Option 6: Hybrid D Team Roster

Team Lead: Curt Carpenter - CSE Principal
Team Members:
1. Jonathan Nelson - MMW LA Teacher - **Grade 6-8 Lead**
2. Sandy Katkov - SHE - 4-5 Navigator Teacher
3. Clinton Fenner - MHS Teacher/Teacher Instructional Coach **- Grade 9-12 Lead**
4. Jacob Fouts - MME LA Teacher
5. Lisa Reed - MMW STEM, Comp Sci Teacher
6. Niki Danou - GRV Gr 2 Span Immer Teacher and Parent
7. Shari Dveris - MWA Gr 1 Teacher
8. Liz McAllister - MME Study Skills Teacher and Theater
9. Ann Kaste - MHS Info and Digital Learning Coord
10. Heather West - SHE Teacher
11. Julie Nelson (Recent CS and MMW Parent)
12. Ruth Basant (EXC Parent and Wayzata Teacher)
13. Katie O'Kane (GRV Parent and former Tonka Teacher)
14. Charlie Goll (MME and MHS Parent, Tonka Grad, IT guy)
15. Shanna O'Brien (MMW, MHS Parent, Attorney)
16. Dr. Spencer Pruitt (EXC, MMW Parent, Pediatric Dr)
17. Stephanie Haaland (MHS Parent)
18. Cindy Andress MWA Principal - **Grade K-5 Lead**
19. Lisa Husby (CS Parent, Dir of Learning and Dev at CHS)
20. Jenny Bodurka - Coordinator of Youth & Adult Programs - **Pre-K Lead**

Sub-Groups (Leader in **Bold**)

Pre-K: Julie, Heather, **Jenny**
K-5: Katie, Sandy, Shari, Niki, Lisa H, **Cindy**
6-8: Ruth, Liz, Lisa R, Charlie, Jacob, **Jonathan**
9-12: Steph, Ann, Spencer, Shanna, **Clinton**

The parameters we were given for Option 6: Hybrid D:

Option 6: Hybrid D, Grade 9-12 Monday, 6-8 Tuesday, K-5 Wednesday-Friday, with students using both in-school and online options. **Hybrid D will anticipate that all students in Grades 9-12 will be in schools** (the High School, middle schools and any elementary schools needed to spread out the student body sufficiently to obtain the six-foot social distancing) **on Monday only and online Tuesday through Friday each week, middle school students will be in schools** (all classrooms necessary in every building) **on Tuesday and online the rest of the week and elementary students would be in schools** (all classrooms needed) **on Wednesday through Friday** (using all classrooms available) **and online Monday and Tuesday. Specials would be scheduled on the days students are in school.** All in-school groups of students would be limited to nine and one teacher in a classroom. 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 schedule students in a way that uses the limit of 9 students per classroom during in-school days, and students would have some days out of school. This model should anticipate social distancing of six feet at all times, and masks for all adults would be required. Masks for students would be optional. Temperatures of all students and adults in the school will be taken upon entry each morning and one other time during the day.

All of the options should describe:
- the in-school experience part of the option,
- the online experience part of the option,
- how rigorous, engaging, meaningful instruction will take place with video streaming and daily teacher-student interaction
- all unique transportation needs, including more parent transportation,
- unique food service aspects,
- how Special Education will be delivered as part of the option,
- how 504 plans will be managed and implemented as part of the option,
- how EL services will be delivered as part of the option,
- how mental health needs will be addressed,
- how high quality Immersion will be implemented as part of the option,
- what specific cleaning precautions will be part of the option,
- what level of social distancing measures will be part of the option,
- how student exceptions will be addressed under the option,
- how teacher and para exceptions will be addressed under the option,
- how Explorers would work, how pre-school would be delivered,
- how ECSE would be structured, how ECFE would be structured,
- how other Community Education programs would be structured and any other details that are unique to an option.

Option 6: Hybrid D is broken down into four sub-groups:

- Pre-K
- Kindergarten through grade 5
- Grades 6-8
- Grades 9-12

Guidelines for Community Education, Health Screening, Special Education, English Language (EL), Section 504 Plans, Wilson Reading Intervention, and Child Nutrition apply to all sub-groups and are as follows:

Community Education

In this model, Community Education youth recreation and enrichment programming will be fully functional in the evenings and on the weekends. Our CE programs for adults in our community will also be fully functional in this model.

