

PLANNING – FALL 2020-21 PROGRAM OPTIONS

Option #: Team 7 - Hybrid Option E

Overview/Starting Point of Hybrid Option E:

Option 7: Hybrid E, with students using both in-school and online options. Hybrid E will anticipate that younger students and Immersion students in Grades K-5 will be a school most of the time and older students will be online most of the time in order to provide spaces for younger students and Immersion students to spread out, and students in Grades 6-12 would be in school two days per week. All in-school groups of students would be limited to nine and one teacher in a classroom. This model recognizes the reality that all students in Grades K-3 and Immersion students in Grades 4-5 need to be at school in order to make satisfactory progress. Students at home would receive streamed instruction from the teacher as students in school are receiving it. Teachers would address learning needs and student questions only on the days in school. Rooms currently used for Physical Education, music and media could be re-designated, since those activities would be limited in numbers as well. The plan for ECFE, ECSE and Pre-school should reflect the K-12 model for this option. This model should anticipate social distancing of six feet at all times, and masks for all adults and students would be required. Temperatures of all students and adults in the school will be taken upon entry each morning and one other time during the day.

This model follow the guidelines and framework outlined in the [Minnesota Department of Health 2020-2021 Planning Guide for Schools \(linked here\)](#), specifically, page 2, scenario 2:

Scenario 2: Hybrid model with strict social distancing and capacity limits. In this planning scenario, schools must limit the overall number of people in school facilities to 50% maximum occupancy. Sufficient social distancing with at least 6 feet between people must occur at all times. If distancing cannot be achieved in a space, the number of occupants must be reduced. Schools must also limit the overall number of people on transportation vehicles to 50% maximum occupancy. Schools must include plans for contactless pick-up and/or delivery of meals and school materials for days that students and staff are not in the school building, as well as implementation of a school-age care program for critical workers. This scenario may be implemented if COVID-19 metrics worsen at the local, regional, or statewide level. Scenario 2 may also be implemented within a school if they experience clusters of cases within a classroom or the school. All requirements in this guidance apply to scenario 2, with additional requirements noted in the Social Distancing and Minimizing Exposure section noted for scenario 2 only.

Summary of Hybrid Option E:

- **The Plan follows a graduated in-person to e-learning continuum, progressing from more in-person instructional time for elementary to more e-learning for high school.**
 - **K-3**
 - In-person instruction by classroom teacher at neighborhood school every day
 - Classrooms at 50% capacity, 15 students per class
 - Grade-level, team-based instruction in 15-student pods
 - Using all spaces in buildings (gyms, media center, specialists rooms, etc...)
 - Specials in class **or** via e-learning

- Eat lunch/recess by home rooms
 - Immersion students will maintain current schedule/instructional programming
 - Synchronous, e-learning option with online instructional support available for all students selecting e-learning option (In English, Chinese, or Spanish). E-learning follows the same scope/sequence/calendar as in-person learning. Students can transition from in-class to online at the quarter or at any time if needed to quarantine for medical purposes.
 - Grade-level subs available for teachers who need to quarantine.

- **4-5**
 - In-person instruction by classroom teacher will take place at Minnetonka High School 4 days per week (Monday-Thursday).
 - Friday will be an e-learning day, with independent learning/assignments, intervention, Social-emotional check-ins, or individualized support.
 - PLC/Grade-Level meetings and additional PD will take place on Fridays.
 - English classrooms at 50% capacity, @ 15-17 students per class (depending on classroom capacity).
 - Chinese and Spanish classrooms will maintain current staffing and classroom numbers by utilizing larger spaces at MHS at no more than 50% capacity/occupancy.
 - Grade-level, team-based instruction in 15-student pods for all languages (Immersion using paras to support classroom teachers).
 - Some specialists will teach in the classroom, some will be in specialized spaces depending on class and room capacity (gyms, auditorium, and art room will be available).
 - Students will eat lunch in the cafeteria in small groups, 6 feet apart, at no more than 50% capacity. Students will have outdoor time/recess in assigned outdoor spaces.
 - Synchronous, e-learning option with online instructional support available for all students selecting e-learning option (In English, Chinese, or Spanish). E-learning follows the same scope/sequence/calendar as in-person learning. Students can transition from in-class to online at the quarter or at any time if needed to quarantine for medical purposes.

- **6-8**
 - Middle School students will have two days in school (Monday, Wednesday (Team Minne) & Tuesday, Thursday (Team Tonka) - each in their own home buildings (MME and MMW)
 - Each full class will be divided into team “M”(Minne) or team “T” (Tonka), which will determine when they have face instruction and e-learning days.
 - Classes will be split in half by alpha. Students will follow their regular A/B day 7-period schedule.
 - All classes will be at 50% capacity or less.

- Students will transition from class to class within a 4-minute passing time. During passing time, students will follow social distancing guidelines.
 - Desks will be surface-disinfected inbetween each class.
 - Students will eat lunch in the cafeteria in small groups 6 feet apart.
 - Teachers/Supervisory paras will integrate outdoor time everyday (weather dependent) for middle school students.
 - During student e-learning days, students will follow their regular 7-period schedule via live streaming.
 - Fridays will be reserved for asynchronous learning/ independent study.
 - PLC/Grade-Level meetings and additional PD will take place on Fridays.
 - Friday mornings will be dedicated MAST/Intervention time, including:
 - social emotional lessons
 - individual check and connect
 - Virtual speakers/presentations
 - Individual support as needed
 - Academic support/intervention
 - Synchronous, e-learning option with online instructional support available for all students selecting e-learning option (In English, Chinese, or Spanish). E-learning follows the same scope/sequence/calendar as in-person learning. Depending on course enrollment, live streamed on-line instruction will also be available. Students can transition from in-class to online at the quarter or at any time if needed to quarantine for medical purposes.
- **9-12**
- Students have full e-learning four days per week, following a block schedule.
 - Instruction is synchronous, employing goggle meets, live-streamed instruction, and other instructional technology tools.
 - Some courses may meet in person depending on space capacity. For example Momentum, Orchestra, Vantage, or other specialized programs could meet using a unique Hybrid schedule.
 - Fridays are reserved for MAST appointments (in-person or virtual). These meetings could focus on small-group instruction, academic support, small-group instruction, meeting social-emotional needs, counseling services, interventions, or other check-ins.
 - Fridays will also be used for in-person connection with 9th grade students (August and September).

Additional Considerations:

- The Plan considers all available space and resources to create an integrated, rigorous, and supportive learning experience for all learners in any instructional format.
- The Plan also considers and prioritizes student physical, social, and emotional health as well as the health, expectations, and working conditions of staff.
- This plan includes e-learning options for all students and staff (outlined in detail below).

