.

- e. All of their personal belongings would be placed in a laundry tub within their space. Each student will need their own storage space and supplies that only they touch. No shared materials
 - f. Students assigned their own desk and chair, don't bring kids up to the carpet or couch areas.
 - i. Will need to survey teachers to determine the need for individual learning stations.
 - g. Set up an area within the classroom for teachers to have private individual conversations and maintain 6 ft distance.
 - h. Students leaving the classroom to use the restroom: You must define a plan for restroom usage during the day. How and when can this occur and maintain safety of students. Bathrooms will be cleaned multiple times per day, kids need to go when they have to go. Only one leaves at a time.
 - i. All restrooms will be monitored by a paraprofessional.
- 4. Passing Times/Specials:**
- a. Have all specials remain in the e-learning model - students do these from home and we dismiss students one hour earlier for them to do so.
 - b. That hour would serve as the teachers prep time given, they will not have another opportunity throughout the day. From a health perspective, it also cuts down the amount of transitions, students/staff moving through the building.
- 5. Recess:**
- a. Will occur each day to have unstructured play for our students social/emotional needs.
 - b. Recess time will be 30 minutes for students - we need to give them the time to socialize as well as increase time to sanitize.
 - i. Hand sanitizer stands will be available on the playground and at the entry doors.
 - c. Playground will be divided into 2 zones - students will be assigned alternating zones each day to allow for social distancing of students and adults. Adults are supervising each zone. This will help with equipment management and cleaning, provide comfort to children who may be feeling socially anxious, and minimize crowding.
 - i. Will require additional supervision
 - d. Allocate separate bins of equipment for each class, to be used only during recess; clean equipment between recess periods
 - e. Students will not be allowed to bring equipment from home.
 - f. It is optional, but strongly recommended for students to wear their mask while at recess.
- 6. Indoor Recess:**
- a. Paras will supervise from the doorway.
 - i. Teachers will have the option of time-carding the 30 minutes and staying in their classroom to supervise recess during their lunch.
 - ii. We will need "indoor recess" options for kids to create and move.
 - iii. Go Noodle
 - iv. Purchase a play doh per student

- v. Purchase pipe cleaners building materials kids can keep
- vi. How do draw videos
- vii. Digital games like Boggle/Pictionary reflected on the smartboard
 - 1. Perhaps the gym could be used (with preference going to the younger students) to dribble/juggle/run

7. Lunch:

- a. School lunches would be delivered to the classroom door. At lunch time students who get school lunch would be dismissed from their desk one at a time to go get their lunch.
- b. Teacher will take a second temperature check right after lunch.
 - i. Teachers will have to mark a roster, provided by NS, with students who will be taking a school meal, or purchasing milk or water for their home lunch.
 - ii. NS will provide daily rosters and pick them up each morning outside of the classroom door.
 - iii. Meals will have to be picked up by the teacher or other staff or student at the cafeteria. The rosters will be used to pack meals and beverages. A copy of the roster will be provided at pick up to ensure the student gets his or her meal. A student will be charged for meals according to the roster.
 - iv.

8. End of the day dismissal:

- c. For parent pick-up dismiss based on 2 separate times with a “tutor time” buffer.
 - i. Bus*, Walkers & parent drop off A-L at teacher duty day start time
 - 1. *Do all call announcements for busses that are present - students leave the classroom when their bus arrives and go directly to board.
 - ii. Explorers, parent drop off M-Z 15 minutes later.

Instruction:

- 1. While all students will receive the same instruction during the week, their daily lessons may vary depending on if they are in school or at home.
 - For example: students might do ixl at home, but lessons when they are in school. A science experiment might occur in school and a science reading when the students are at home.
- 2. The district should communicate with families that student well-being is goal number one.** We all understand the flexibility and accommodating student needs is our main priority.
 - a. Interventions & Extensions.
 - Wednesdays can be used for intervention and extension.

WINGS should continue, but should be delivered via an e-learning model. Wings could be done on Wednesdays. A monthly grade level wings check-in with the teacher on Wednesday.

