School Opening Options - Final Report

1. **Introduction of Model**

   In this model students K-3 would be in school most of the time. It looks as though all students K-2 could be accommodated in their respective elementary school, whereas 3rd grade would need to use space at an alternate building site such as the high school or middle schools if a ratio of 1:9 teacher to student is maintained in each learning pod (instructional space). The majority of grade 4 - 12 students would be given Online instruction with the exception of our most at risk students. These students would be taught in the buildings based on space availability. In addition, transportation would be provided for these students based on need.

   If half the student population were allowed in the building at a time K-3 students could be served in their neighborhood elementary school.

2. **K-5 Implementation Plan**

   In-person Instruction Components
   - Core Classes Priority for in-person instruction would be given to Literacy and Math for grades all grades. Science would be added as a core class for 4th and 5th grade.
     - Instruction will happen in the target language
     - Classroom teacher will teach one pod (instructional space) in person each day and rotate to the other pods on successive days.
     - Classroom teacher's lessons would be live-streamed to the other pods (located in the building) as well as the Online track students. Lessons could also be simultaneously record for student to access later.
     - Efforts would be made to prioritize teacher to student interactions. Ex. asking questions as well as student to student interactions.
     - Planning for instruction would remain sensitive to the desire to limit screen time overall. A ratio of 15 minutes of screen time to 45 min of work/interaction time would be the goal.
   - Music, PE, Non-core
     - *Art-* Art supply boxes or kits would be provided to families. Art teachers would deliver live streamed or recorded lessons for students to follow along with at home or at school.
     - *Music-* Music would need to be delivered via live-streamed or pre-recorded lessons. It is possible for teachers to deliver individual instrument lessons as well. Technology may play a key role in producing concerts and other events.
     - *Phy Ed-* Would be delivered virtually with an emphasis on giving families a menu of options to accomplish each objective. There may be opportunities for Hybrid students to do some activities at school outside.
   - Immersion
     - Immersion would be supported by the in-class instruction

- - - Bilingual paras would be hired for additional hours to support students in school as well as during any online learning. Paras would host conversations and homework help each day in the target language.
  - Specialized Programs (504, ELL, Sped, ELA, etc.)
    - ELL 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
    - Wilson Reading - This instruction would be specialized to the student or small group of students based on need. If they met Online the instructor would schedule the virtual meeting synchronously at a set time of the day. If in person instruction would be scheduled throughout the day individually or in small groups.
    - 504 Plans would be reviewed before the year started and adjusted to reflect the new situation. 504 team would review the plan at mid-year instead of at the one-year mark.
    - Special Education
      - Previous Stay-Put IEP goes into effect
      - IEP team meetings held in August/early September to agree on Stay-Put and making necessary changes ensuring FAPE
      - Staffing remains unchanged
      - Students IEPs implemented fully in-person
      - Assign some special educators and/or paras to be solely in school and others to solely do e-learning for older group(determined at the site level given students/adult needs)
      - Evaluations
        i. Continue with evaluations meeting due process timelines
        ii. Proceed with current agreed upon PWN
        iii. Students would complete in-person testing regardless of grade

On-line Instruction Components
  - Core Classes
    - Access to live streamed lessons as well as Online specific content similar to how eLearning happened in the spring of 2020.