SAFETY

Following the Minnesota Department of Health's Guidelines, this plan includes the following protocols:

- Health Screening for students, staff, and building visitors
 - All students and visitors entering the buildings will be screened for temperature and health symptoms.
 - Each site will have a designated space for students who display symptoms or have a fever.
 - Students will be required/encouraged to wash hands at regular intervals during the school day
 - Health staff at Minnetonka Schools will further outline health and safety protocols.

- Social Distancing Requirements
 - Students will remain 6 feet apart at all times
 - All persons in the building will wear masks and follow MDH guidelines, with the exceptions of the circumstances outlined in the MDH planning guidelines.
 - While waiting to enter all buildings, students will stand at designated spots, 6 feet apart.
 - School buildings will be marked with directional paths and six feet markers in all hallways and cafeterias.

- Cleaning Requirements
 - Additional deep-cleaning will take place at regular intervals as determined by site and district protocols.

District Logistics

Food Service Overview:

**specific food service details by grades will follow in grade-level sections*

All Schools:

- School meals, whether eaten at school or home (i.e. Lunches picked up for e-learning), will not be free to all students. Students will pay for meals if they do not qualify for free meals.
- Lunches picked up for all e-learning students (4-12) will be at the high school.
- Nutrition Services will work with parents on how and when to pick up meal orders for e-learning.
- School menus will be limited to one choice each day until further notice.
- Students will be allowed to purchase water or milk for home lunches brought to school.

K-3:

- Students eating in classrooms will have to come to the cafeteria to pick-up their meals OR a person from the classroom can come to pick up meals for students to bring to the classroom.

4-8:

- Students will eat in small groups, 6 feet apart, in designated areas of the cafeteria.
- As much as possible, all items will be served in disposable packaging. (Custodial Services will decide on the best way to dispose of lunch debris after the lunch period.)
- Principals will let the kitchen managers know the time of lunch service and the order of classroom meal delivery or classroom arrival to the cafeteria serving line. Nutrition Services and Staff will do their best to accommodate each Principal's request.

Elementary Schools:

- Teachers will have to mark a roster, provided by NS, with students who will be taking a school meal, or purchasing milk or water for their home lunch.
- NS will provide daily rosters and pick them up each morning outside of the classroom door.

If students pick up their meals in the cafeteria:

- Students will have to go through the lunch lines one classroom at a time. Alphabetical order will expedite the process for picking up their order.
- Cashiers will check to make sure each child gets their lunch order – or beverage order.
- Children will not have a choice of items to choose from, each meal will package the same menu items for all students.
- Students will not need a scanning card or PIN to check out, the cashier will check them out with the roster.

If student meals are picked up in bulk and delivered to the classroom:

- Meals will have to be picked up by the teacher or other staff or student at the cafeteria. The rosters will be used to pack meals and beverages. A copy of the roster will be provided at pick up to ensure the student gets his or her meal. A student will be charged for meals according to the roster.
- **Lunch Supervision will be provided by supervisory paras and teachers per contract stipend.**

Middle Schools and High School:

- Students will pick up meals in the cafeteria and proceed to their assigned eating areas.
 - Students will either have a *lunch card* for the cashier to scan OR a *scannable lunch code on their phone* for the cashier to scan and make payments on the lunch accounts. (The phone scanning system is still in development.)
 - A la carte items will be limited until further notice. Milk and water can be purchased to accompany home lunches.
- Lunch Supervision will be provided by supervisory paras and teachers per contract stipend.**

Disclaimer: Menus, procedures, and protocol may change on any given day if needed to follow guidance from the MN Department of Health and the MN Department of Education.

Transportation Overview:

Summary: Per the MDH Guidelines summarized on page 1, transportation for this option will proceed with 50% capacity.

- To streamline planning timelines, existing bussing tiers and routes will remain consistent with modifications detailed below.
- To ensure no more than 50% bussing capacity, Minnetonka Schools will increase its bussing radius to those students living at least 1.5 miles from the school. Students living within the 1.5 mile boundary from their home school will have the option to join a lottery wait list for available vacancies and to access existing stops outside of the 1.5 radius.

Tier 1

- Includes Excelsior and Deephaven K-3 and all 4th and 5th grade students from all schools headed to MHS (Monday-Thursday)
- Tier 1 Routes will have two stops (Excelsior/Deephaven and MHS)
- School will start for Excelsior and Deephaven at 7:50am
- School will start for 4th and 5th grade (at MHS) at 8:00am

Tier 2

- Includes all K-3 schools (Clear Springs, Groveland, Scenic Heights, and Minnewashta) with the exception of Excelsior and Deephaven.
- School will start at 8:35

Tier 3

- MME and MMW
- School will start at 9:15

Considerations:

- “Tonka Temps Team”- Volunteer group on bus routes, measuring temperatures prior to students entering the bus.
- Substitute drivers needed in case of illness/quarantine.
- Buses will be cleaned in between each route, which may require adjusted start times.
- Anticipation of increased numbers of parent pick-up/drop-off and students selecting e-learning full time.
- District will conduct a survey to determine exact transportation needs.

Elementary Details

In-School Portion Summary:

- Grade Level/school assignments:
 - **K-3 attends** neighborhood school every day.
 - Students follow traditional schedules with core instruction by grade-level teachers.
 - Students taught in small instructional groups (at or less than 50% capacity)

- Students are in pods of no more than 15 students (50% capacity) per classroom. Pods combine to make up larger grade-level teams with team teachers and para support.
 - Specials:
 - Option #1 - Completed at home through e-learning (details below).
 - Option #2 - Specials are in the classroom/outdoor space as appropriate
 - **Grades 4-5** move to MHS with 4 days in the building and one day of e-learning
 - E-learning day can be used for interventions, independent work/study, specialists, or streamed lessons in core areas
 - Specials will take place at MHS in classroom or designated spaces as appropriate
 - Students follow traditional schedules with core instruction by grade-level teachers.
 - Students taught in small instructional groups (at or less than 50% capacity)
 - Students are in pods of no more than 15 students (50% capacity) per classroom. Pods combine to make up larger grade-level teams with team teachers and para support.
- All 2-5th grade Navigators relocate to Excelsior to maintain the integrity of the program.
- [Sample Elementary Schedules](#)
- **K-3 Logistics: Core Classes**
 - Divide all grade levels into 50% capacity classroom Pods.
 - Existing teachers partner with paraeducators for core content instruction. For example, two teachers and one para may work with three pods - comprising a grade-level team.
 - Classes are taught by teachers split into instructional groups that are supported by paras ([see spreadsheet for number needed by building](#))
 - Ensure the team classrooms are in proximity to each other.
 - Option #1 -Examples of Instruction-
 - For example, in Math-the licensed teacher will lead one pod, another pod will be working on individual instructional goals on IXL assigned by teacher and working with the para
 - Reading-Teacher #1 leads one group for main lesson instruction/practice, then switch for independent reading time with para, or guided reading with teacher #2 (3 stations total).
 - Writing-Alternate instruction time with independent practice.
 - Could use stations model for Language Arts; two stations per room assuming space/materials were cleaned during transitions. Ex. Guided reading groups, silent reading or RazKids, work/spelling/grammar, pre-recorded activity/lesson, schoology quiz, scholastic news, IXL for reading, story writing/journaling,etc.
 - Stream lessons where needed
 - Science, Health, Social Studies-adjust activities if needed (example science experiments). Create focus on one per quarter if we need to consolidate, integrate Project Based Learning projects