Health Screening

Procedures for health screening will be developed and implemented by Health Services. The Licensed School Nurse (LSN) will be the COVID contact person for each school with protocols being developed and in place for those suspected/positive cases.

Special Education Guidance and Considerations

- 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
  - 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
- 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 Fundations, 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

Child Nutrition:

<u>All Schools</u>:

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 e-learning students 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 a water or a milk for home lunches brought to school.

· 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.

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 need to let the kitchen managers know the <u>time</u> of lunch service and the <u>order</u> 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.

<u>Elementary Schools</u>:

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 <u>one classroom at a time.</u> 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.

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. But milk and water to accompany home lunches will be available.

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.

Plan for Pre-K

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

Minnetonka Preschool

- Team Assumption - K-12 students will not use classrooms at MCEC and we will have that entire building to manipulate to offer preschool programming
- If limited to no more than 50% capacity in a classroom, some sections may be changed and others may not be offered. Priority should be given to 4 year old preschool students as they prepare to start Kindergarten the following year.
- For sections that can't be accommodated at MCEC, Kindergarten rooms at open elementary schools on Mondays and Tuesday could be utilized.
- The online component of this preschool learning will be very dependent on parent engagement at this age. Recommendations for this programming include virtual storytime, curriculum based activity kits that families can take home for learning, virtual scavenger hunts via Google Meets, small group Google Meet sessions to allow teachers to build relationships with students.
- We should have a fully online option available for families who are not comfortable sending their children to the building - designate specific teachers to teach these virtual only classes.
- 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.
- Guiding considerations:
    - A full plan to address cleaning of manipulatives is needed - options would be to order more manipulatives or add greater spacing between classes to allow for proper cleaning
    - Teachers wearing face shields instead of masks is recommended so students can see their facial expressions which is critical to teaching this younger age group.
    - Each student will have their own set of school supplies that they use throughout the year.
    - Ensure technology is available for families where this is a barrier.
    - Social distancing will be challenging for this age group. Recommendations to ensure safety are limiting the number of students in each center area, spacing out circle time and a detailed plan for use of restrooms by students including support for those that are not potty trained.
- Mental Health Support
    - Teachers should provide families with a list of recommended books that can support student and family well-being

- ○ Provide age appropriate videos and resources for parents to share with their children about COVID and why school is partially virtual
  - ○ Regular individual check-ins with families to learn about how their child is doing and provide strategies for any challenges they may face.
  - ○ Create parent cohort groups that would meet virtually to discuss relevant topics and support each other.
  - ○ Send frequent updates to all families from Parent Educators to explore the many ways that child behavior may manifest during these unusual times and provide them with strategies for navigating these with their children.
- ● Preschool Student Drop off process: 1. Staff will check temps at cars, drop off lane will be the fire lane 2. Staff runners will bring students inside to their classrooms. 3. Students vehicle/class will be identified with a sticker/tag
- ● Preschool Student Pick up process: 1.Teachers will bring students out to a designated pick-up location.
- ● Junior Explorers child care
  - ○ Junior Explorers will operate with modified class sizes per recommendations. Wrap-around and full-day child care will be provided based on space availability.
  - ○ Junior Explorers will provide prepackaged breakfast and snacks. Students will provide their own bag lunch.
  - ○ Parent AM Drop off process: 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 the student's temperature at the vehicle and then escort them to their classroom. Staff temperature checkers will have iPads available for sign-in/sign out.
  - ○ Parent PM Pick up process: Staff will escort children outside, where parents will have a sticker/tag to identify who they are picking up. If a student needs to be picked up before the regular pick up window, parents will text or call the site cell phone and ask them to bring their child out. Staff runners will have iPads available for sign-in/sign out.

ECFE

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

Screening

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

Plan for K-5

Overview

There are 2 concepts described using the idea of Bubbles:

Figure 1

- the Online Bubble Group M/T (BG) combined with the In-Person Bubble Group W,Th,F (BG) See: Figure 1
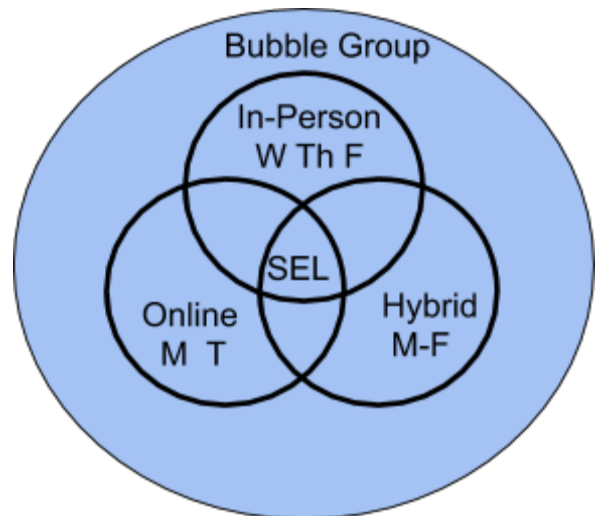- the Parent Choice Online Bubble Group (OBG)--for all year

Who are the Bubble Group Members? The adults will include grade level classroom teachers, special education staff, specialist (phy ed, music, art, media), paraprofessionals, other staff (such as HP teachers, RtI teachers, etc.) along with students

Bubble Concept Model: "Bubbles" of safety for the 2020-2021 school year includes: grade level teaching teams for all modalities of teaching: in-person, hybrid, online. The hope will be to: maximize resources for the benefit of all students, minimize the risk of interruption and exposure, maximize the amount of uninterrupted in-person learning and provide flexibility of staff and student absences. The Bubble Group Model we propose has students in school all day M-F.

- Students stay in the same group with the same adults assigned to the "Bubble"
- Remain in designated classrooms
- Teachers rotate through classrooms within the same "Bubbles"
- Each grade level teaching team will be assigned specific spaces within the school including classrooms, restrooms, entrance/exits, outdoor space, a schedule for using a gym, multi-purpose room, and other outside spaces
- When in-person students will stay in designated spaces and teachers will rotate to students

Benefits of this Model
- Focuses on building community
- Encourages strong teacher, parent, and student collaboration
- Increases communication opportunities for all
- Meets all the criteria we were provided by Dr. Peterson
- Addresses in-person and online scenarios with intention
- Provides daily contact with teachers for students
- Access to teachers is consistent
- Shares the academic teaching load
- Helps students learn required standards M-F with intentionality

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- Learning is able to occur from home without a burden on families
- Limits exposure and travel for specialist

Bubbles (Recommended ☆☆)

Bubble Assignment Criteria
- ☆☆ Students organized by grade level
    a. K-2 at home school
    b. Grade 3 at MME/MMW by feeder school
    c. Grades 4-5 at MHS
- Students organized in differentiated academic groups by readiness level
    ○ Grouping academically may provide teachers the opportunity to target the specific student needs more effectively and efficiently
    ○ Friendships/social needs may outweigh an academic target need for organizational purpose
- Students organized by neighborhood or transportation zones
- ☆☆ Students organized into heterogeneous BG's, as in a typical classroom

So that the BG provides a fair opportunity for all to grow and learn, a standard of inclusiveness should be applied to the final criteria. Adjustments to final BG's might be needed if a BG is not working for a student.

Concept Description

Bubbles of safety for the 2020-2021 school year include: grade level teaching teams for all modalities of learning: in-person, hybrid, and online. The Bubble concept will maximize resources for the benefit of all students, minimize the risk of interruption and exposure to COVID, maximize the amount of uninterrupted in-person learning and provide flexibility of staff and student absences.

Scenario: We begin the year in school with everyone assigned to a Bubble Group. In November, there is an increase of COVID cases and an online model is required. The Bubble Group transitions to online learning.

Scenario: There is a COVID outbreak or exposure within a family unit requiring quarantine. The Bubble Group staff work with the student and family during quarantine. Structured Bubble Groups working together maximize student learning, relationships and the opportunity for a fluid school year.

Scenario: A teacher becomes ill or requires quarantine. Professional members of the team are prepared to continue with or without the quarantined teacher. If the teacher is not ill, but is still required to quarantine, then the teacher may teach online from home, work 1:1 with students online while students are at school, etc. As a result of a Bubble Group structure, transitions should occur without negatively impacting instruction or student learning.

This Bubble idea will be used in Illinois and referenced in the PolicyLab by Children's Hospital of Philadelphia (CHOP). We have learned that our Summer Explorer Program has been using a version of the Bubble idea.

Priority opportunities for in school days are: math, literacy, social emotional learning, developing friendships and deepening relationships, and opportunities with our specialist via engaging curriculum. In this section, each priority is outlined.

