

dv=]PLANNING – FALL 2020-21 PROGRAM OPTIONS

Option #: **5 (Hybrid C)**

Overview: **Option 5: Hybrid C**, with students primarily using the in-school time, with limited online options. **Hybrid C will anticipate that all schools would be on a double schedule with the student body divided up for half in session 1 and half in session 2.** This option would allow all classrooms to be used the double amount of time than a single schedule. **Session 1 schools would start at 7:30 and end by 1:00 for the “morning session” and the “afternoon session” could go from 1:30 to 6:00.**

All Levels



	<u>Elementary SPLIT DAY Proposal</u>
	<i>The elementary team had concerns with the split times given in the original plan. They were also worried about 6pm being too late for early elementary students. The group would like to propose the following plan for consideration. There would be no need for additional staff with our proposed plan.</i>
Schedule	<p><u>EARLY Start Elementary Schools - Proposed Split Day Schedule</u></p> <p>7:30-10:30 AM Session -- ½ students -- Monday - Friday</p> <p>10:30-12:30 Teacher Lunch/Prep/Cleaning/Collaboration</p> <p>12:30-3:30 PM Session -- ½ students -- Monday - Friday</p> <p><u>LATE Start Elementary Schools - Proposed Split Day Schedule</u></p> <p>8:30-11:30 AM Session -- ½ students -- Monday - Friday</p> <p>11:30-1:30 Teacher Lunch/Prep/Cleaning/Collaboration</p> <p>1:30-4:30 PM Session -- ½ students -- Monday - Friday</p> <p>Our model gives each child 3 hours daily with their classroom teacher and 1-3 hours of specialists/intervention/Special Education/HP time depending on need.</p> <p>This model would assume classroom sizes from 5-12 students. This would take into account parents who choose to keep their students home and access e-learning.</p>

<p>Core Instruction</p> <p>In-School Time</p> <p>Out-of School Time</p>	<ul style="list-style-type: none"> ● Three hours of Reading, Writing, and Math instruction taught daily by the classroom teacher. Social Studies and Science could be incorporated. ● Teachers would have contact daily with each student. ● Teachers could go over online expectations with students in person each day. K-3 Ipad deployment would go smoother. ● The daily routine would be good for students and staff. The benefits of connecting with other students and the teacher daily are notable. ● Data would be collected through NWEA testing at school as well as other necessary assessments. ● This model would support the Immersion programs especially for K-2 because students would be at school everyday and that early language exposure is so important. <hr/> <ul style="list-style-type: none"> ● Online assignments and practice of the curriculum presented would be completed opposite of students in-school time. ● IXL Reading and Math supports would be accessed at home. ● Art, Music, Media,Band/Orchestra, and some intervention instruction would be delivered at home to students.
<p>Specialists</p>	<ul style="list-style-type: none"> ● Specialists would deliver instruction remotely to students in the AM and PM depending on the students’ schedule. ● Specialists could deliver instruction via recorded video or Google Meet. ● Orchestra and Band may be able to come in for individual or small group lessons or may be done virtually through Google Meets. ● Media - Library use? Could families access the media center? Book carts to go to each classroom for check out. ● Specialists would have a consistent schedule to deliver instruction either through Google Meet or by recorded video.
<p>Interventions</p>	<ul style="list-style-type: none"> ● Interventionists would deliver instruction online and possibly in the building (if space was appropriate and available). Highest needs students would be prioritized for in-person instruction. ● AM students would have intervention classes in the PM virtually. ● PM students would have intervention classes in the AM virtually. ● This would include Wilson, Title, HP, etc. ● Interventionists could work from their spaces at school during the day.
<p>Counseling</p>	<ul style="list-style-type: none"> ● This schedule would allow the school counselor to support students face to face daily during this difficult time. ● The school counselor would be responsive to teachers’ needs and support in the classroom as needed. ● The counselor would also be able to support parents during this difficult time.

<p>Special Education</p>	<ul style="list-style-type: none"> ● Special Education could push into classrooms when possible and appropriate. Some Special Education instruction may be done online. ● Testing for special education evaluations would be able to be done face to face and in a timely manner. <p>Special Education Guidance and Considerations</p> <ul style="list-style-type: none"> ● 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) ● 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. ● 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. ● 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) ● Staffing remains unchanged (increased synchronous learning, increased/better utilization of paraprofessionals) ● Evaluations <ul style="list-style-type: none"> ○ Continue with evaluations meeting due process timelines ○ Proceed with current agreed upon PWN ○ Students would complete in-person testing either on their assigned IN SCHOOL day or on an OUT of SCHOOL day
<p>Distance Learning Students</p>	<ul style="list-style-type: none"> ● We would still need online teachers to support students who choose the full e-learning option. ● Teachers would be assigned to e-learning classes. ● Online teachers would be responsible for the instruction of students who will be using the e-learning model.
<p>Lunch/ Nutrition Services</p>	<ul style="list-style-type: none"> ● Students eat lunch at the end of the AM session or at the beginning of the PM session. ● A bag lunch would be provided and eaten in the classroom. ● No snack served at school. ● Provide peanut free space for students to eat.
<p>Health</p>	<ul style="list-style-type: none"> ● Covid testing for teachers? ● Additional health paras for temp checks and covid care? ● Education for students and staff on how to wear masks, clean hands, sanitary practices, etc.