- Utilize larger spaces for Immersion to reduce the number of additional staffing needed, while also ensuring protocols for student/staff safety in the ratios.
- **Specialists K-3**
 - Specialist spaces are being used to accommodate the regular classes at 50% capacity. Therefore, specials will either need to be in the classroom or completed through e-learning.

Option #1 - Specials in the classroom-

- Taught in the classroom for 50 min, alternating weeks between virtual and in class to accommodate the two groups per class. Para would be with the class during the “virtual” weeks to allow for teacher prep-time.
- Stream to one group with/para and teach in the other space.
- Taught for 2, 25 min chunks one for each half of class
- Issues with in-class specials-time to transport materials, classroom not ideal space, and traveling teachers to multiple rooms could pose issues with spreading and exposure to a large number of students.
- Alternative schedule, with one special per day for each grade. For example, all grade three has art on day 1 spread out throughout the day. Day 2 would be art for second grade and so on. Two music, two PE, 1 art, 1 Media in a 6 day cycle. Time with specials would be reduced and use of classroom para needed to ensure prep time and supervision. Would allow for all materials to be “on a cart” and transported. But time would be needed for cleaning of materials.
- Hire additional specialist staff to provide common planning time.

Option #2 Online Specials - Shorten the school day by 50 minutes.

This time would be considered specialist time for e-learning.

- Specialists can help with supervision of students during the school day
- Eliminates issues with shared materials or trying to administer instruction in the classroom (how to keep socially distant/not damage classroom materials)
- Eliminates mixes of students in hallways during passing time
- Eliminates possible issues with teacher exposure in one room and passing it to additional students in other rooms.
- Adjust school day; end school day 50 minutes earlier and have specials continue on-line. Adjust specials to correspond with the grade level. Ex. Day 1, all kindergarten has art, grade one has PE, grade 2 media, and so on. (All materials needed could be sent home with students from classroom in bags to ensure equitable access to learning)
- **Provides ALL classroom teachers with common prep time.**

Notes about the Options-

- Since the instruction of this plan for elementary requires collaboration between grade level teachers and paras, common planning time is essential, which only option 2 can provide this without adding more staff to the total.
- Transportation would need a few weeks to re-route buses to compensate for time change. The plan would be to utilize outdoor spaces during September such as fields, blackstops, courtyards, and outdoor classrooms for specials. This would allow staff to connect with

students and focus on building relationships prior to moving to e-learning.

- Grades 4-5 could have specials at MHS if the space is not needed for high school staff there. In addition a 4 or 5 day cycle could be implemented with grades 4-5 to better meet the needs of those students and the 4 days of in person learning. If specials are online for grades 4-5, whole band and orchestra practices would be scheduled after school hours while lessons would happen during school hours.
- **Specialists 4-5**
 - Since grades 4-5 are at the high school, some specials could be done outside of the classroom in designated spaces.
 - Specials such as PE, media, art, and music (band, orchestra, choir, classroom music) can be taught at HS in specialist spaces.
 - Specials in the classroom-
 - Taught in the classroom for 50 min, alternating weeks between virtual and in class to accommodate the two groups per class. Para would be with the class during the “virtual” week to allow for teacher prep-time.
 - Shared materials will need to be cleaned/sanitized.
 - Alternate Option:
 - Alt Option A: Shorten the school day by 50 minutes. This time would be considered specialist time for e-learning like K-3. Band and orchestra lessons would continue during the day. Whole group band/orchestra time would be coordinated 1/cycle at HS after school (during 50 minute block that students would typically go home early).
 - Alt Option B: No specials during the 4 in-school days, specials are completed during the e-learning day. Except band and orchestra lessons. Additional whole group band/orchestra time would be scheduled 1/cycle.
- **Interventions**
 - Immersion:
 - To address the shortcomings of the immersion program during the e-learning period at the end of the academic year 2019-2020 the collaboration between RTI and classroom teachers has to be stronger at the beginning of the new academic year.
 - Continue with RTi interventions for Immersion
 - Re-assign or adjust RTi staff for 4-5 students attending MHS
 - English:
 - Continue providing interventions as previous years, may need additional spaces or staff to support group sizes
 - Re-assign or adjust RTi staff for 4-5 students attending MHS
- Alternative instruction options (students not attending due to medical or choice)
 - **E-learning Instruction provided by the following options:**

- Classes live-streamed and supplemented with specific instruction led by Teachers staying at home due to medical reasons.
- Additional teachers hired (possibly split between intermediate and primary in each language depending on the numbers.
- Set up iPad in classroom to stream all lessons to students at home

LOGISTICS:

- Transitions/Recess/Bathroom/lunch
 - Transitions-
 - Limited transitions with specials in the classroom or done at home.
 - Feet marker stickers placed on the floor -standing/waiting six feet apart.
 - Arrows on the floor indicating pathways (one way on each side of the hallway to create distance).
 - Bathrooms-
 - Designated bathroom break time for classes (not including emergencies)
 - Bathrooms areas assigned to specific grades/classes
 - Markers on the floor for social distancing when not in a stall for the girls, dividers needed for the urinals for boys
 - Hand washing required at bathroom
 - Hand sanitizing when re-entering the classroom
 - Increased cleaning of common areas and bathrooms
 - Outdoor Recess-
 - Staggered recess times throughout the school day starting as early as the morning (may or may not be connected to lunch depending on the grade/time)
 - Assigned areas with rotation
 - Courtyard
 - Playground
 - Field
 - Blacktop Area
 - Possible indoor space (open Gym if available)
 - Utilize current recess staff for supervision
 - Grades 4-5
 - Assigned recess areas based on what areas could be modified for age-appropriate play at the HS.
 - Cafeteria space
 - Gym
 - Field
 - Indoor Recess-
 - If gym or cafeteria space is available, individual plans will be created by building
 - Use of outdoor tents on open field spaces to be set up in the fall for use.
 - Recess in the classroom if/when necessary
 - Lunch-
 - Eaten in the classroom, served on a lunch cart by food service personal OR staggered lunches in the cafeteria (assigned seats by class/grade). Sanitized after each group. Each building has the cafeteria left open for lunch, individual buildings would need to create their own lunch serving/eating plan based on guidelines and number of students. Suggestions include

- Sit by class, assigned seats, socially distanced
- Stay at seat until excused by teacher
- Space markers for waiting in line
- Additional supervision for hand washing
- No sharing of food
- Server for seconds to eliminate students getting up and returning to line
- Supervisory paras will supervise lunch and Teachers/paras come into cafeteria last 5 minutes of lunch to help supervise and collect students
- Use lunch period as a time for temp checks mid-day
- Food allergies-there may be restrictions in some classrooms due to student food allergies. Health staff will communicate the restrictions to staff and families.