Structure

- Students and adults remain constant in Bubble Group (BG)
  - Members of a BG include: students, classroom teachers (Chinese, English, and Spanish), special educators, RtI, Title 1, specialists, advance learner and enrichment teachers, paraprofessionals
    - Reserve teacher(s) will be assigned to buildings to mitigate transmission of COVID
  - Media specialists will
    - assist BG's with planning curricular units and research 3-5 BG districtwide
    - assist K-2 students and teachers
  - Media paras will check in/out physical books for students and deliver to classrooms
    - Cleaning protocols will implemented working with health services
- BG's will remain in designated spaces
  - Each grade level teaching team will be assigned specific spaces within the school including classrooms, restrooms, entrance/exits, outdoor space, a schedule for using a gym, multi-purpose room, and other outside spaces implementing social distancing measures
  - Teachers will rotate through classrooms within the BG as needed; students will not rotate
  - Specialized teachers(e.g. RtI, reading, math, HP, etc.) will rotate between classrooms if they cannot be assigned to BG as suggested in the first bullet

The In-Person Bubble Group will focus on math and literacy primarily

Our Rationale:
- Minnesota Department of Education (MDE) (Guidance for Minnesota Public Schools 2020-21 School Year Planning, p 56) is preparing for 2020-21 statewide assessments in-person in school building for math, reading, and 5th grade science
- English & Immersion will be more effective if these subjects are taught in more depth in person
- Learning in any language will not be dependent on parent teaching as described in this model

Social Emotional Learning (SEL) learning will be included in daily work
- According to MDE Guidance, SEL is broadly understood as a process through which people build awareness and skills in (benchmarks and sample activities embedded in links)

- - **Relationship Skills Competency**
  - **Self-Awareness Competency**
  - **Self-Management Competency**
  - **Social Awareness Competency**
  - **Responsible Decision-Making Competency**
- Teachers will spend 1:1 and small group time with each student W, Th, F
- Responsive Classroom Practices
  - Morning Meeting
  - Classroom Rules
  - Classroom Arrangement with Social Distancing
    - Students facing one-direction instead of each other is recommended
    - Other configurations possible with approved barriers
- Social Thinking
  - Self-regulation
  - Executive functioning
  - Perspective taking
  - Social problem solving
- Opportunities to Build Positive School Climate
  - Building leadership will partner the PTO/PTA to promote (e.g. blue & white days, jersey days, sock days)
  - Guidance for Minnesota Public Schools 2020-21 School Year Planning, p 29 offers other resources and suggestions

Time to develop friendships and relationships following social distancing parameters

  - Mark 6 feet of spacing to remind students and staff to always stay 6 feet apart in lines and at other times they may congregate (e.g. during lunch, arrival and dismissal, restrooms, lockers)
  - Provide recess
    - Do not limit children's access to recess, outside, or fixed play equipment
      - Wash or sanitize hands before and after recess or using high-touch equipment
      - Increase supervision to limit high-risk behaviors
      - Stagger recess times, or, if necessary, separate classes by play area
  - Develop yearlong "learning partner" for social learning to be evaluated quarterly within BG
    - builds accountability
    - increases engagement, and
    - promotes social skills
  - Add structure to free time
    - Establish occupancy limits and clear physical distancing guidelines in common spaces like a library or cafeteria (7.22.2020 50% capacity if masked inside)
    - Encourage students to remain outside when not in class (e.g. pick up, drop off)
    - Incorporate 2-3 minute hourly stretch/movement/breathing breaks

Specialist Experiences

- Modify physical education
  - Hold physical education classes outdoors when possible
  - Modify activities to limit the amount of shared equipment
  - Choose activities that limit close contact over those with a high degree of personal interaction
- Reimagine music classes
  - Replace higher-risk music activities with safer alternatives
  - Move outdoors
  - Increase space between students
  - Instrumental lessons may need to occur 1:1 or online only
    - Instruments that do not involve blowing air from the mouth, such as percussion or string instruments, could be used instead of higher-risk woodwind instruments, which have the potential for spread of aerosols and droplets (p 54, Harvard Healthy Building Program for Schools)
    - Specialist assigned to specific BG(s):
      - for the year teach an assigned BG(s)
      - ☆☆for a quarter (similar to a middle school model) with each BG has a new specialist each quarter to integrate and teach within the BG

Curriculum that is engaging

- Develop intentional units of study using the Framework, Experiential Learning and/or Project Based Learning specifically grades 3-5
- Use of online resources to be used in school & at home (e.g. IXL, istation, A-Z Reading) to practice and personalize learning
- Partner with University students in education (undergrad or master's) practice and teaching opportunities