- Priority Classes - Math and Literacy would be given priority, but the format should allow for full opportunities for all content areas (see Specialists below).
- See Saw and Schoology would be used to deliver the content and communication to students and families.
- Improvements to See Saw and Schoology along with training for parents would be needed in order to make the experience smoother.
- All students will have access to an ipad for lessons and homework
- Continued tech support would be needed including support into the evening for families that need to accomplish their work at night.
- Uniform expectations for communication, content and format would need to be determined and communicated to teachers and parents.
- Parents/Students would have additional opportunities to form relationships with the teachers in August.
- Music, PE, Non-core
  - *Art*- Art supply boxes or kits would be provided to families. Art teachers would deliver live streamed or recorded lessons for students to follow along with at home or at school.
  - *Music*- Music would need to be delivered via live-streamed or pre-recorded lessons. It is possible for teachers to deliver individual instrument lessons as well. Technology may play a key role in producing concerts and other events.
  - *Phy Ed*- Would be delivered virtually with an emphasis on giving families a menu of options to accomplish each objective. There may be opportunities for Hybrid students to do some activities at school outside.
  - *Media* would deliver content via streaming classes as well as integrated classes with classroom teachers. Media specialists put a heavy emphasis on finding a system to check out physical books to students.

- Immersion
  - Students would have access to the livestreamed lessons
  - Paras would play a critical role in offering additional support for online students. Students would have access to multiple opportunities each day to join a conversation group/game as well as opportunities to receive homework help. This help would extend later into the day for families that hold to a later schedule.
- Specialized Programs (504, ELL, Sped, ELA, etc.)
  - 504 Plans - 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.
- ELL 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
- Special Education
    - Previous Stay-Put IEP goes into effect
    - IEP team meetings held in August/early September to agree on Stay-Put and making necessary changes ensuring FAPE
    - Staffing remains unchanged
    - Students IEPs implemented fully in-person
    - Assign some special educators and/or paras to be solely in school and others to solely do e-learning for older group(determined at the site level given students/adult needs)
    - Evaluations
        i. Continue with evaluations meeting due process timelines
        ii. Proceed with current agreed upon PWN
        iii. Students would complete in-person testing regardless of grade

Social Distancing Strategies

- General Safety Strategies
    - Early and comprehensive training of staff, parents and students will occur before school and during the first few weeks of school (proper hand washing, distancing)
    - School/District will give regular health updates to parents to inform of health statistics, give advice on how they can support at home and,if necessary, inform parents about any responses to infections

- Physical barriers will be installed in the school ex. Front office to allow for safe communication
- Building will be limited to essential personnel only

- Classroom
  - Families who choose the Hybrid Track will be placed in a Homeroom that will be made up of 2-3 pods of 9-15 students each. Each Hybrid Homeroom will be supported by at least one licensed teacher with para and supervisory support.
  - In deciding the Hybrid Homerooms, some considerations could be given to students with unique situations (Explorers, intervention needs, Special Education).
  - Classrooms would be equipped with additional plexiglass barriers to place in between workspaces. Classes may also have personal spaces via a tent or smaller enclosed area for students to take a mask break
  - Teachers/Classroom supervisors will take temperature each morning as well as check for symptoms via visual and a few questions for the students
  - Students will wash hands before exiting and entering their classroom
  - HEPA Filters would be installed in each classroom

- Hallways
  - Labeling of the floor in high traffic areas will occur (taping of 6 ft spots for waiting in line, division of hallway for two-way traffic)
  - Bathroom breaks for each class would be scheduled.
  - Individual bathroom breaks would be supervised by a staff member to limit the number of students that entered the bathroom at a time

- Lunchrooms and Large Spaces
  - Lunchrooms will not be utilized for eating, but will be repurposed for other uses.
  - Lunch will be eaten in the classrooms

- Recess
  - Playground will be separated into distinct play areas to allow for pods access to outside play areas
  - Recess will be shorter in length and more frequent throughout the day.

- Before/after school
  - Community Education before and after school activities can happen as normal. Ideally, students should participate at the school where they are attending during the day.

- Explorers
  - 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. This model will require us to be open at nine elementary sites (we are typically open at six elementary schools). This will require MCE to hire a substantial number of new staff and a significantly modified model

(lack of playgrounds, equipment costs, gym space conflicts primarily after school).

- In this model, attendance in Explorers should be considered when making classroom assignments. Students utilizing care become their own pod by grade group, regardless of their home school, taking into account immersion and english classrooms.
- In this model childcare for critical sector workers is not necessary.
- 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.
- As soon as the District's return to school process concludes, MCE leaders will meet to finalize the 2020-21 Explorers model. 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 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.