ADDITIONAL PROGRAMS:

- Explorers - the use of classrooms should be strictly monitored (see Community Ed section at the end of this report).
- Special Education and RTI locations in the elementary buildings were not altered to allow services to continue. Space at the High School is allocated for specialized services for students grades 4-5. High school students needing special education services and/or 504 students needing assistance, could be in part of the high school while grades 4-5 were there.
- Project Think, II, HP, and other enrichment programs may need to be adjusted and/or location modified to accommodate this model.

Staffing considerations:

- **Administration-**
 - Principals and Admin supports will provide supervision of students and staff. Administration would determine one of the following options. Team recommends having administration that can be there daily to build relationships with students and families veres a rotating schedule.
 - Interim Principal (hire or re-assign licensed Admin Support as principal or vice principal)
 - Assign elementary principal to grades 4-5, license Admin support at elementary building for supervision
 - Utilize Assistant Principals at MHS with Elementary Admin Support
 - Rotating schedule of elementary principals with Elementary Admin Support
- **Staff Assignments-**
 - We would need additional/reassigned para support: At the most, 109 total, 60 in English, 11 Chinese and 38 Spanish. However, many of these reassigned staff can be reassigned from current para rosters. For example, Deephaven has **19** classroom paras (non-SPED) currently in the building and needs **22** paras for this plan. This would require only **3** additional paras at Deephaven. Additionally, this number can be further analyzed and reduced by maximizing larger spaces with increased student capacity.
 - Additional custodial support will be needed.
 - Specialist staff assignments for K-3 and 4-5 will need to be considered (special ed. Specialists, RTI, etc).
 - Equity with classroom rosters for grading (ex. If there are 5 groups of 14, with 3 teachers and two paras, make each roster similar in size)

- Re-assign teachers/paras from enrichment programs to support supervision such as II or project think.

OTHER INFORMATION/CONSIDERATIONS:

Outside Elementary Spaces for instruction if needed-

- Outdoor spaces for classes to be held(weather permitting).
- Look at units/lessons in curriculum that could be taught outside(science)
- Planning more outdoor time with classes other than recess and PE
- What elementary buildings have designated outdoor spaces?
- Wi-fi access to outdoor classroom spaces(if needed)

Scenic Heights-3 courtyards(all accessible from the building-2 have seating and tables, 1 is an empty concrete slab), designated School Forest with pavilion and different seating areas,(wooded area behind playground, large field, track, grassy area in front of parking lot(accessible by sidewalk), Purgatory Park(accessible from our School Forest but is off school grounds)

Minnewashta-Courtyard, Pavilion area with benches by playground, ball fields, middle of track is a flat grassy area

Groveland-formal bricked outdoor classroom, green spaces with access to water, access to GroTonka Park(off site)

Excelsior-Small grassy areas around the building, access to LRT regional trail(off site), access to natural area at Mud Lake(off site)

Deephaven-Courtyard, softball field, flat grassy field, grassy hill behind the school, access to a wooded area and pond behind MCEC

Clear Springs-Large courtyard, outdoor wooded area /pond adjacent to DSC, small grassy areas in front of building, field and large grassy hill behind school

Safety-

- **Keep it to 15 the ratio between teachers and students**
- **Wear masks/face shields at all times students, teachers and any other adult**
- **Hand sanitizer available**
- **Limit mixing of students**
- **No partner or group work that breaks social distancing guidelines**
- **Air circulation in classrooms**

STUDENT COUNTS AT EACH BUILDING:

Breakdown of sections in groups of 15 by elementary building:

https://docs.google.com/document/d/1Ob0FRDSZe32jpnVQtSszjZy6m7Tu2okMV9HQf6eis_E/edit

**please note that these numbers can vary slightly depending on building space capacity and room size*

Clear Springs ENGLISH

TOTAL CS ENGLISH: 360 students

TOTAL K-3: 227

TOTAL 4-5: 133

Classrooms needed:

Kindergarten/RSK-16 rooms for 8 sections

Grade 1-10 rooms, 5 sections

Grade 2-14 rooms, 7 sections

Grade 3-10/11 rooms, 5 sections, but Spanish is big.

- 59 English Kindergarteners for three sections (20, 20 and 19),
- 89 Spanish Kindergarteners for four sections (23, 22, 22 and 22),
- 21 RSK for one section (21),
- 44 English First Graders and 1 Special Education student for two sections (22 and 22+1),
- 79 Spanish First Graders for three sections (27, 26 and 26), we have added support from a 0.4 FTE Spanish teacher,
- 57 English Second Graders and 1 Special Education students for three sections (20, 19 and 18+1),
- 87 Spanish Second Graders for four sections (22, 22, 22 and 21),
- 46 English Third Graders and 1 Special Education student for two sections (23 and 23+1),
- 84 Spanish Third Graders for three sections (28, 28 and 28), we have added support from a 0.4 FTE Spanish teacher and added paras,

Clear Springs SPANISH

TOTAL CS SPANISH: 497

- 89 Spanish Kindergarteners for four sections (23, 22, 22 and 22),
- 79 Spanish First Graders for three sections (27, 26 and 26), we have added support from a 0.4 FTE Spanish teacher,
- 87 Spanish Second Graders for four sections (22, 22, 22 and 21),
- 84 Spanish Third Graders for three sections (28, 28 and 28), we have added support from a 0.4 FTE Spanish teacher and added paras,
- 88 Spanish Fourth Graders for four sections (22, 22, 22 and 22),
- 70 Spanish Fifth Graders for three sections (24, 23 and 23).