Maintaining Social Distance

- Young students (RSK, K) use a system to help them stay 6 feet apart (e.g. a rope with knots, loops) with adult
- Keep at least six feet between individuals, as much as possible, for as long as possible
- Remove personal classroom belongings from the room
- Remove all non-essential items
  - Will require a large space for storage onsite
  - Will include file cabinets, shelving, manipulatives
    - These items will be retrieved before school by staff as needed
- Move desks (tables) as far away as possible from each other
- Desks to all face the same direction
- Assign seats
  - Consider flexible seating
    - Alternative chairs

- - - Lowering tables
    - Providing stand up desk
- Restroom monitor to decrease number of children in the space at one time or a digital system if available
- Children will wash their hands with soap and water or use hand sanitizer in a location where an adult teacher will monitor hand hygiene
- Repurpose other large, unused spaces in the school as temporary classrooms (e.g. auditorium, cafeteria)
- Outdoor classes when possible and weather permitting
- Smiles, waves, and thumbs-ups instead of hugs, handshakes, and high-fives
- Signage/floor markings in well-used areas show students physical distancing guidelines.
    - Squares/marks on floor for making a line
    - Tape squares around desks/tables
    - Hallways one-directional
    - Assign BG's to use specified entrances and exits
- Group distancing should be considered
- Consider installing physical barriers (e.g., plexiglass separators) in select areas
    - Within classrooms, plexiglass shielding may be useful for physically separating students who share tables
    - As additional barrier between the teacher and student areas of the classroom (e.g. horseshoe table, teacher desk)
- Doors will be propped open, so students do not need to touch them when entering the building or classroom
- Physical and group distancing to minimize crowding will be necessary
    - Close bathrooms during transition periods
    - Promote bathroom breaks during class time
    - Assign classrooms to use specific bathrooms
    - Stagger the timing of scheduled bathroom breaks by class
- Stagger schedules (e.g. school arrival, departure times, class transitions, locker access)
- Set up separate entrances and exits for different groups of students
- Use well-marked lines on the floor to encourage physical distancing and indicate direction of travel

Specific Cleaning Precautions will be Part of In-Person/Hybrid Option

- Determine who will clean high touch surfaces multiple times throughout the day (e.g. bathroom stalls, soap dispensers, classroom sinks, door handles, light switches, handrails, drinking fountains, filling station, sink handles, restroom surfaces, cafeteria surfaces, elevator buttons [Excelsior])
    - Cleaning will be logged at recommended intervals for purposes of transparency
- Install contactless hand sanitizer dispensers at the entrance inside classrooms to improve hygiene of students during transitions between activities and after touching shared objects or surfaces within classrooms
    - Foot pedals could be installed to replace buttons on water fountains.

- No shared classroom materials
  - Storage for individual items (e.g. student pencils, crayons, books)
  - If unforeseen sharing occurs
    - Teach all to
      - Disinfect objects between users
      - Disinfect any shared supplies between uses
      - Provide disposable disinfectant wipes for individuals to clean item before using shared objects
- Quarantine shared materials (e.g. classroom library books, small group books from the bookroom in a separate box and/or follow protocol from Health Services)
- Install touchless technology for dispensers of hand soap, hand sanitizer, and paper towels
- Handwashing will occur every time students enter or leave their classrooms and during transitions between activities
  - Set up handwashing stations with soap and water in classrooms without sinks, hallways, or other rooms to help facilitate regular handwashing.
  - If soap and water are unavailable or cannot be frequently accessed without bathroom crowding, hand sanitizer that contains at least 60% alcohol may be used with touchless dispensing preferred
- Touchless water station will be opened
- Water fountain will be closed

Unique transportation needs, including more parent transportation,
- Systematically review and evaluate school transportation capacity with the goal of creating as much space between riders as possible, recognizing that it is not always feasible to have 6 feet of social distancing. Consider reducing capacity or adding routes to allow for more physical space between riders
- Look at families and neighborhoods to help make busing more streamlined. (Families can sit together; neighborhood routes will shorten time on the bus for students by just focusing on certain areas to pick up students as opposed to a long route with multiple neighborhoods)
- Student will load buses back to front; students will exit buses front to back
- Facilitate neighborhood carpool signup
- Provide parents an incentive for driving students to school
  - Discount on Community Education classes
  - Reduction in bus fee or other allowable fees during an ensuing year