School Meetings Procedures
- Staff - Staff (PLCs, department and grade level meetings, etc.)
  - Staff will meet in person if safety can be assured. All other meetings will be virtual.
- Staff - Student (before/after school tutoring)
  - Would be encouraged if safety can be assured for staff and students.

- Staff - Parent (conferences, IEP meetings, etc).
  - Staff will work to find ways to have an in-person meeting if it can be done safely. All other meetings will be virtual

COVID Safety Procedures

- The LSN (School Nurse) at each site will be the lead contact for COVID related issues at that school with the Health Services Coordinator overseeing all of them implementing training/education during workshop week.
- The health screening protocols will be developed and implemented by Health Services and the LSN will be the COVID contact person for each school with protocols being developed and in place for those suspected/positive cases.
- Cleaning plan
  - Everyday we clean all the restrooms and empty all the trash and recycling. Sweeping and mopping and vacuuming in all rooms. We are doing additional disinfection of high touch areas such as door handles ,desktops and entryway handles every night. All the hallways are scrubbed each day.

Other Logistics

- Transportation: Busing would be provided with priority given to the students who are most at risk. In order to get students into the buildings a longer arrival and dismissal time would be required. Colored dots would be located on the side walks. In order to spread the number of cars because of the extra measures needed, parents would be assigned a time frame for drop off and dismissal by their family name. Once students were dropped off either by car or bus they would be directed by an adult to stand on a "free" dot wearing a mask. Once a predetermined number of dots had students, an adult would bring them into the building. Ideally their temperature would be checked outside while they were waiting to be escorted in. However, if they needed their temperature taken inside the school they would stand on a dot while their temperature was taken or scanned. Once their health was evaluated the adult would drop them off to their classroom. The students would then work on an activity until the entire class was present for instruction. During dismissal students would get their items and would wait in their class. A para would call out the names of the families in line for parent pickup or stream a video of the dismissal into classrooms where teachers would identify the students to be dismissed. Those students would then be directed to a dot in the hallway. When a predetermined number of students filled the dots and adult would walk them out to their car. Students in the secondary levels would probably need less adult direction to keep social distancing when entering the building.

3. **6-8 Implementation Plan**

BLOCK Schedule

		A Day	B Day
9:15-9:45	30 min	Advisory	Advisory
9:50-11:25	95 min	1	4
11:30-12:00	30 min	Lunch	Lunch
12:05-1:40	95 min	2	5
1:45-2:15	30 min	Wellness	Wellness
2:20-3:55	95 min	3	6

*We recognize that this schedule may present challenges to in-person school for all students, but find a block schedule essential to distance learning success. Should we return to in-person learning, we would return to our traditional schedule.

*Hours 1, 2, 3, 4, 5, 6 refers to six instructional class periods students have, rather than a direct transfer from their regular schedule. Electives would ideally be split so that a student has two core and one elective/support each day.

*If possible, we could start and end our day earlier in an acknowledgement of observed student fatigue after 3:00 each day in the spring.

Typical class period would begin with a required whole class live session where teachers go through daily agenda and some direct instruction, followed by time to complete independent work for the remainder of the period. Teachers are available to work with students one-on-one or in small groups. Students are able to collaborate with one another in learning groups (teacher discretion). This would limit teachers to three live sessions each day (two live sessions on their prep day) which would be far more manageable for teachers and students compared to the 7-period day experienced last spring.

Advisory would be a required daily SEL check-in and source of daily attendance.