Deephaven ENGLISH

TOTAL DH ENGLISH: 299

TOTAL K-3: 199

TOTAL 4-5: 100

- 40 English Kindergarteners for two sections (20 and 20),
- 23 RSK for one section (23), paraprofessional time has been added,
- 41 English First Graders for two sections (21 and 20),
- 56 English Second Graders for two sections (28 and 28), added either 0.4 FTE teacher or paras,
- 39 English Third Graders for two sections (20 and 19),
- 48 English Fourth Graders for two sections (24 and 24),
- 52 English Fifth Graders for two sections (26 and 26) and

Deephaven SPANISH

TOTAL DH SPANISH: 391

- 70 Spanish Kindergarteners for three sections (24, 23 and 23),
- 68 Spanish First Graders for three sections (23, 23 and 22),
- 65 Spanish Second Graders for three sections (22, 22 and 21),
- 66 Spanish Third Graders for three sections (22, 22 and 22),
- 59 Spanish Fourth Graders for three sections (20, 20 and 19),
- 63 Spanish Fifth Graders for two sections (32 and 31), added 0.4 FTE teacher.

Excelsior ENGLISH

TOTAL EXCELSIOR ENGLISH: 519

TOTAL K-3: 304

TOTAL 4-5: 215

- 67 English Kindergarteners for three sections (23, 22 and 22),
- 70 English First Graders for three sections (24, 23 and 23),
- 61 English Second Graders for three sections (21, 20 and 20),
- 14 Second Grade Navigators in classrooms shared with Third Graders (7+11, 7+10),
- 71 English Third Graders for three sections (25, 24 and 24),
- 21 Third Grade Navigators, this grade is combined with Second Grade for two sections (11+7, 10+7),
- 72 English Fourth Graders for three sections (24, 24 and 24),
- 24 Fourth Grade Navigators are combined with Fifth Graders for two sections (12+13 and 12+13),
- 93 English Fifth Graders for three sections (32, 31 and 31); added para support,
- 26 Fifth Grade Navigators are combined with Fourth Graders for two sections (13 and 13), so there would be two sections of 4/5 students at (13+12 and 13+12);

Excelsior CHINESE

TOTAL EXCELSIOR CHINESE: 292

- 60 Chinese Kindergarteners for three sections (20, 20 and 20),
- 57 Chinese First Graders for three sections (19, 19 and 19),
- 53 Chinese Second Graders for three sections (18, 18 and 17),
- 45 Chinese Third Graders for two sections (23 and 23),

- 36 Chinese Fourth Graders for two sections (18 and 18),
- 41 Chinese Fifth Graders for two sections (20 and 21), and

Groveland ENGLISH

TOTAL GROVELAND ENGLISH: 454

TOTAL K-3: 295

TOTAL 4-5: 159

- 57 English Kindergarteners for three sections (23, 22 and 12); a small section has been added to this grade with a 1.0 FTE teacher,
- 21 RSK Kindergarteners for one section (21),
- 74 English First Graders for three sections (25, 25 and 24), add a behavior para and possibly some other para help,
- 73 English Second Graders for three sections (25, 24 and 24), add paras,
- 70 English Third Graders for three sections (24, 23 and 23),
- 83 English Fourth Graders for three sections (28, 28 and 27), add paras,
- 76 English Fifth Graders for three sections (26, 25 and 25) and

Groveland SPANISH

TOTAL GROVELAND SPANISH: 480

- 92 Spanish Kindergarteners for four sections (23, 23, 23 and 23), added paras to support learning,
- 100 Spanish First Graders for four sections (25, 25, 25 and 25), add paras, add a behavior para
- 88 Spanish Second Graders for four sections (22, 22, 22 and 22),
- 65 Spanish Third Graders for three sections (22, 22 and 21),
- 59 Spanish Fourth Graders for two sections (30 and 29), add a behavior para and 0.56 FTE teacher,
- 76 Spanish Fifth Graders for three sections (26, 25 and 25).

Minnewashta ENGLISH

TOTAL MINNEWASHTA ENGLISH: 433

TOTAL K-3: 287

TOTAL 4-5: 146

- 58 English Kindergarteners for three sections (20, 19 and 19),
- 41 RSK for two sections (21 and 20),
- 47 English First Graders and 5 Special Education students for two sections (24+2 and 23+3), added a 0.5 FTE teacher,
- 80 English Second Graders for three sections (27, 27 and 26), added full-time paras,
- 61 English Third Graders and 3 Special Education students for three sections (21+1, 20+1 and 20+1),
- 83 English Fourth Graders and 5 Special Education students for three sections (28+2, 28+2 and 27+1), added 1.0 FTE bilingual teacher for English and Spanish,
- 63 English Fifth Graders and 2 Special Education students for three sections (22+1, 21+1 and 22) and

Minnewashta SPANISH

TOTAL MINNEWASHTA SPANISH: 521

- 91 Spanish Kindergarteners for four sections (23, 23, 23 and 22),
- 94 Spanish First Graders for four sections (24, 24, 23 and 23),
- 88 Spanish Second Graders for four sections (22, 22, 22 and 22),
- 78 Spanish Third Graders for three sections (26, 26 and 26), added paras,
- 87 Spanish Fourth Graders for three sections (29, 29 and 29),(see note for English),
- 83 Spanish Fifth Graders for three sections (28, 28 and 27).

Scenic Heights ENGLISH

TOTAL SH ENGLISH: 566

TOTAL K-3: 357

TOTAL 4-5: 209

- 63 English Kindergarteners for three sections (21, 21 and 21),
- 83 English First Graders plus 1 Special Education student for three sections (21, 21, 21 and 20) added a section to make four,
- 71 English Second Graders and 2 Special Education students (24+1, 24+1 and 23), added paras,
- 21 Second Grade Navigators, with 6 English and 8 Chinese First Graders moving into the Navigator program and staffed with Third Graders in three classrooms, plus 3 Spanish and 2 English students from other District schools and 2 new OE students (7+10, 7+10 and 7+10),
- 84 English Third Graders and 1 Special Education student for three sections (28, 28 +1 and 28); some of these students will eventually be in Navigator classes,
- 35 Third Grade Navigators for three sections shared with Second Graders (7+12, 7+12 and 7+11),
- 77 English Fourth Graders for three sections (26, 25 and 25),
- 36 Fourth Grade Navigators for three sections (12+9, 12+9 and 11+9), they are combined with Fifth Graders in three sections,
- 27 Fifth Grade Navigators for three sections (9+12, 9+12 and 9+11), they are combined with Fourth Graders in three sections.
- 69 English Fifth Graders for three sections (24+1, 25 and 23+1), plus 2 Special Education students,

Scenic Heights CHINESE

TOTAL SH CHINESE: 367

- 66 Chinese Kindergarteners for three sections (22, 22 and 22),
- 70 Chinese First Graders for three sections (24, 23 and 23),
- 62 Chinese Second Graders for three sections (21, 21 and 20),
- 52 Chinese Third Graders for two sections (26 and 26), reduced a section, as we cannot justify sections of 17 and 18 for Third Grade; added a 0.5 FTE teacher for support of reading and math,
- 58 Chinese Fourth Graders for two sections (30 and 29), reduced a section, as we cannot justify sections of 19 and 20 for Fourth Grade; added 0.5 FTE teacher for **support of reading and math**,
- 59 Chinese Fifth Graders for two sections (29 and 28), added 0.5 FTE teacher for support of reading and math, and