Online Experience Part of the Hybrid Option Monday and Tuesday
- Experiential learning experiences using social studies, science, health at home on Monday and Tuesday
  - District grade level teachers (Chinese, English, and Spanish) will be responsible for this instruction
    - Specialized teachers making videos to be used district-wide to teach content featuring teachers not able to teach in-person

- ■ A recording studio will be set up so that instruction may be livestreamed to larger groups of students when appropriate
- Synchronous and Asynchronous teaching will be utilized
  - ○ Synchronous opportunities as much as possible for SEL purposes
- The yearlong "learning partners" (assigned during IPBG) will engage on M/T with learning opportunities that the teachers deem appropriate
  - ○ Math facts
  - ○ Science Project
  - ○ Studying for an upcoming assessment
  - ○ Language Practice
- Office hours will be created daily for students and weekly for parents
- Daily direct instruction will be provided
  - ○ K-2 (2 hours per day)
  - ○ 3-5 (3-4 hours per day)
- Students will keep a digital, audio or written journal of learning
- Handwriting & fine motor incorporated for K-2 students
- Math fact practice
- Daily independent reading and/or reading with a partner
- Supplies will be provided at school on Friday for M/T work
- Partner with university education students for opportunities to practice teaching
- Students will use e-books and their own independent books at home to decrease the likelihood of cross contamination between home and school
  - ○ The school will arrange for students that do not have access to books at home to have access to books at home via our media centers
- Paraprofessionals will do parent prep for what will be worked on at home for science, social studies, and health

Benefits of this Model for Monday/Tuesday

- Daily contact with teachers for students
- Consistent teacher access
- Shares the academic teaching load
- Intentionally helps students learn required standards M-F
- Learning is able to occur from home without a burden on families
- Provides opportunity for parent and student volunteers for topical subjects since content related to Science, Technology, Engineering, and Math will be the focus of M/T work
  - ○ Classroom spaces not used on M/T will be available for teacher use

Why Students May Need Online Options All Year

We believe that a Parent Choice Online (all year) will work with the Bubble Group concept. We understand there are a number of reasons that some students may need to continue online learning as schools reopen.

- Students who are sick or who have family members who are sick with COVID-19 should remain at home for a designated amount of time

- Students who are immunocompromised, or have family members who are, may feel safer remaining at home
- Students with behavioral or medical circumstances who may find it difficult to adjust to new policies such as no physical contact, required facemasks, or frequent handwashing may benefit from remaining at home
- Older children may have to remain at home to provide childcare for younger siblings who are not in school full-time as parents return to work

Parent Choice Online (all year) Bubble Group

Students will be assigned, district-wide by grade level, across the district to an Online Bubble Group (OBG). The Online Bubble Group will stay intact for the year and be online, *only*. As presented, we believe this could enhance the In-Person and Hybrid D Model.

- Typical class size will be feasible
- Taught by teachers (e.g. teachers assigned, volunteers, recent retirees)
    - Partner with university education students in education needing teaching opportunities
    - Tap into parent, student volunteers for topical subjects or for reading support
- Special Education, ELL, RtI, Advanced Programming Staff and Para(s) assigned to teach OBG(s)
- Specials (e.g. Phy Ed, Art, Music) will be delivered by the online teacher or specialist assigned to work with the OBG
    - There is not a need to follow a 6-day schedule in this model
- A para could do parent prep for the OBG for needed supplies, a special project(s) or work to be completed on at home to provide more information and/or help it be delivered to families on a monthly basis
- The OBG teachers will set the contract required prep time and submit it to administration
- Lunch will need to be offered
    - This might be the mechanism to deliver the supplies mentioned above
- Teachers meet students daily synchronously in 1:1, in small groups and in large groups
- SEL
    - Morning meetings are essential for connection with this option
    - Social Thinking Concepts
        - Self-regulation
        - Executive functioning
        - Perspective taking
        - Social problem solving
- Office hours will be created daily for students and weekly for parents
- Daily direct instruction will be provided
    - K-2 (2 hours per day)
    - 3-5 (3-4 hours per day)
- Students will keep a digital, audio or written journal of learning
- Handwriting & fine motor incorporated for K-2 students
- Math fact practice