RTI/Wilson: Continue in person with groups limited to 2 students, plastic shield, and masks. Groups must be socially distanced with fewer than 10 total people in a given room (perhaps fewer allowing for proper social distancing). Specials room spaces may be utilized for this.

b. Data Privacy

Acceptable Use Policy will include language about streamed lessons not being posted and privacy of students during e-learning and streamed lessons. Include that screen capture is included on the policy of not taking pictures of others at school.

c. Screen Time

Must be taken in to consideration - 2-3 hours K-2 and 4-5 hours grades 3-5

d. Support

We recommend having an all-day para with our kindergarten and RSK classes.

We recommend at least half-day para support for 1st grade given that those students were not in school for a substantial amount of their kindergarten experience.

e. Materials

Classroom library books/paper resources can be used during the week, but not by multiple students. They will be collected after use and put in quarantine a week.

Washable resources (rulers, math blocks, etc.) can be used and will be disinfected with a clearing solution after use.

3. In-School Portion:

f. Core Classes

Will participate in streamed lessons with at home peers twice a day.

In-School lessons will focus more on experiences and manipulatives.

g. Specialists

All elementary specials are done through an eLearning experience. Students will all receive daily eLearning experiences following the typical 6-day schedule.

4. Out-of-School Portion:

h. Students engage in synchronous, streamed classes twice a day. The times are set by the classroom teacher but are consistent each day.

A “morning meeting” with a social component should occur - mini-lesson may follow.

- i. Streamed lessons are not recorded and posted for student privacy.
- j. For 20-30 minutes a day, teachers will have a time established for students to ask questions and get help whether at home or in school. This could be immediately after a lesson or during a set time during the day.

5. Wednesdays:

- k. Teacher PLC, team meetings, and planning would occur on this day
Teacher would have 1-on-1 meetings with students and open group time
Students will be tasked with catch-up, reading/writing workshops, projects/self-directed learning, home-based science experiments, intervention/extension and independent task

6. High Quality Immersion:

Purchase face shields (or transparent masks) for our immersion teachers to support in language development.
Allow for more flexibility with language. Initial lessons would be in the immersion language, but clarification and support can be in English.
When available, instructional materials can be provided in English.
When giving instructions for home, directions can be written in English.

Special Education Guidance and Considerations

- 1. Students will receive special education direct instruction on the days IN SCHOOL and either indirect or direct on the days they are OUT of SCHOOL (determined by IEP team through IDLP, IEP or Contingency Plan guides on SpEd Forms)
- 2. Students’ IEP teams may determine that the student will receive direct instruction on IEP goals and objectives on days they are NOT IN SCHOOL so as to allow them full access to their general education curriculum on the days they are in person.
- 3. Decision Making Framework will be used by IEP teams to make individual decisions as to whether a child requires more in person learning than their same aged peers, due to their disabling condition(s), to make progress on goals and objectives, access curriculum, etc.
- 4. Could assign some special educators and/or paras to be solely in school and others to solely do e-learning (determined at the site level given students/adult needs)
- 5. Staffing remains unchanged (increased synchronous learning, increased/better utilization of paraprofessionals)
- 6. Evaluations
 - a. Continue with evaluations meeting due process timelines
 - b. Proceed with current agreed upon PWN

- c. Students would complete in-person testing either on their assigned IN SCHOOL day or on an OUT of SCHOOL day
7. Materials
- a. General education materials
 - b. Wilson Reading Materials
 - c. Manipulatives for reading and math instruction
 - d. Supplemental curriculum materials
 - e. Sensory and adapted materials required by IEP (wheelchair,walker,stander,etc)
 - f. DHH materials

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

English Language (EL) Guidance and Considerations

1. EL students will follow the same hybrid model as approved by the School Board
2. 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.
3. 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

eLearning

Alternative instruction options (students not attending due to medical or choice)

1. eLearning will be the delivery model for students who choose not to be part of the Hybrid experience. The schedule will be similar with instruction 4 days/week and Wednesdays used for intervention/extensions.
 - a. Assign the students that are doing 100% eLearning to teachers that are not able to be in the classroom for medical reasons. May be a need to assign others to eLearning.
 - b. We try to keep students with their home school, but we can pull classes across schools in the district by grade level for this e-learning experience.
 - c. Students in eLearning will follow the same curriculum as those students in the hybrid model. Communication between the Hybrid teachers and Learning teachers will be critical.