Middle School Details

In-School Portion- Schedule/Overview

- Middle School students will have two days in school (Monday, Wednesday (Team Minne) & Tuesday, Thursday (Team Tonka) - each in their own home buildings (MME and MMW)
- Each full class will be divided into team “M”(Minne) or team “T” (Tonka), which will determine when they have face instruction and e-learning days.
- Classes will be split in half by alpha. Students will follow their regular A/B day 7-period schedule.
- All classes will be at 50% capacity or less.
- Students will transition from class to class within a 4 minute passing time. During passing time, students will follow social distancing guidelines.
- Desks will be surface-disinfected in-between each class.
- Students will eat lunch in the cafeteria in small groups 6 feet apart. Teachers/Supervisory paras will integrate outdoor time everyday (weather dependent) for middle school students.
- **Fridays**
 - Fridays will be reserved for asynchronous learning/ independent study.
 - Friday mornings will be dedicated MAST/Intervention activities, including:
 - social emotional lessons
 - individual check and connect
 - Virtual speakers/presentations
 - Individual support as needed
 - Academic support/intervention
 - Fridays will have no new instruction or lessons, this is time for students to complete assignments, meet with teachers, or meet with counselors. Morning office hours for all staff at same time. No buses and only students in the building by appointment.
 - Fridays will also include a deep cleaning of the building.
 - Friday afternoons can also include planning time for teachers, PLC time, PD, department meetings, etc...
-
- **In-School Portion - Logistics**
 - Upon arrival (bussing or drop-off), students will be monitored for health status. Temperature will be taken prior to getting on the bus (Tonka Temps Volunteers) or upon getting dropped off.
 - Students will report to first hour upon entry unless in pre arranged before school opportunity. (Must be previously registered to enter building prior to 8:45)
 - After school, students staying must be in pre arranged activity.
 - First hour will be extended to accommodate staggered arrival time. This will be considered a homebase time with students check-in and social-emotional check-ins.
 - Teachers with 1st hour prep and supervisory paras will assist students getting from arrival to classroom to prevent lingering and gathering.
 - Supervisory paras and all teachers will supervise students during any transition time.
 - Students will eat lunch in the cafeteria with their smaller pods, spread out 6 feet apart.
 - Students will be encouraged to go outside after lunch if time permits.
 - Students will not use lockers and will bring all materials and belongings to their 1st hour homeroom.

- **Out-of-School Portion**
 - **Option A: Synchronous**
 - During e-learning days, students at home will follow along with the classroom instruction via live-streaming. Teachers will not be responding or interacting with students who are at home.
 - Live streaming technology will be installed in every classroom or accessed via iPads.
 - Teachers fully assigned to e-learning or Instructional paras can assist with “live” e-learning questions/monitoring.
 - Students will be expected to complete the same assignments/activities as their in-class peers.

- **High Quality Immersion**
 - Spanish and Chinese Immersion students will follow their regular A/B split schedule
 - Immersion Students will have 2 days live instruction and 3 days e-learning (Synchronous, live-streamed instruction).

- **Alternative instruction options (students not attending due to medical or choice)**
 - Students who are unable to be in school due to medical considerations or choice will have the option of full-time e-learning.
 - Staff who are unable to be in school due to medical consideration will also have the option for full-time online teaching/e-learning. Depending on the number of students option for all e-learning, e-learning teachers will be partnered with grade level classes.
 - Those selecting this option can opt-in/opt-out on a quarterly basis.
 - With this option, students will follow their daily schedule via the live-streamed instruction. Online teachers or paras will supplement with remote instruction, google meets, regular check-ins, etc...
 - E-learning classes will maintain the pace and rigor of their “partner” in-person classes.

LOGISTICS:

- Students will follow directional pathways on floors.
- When waiting in the hall, will follow/stand on 6 foot spacing markers/stickers on the floor.
- Students can enter the building at multiple entry points, staff with supervisory paras who will be taking the temperature of all students entering the building OR temperatures will be taken by volunteers on bus or by parents in cars upon drop-off.

Additional Considerations:

Example Schedules

Hybrid In-School DAILY SCHEDULE

*(e-learning will follow same schedule with the exception of an extended lunch with no advisory)

**start times may be adjusted slightly to accommodate bussing schedudles

<u>Period</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>

1	9:15–10:15		9:15–10:15		9:15–10:15	
2	10:19–11:10		10:19–11:10		10:19–11:10	
3	Lunch A 11:14-11: 39 Advisory B 11:42-12: 09	Advisory A 11:14-11: 39 Lunch B 11:42-12: 09	11:14–12:09		11:14–12:09	
4	12:13–1:08		12:13–1:08		Lunch A 12:13-12: 38 Advisory B 12:41-1:0 8	Advisory A 12:13-12: 38 Lunch B 12:41-1:0 8
5	1:12–2:07		Lunch A 1:12-1:3 9 Advisory B 1:42:07	Advisory A 1:12-1:39 Lunch B 1:42-2:07	1:12–2:07	
6	2:11–3:01		2:11–3:01		2:11–3:01	
7	3:05–3:55		3:05–3:55		3:05–3:55	

High School Details:

Summary: Four Days e-learning and one day of student support via invitation

In-School Portion:

- **Friday In Person:** ½ MAST student support & ½ teacher collaboration time

AM/PM Schedule for MAST						
	<u>Hour One</u>	<u>Hour Two</u>	<u>Hour Three</u>	<u>Hour 4</u>	<u>Hour 5</u>	<u>Hour 6</u>
AM Math, English, FACS, Art, Business, ELL, Health	8:00 - 8:30	8:35 - 9:05	9:10 - 9:40	9:45 - 10:15	10:20 - 10:50	10:55 - 11:25
PM: Science, Social Studies, World Language, Music, TechEd, SpEd	11:45 - 12:15	12:20 - 12:50	12:55 - 1:25	1:30 - 2:00	2:05 - 2:35	2:40 - 3:10

- **What students will attend?**
 - Use current MHS MAST App for scheduling. Teachers will invite students, MAST App provides a vehicle to support invitation communication between students, families, teachers and MHS support staff.
 - 5-10 students (½ of class) each Friday so that each MHS teacher connects in person with each of their students by the end of the month.
 - August
 - Opportunity for all ninth grade students to have an in person welcome event at MHS with First Mates. Plan for the event to be outside on the football field and honor MDH health recommendations for numbers. Teachers would be present so students can make in-person connections before beginning e-learning.
 - September:
 - Relationship building focus
 - ½ of students each Friday (3 Fridays) providing a teacher the opportunity to see all students by the end of the month.