- Partner with university education students for opportunities to practice teaching
- Students will use e-books and their own independent books
  - The school will arrange for students that do not have access to books at home to have access to books at home via our media centers
- Paraprofessionals will do parent prep for what will be worked on at home for science, social studies, and health
  - As much synchronous opportunities as possible for student-to-student interactions
- Review parent communication about online time and identify additional supports that might be needed
- Develop yearlong "learning partner" for social learning to be evaluated quarterly within OBG
  - builds accountability,
  - increases engagement, and
  - promotes social skills

How High Quality Immersion ideas for In-Person, Online and Hybrid

- English translations of all instructions will be provided for parents for work assigned on M/T if it needs to be completed with parent supervision
- Increased opportunities to converse live with teacher
  - Recording Learning Partner assigned work to submit for feedback via SeeSaw and Schoology
  - Feedback to be provided by teacher and/or target language paras
  - Spanish/Mandarin speaking paras will work with small groups of students when teacher is with other small groups IPBG or OBG due to the need to build vocabulary, comprehension and conversation skills
  - Spanish/Mandarin-speaking paras will work on-line with students to support language development/work completion
  - If this is not sufficient will extend the school day to practice language skills with students in small groups staffed by paras
  - A list of MHS immersion students/paras/volunteers/bi-lingual backpack volunteers will be available for conversational language/work completion on-line
    - May be a volunteer service or as a paid tutoring position
- Synchronous teaching in target language on M/T for science, social studies, and health
- Topical Parent Education designed specifically for immersion families
  - Department Chairs may oversee this work or a subcommittee not to be offered teacher-by-teacher
  - Offered synchronously and asynchronously
- Quality on-line resources for all ages (may be different resources for different grades) that are appropriate to help with language development
- Increase performance-based assessments and oral assessments

Unique Food Service Aspects
- Discontinue self-service food or beverage distribution in the cafeteria
  - Meals, snacks, and beverages individually packaged or pre packaged in single-serving containers similar to take out
  - Ensure the safety of children with food allergies with a label
  - Nutrition Services will deliver food to the BG for the staff to distribute
- Students eat in a space designated to the BG
- Implement contactless pick up and/or delivery of meals for days that students and staff are not in the school building or for OBG

How Special Education will be delivered as part of the option
- Special Education teacher(s) will be assigned to each BG or a grade level BG to implement the IEP's for those students
  - Special education teacher/para is part of each BG and does direct instruction in the classroom as a push-in model
- Special education teachers/paras have direct 1:1 synchronous time with students during online learning

How 504 Plans will be Managed and Implemented
- 504 plans will be managed by the 504 Coordinator assigned to grade level BGs not by homeschool
- Accomodations for 504 plans will be implemented by the BG teaching staff assigned
- 504 plans will not provide direct instruction for students

How ELL Services will be Delivered
- On-line 1:1 or small group synchronous teaching
- ELL teacher/para to work in BG
- Cluster 5-8 ELL students across grade level BG's

How Mental Health Needs will be Addressed
- Consider using MDE Trauma-Informed Care & Restorative Principles and Practices p. 26
- Evaluate for ACES from Minnesota Department of Health
- Use Minnetonka Well-Being Resources
- Consider implementation of family/parent/teacher 30 minute conference
  - Before classes begin teachers will gather information from families
    - these could be completed online, outside, or at a family home with social distance protocols
- Use SAEBRS or another appropriate screening tool
- Survey of teachers and parents (or self-eval with older students)

- - Identify children with needs
    - Develop a strategic plan
  - Students with more pressing mental health needs (as identified by physician/psychologist/social worker) will receive more 1:1 time with an adult ally
    - On-line or in-person
  - Students with documented needs have offered extended school day
    - Before school or after school options
      - Homework Club
      - Exercise Club
      - Calming/Focus Club
      - Hobby driven

Recommendations

Communication: Start each day with a morning message to the school reinforcing health messaging (Maybe these could be generated by health services and distributed on a weekly basis), Create and display info signs around the school as reminders of rules, roles, and responsibilities, Hold weekly and monthly all-staff meetings on COVID-19 to evaluate control strategies, Send out weekly reports and reminders to parents and students of their respective roles

Closed campus: Only faculty, staff, students and trained volunteers will be allowed in the building. Procedures will be developed and communicated regarding drop off for any items.

Hotline: A district-wide hotline staffed M/T for extended hours for parent/student questions and/or troubleshooting is suggested. Hennepin County's Hotline might be an example or extension or our idea. We also thought there might be an organized online way to partner with Backpack Tutors via MHS.