- ○ How are you doing - how ready are you for the day - do you have a plan - fun kahoot -
  - i. Camera on - attendance
  - ii. Everyday required all grades
  - iii. Goal - Build a consistent connection for support - build relationships and also identify disengaged students much faster than in the spring
- ○ Ideally create smaller advisories by including more staff in the role of advisor

- Weekly advisory challenges - community/team building
- Consistent and regular school wide communication and routine: Monday principal message - Friday advisory challenges/game

Wellness time in the schedule would be an opportunity for students to engage in activities supporting mental and physical fitness, health and well-being (more detail below).

In-person Instruction Components
- Families could request in-person support for their child(ren)
  - Generally, all instruction is done virtually
  - This model would simplify scheduling (no need to partner specific students and teachers who are willing/able to be in the building) and allow all teachers and students to work remotely
  - Some students may choose to be onsite for support with this virtual learning as they have an identified need or home/family situation that makes independent learning at home challenging
  - Assuming space and staffing are limited, **priority would be given to students in specialized programs (listed below)** to have in-person school (support). Additional parents could ask to be put on a "waitlist" to have their child on site if space permits.
  - Space would need to be available for these students
    - Assuming the elementary schools are pushing into the middle schools, we may need to utilize space at MHS: Middle level students could be there on A/B days, and not meet in person on C days (see 9-12 plan below for their proposed schedule details).
    - If the number of participants is higher than our space allows, we might explore other community spaces (churches, community centers, vacant office space, etc..)
  - Students would be grouped in small pods of approximately 9 and working with one adult support staff
    - Support staff could be any displaced staff due to the shift to online, any staff that found it difficult to fulfill their role in distance learning, reserve teachers hired for this position, para professionals, Explorers Club staff, or newly hired staff for this specific role
    - Each pod would stay together for the day, and the pods would stay consistent for the duration of distance learning
    - As students are participating in online learning, they do not need to have schedules in common which makes creating pods much simpler
    - The staff member would support their students in:
      i. organization of materials
      ii. planning,time management, and execution of assigned tasks
      iii. learning self-advocacy skills by assisting with communication with teachers

    iv. holding students accountable for daily participation in courses online

    v. creating consistency and developing relationships with each student

    vi. nurturing peer relationships within the pod

   ○ The 30 minute advisory time at the start of each day could shift to POD time if that feels more authentic as an advisory

- Childcare will be needed for students who have been unable to participate in distance learning due to having to look after younger siblings.

■ Specialized Programs (504, ELL, Sped, ELA, etc.)

- 504 Plan - 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.

- Self contained classrooms (DCD, Energy) in person programming to be determined by those instructors. They will not be expected to align with the abovementioned schedule or model of teaching/learning.

- Students will be prioritized for in-person learning from groups listed below. Families can opt to stay all virtual (opt out). Number of Invitations based on space. (Note - this might create flexibility - students who start all virtual but are not being successful could be added (space allowing) and those who start in person could opt to go all virtual at any time)
  - Special Education
  - EBD
  - EL
  - ADD/ADHD
  - Wilson Reading
  - "Voyageur" students
  - Support/Skills class students
  - ALP students
  - Counselor referrals