<p>Logistics</p>	<ul style="list-style-type: none"> ● This schedule would accommodate 50% of our students in each building daily. Class sizes would need to be limited based on directives from MDH - (likely 1:9). Larger classrooms would be used for larger class sizes. ● Parents need to commit to the Distance Learning option or the At School option for a period of time. ● There would need to be a process in place for parents who want to make a change in their child's learning model. ● The 10:30-12:00 time would be great for specialists, interventionists, and classroom teachers to collaborate. During this difficult time collaboration will be very beneficial. ● This schedule would work well with current paraprofessional contracts. ● By adjusting the times of the plan NO additional teachers would need to be hired. ● This model would support the additional prep time needed during this unusual time. ● This model should support MDE's student contact time. ● This would also reduce the screen time students would have. ● This model supports many of our parents' concerns. ● We could split by alphabetical order so families would have the same schedule for all elementary students. ● Students groups would be the same every day. This would make it easier for contact tracing. ● This plan would reduce the need for multiple student transitions during the day. ● Staggered transportation drop off and pick up could happen 7:30-8:00 and 10:00-10:30. ● All models will need to consider how K-3 technology will transition to 1:1 (returning "old" devices and receiving/setting up their 1:1 devices.) ● Transportation - Directives from Paul B. - Parents need to commit to school transportation or their own transportation.
<p>Explorers Club</p>	<ul style="list-style-type: none"> ● Explorers will be open outside of the scheduled school day at all sites with elementary age students. Explorers will provide before care for the morning students and after school care for the afternoon students in alignment with the school schedule. Families can utilize Explorers only on the portion of the day that their child(ren) are scheduled to attend school in person (i.e. an AM student can not attend PM Explorers). ● 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. ● Attendance in Explorers critical care should be considered when making classroom assignments. Students utilizing critical care become their own pod by grade group, taking into account immersion and english classrooms. ● 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.

	<ul style="list-style-type: none"> ● 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. ● Afterschool Enrichment Concern of tight turn-around time for room cleanliness before enrichment classes start.
<p>Support Needed</p>	<ul style="list-style-type: none"> ● Appropriate PPE for students and staff. Teachers change PPE between AM and PM groups. ● Hand sanitizers in every classroom, school entrances, playground, bathrooms, etc. Cleaning supplies in each classroom ● 6 ft distance dividers - could be on the floor or on desks ● Additional custodial staff specifically from 10:30-12:30 for cleaning between groups ● Transportation needs? ● Technology needs? ● Thermometers for each classroom

Middle School

The middle school team proposes the following options that centers on the premise that up to 50% of students will be in session at a time for in person instruction with the opportunity for practice/enrichment/group work/etc. both when they are not in session or during the session the student attends.

Middle School SPLIT DAY Proposal

Schedule

OPTION B: AM Session 9:15-12:15 and PM Session 2:15-5:15			
Day 1	Grade 6	Grade 7	Grade 8
9:15-9:58	Period 1	Period 1 (or 1A 9:15-9:36 and 1B 9:38-9:58)	Period 1
10:01-10:44	Period 2	Period 2 (or 2A 10:01-10:22 and 2B 10:24-10:44)	Period 2
10:47-11:30	Period 7 (or 7A 10:47-11:08 and 7B 11:10-11:30)	Period 7	Period 7
11:33-12:15	MAST	MAST	MAST

Day 2	Grade 6	Grade 7	Grade 8
9:15-9:58	Period 3 (Advisory)	Period 3	Period 3 (or 3A 9:15-9:36 and 3B 9:38-9:58)
10:01-10:44	Period 4 (or 4A 10:01-10:22 and 4B 10:24-10:44)	Period 4 (or 4A 10:01-10:22 and 4B 10:24-10:44)	Period 4 (Advisory/)
10:47-11:30	Period 5	Period 5 (Advisory)	Period 5 (or 5A 10:47-11:08 and 5B 11:10-11:30)
11:33-12:15	Period 6 (or 6A 11:33-11:54 and 6B 11:56-12:15)	Period 6	Period 6

- The two hours between AM and PM sessions would be for teacher lunch and collaboration, cleaning, student support (with sign-ups/schedules to maintain appropriate numbers), extra-curricular activities
- How will students be identified for am/pm, especially with immersion?
- Early/late release days = online learning day for all students