OVERALL OTHER CONSIDERATIONS/CONCERNS FOR THIS OPTION:

1. Beginning-of-day is harder to regulate than lunch or end-of-day. Idea – fill out a questionnaire every morning at home and the parent has to log onto Skyward to verify they don't have symptoms. Another idea is checking temps while still in the car for drop off students or bus driver checking as they enter.
2. Private questions or concerns will be tricky 6 ft apart. Maybe set up an area within the room for 1:1 teacher conversation.
3. We anticipate there will be more kids having a difficult time with transitions. Any kids that need a unique drop off/pick up plan to help with transitions will have a plan different from the group plan for the school.
4. What do we do if a kid is dropped off at school on the wrong day?
5. We propose a schedule change (used SHE times for simplicity but would modify for other school start times). All elementary schools would dismiss an hour earlier - teacher prep would occur in this extra hour. We propose this because we feel having students go into specials rooms (with disinfecting between) is unrealistic, specialists coming into classrooms adds extra additional contact, and streaming specials into the room would still require the teacher to be present to supervise). We would also stagger pickup and drop off times so that was a 15-minute bubble between groups arriving and leaving. This would benefit in the ability to social distance at these high-traffic times AND would provide an embedded opportunity for students to clarify with their teacher every day. As the kids are arriving/leaving in staggered times, there would be a "tutor time" in each classroom to formalize time for students to talk one-on-one with the teacher and get guidance. GROUP 1: Bus, Walk & PPU A-L 8:30-2:05 GROUP 2: Explorers & PPU M-Z 8:45-2:20
6. We are concerned with the frequency of rotation of students in our learning spaces and with the family aspect of planning for every-other day in school. We would propose two groups: Monday/Tuesday students who come 2 days in a row and Thursday/Friday students. On Wednesday we would all be online. This would allow for deep cleaning on Wednesday before a new group of students arrive and would give 5 days at home for parents to monitor health and any symptom development.
7. One-on-one streaming with children had some real positives in clarifying with students and parents and giving a universal message.
8. Live classwork stream had a challenge in ethics and privacy. Parents are and will be in the background and listening in. How do we overcome student privacy concerns? If a student is melting down or struggling with content, that needs to be private. There is an opportunity for parent education on data and student privacy with e-learning.
9. How would the students live-streaming be able to ask questions?
10. We are also aware that in this plan we will need a space for the children of essential workers to be in schools on days they are assigned to be 'at home'. Our plan would allow for the special classrooms to provide space for these students.

11. We foresee there being equity issues in this model in which parents that work full time, single parents, essential workers, etc. will need onsite location for the students to be able to do school whether they are choosing 100% e-learning or hybrid approach.
12. Calendar concerns if this model continues for the entire year:
 1. Group A (in school M/T): 9 days off for holidays/breaks and 2 late starts
 2. Group B (in school R/F): 13 days off for holidays/breaks and 2 early releases
 3. Idea to consider: Parent-Teacher Conferences are on two of those Fridays. Switch the conferences to Wednesdays of the same week. That way Group B has 11 days off.

Early Childhood

ECSE

1. If four year old preschool is the only preschool to be inclusive - if gen ed offers only 4 year old preschool
 - a. Brought in for 2-3-4 days, 1-2 days eLearning - using decision making matrix for number of days to be in-person
 - b. Have staff fluctuate between eLearning and in-person as schedule allows
 - c. Shorter class time to eliminate snack, large motor time (unless new parameters given)
2. 3 year old and 2.5 year old is self-contained ECSE rooms
 - a. Brought in for 2-3 days, 1-2 days eLearning - using decision making matrix for number of days to be in-person
 - b. Shorter class time to eliminate snack, large motor time (unless new parameters given)
3. Home-Visiting to occur at MCEC or outside
 - a. Need to wait for parameters set out from MDE regarding whether or not can take place in the family's yard/home
4. Staffing remains unchanged
5. Evaluations
 - a. Continue with evaluations meeting due process timelines
 - b. Proceed with current agreed upon PWN
 - c. Students would complete in-person testing either on their assigned IN SCHOOL day or on an OUT of SCHOOL day

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

Minnetonka Preschool, ECFE, Screening, and Junior Explorers Childcare

As soon as the District's return-to-school process concludes, MCE leaders will meet to finalize the 2020-21 Minnetonka Preschool and Explorers models. There will be significant budget implications for MCE due to the reduced staff:student ratios based on 50% capacity. If a reduced capacity model is adopted, MCE will seek approval for fee increases from Dr. Peterson, and subsequently the School Board.