On-line Instruction Components
- Core Classes
  - Required "live" check-in at the beginning of each class for attendance and direction.
  - Block used for a combination instruction, collaborative groups, and personal check-ins with kids.
  - PD - Best practices and successes learned from spring.
    - How to run collaborative groups
    - How to balance "live" instruction and "video" instruction
- Music, PE, Non-core
  - PE/Health- Teachers are now "wellness coaches."
    - In this model the PE/Health teachers would be guiding overall wellness asynchronously.
    - This time would be built into the day to encourage all students to consider and participate in mental and physical fitness, health and well-being.
    - Could be grade or school wide wellness schoology course with links to websites, apps, videos, challenges for students to engage with.
    - PE/Health teachers would guide this work for all students instead of teaching and grading traditional health and PE courses.
    - PE/Health reaches all kids without being a separate class. Graded pass/fail.
    - Students keep a log and teachers would check-in log and follow up with students.
    - Wellness coaches/teachers would be included with the counselor group that reaches out to support kids as they are identified as struggling
    - 1 PE and 1 Health teacher assigned to each lead each grade level to check-in, track logs, etc.
  - Music - would be placed in a block, meeting every other day
  - Electives - would be placed in a block period, meeting every other day
- Immersion
  - block schedule allows for extended immersion class periods within the regular schedule
- Specialized Programs (504, ELL, Sped, ELA, etc.)
  - 504 Plan - 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.
- Individual Distance Learning Plans created/implemented for ALL students w/ signed PWN (increased synchronous learning, increased/better utilization of paraprofessionals)
- IEP team meetings held in August/early September to agree on IDLP ensuring FAPE
- Decision Making Framework will be used by IEP teams to make individual decisions as to whether a child requires in person learning compared to their same aged peers, due to their disabling condition(s), to make progress on goals and objectives, access curriculum, etc.
- Staffing remains unchanged
- Evaluations
- Proceed with non face-to-face testing procedures unless give more guidance from Pearson testing OR continue with face to face evaluations as needed
- 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

Social Distancing Strategies
- Classroom
  - Students who are participating in in-person learning pods would be grouped for the duration of distance learning with the same students and staff member.

- Students would have an identified space as their own in the room to leave materials and work in each day
  - Hallways
    - Students would be able to leave the room one at a time to use restrooms
    - Floors would have spots marked 6 feet apart
  - Lunchrooms and Large Spaces
    - Students would eat lunch in their pod room
    - Large spaces could be partitioned off and repurposed as smaller pod "rooms"
  - Recess
    - Pods would take outdoor breaks away from other students
  - Before/after school
    - Students would use the door closest to their pod room, or the door to the room should it have an exterior door. Staff would let students in upon arrival to keep students in their pod room and not congregating elsewhere in the building
    - Staff would keep students in pods until buses or parents pick up or student walks home - would need strict parent pick up policy times
  - Explorers
    - Not applicable for middle level students

School Meetings Procedures
- Staff - Staff (PLCs, department and grade level meetings, etc.)
  - All virtual
- Staff - Student (before/after school tutoring)
  - Assumed virtual
  - In-person at teacher discretion
- Staff - Parent (conferences, IEP meetings, etc).
  - Assumed virtual
  - In-person at teacher discretion

COVID Safety Procedures

- The LSN (School Nurse) at each site will be the lead contact for COVID related issues at that school with the Health Services Coordinator overseeing all of them implementing training/education during workshop week.
- The health screening protocols will be developed and implemented by Health Services and the LSN will be the COVID contact person for each school with protocols being developed and in place for those suspected/positive cases.
- Cleaning plan
  - Everyday we clean all the restrooms and empty all the trash and recycling. Sweeping and mopping and vacuuming in all rooms. We are doing additional disinfection of high touch areas such as door handles ,desktops

and entryway handles every night.   All the hallways are scrubbed each day.

Other Logistics
- Transportation and bussing
  - As multiple schools may be housed in one building, transportation may need to be looked at by home location and site location (which may be different than school enrolled in)
  - If elementary and middle level students will be sharing the middle school spaces, it might make sense to align our start and end times to pool these students together on bus routes

Our middle level team supports the ideas/questions shared by the 9-12 team (below)
- **Technology Needs**
- **Teacher Mental Health Concerns**
- **Summative Assessments in a Virtual Setting**
- **Using Faculty Members to Their Fullest Potential**
- **Distribution of Materials to Students**

4. **9-12 Implementation Plan**

Proposed Schedule:

5 Day Cycle: A Day, B Day, A Day, B Day, <u>C Day</u>
A and B Days = High School (and possibly Middle School) Virtual
C Days = in-person MAST option;

A Day
* High School Virtual Learning
8:30 am - 10am: 1st Period
10:15am - 11:45am: 2nd Period
11:50 - 12:55 Lunch
1pm - 2:30: 3rd Period