	<ul style="list-style-type: none"> ● A/B classes <ul style="list-style-type: none"> ○ Can some electives meet exclusively online? ○ Can some electives meet during MAST or advisory time? ○ Option to run one round of Day 1 and Day 2 as A days and one round with B days (e.g., Day 1 and 2 are both A days (Mon/Tues) and then Day 1 and 2 are both B days (Wed/Thurs). This option has electives meeting for the full time, less frequent ○ If a class meets outside, do they still have to wear a mask? ○ Twice the number of people in the space, but for shorter period of time ○ *Recommend consulting with teachers of every other day classes for their input; we can run both A/B classes in a day
<p>Core Instruction</p> <p>In-School Time</p>	<ul style="list-style-type: none"> ● 50% building capacity ● Shorter classes - prioritize in person components when students are present (discussion, labs, explorations, presentations, language immersion). Direct instruction could take place virtually on alternate days. ● What this looks like for students: see every teacher over the course of two days, support classes (SpEd, ELL, Skills, Social Work) occur as they normally would, built in support/enrichment time DAILY during MAST and Advisory ● What this looks like for staff: see every student over the course of two days, duty free lunch and prep time in between sessions (time for meetings, as well), opportunity to target help/enrichment for students during MAST and Advisory; prep time during the school day every other day <ul style="list-style-type: none"> ○ 4 periods/day at 43 minutes each for a 3 hour in person day ○ Advisory includes grade checks, school programming (anti-bullying, inclusion/equity work, citizenship, etc), and supported or individual work time ○ MAST typically includes supported work time with a staff member, student group meetings, skill building sessions, and/or targeted general ed social-emotional development time ○ One MAST/Support period on Day 1 and Advisory on Day 2 ○ Food staggered for easier delivery during Advisory/MAST, if required, option to pick up meal at end of day ○ Every other day classes (“A/B”) could happen with a division of the period or not; need input from every other day teachers about what works well and which would be better via distance learning and with access during Advisory/MAST ○ Expectation that homework/online learning or group work would occur during the part of the day students are not in the building (i.e., if you attend the am session in the building, you will have

<p>Out-of School Time</p>	<p>some work to do in the afternoon)</p> <ul style="list-style-type: none"> ○ Special Ed students aligned with case manager during Advisory ○ Keeps most Grade 6/7 immersion blocks linked together ○ Traveling teachers are most affected by this schedule, but adjustments could be made ○ Every other day prep period during the school day, occurs twice due to AM & PM <hr/> <ul style="list-style-type: none"> ● Students will be working on tasks that can be asynchronous: assigned tasks, tutorials, practice problems, watching skill-based tutorial videos, following up on discussions from in class ● Homework ● Support--Homework help can be online ● Group work ● Online learning (some classes that only meet online) ● Teachers could give an explanation or directions for the at-home component during the in-class periods, reducing student confusion and frustration
<p>Interventions</p>	<ul style="list-style-type: none"> ●
<p>Counseling</p>	<ul style="list-style-type: none"> ●
<p>Special Education</p>	<ul style="list-style-type: none"> ●
<p>Distance Learning Students</p>	<ul style="list-style-type: none"> ● Students not attending will follow one of the sessions via livestream and take advantage of teachers' "office hours" (i.e., virtual help) ● Tech support for live streams? Are teachers responsible for getting it started and making sure it's going? ● Do we have the bandwidth?
<p>Lunch/ Nutrition Services</p>	<ul style="list-style-type: none"> ● Health risks with taking off masks ● Kids touch everything and will then be eating ● Do we <u>need</u> to provide food and/or eating time? ● Can we continue to provide food in the community and/or bag lunches? ● * Recommend not having food in classes
<p>Health</p>	<ul style="list-style-type: none"> ● Parents should be required to take their student's temperature prior to school and record it in a Google form.

	<ul style="list-style-type: none"> ● *If teachers need to conduct temperature checks, there are concerns about time being eaten away by this instead of instruction, also data privacy if a student is found to have a fever in front of their peers
Logistics	<ul style="list-style-type: none"> ● Transportation consideration <ul style="list-style-type: none"> ○ How would transportation affect start/end times? ○ Need additional drivers/busses? ○ Temperature checks on busses? ● Transitions/Passing Time <ul style="list-style-type: none"> ○ Shorter passing time ○ Bring backpacks (fewer kids in the hall and in the classroom) ○ Keep kids from bunching in the hallway ○ Potentially not having lockers to start ○ Other considerations for students to use bathroom ○ One direction of travel is problematic- in many cases, instituting unidirectional movement would greatly increase exposure to others ○ *Recommend using backpacks and shorter passing time ● Cleaning supplies/expectations <ul style="list-style-type: none"> ○ Teachers? ○ Students? ○ Between each class? ○ Between each session? (concern about the amount of time it takes for air to completely recirculate after one group has used a certain space for several hours) ○ Overnight?
Other considerations	<ul style="list-style-type: none"> ● Overall needs/requirements: <ul style="list-style-type: none"> ○ Transportation: double bus runs or additional bus/driver needs each school day ○ Food services: increased kitchen staff or increased hours? ○ Cleaning between sessions to reduce exposure: custodians? paras? ○ Before school--Students formerly entered the MC and/or cafeteria as early as 7:30am? How to limit the number of kids? Parents would likely be unhappy about some students being allowed in and not others. How do we decide, communicate, and supervise? ● Concluding Questions/Thoughts: <ul style="list-style-type: none"> ○ How will students be identified for am/pm? ○ How much stress might this bring into the families of having non-standard school hours and how can childcare be arranged for staff and families?