AM:	MAST	MAST	OPEN TIME	OPEN TIME	OPEN TIME	MAST
PM:	OPEN TIME	OPEN TIME	MAST	MAST	MAST	OPEN TIME

TEACHER SAMPLE SCHEDULE						
TEACHER SCHEDULE:	Humanities	IB Lang /Lit Y1	IB Lang / Lit Y2	Humanities	Prep	Film & Culture
AM: 8:00 - 11:30	PLANNING / TEAM / GRADING / PLC / Tech PD...					
PM: 11:45 - 3:10	MAST	MAST	MAST	MAST	PREP	MAST

Out-of-School Portion

Monday - Thursday STUDENTS ONLINE: A/B Schedule

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>
ONLINE "A" Day <ul style="list-style-type: none"> ● 8:15 - 9:45 (H1) ● 10:00 - 11:30 (H2) ● 11:30 - 1:00 Lunch ● 1:00 - 2:30 (H3) 	ONLINE "B" Day <ul style="list-style-type: none"> ● 8:15 - 9:45 (H4) ● 10:00 - 11:30 (H5) ● 11:30 - 1:00 Lunch ● 1:00 - 2:30 (H6) 	ONLINE "A" Day <ul style="list-style-type: none"> ● 8:15 - 9:45 (H1) ● 10:00 - 11:30 (H2) ● 11:30 - 1:00 Lunch ● 1:00 - 2:30 (H3) 	ONLINE "B" Day <ul style="list-style-type: none"> ● 8:15 - 9:45 (H4) ● 10:00 - 11:30 (H5) ● 11:30 - 1:00 Lunch ● 1:00 - 2:30 (H6)

- **Additional Considerations:**

- TEACHERS

- Technology needs:

- Laptops: iPads are not adequate for online instruction/planning
 - Internet / Broadband: Broadband requirements for home

- Instruction:

- Synchronous Learning: Consistent and clear minimum/maximum expectations for all
 - Work Time: Teachers available in Google Meet during entire class period
 - Attendance: Consistent and clear requirements / expectations

- Schoology:

- Consistent and clear structure / expectations

- Enhance Capabilities on Google Meet.

- Addition of new extension that allows for teachers to quickly create groups.
 - If this is not a possibility, consider exploration of other tech tools.

- Small group experiences are vital for student learning, this is supported by feedback from both MHS specific building surveys and small feedback groups.
 - Monday - Thursday Building Access for MHS Staff
 - By Department / Room or Office Capacity
 - Art, Science, FACS, Tech Ed, Music...
 - Recording labs / lessons, etc.
 - IEP Meetings
 - Team meetings / planning time
 - STUDENTS
 - Texts
 - We'll need a process for signing out texts and textbooks. in the fall
 - Technology:
 - "Camera On" expectations/requirements
 - Schoology Conference - students didn't care for it - teachers not so much, either
 - Google Meet - add ability for students to create their own meetings
 - Broadband / Internet Access for students who need it
 - Attendance Requirements
 - MS/HS SCHEDULE
 - Consistency with start / end / lunch times to help families manage
- **High Quality Immersion**
 - Continue providing language immersion environment both online and in-person
 - All instructions and materials for learning and assessment are in the target language
 - Set Schoology course folders in the target language
 - Communicate with students in the target language
 - Distribute the hard copy of textbooks, readings, and other learning materials to students to assist at-home language immersion learning
 - If the classrooms have to be rearranged for the Friday in-building learning and activities, place the immersion classes in the same area to promote a target language speaking zone.
- **Alternative instruction options (students not attending due to medical or choice)**
 - Google Meets or Camera Streaming Option for Fridays if/as needed
 - Use live streaming technology/tools available in school (iPad or other)

OVERALL OTHER CONSIDERATIONS/CONCERNS FOR THIS OPTION:

- This plan requires the accurate assessment of how many teachers/staff/families will opt for e-learning. Those numbers may affect the online instructional delivery model.

- To accommodate the 50% capacity requirement, the plan requires the hiring or reassigning of **109** teachers or paraeducators, some of these for Chinese and Spanish Immersion. Also, the K-5 building have current classroom para staffing. For example, Deephaven has **19** classroom paras (non-SPED) currently in the building and needs **22** paras for this plan. This would require only **3** additional paras at Deephaven. This number could be further reduced by combining immersion programs into larger spacers with increased occupancy.
- Due to space and staffing constraints, this team does not recommend a 1:9 ratio of teachers to students.
- Plan uses current transportation services with no additional routes or tiers. The bussing radius will expand to families living beyond a 1.5 mile from their home school.
- Students have access to a comprehensive e-learning option at any time due to illness or quarantine. Students can also opt-in/opt-out on a quarterly basis.
- Teacher illness/quarantine options:
 - #1 - Pods will quarantine with teacher, transition for full e-learning for whole group
 - #2 - hire “building” subs that can resume instruction at a high quality, rigorous level

COMMUNITY EDUCATION/EARLY CHILDHOOD PROGRAMS:

<p>Hybrid E Model: K-5 Younger Students and Immersion in School, Older Online MCE Possible Model</p>		
<p>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 the 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.</p>		
<p>Preschool Age Students</p>	<p>Preschool</p>	<p>If limited to no more than 50% capacity in a classroom, some sections may be changed and others may not be offered.</p> <p>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</p> <p>Preschool Pick up:</p>

Preschool Age Students		1. Teachers will bring students out to a designated pick up location.
	ECFE	Classes can run as normal with 50% capacity. There could be fee increase implications for families due to the low student ratio based on 50% capacity. ECFE participants will each do a temperature check in the MCE lobby at front reception. An increased number of online Parent Ed webinars focused on family and student well being will be offered.
	Screening	Currently screening is prohibited by the State, we are awaiting more direction from MDE.
	Junior Explorers	Junior Explorers will operate as normal without a staggered schedule and allow families to alter their schedule to accommodate changes to the preschool schedule if necessary. 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. Junior Explorers will provide prepackaged breakfast and snack. Students will provide their own bag lunch. 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.
	Afterschool Enrichment	Afterschool activities can happen as normal. Ideally, students should participate at the school where they are attending during the day.
	Evening/Weekend Youth & Adult Enrichment/Recreatio	MCE programming will be fully functional in this model.

	Afterschool Enrichment	Afterschool activities can happen as normal. Ideally, students should participate at the school where they are attending during the day.
	Evening/Weekend Youth & Adult Enrichment/Recreation	MCE programming will be fully functional in this model.
Middle School Age Students	Afterschool Enrichment	MCE programming will be fully functional in this model.
	Evening/Weekend Youth & Adult Enrichment/Recreation	MCE programming will be fully functional in this model.
High School Age Students	Afterschool Enrichment	MCE programming will be fully functional in this model.
	Evening/Weekend Youth & Adult Enrichment/Recreation	MCE programming will be fully functional in this model.
Adults	Afterschool Enrichment	MCE programming will be fully functional in this model.
	Evening/Weekend Youth & Adult Enrichment/Recreation	MCE programming will be fully functional in this model.