B Day
* High School Virtual Learning
8:30 am - 10am: 4th Period
10:15am - 11:45am: 5th Period
11:50 - 12:55 Lunch
1pm - 2:30 pm: 6th Period

C Day - MAST Day
* High School (possibly Middle School) In-Person
8 - 9:30am Pre-scheduled in-person MAST for students last name A-M
10:30 - 12pm Pre-Scheduled in-person MAST for students last name N-z
12 - 2:30pm: Flex Time (Virtual) for students (Health/club meetings/etc)
12pm - 3pm: Teacher Work/Collaboration Time

In-person Instruction Components
- **C Days (MAST Days):** teachers would have two 90 minute MAST blocks, divided into three 30 minute sessions. The first MAST is for the first half of the alphabet and the second MAST is for the second half of the alphabet. There is one hour of time in between MAST sessions so that groups of students can enter and exit the building while maintaining social distancing.
    - Students would have the option to sign up for a 30 minute session with a teacher. The number of students allowed in each session would have to allow for 6 feet of space in between students. Teachers can recommend students to MAST and these students would have early access to sign up for a slot.
    - POSSIBLE OPTION: Make this MAST Day only available to students who are most in need of help or identified as at-risk.
- **Special Education** students who normally are in self-contained classrooms can have the option of fully online classes, full days in the high school, or partial days in the high school - to be determined by the family.
    - Will need to split students into multiple classrooms so that no more than 9 students are in a room

- Additional paraprofessionals will need to be hired to helps with students
- Special consideration for appropriate PPE for these teachers must be made (masks, face shields, gloves) and sanitation of the classroom must be done continuously throughout the day.
- HOWEVER, health risks of this population must be assessed.
- District would provide transportation as usual.
- Individual Distance Learning Plans created/implemented for ALL students w/ signed PWN (increased synchronous learning, increased/better utilization of paraprofessionals)
- IEP team meetings held in August/early September to agree on IDLP ensuring FAPE
- Decision Making Framework will be used by IEP teams to make individual decisions as to whether a child requires in person learning compared to their same aged peers, due to their disabling condition(s), to make progress on goals and objectives, access curriculum, etc.
- Staffing remains unchanged
- Evaluations
  - Proceed with non face-to-face testing procedures unless give more guidance from Pearson testing OR continue with face to face evaluations as needed
  - 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
-
  - **ELL** students who normally are in self-contained classrooms can have full days in the high school, at the family's discretion
    - Will need to split students into multiple classrooms so that no more than 9 students are in a room (or allow for 6 feet of distancing)
    - Additional paraprofessionals will need to be hired to helps with students
    - District would provide transportation per usual (as many of these students may need it)
  - **Research** students can come in for in-person sessions with a maximum of nine students at a time. This will be scheduled by Research instructors
  - **Vantage** students will possibly be able to meet in-person at their off-site locations. Limit of 9 students or 50% of a class, depending on space. Meeting times will be scheduled by Vantage faculty.
  - **RTI Tier 3 Students/At-Risk Students** - This small group of high school students would strongly benefit from in-person contact in the school building and therefore we should consider attempting to bring them into the building as much as possible.
    - Students most in need should be identified by counselors. The total number of students should be small enough so that social distancing can be maintained during arrival, dismissal, and transition times

- Would need to problem-solve these students' transportation needs and ensure that they can get to and from the high school
- These students may think about dropping electives or taking courses like PE online to give them more flexibility in their time to focus on their core classes.
- *Here are some possibilities of what instruction may look like for this group:*
  - Tier 3 students are in the classroom with their teacher. The teacher teaches the first half of the class in a virtual manner (while the Tier 3 students follow along). During the second half of class (which is more of a "work time"), teachers are there to provide one-on-one support to those students.
  - Tier 3 students come to the high school and work with paraprofessionals or teachers who are not actively teaching classes (like Health teachers). These staff members can sit with the students and help guide them through their virtual classes.
  - Tier 3 students come to the high school to work with reading/math/writing interventionists or specialists. For example, a student who struggles with writing could come to the high school to work with a Writing Center teacher. Dropping electives may allow a flexible window of time for students to do this.