	<ul style="list-style-type: none">○ This model may impact extra-curricular activities (sports, clubs, theater, etc.). Idea: offer activities during the period of time between AM and PM sessions○ Could the early release/late start be cancelled because training will probably not be happening anyway?
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Middle School Alternative Options:

We have four options to address an am/pm session hybrid. Each option centers on the premise that up to 50% of students will be in session at a time for in person instruction with the opportunity for practice/enrichment/group work/etc. both when they are not in session or during the session the student attends. Each schedule option has a brief description below it and there are bullet points after the list of options that detail our considerations, questions and recommendations.

Note that the times listed are for demonstration purposes only. Actual times would be determined by transportation and considerations at the high school and elementary schools.

OPTION A: AM Session 9:15-12:15 and PM Session 2:15-5:15			
Day 1	Grade 6	Grade 7	Grade 8
9:15-9:51	Period 1	Period 1 (or 1A 9:15-9:32 and 1B 9:34-9:51)	Period 1
9:54-10:30	Period 2	Period 2 (or 2A 9:54-10:11 and 2B 10:13-10:30)	Period 2
10:33-11:09	Period 3 (Advisory/Support)	Period 3	Period 3 (or 3A 10:33-10:50 and 3B 10:52-11:09)
11:12-11:48	Period 4 (or 4A 11:12-11:29 and 4B 11:31-11:48)	Period 4 (or 4A 11:12-11:29 and 4B 11:31-11:48)	Period 4 (Advisory/Support)
11:51-12:15	Food	Food	Food

Day 2	Grade 6	Grade 7	Grade 8
9:15-9:51	Period 5	Period 5 (Advisory/Support)	Period 5 (or 5A 9:15-9:32 and 5B 9:34-9:51)
9:54-10:30	Period 6 (or 6A 9:54-10:11 and 6B 10:13-10:30)	Period 6	Period 6
10:33-11:09	Period 7 (or 7A 10:33-10:50 and 7B 10:52-11:09)	Period 7	Period 7
11:12-11:48	MAST	MAST	MAST
11:51-12:15	Food	Food	Food

NOTES: **What this looks like for students:** see every teacher over the course of two days, support classes (SpEd, ELL, Skills, Social Work) occur as they normally would, built in support/enrichment time during MAST and Advisory; NOTE that 7th graders would have two non-instructional hours on Day 2 with Period 5 (typically the lunch hour but would be devoted to support, school messages/programming and grade checks) and

MAST

What this looks like for staff: see every student over the course of two days, duty free lunch and prep time in between sessions (time for meetings, as well), opportunity to target help/enrichment for students during MAST and Advisory

- 4 periods/day at 35 minutes each for a 3 hour in person day
- Every other day classes (“A/B”) could happen with a division of the period or not; need input from every other day teachers about what works well and which would be better via distance learning and with access during Advisory/MAST
- Advisory includes grade checks, school programming (anti-bullying, inclusion/equity work, citizenship, etc), and supported or individual work time
- MAST typically includes supported work time with a staff member, student group meetings, skill building sessions, and/or targeted general ed social-emotional development time
- Electives and support classes that typically meet every other day could either be held as indicated above OR some could be held via distance learning
- Food at same time (could be difficult to deliver timely); if food is not needed, we could lengthen the instructional periods by about 7 minutes each
- Expectation that homework/online learning or group work would occur during the part of the day students are not in the building (i.e., if you attend the morning session in the building, you will have some work to do in the afternoon

OPTION B: AM Session 9:15-12:15 and PM Session 2:15-5:15			
Day 1	Grade 6	Grade 7	Grade 8
9:15-9:58	Period 1	Period 1 (or 1A 9:15-9:36 and 1B 9:38-9:58)	Period 1
10:01-10:44	Period 2	Period 2 (or 2A 10:01-10:22 and 2B 10:24-10:44)	Period 2
10:47-11:30	Period 7 (or 7A 10:47-11:08 and 7B 11:10-11:30)	Period 7	Period 7
11:33-12:15	MAST	MAST	MAST

Day 2	Grade 6	Grade 7	Grade 8
9:15-9:58	Period 3 (Advisory)	Period 3	Period 3 (or 3A 9:15-9:36 and 3B 9:38-9:58)

10:01-10:44	Period 4 (or 4A 10:01-10:22 and 4B 10:24-10:44)	Period 4 (or 4A 10:01-10:22 and 4B 10:24-10:44)	Period 4 (Advisory/)
10:47-11:30	Period 5	Period 5 (Advisory)	Period 5 (or 5A 10:47-11:08 and 5B 11:10-11:30)
11:33-12:15	Period 6 (or 6A 11:33-11:54 and 6B 11:56-12:15)	Period 6	Period 6

NOTES: **This option is different from Option A because** 1) there is either a MAST session or an Advisory/Support session each day instead of occurring on the same day (this mostly affects 7th graders); 2) snack during Advisory or MAST, food picked up at end of day upon exiting the building; 3) the sequence of classes allows for distribution of MAST and Advisory on opposite days and limits disruption to most immersion blocks in 6th and 7th grades

What this looks like for students: see every teacher over the course of two days, support classes (SpEd, ELL, Skills, Social Work) occur as they normally would, built in support/enrichment time DAILY during MAST and Advisory