MCE will communicate the approved model with currently registered 2020-21 Minnetonka Preschool and Explorers families and request confirmation of their intentions for the 2020-21 school year. These steps are complicated and necessary and will take time. The goal is to complete these steps as quickly as possible because we know that families and staff need to plan for the school year.

1. Minnetonka Preschool

- a. If limited to no more than 50% capacity in a classroom, some sections may be changed and others may not be offered.
- b. Drop-off: Staff will check temps at cars, drop off lane will be the fire lane. Staff runners will bring students inside to their classrooms. Students' vehicle/class will be identified with a sticker/tag.
- c. Pick-up: Teachers will bring students out to a designated pick up location.

2. ECFE

- a. Classes can run as normal with 50% capacity.
- b. There could be fee increase implications for families due to the low student ratio based on 50% capacity.
- c. ECFE participants will each do a temperature check in the MCE lobby at front reception.
- d. An increased number of online Parent Ed webinars focused on family and student well being will be offered.

2. Screening (currently is prohibited by the State)

- a. We are awaiting more direction from MDE.
- b. Proposed procedure would be that no one waits in the lobby.
- c. Participants wait in their vehicle until their screener is ready, and then they are called inside.

3. Junior Explorers Childcare (ages 3-5)

- a. Junior Explorers will operate with modified class sizes per recommendations. Wrap-around and full-day child care will be provided based on space availability.
- b. Parent AM Drop off: Parents will text the site cell phone to let them know who is being dropped off and what car or parking spot they are in. Staff will check student's temperature at the vehicle and then escort them to their classroom. Staff temperature checker will have iPads available for sign-in/sign out.
- c. Junior Explorers will provide prepackaged breakfast and snack. Students will provide their own bag lunch.

- d. Parent PM Pick up: Staff will escort children outside, where parents will have a sticker/tag to identify who they are picking up. If a student needs to be picked up before the regular pick up window, parents will text or call the site cell phone and ask them to bring their child out. Staff runners will have iPads available for sign-in/sign out.

Explorers School Age Care - Elementary

Explorers will be open at all sites with elementary age students. Explorers will provide before and after school care in alignment with the school schedule. Families can utilize Explorers only on the days that their child(ren) are scheduled to attend school in person.

In this model, attendance in Explorers should be considered when making classroom assignments. Students utilizing care become their own pod by grade group, taking into account immersion and English classrooms.

Explorers will continue to offer care for families that work in critical sectors. We will need academic support from K-12 during the school day. Attendance in Explorers critical care should be considered when making classroom assignments. Students utilizing critical care become their own pod by grade group, regardless of their home school, taking into account immersion and english classrooms.

*On Wednesdays, an Explorers model could be created for all families similar to the critical care model (Explorers provides before and after school care, the instructional school day is staffed by paraprofessionals). If we can identify a building or rental space for M/T & TH/F, care could be provided on distance learning days for all families similar to the critical care model.

Explorers AM Parent Drop Off: Staff will check temperatures at cars in the drop off lane and a staff runner will escort the child to their classroom. After the typical drop off window, parents will text or call the site cell phone and a staff runner will come outside to the drop off lane to check temperatures and escort the child inside. Staff temperature checker will have iPads available for sign-in/sign out.

Explorers PM Parent Pick Up: Staff will escort children outside, where parents will have a sticker/tag to identify who they are picking up. If a student needs to be picked up before the regular pick up window, parents will text or call the site cell phone and ask them to bring their child out. Staff runners will have iPads available for sign-in/sign out.

Non-school days: Explorers will offer full day care based upon recommended student capacity per site. We typically combine schools on non-school days because of lower numbers.