On-line Instruction Components
- Core Classes
  - Like in Spring 2020, students will have 3 90 minute blocks per day. Teachers and students need more than five minutes of transition time between classes, so 15 minutes between blocks is recommended.
  - The following are _recommendations_ to be considered but reassessed by building administration:
    - All classes ideally start synchronously together in Google Meet or Schoology Conferences
    - Possibly recommended 45 minutes of synchronous time and 45 minutes of asynchronous student work time
    - In general, work to strengthen quality of synchronous time
  - Virtual Option for C Days: C Days could be time for students to sign up for one-on-one virtual conferences with their teachers.
  - Students not attending C Day MAST will use the day as a work day/study day
  - On A and B Days, students and teachers need a *minimum of* 10 minutes in between class periods. (In Spring 2020 some teachers struggled to get the technology prepped for their next class when only given 5 minutes of transition time.)

- Music, PE, Non-core
  - Non-core classes offered online
  - There is a need to build community and inclusivity among students and address mental health needs. We are proposing students take part in a

Wellness/Health session on some C Days in the afternoons. During these days, students are placed in structured small groups (possibly 4-5 students) and will engage in a structured conversation that focuses on various SEL topics. These small group wellness discussions will be facilitated by the Health teachers and will possibly be a part of the Health course requirement.

- Immersion
    - Students will be online and education will continue in a manner similar to Spring 2020. Any adjustments that need to be made must be specifically addressed by immersion teachers.
    - Immersion students can come in on C Days for in-person immersion experiences
- Specialized Programs (504, ELL, Sped, ELA, etc.)
    - Will continue to be offered online as they were in Spring 2020
    - 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.
    - Teachers need to check in with parents of 504 students on a regular basis. It is possible that paraprofessionals can help with this. (That way, parents are receiving one phone call about their child instead of six phone calls from all their child's teachers.)
    - If space and transportation allow, Special Education students who are NOT a part of a self-contained program may be able to meet with teachers in the high school more often than just C days.
    - If space and transportation allow, ELL students who are NOT a part of a self-contained program may be able to meet with teachers in the high school more often than just C days.
    - Students will meet with counselors over Google Meet
    - We should create an outreach system to identify students who are struggling with mental health.

Social Distancing Strategies
- Classroom
  - Classroom capacity will be limited to 9 students. Larger space capacities will be determined by how many students can fit while maintaining six feet of space between them.
- Hallways
  - During in-person C Day mornings, there will be one hour of time in between sessions to maintain distance between students entering and exiting the school.
- Lunchrooms and Large Spaces
  - Students in the high school will eat lunch in classrooms containing no more than 9 students, supervised by paras.
- Before/after school
  - Students will not be allowed in the building before or after school unattended.

School Meetings Procedures
- Staff - Staff (PLCs, department and grade level meetings, etc.)
  - In the afternoon on C Days, teachers have a much needed block of time to collaborate with each other. The focus would be on PLC or planning time for teachers who teach the same course.
- Staff - Student (before/after school tutoring)
  - If students need additional one-on-one help with their teachers, that time can be individually scheduled
- Staff - Parent (conferences, IEP meetings, etc).
  - Would have the option of in-person meetings or virtual meetings

COVID Safety Procedures
- Health screening plan
  - The LSN (School Nurse) at each site will be the lead contact for COVID related issues at that school with the Health Services Coordinator overseeing all of them implementing training/education during workshop week.
  - The health screening protocols will be developed and implemented by Health Services and the LSN will be the COVID contact person for each school with protocols being developed and in place for those suspected/positive cases.
- [Portable Protective Shields for Desks](#)
- Positive COVID test Procedure
- Cleaning plan
  - Everyday we clean all the restrooms and empty all the trash and recycling. Sweeping and mopping and vacuuming in all rooms. We are doing additional disinfection of high touch areas such as door handles ,desktops

and entryway handles every night.   All the hallways are scrubbed each day.