What this looks like for staff: see every student over the course of two days, duty free lunch and prep time in between sessions (time for meetings, as well), opportunity to target help/enrichment for students during MAST and Advisory; prep time during the school day every other day

- 4 periods/day at 43 minutes each for a 3 hour in person day
- Advisory includes grade checks, school programming (anti-bullying, inclusion/equity work, citizenship, etc), and supported or individual work time
- MAST typically includes supported work time with a staff member, student group meetings, skill building sessions, and/or targeted general ed social-emotional development time
- One MAST/Support period on Day 1 and Advisory on Day 2
- Food staggered for easier delivery during Advisory/MAST, if required, option to pick up meal at end of day
- Every other day classes (“A/B”) could happen with a division of the period or not; need input from every other day teachers about what works well and which would be better via distance learning and with access during Advisory/MAST
- Expectation that homework/online learning or group work would occur during the part of the day students are not in the building (i.e., if you attend the am session in the building, you will have some work to do in the afternoon)
- Special Ed students aligned with case manager during Advisory
- Keeps most Grade 6/7 immersion blocks linked together

- Traveling teachers are most affected by this schedule, but adjustments could be made
- Every other day prep period during the school day, occurs twice due to AM & PM

OPTION C: AM Session 8:20-1:00 and PM Session 2:20-7:00			
Day 1	Grade 6	Grade 7	Grade 8
8:20-9:20	Period 1	Period 1 (or 1A 8:20-8:50 and 1B 8:50-9:20)	Period 1
9:25-10:25	Period 2	Period 2 (or 2A 9:25-9:55 and 2B 9:55-10:25)	Period 2
10:30-10:50	Lunch/Snack/Advisory	Lunch/Snack/Advisory	Lunch/Snack/Advisory
10:55-11:55	Period 3 (Advisory)	Period 3	Period 3 (or 3A 10:55-11:25 and 3B 11:25-11:55)
12:00-1:00	Period 4	Period 4	Period 4 (Advisory)

Day 2	Grade 6	Grade 7	Grade 8
8:20-9:20	Period 5	Period 5 (Advisory)	Period 5 (or 5A 8:20-8:50 and 5B 8:50-9:20)
9:25-10:25	Period 6 (or 6A 9:25-9:55 and 6B 9:55-10:25)	Period 6	Period 6
10:30-10:50	Lunch/Snack/Advisory	Lunch/Snack/Advisory	Lunch/Snack/Advisory
10:55-11:55	Period 7 (or 7A 10:55-11:25 and 7B 11:25-11:55)	Period 7	Period 7
12:00-1:00	MAST	MAST	MAST

NOTES: This option is similar to Option A but is different because: 1) classes are 1 hour long and 2) food is incorporated during the day, if needed; 3) additional staff would need to be hired because teachers/paras would not be able to support both the am and pm sessions within their contracts

What this looks like for students: see every teacher over the course of two days, support classes (SpEd, ELL, Skills, Social Work) occur as they normally would, built in support/enrichment time during MAST and Advisory; NOTE that 7th graders would

have two non-instructional hours on Day 2 with Period 5 (typically the lunch hour but would be devoted to support, school messages/programming and grade checks) and MAST

What this looks like for staff: see every student over the course of two days, duty free lunch and prep time in between sessions (time for meetings, as well), opportunity to target help/enrichment for students during MAST and Advisory

- 4 periods/day at 60 minutes each for a 4 hour, 40 minute in person day
- Advisory includes grade checks, school programming (anti-bullying, inclusion/equity work, citizenship, etc), and supported or individual work time
- MAST typically includes supported work time with a staff member, student group meetings, skill building sessions, and/or targeted general ed social-emotional development time
- A/B class during the same block for half the time of an everyday class
- Expectation that homework/online learning or group work would occur during the part of the day students are not in the building (i.e., if you attend the morning session in the building, you will have some work to do in the afternoon)
- additional staff needed since staff working one session would not be available to teach the other session; staff would be able to work with students needing additional help during the "off" time
- staff could help get students into and out of the building (e.g., monitor hallways and/or assist with temperature checks) since their contract hours would not be so tightly filled

OPTION D: AM Session 8:20-1:04 and PM Session 2:20-7:04			
AM: Every Day	Grade 6	Grade 7	Grade 8
8:20-8:58	Period 1	Period 1 (or 1A 8:20-8:38 and 1B 8:40-8:58)	Period 1
9:01-9:39	Period 2	Period 2 (or 2A 9:01-9:19 and 2B 9:21-9:39)	Period 2
9:42-10:20	Period 3 (Lunch/Advisory)	Period 3	Period 3 (or 3A 9:42-10:00 and 3B 10:02-10:20)
10:23-11:01	Period 4 (or 4A 10:23-10:41 and 4B 10:41-10:59)	Period 4 (or 4A 10:23-10:41 and 4B 10:41-10:59)	Period 4 (Lunch/Advisory)
11:04-11:42	Period 5	Period 5 (Lunch/Advisory)	Period 5 (or 5A 11:04-11:22 and 5B 11:24-11:42)
11:45-12:23	Period 6 (or 6A 11:45-12:03)	Period 6	Period 6

	and 6B 12:05-12:23)		
12:26-1:04	Period 7 or (7A 12:26-12:44 and 12:46-1:04)	Period 7	Period 7