E-12 Student Services/Specialized Programming/504

Special Education Guidance and Considerations

- Younger in School
 - 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 and parent determination on student attendance in person)
 - Evaluations
 - Continue with evaluations meeting due process timelines
 - Proceed with current agreed upon PWN
 - Students would complete in-person testing regardless of grade

- Older Online
 - Individual Distance Learning Plans created/implemented for ALL students w/ signed PWN
 - 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 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.
 - Staffing remains unchanged (increased synchronous learning, increased/better utilization of paraprofessionals)
 - Evaluations
 - Proceed with non face-to-face testing procedures unless give more guidance from Pearson testing OR complete necessary face to face evaluations to meet timelines
 - Remove excess testing measures not required for eligibility
 - Complete initial and re-evaluations within due process timelines

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

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

ECSE Hybrid:

- Four year old preschool is the only preschool to be inclusive - as gen ed offers only 4 year old preschool
 - Brought in for 2-3-4 days, 1-2 days eLearning - using decision making matrix for number of days to be in-person
 - Have staff fluctuate between eLearning and in-person as schedule allows
 - Shorter class time to eliminate snack, large motor time (unless new parameters given)
- 3 year old and 2.5 year old is self-contained ECSE rooms
 - Brought in for 2-3 days, 1-2 days eLearning - using decision making matrix for number of days to be in-person
 - Shorter class time to eliminate snack, large motor time (unless new parameters given)
- Home-Visiting to occur at MCEC or outside
 - Need to wait for parameters set out from MDE regarding whether or not can take place in the family's yard/home

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

English Language (EL) Guidance and Considerations

- EL students will follow the same hybrid model as approved by the School Board
- 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

Section 504 during COVID-19 school closures and/or e-learning:

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

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

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

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

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

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

<https://www.minnetonkaschools.org/district/programs/section-504>

Wilson Reading Interventions

We want to assure the families of students receiving Wilson Reading Systems interventions that we are committed to providing ongoing Wilson curriculum and intervention supports as we resume school and are prepared to continue Wilson in all formats. If we continue with e-learning and/or a hybrid, we will continue to provide the interventions within the schedule your child has or a mutually agreed upon time.

Minnetonka will continue with the Wilson programs that include Foundations, Just Words and Wilson Reading Systems intensive. Wilson intervention addresses students that have a significant language discrepancy and Dyslexia. This program features research-based, systematic and multisensory structured language curricula to help students with reading and language needs succeed.

When school closed this past March our reading interventionists and special education reading teachers worked hard to prepare and continue to provide the high-level direct instruction to meet their students' needs. Our interventionists did well in maintaining schedules of intervention and supports this past spring and felt very positive of the interaction and student progress through e-learning.

We have continued training with our consultant, providing advanced strategies and support to our staff to ensure they are prepared to teach with a variety of technology tools.

Wilson has allowed scanning of instructional pages and electronic transfer of materials. We will continue to work with our students and parents on communication of the interventions and support we can

provide. We value and will partner with parents to collaborate on the interventions and schedule. We will continue to provide the assistive technology support as well, such as Learning Ally, etc.

As we resume school, our interventionists will be reaching out to your student and you to outline the plans for ongoing support and the assessment/screening processes as appropriate.

There will be District communication prior to school starting on our reading and Wilson intervention programs, along with communication as school starts from the reading support staff.

Parents' best contact is the building reading specialist and/or building Principal. District support and contacts are Michelle Ferris Executive Director of Student Support Services michelle.ferris@minnetonkaschools.org and Steve Urbanski Director of Curriculum steve.urbanski@minnetonkaschools.org

ADVANCED LEARNING OPTIONS:

Advanced Learning Considerations - Elementary

Navigator Program - The elementary plan is applicable to Navigator classrooms. The following considerations will further support unique facets of the program:

- Students will continue to be assigned to math levels without regard to chronological age or current grade level. Additional assessments will be deployed to supplement limited NWEA data.
- To eliminate additional mixing of students, direct-instruction in math may be done through virtual, synchronous instruction. Students at home or not in the homeroom of their math teacher will engage online (headphones in their classrooms) and then complete assignments.
- Language Arts will be taught in homeroom classes using the differentiated materials developed over years.
- Where science and social studies are typically taught through classes rotating, students will no longer move. Teachers will rotate - or may teach their own classes.
- Professional collaboration in planning will support project-based, hands-on, and inquiry-based learning experiences as part of the instructional plan.
- This plan recommends housing all Navigator students 2-5 in one location. If difficulties arise, schools could be split - as long as multiple Navigator grade levels are housed in a single location (preserves multiage format of program).

Wings, Enrichment, Investigations/ProjectThink

- Ensure differentiation for strong learners by providing targeted enrichment services.
- To avoid mixing students from a variety of classrooms, pull-out programs will be provided through e-learning during students' virtual time.
- Teachers will engage students through synchronous and asynchronous lessons - with an emphasis on synchronous experiences.

Advanced Learning Considerations - Middle School

HP Services/HP Seminar - HP teachers will have four areas of focus:

- Ensure engagement of advanced learners in coursework.
- Attend to twice-exceptional needs.

- Plan for regular social-emotional support opportunities for gifted students.
- Collaborate with teachers to provide enrichment ideas/support for students needing additional challenge.

Supplemental/pull-out programs will be provided virtually. Teachers will engage students through synchronous and asynchronous lessons - with an emphasis on synchronous experiences.

Accelerated/Honors Courses - Students follow middle school e-learning plan and attend in-school class schedule as described.

Advanced Learning Considerations - High School

AP, IB, Honors Courses - Students follow high school e-learning plan and attend in-school class schedule as described in the plan. Accommodations may be required as described below:

- Specialized courses (e.g. Minnetonka Research) may need additional access to facilities outside the regular school day. It will be supervised, planned, and scheduled to ensure distancing.
- Testing for AP, IB will be scheduled according to organization dictates. Additional facilities and staff may be tapped to ensure distancing.

Team 7 Members:

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Anelise Peterson

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Bo Liu

Curtis Larsen

Sara Martinson

Margaret McDonald

Mo Haskamp

Jingbo Wang

Paige Koehnen

Amy Altenburg

Claiborne Day

Erin Osterholm

Patricia Cespedes-Schueller

Andrea Lang

Cathy Knutson

Amy Vohs

Jada Mason

Melissa Uittenbogaard