Other Logistics
- Transportation and bussing
  - Will need to be determined after numbers and cost are considered.
- **Technology Needs**
  - In addition to iPads, ALL teachers need a laptop that is in new and high-functioning condition. An iPad is not enough to do everything that teachers are required to do for virtual schooling.
  - For certain classrooms, teachers may need whiteboards, cameras, screencast subscriptions, or Reflector subscriptions
    - Since all teachers have unique instructional technology needs, there should be a technology budget (per teacher) to help this cost
  - Chromebooks are given to all students who do not have their own computer (in supplement of the iPad). iPads are not ideal for a number of virtual schooling functions.
  - All teachers and students must have STRONG internet access
  - It will be crucial to survey all teachers and students to determine their needs
- **Teacher Mental Health Concerns**
  - In Spring 2020, teachers who most struggled with mental health did so because they were trying to full-time teach while taking care of young children and/or homeschooling their own children. Teachers simply cannot be asked to do this again. Here is what we are proposing:
    - Child care is provided for children of teachers ages 0-4 on-site if the normal child care provider is unavailable. Ideally, this would be free-of-cost.
    - Free-of-Cost child care with tutoring is available to school-aged children of teachers who are online learning and not attending in-school classes
  - Teachers need access to online therapy/counseling.
- **Summative Assessments in a Virtual Setting**
  - We need to be able to verify that the proper student is taking the assessment and not a friend or family member
  - High Potential Teachers at the Middle School did an outstanding job with this while assessing for advanced science placement over the summer. We should ask them to help consult on how to secure/maintain integrity of virtual summative assessments.
- **Using Faculty Members to Their Fullest Potential**
  - TICs and Health Teachers may have reduced job requirements. Can they be used to fill other gaps or offer other supports?
  - ALL staff members must be looked at to help fill in gaps to help support teachers and families
  - Additionally, are there parent volunteers in the community who can serve some sort of a supporting role?
- **Distribution of Materials to Students**
  - A plan must be in place for the distribution of materials to students

- This may need to happen periodically throughout the semester - especially for courses like English that have multiple novels to distribute

Minnetonka Preschool/Early Childhood Family Education (ECFE)/Early Childhood Screening (Screening)

Minnetonka Preschool including Junior Explorers child care

- If limited to no more than 50% capacity in a classroom, some sections may be changed and others may not be offered.
- 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.
- Preschool Drop off: 1. Staff will check temps at cars, drop off lane will be the fire lane 2. Staff runners will bring students inside to their classrooms. 3. Students vehicle/class will be identified with a sticker/tag
- Preschool Pick up: 1.Teachers will bring students out to a designated pick up location.
- Junior Explorers child care
  - Junior Explorers will operate with modified class sizes per recommendations. Wrap-around and full-day child care will be provided based on space availability.
  - Junior Explorers will provide prepackaged breakfast and snack. Students will provide their own bag lunch.
  - 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.
  - 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.

ECFE

- Classes can run as normal with 50% capacity.
- An increased number of online Parent Ed webinars focused on family and student well being will be offered.
- There could be fee increase implications for families due to the low student ratio based on 50% capacity.
- Arrival: Staff will check temps at reception.

Screening

- Currently is prohibited by the State, we are awaiting more direction from MDE, however the proposed procedure would be that no one waits in the lobby, they wait in their vehicle until their screener is ready and they are called inside.

Minnetonka Community Education

In this model, Community Education recreation and enrichment programming will be fully functional for students from preschool through grade 12 with classes offered before and after school as well as in the evenings and on the weekends. Our CE programs for adults in our community will also be fully functional in this model.