NOTES: **This option is different from the other options because:** 1) this is the only option that follows the traditional MME/MMW schedule and allows for each class every day; 2) food is incorporated during the day, if needed; 3) additional staff would need to be hired because teachers/paras would not be able to support both the am and pm sessions within their contracts

What this looks like for students: students see every teacher every day, support classes (SpEd, ELL, Skills, Social Work) occur as they normally would, Advisory groups would meet daily for a shortened amount of time;

What this looks like for staff: staff only teach one session, see their students every day, duty free lunch and prep time outside of their session, opportunity to target help/enrichment for students outside of their session, if we ever return to buildings, the additional staff would likely be let go and students who were in their classes would then have teachers that are new to them

- 7 periods/day for a 4 hour, 40 minute in person day
- Expectation that homework/online learning or group work would occur during the part of the day students are not in the building (i.e., if you attend the morning session in the building, you will have some work to do in the afternoon)
- Staggered lunch allows for easier delivery
- Teacher prep and lunch would happen during the session they are not in person
- Advisory includes grade checks, school programming (anti-bullying, inclusion/equity work, citizenship, etc), and supported or individual work time
- MAST would either not occur or would need to look different given this abridged schedule; one option is to have MAST time via distance learning once/week as we have done traditionally
- Additional staff needed since staff working one session would not be available to teach the other session; staff would be able to work with students needing additional help during the "off" time
- Staff could help get students into and out of the building (e.g., monitor hallways and/or assist with temperature checks) since their contract hours would not be so tightly filled
- Traveling teachers are least affected by this schedule
- Holding staff meetings and IEP would potentially be problematic due to a lack of common open times

High School:

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

	High School SPLIT DAY Proposal																
	<p><i>The HS team had concerns with the split times given in the original plan as the staffing required would have been impossible. Teachers and support staff could be present for both the AM and PM sessions within their contracts with this proposed schedule.</i></p>																
Schedule	<p>A Day</p> <table><thead><tr><th>AM Session</th><th>PM Session</th></tr></thead><tbody><tr><td>Period 1 7:30-8:25</td><td>Period 1 12:30-1:25</td></tr><tr><td>Period 2 8:30-9:25</td><td>Period 2 1:30-2:25</td></tr><tr><td>Period 3 9:30-10:25</td><td>Period 3 2:30-3:25</td></tr></tbody></table> <p>B Day</p> <table><thead><tr><th>AM Session</th><th>PM Session</th></tr></thead><tbody><tr><td>Period 4 7:30-8:25</td><td>Period 4 12:30-1:25</td></tr><tr><td>Period 5 8:30-9:25</td><td>Period 5 1:30-2:25</td></tr><tr><td>Period 6 9:30-10:25</td><td>Period 6 2:30-3:25</td></tr></tbody></table> <ul style="list-style-type: none">• The two hours between AM and PM sessions would be for teacher lunch and collaboration, cleaning, student support (with sign-ups/schedules to maintain appropriate numbers), extra-curricular activities• Split student body in half alphabetically• Schedule would be followed M, T, TH, F• Wednesday - distance learning for all, online office hours, MAST (targeted support) and other sign-up options available in person	AM Session	PM Session	Period 1 7:30-8:25	Period 1 12:30-1:25	Period 2 8:30-9:25	Period 2 1:30-2:25	Period 3 9:30-10:25	Period 3 2:30-3:25	AM Session	PM Session	Period 4 7:30-8:25	Period 4 12:30-1:25	Period 5 8:30-9:25	Period 5 1:30-2:25	Period 6 9:30-10:25	Period 6 2:30-3:25
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<p>Core Instruction</p> <p><i>In-School Time</i></p> <p> </p> <p><i>Out-of School Time</i></p>	<ul style="list-style-type: none"> ● 50% building capacity but likely not adhering to the 1 to 9 ratio (would likely be under traditional 50% due to some students electing to do online-only instruction) ● Shorter classes - prioritize in person components when students are present (discussion, labs, explorations, presentations, language immersion). Direct instruction could take place virtually on alternate days. <hr/> <ul style="list-style-type: none"> ● Students will be working on tasks that can be asynchronous: assigned tasks, tutorials, practice problems, watching skill-based tutorial videos, following up on discussions from in class, lab write-ups..., extensions or honors or AP options etc ● Intentional about at-home components (on days where students attend periods 1-3 in person, they would have an at-home lesson or assignment for periods 4-6 and vice versa) ● Teachers could give an explanation or directions for the at-home component during the in-class periods, reducing student confusion and frustration ● Encourage all students to take at least one course via Tonka Online, particularly singleton classes. Tonka Online students could get in-person support on Wednesdays, if necessary (by sign up to allow for required social distancing).
<p>Interventions</p>	<ul style="list-style-type: none"> ● Traditional student support programs should work with this schedule, with the potential for extra time as needed between AM and PM sessions and on Wednesdays.
<p>Counseling</p>	<ul style="list-style-type: none"> ● System to provide Mental Health Supports <ul style="list-style-type: none"> ○ Counselors available in-person and online ○ Some counselors designated as only online? ○ A safety net for mental health support people? What do they need? Can we add different components to our model based on what's worked around the world? ○ Importance of breaks or a relaxation "window" that could be built into the day to support mental health
<p>Special Education</p>	<ul style="list-style-type: none"> ● SpEd programs should work as usual with this schedule, with the added potential for extra support between AM and PM sessions and on Wednesdays.
<p>Distance Learning Students</p>	<ul style="list-style-type: none"> ● Students that can't do in school at all (aka full-time distance learning) should follow the proposed schedule and be present for each hour for streaming/synchronous time OR could be enrolled entirely online in Tonka

	<p>Online courses and the online course offerings could be enhanced to match student enrollment</p>
<p>Lunch/ Nutrition Services</p>	<ul style="list-style-type: none"> ● Must be attentive to social distancing, assigned seats in the lunchroom (if utilized) to allow for contact tracing. ● Students could get a to-go lunch on the way out for morning students and on their way in for afternoon students (to be eaten in their first class?) ● Lunches will need to be healthy and balanced in accordance with nutritional guidelines. Would offering frozen lunches that get picked up on Monday (so that the student has lunch for a week) be an option? ● Students will either maintain 6 ft physical distance while traveling through serving lines and sit at assigned seats 6 ft apart in the cafeteria and/or return to the classroom to have their meal, or come to a designated food station in the hallway and return to the classroom to eat. Another option is to provide to-go meals only that students eat at home.
<p>Health</p>	<ul style="list-style-type: none"> ● Parents should be required to take their student’s temperature prior to school and record it in a Google form.
<p>Logistics</p>	<ul style="list-style-type: none"> ● Transportation consideration - could issue more parking passes for 11th and 12th graders (10th), bussing would need to be run in two shifts. Start time of either this or the elementary model schedule would need to shift in order for them to be staggered. ● Transitions/Passing Time <ul style="list-style-type: none"> ○ Discourage bathroom use during passing time, students should take bathroom breaks one at a time during class. Para support will be required to monitor bathrooms, mostly during passing time. ○ One-way hallways ○ Student seating charts required for contact-tracing ○ Students need clearly labeled water bottles, touchless water stations ● Color codes to help students manage the guidelines for social distancing, arrows, etc. ● Additional time in the schedule for teachers to clean during passing time, use the bathroom, etc. ● Arrival, departure and break times would be staggered to maintain adequate physical distance. ● Sanitize/clean between classes - could this be done with students last 3 min of class?
<p>Other considerations</p>	<ul style="list-style-type: none"> ● Co-curricular activities could take place between the two sessions ● Vantage? ● Compass (and more vulnerable students) should attend in person to eliminate barriers to their attendance. Vulnerable populations of students

	<p>will need more access to in-person support (technology support, and 1:1 human support)</p> <ul style="list-style-type: none"> ● Additional staffing is likely needed but hard to determine how much at this point- transportation to support extra bus runs, custodial to support extra cleaning ● Instructional strategies/support to help teachers offer the best instruction possible; increased collaboration time would be valuable given necessary curriculum adjustments ● Masks <ul style="list-style-type: none"> ○ Concrete instructions around mask-wearing. ○ Should teachers wear shields so their faces are visible? ● What proportion of families might choose in-person or online? Will that alleviate our concerns, especially at the high school level? ● If we continue e-learning, how can we partner with other schools around the globe to add value and authenticity to lessons and maximize learning during the pandemic ● (Connect with World Savvy)
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DISCUSSION NOTES

In-School Portion: General considerations

- Block schedule (A/B Day) should be implemented
- If every teacher worked only one of the two sessions, how many additional staff would be required to meet student needs?
- Will there be several of the same classes happening concurrently? If so, can the teaching staff be utilized differently so that some teachers can work in small groups with students, some manage online groups, etc.
 - Swivi Technology — allows the teacher to teach a small group of students in 1 classroom, while the lesson is projected into additional virtual rooms. Those rooms can be staffed by aides who offer adult supervision and assistance to students. Frees up additional teachers to focus elsewhere or work with e-learning students.
- With 50% building capacity, a teacher could have their full class in the room. The 1:9 is much more restrictive. How many people can fit into all of the classrooms and still remain 6 feet apart?
- Teachers might need to be attentive to virtual and in-person students at the same time.
- Live lessons (like labs) are created to serve different needs than virtual lessons (practice, reinforcement). This would require a redesign of the curriculum.
- Creative reconfigurations of teaching teams in order to better support students
- S. Korea, Germany are specifically using [this model](#) with success
- Students who need access to the Research Center, tech ed tools, etc. will be limited in which session they can choose (morning or afternoon). That will also impact the way teachers are assigned sessions.
- Can other buildings in the community be utilized (gym space, theater space)?
- Additional time in the schedule for teachers to clean during passing time, use the bathroom, etc.

- Possible schedules: 11th and 12th in the AM, 9th and 10th in the PM (teacher assignments would have to be rebuilt - not many teachers just teach 9/10 or 11/12)
 - Transportation/parking could be eased if this were 9/12 together and 10/11 together
- If 7:30-1:00, they could be sent home with a to-go lunch at 1:00 (and encourage them to bring a snack), maybe take-home dinners for students in the afternoon.
- Could we have all students in a grade level receive core common content to their course?
 - no honors or AP for the temporary time period of the “closure”
 - Larger teacher teams to pool resources and support students online and in person
 - Honors or AP content can be delivered when we fully reopen

Out-of-School Portion: General Considerations

- Online office hours to support students at home - which teachers staff this? if teacher A is in the morning session, how much time (office hours) are expected outside that time? Can we utilize support staff with their own google meets office hours?
- Would the streaming of live instruction be meaningful and robust for those students who are home?
- Could/should time at home be asynchronous?
- Could High-risk teachers or those most comfortable moving online could teach the online courses for students who elect distance learning

Concerns about High-Quality Immersion

- It's difficult to replace in-class conversations
- It's difficult to support students at home with immersion unless a parent is fluent
- Online office hours for e-learning and after school so students can get questions answered
- Clear instructions for online assignments are necessary
- Breakout rooms using Google Meet so that students can speak to each other in small groups
- Meeting outside in small groups (for conversation purposes)?
- Are there opportunities to match Mtka students up with native speakers/instructors online? To partner with other schools globally?
- Should immersion teachers/students wear shields so that faces are visible?

OTHER SCHEDULE OPTIONS DISCUSSED

Schedule Option Model A - Full six period day

- This schedule maintains a typical day at MHS and includes all elective and support classes (EL, SSS)
- 40 minute classes, 10 minute passing time
- option for students to receive a take home lunch or dinner at the end of their session
- Transportation consideration - additional parking passes available for 11th and 12th graders because they are in opposite time slots. Fewer students on buses
- Would require double the current staff to be within contract guidelines

Period	Time for AM Session (Grades 9,12)	Time for PM Session (Grades 10,11)
1	7:30-8:10	1:30-2:10
2	8:20-9:10	2:20-3:10
3	9:20-10:00	3:20-4:00
4	10:10-10:50	4:10-4:50
5	11:00-11:40	5:00-5:40
6	11:50-12:30	5:50-6:30

Schedule Option Model B - Full six period day with MAST

- This schedule maintains a typical day at MHS and includes all elective and support classes (EL, SSS)
- 35 minute classes, 10 minute passing time
- Academic Support Time (30 minutes built in for additional support)
- option for students to receive a take home lunch or dinner at the end of their session
- Transportation consideration - additional parking passes available for 11th and 12th graders because they are in opposite time slots. Fewer students on buses
- Would require double the current staff to be within contract guidelines

Period	Time for AM Session (Grades 9,12)	Time for PM Session (Grades 10,11)
MAST	7:30-8:00	1:30-2:00
1	7:10-8:45	2:10-2:45
2	8:55-9:30	2:55-3:30
3	9:40-10:15	3:40-4:15
4	10:25-11:00	4:25-5:00
5	11:10-11:45	5:10-5:45
6	11:55-12:30	5:55-6:30

Schedule Option C

- Block Schedule with 3 classes a day
- A day and B day
- Allows for 6 classes
- use of the 90 minute class period could include additional targeted support (EL, SSS,...)

- Transportation consideration - additional parking passes available for 11th and 12th graders because they are in opposite time slots. Fewer students on buses
- Would require double the current staff to be within contract guidelines

A Day	Time for AM Session (Grades 9,12)	Time for PM Session (Grades 10,11)
Period 1	7:30-9:00	1:30-3:00
Period 2	9:15-10:45	3:15-4:45
Period 3	11-12:30	5:00-6:30
B Day		
Period 4	7:30-9:00	1:30-3:00
Period 5	9:15-10:45	3:15-4:45
Period 6	11-12:30	5:00-6:30

SPECIALIZED PROGRAMS: (Christine Breen and Michelle Ferris will provide this information)

- Delivery of Special Education
- Management and implementation of 504 Plans
- Delivery of ELL Services

Resources:

Great read:

<https://patch.com/new-jersey/clark/clark-schools-reopening-plans-includes-split-day-schedule>

<https://www.edweek.org/ew/articles/2020/06/25/hybrid-school-schedules-more-flexibility-big-logistical.html>

https://globalhealth.washington.edu/sites/default/files/COVID-19%20Schools%20Summary%20%282%29.pdf?mkt_tok=eyJpIjoiTkRreE5XWXIORFF3TXpNeCIsInQiOiJlbVNNQTTVySEo0Vzk1cHVBZVVqWnFGVmR1UEJxRGdpd01mTXg4OGw3Mk5nTnpmaUoyMGt2UXlwWVZBOE5GVjlybHA5aStrbzJ3MUxsanoxamZibmlocmpSbXZyVFVoV0VHYU1aTGx0RnpsMXImOEtXSVJqaDJsZ0RlU1BQcVZjZSJ9