Other Considerations

- All students need locker/storage space/container
  - Hooks in some buildings may need to be addressed
  - Limit items going to and from school
    - No *traveling* homework; use technology
    - Use technology instead of planners or communication sheets
    - Consumables will need to be addressed
- Request daily self-declaration that all people in school each day are free of symptoms
- Consider hotline options for students to receive help 8am-8pm Monday & Tuesday
- Students will bring labeled water bottles from home

How will Student/Teacher/Para exceptions be addressed

- The BG model will effectively address exceptions

Explorers for Elementary School Students

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

This model will require us to be open at eight elementary sites (we are typically open at six elementary schools). This will require MCE to hire a substantial number of new staff and operate a significantly modified model (lack of playgrounds, equipment costs, gym space conflicts primarily after school).

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

*If we can identify a building or rental space for Mondays and Tuesdays, a full day care model could be created for all families similar to the critical care model (Explorers provides before and after school care, the instructional school day is staffed by paraprofessionals).

As soon as the District's return to school process concludes, MCE leaders will meet to finalize the 2020-21 Explorers model. There will be significant budget implications for MCE due to the reduced staff:student ratios based on 50% capacity. If a reduced capacity model is adopted, MCE will seek approval for fee increases from Dr. Peterson, and subsequently the School Board. MCE will communicate the approved model with currently registered 2020-21 Explorers families and request confirmation of their intentions for the 2020-21 school year. These steps are complicated and necessary and will take time. The goal is to complete these steps as quickly as possible because we know that families and staff need to plan for the school year.

Explorers AM Parent Drop Off- Staff will check temperatures at cars in the drop off lane and a runner will escort the child to their classroom. After the typical drop off window, parents will text or call the site cell phone and a 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.

Before and After School Community Education for Elementary School Students

Community Education can offer after-school programming as normal on Wednesday-Friday. Monday and Tuesday programming could be offered in a format where parents would drop off and pick up their children.

Concern with tight turn-around time for classroom cleaning between the end of the school day and the start of enrichment classes.

Classes will be offered as we are able.

Option 6 (Hybrid D) Advanced Learning Considerations - Elementary

Navigator Program - "Bubble" will consist of Navigator classes. Plan will be followed largely as described with the following accommodations for programing:
- Assign second grade Navigators to the same school as third graders; house fourth and fifth graders together (to preserve multiage programming)
- Try to place Navigators in grades 2-5 in one location
- May keep Excelsior students and Scenic Heights students together - or separate in two locations
- Depending on numbers, fully online Navigator students may form a bubble - or advanced content will need to be provided through other means

Wings, Enrichment,Investigations/ProjectThink - To avoid additional mixing of students, pull-out programs will be provided through e-learning on students' virtual days. Both synchronous and asynchronous opportunities are ensured for learners.

Plan for Grades 6-8

The In-School Experience
- We believe the "live" days should focus primarily on building our classroom community culture and developing teacher-student relationships, in addition to providing an opportunity to respond to questions.

- Students at this age need to have face-to-face peer interaction in order to further develop social-emotional skills and to maintain mental health. The feedback we most often received from students about challenges with last year's distance learning was, "I miss my friends". Most students were able to manage the academic aspect of distance learning.

- There are [several ways](#) we might schedule the "live" days. Here is one example:

Option A - 20 minute classes with 2 minute passing time

Hour 1		9:00 AM
Hour 2		9:22 AM
Hour 3		9:44 AM
Hour 4		10:06 AM
Hour 5		10:28 AM
Hour 6		10:50 AM
Hour 7		11:12 AM
	15 Minute Transition(?) - Exit and Enter	
Hour 1		11:47 AM
Hour 2		12:09 PM
Hour 3		12:31 PM
Hour 4		12:53 PM
Hour 5		1:15 PM
Hour 6		1:37 PM
Hour 7		1:59 PM
	15 minute Transition(?) - Exit and Enter	
Hour 1		2:34 PM
Hour 2		2:56 PM
Hour 3		3:18 PM
Hour 4		3:40 PM
Hour 5		4:02 PM
Hour 6		4:24 PM
Hour 7		4:46 PM
Release		5:06 PM

- In order to meet the guidelines for 9:1 student:teacher ratio, we would create student cohorts. In this model, we would have ⅓ of each grade level (approximately 150 students) meet in the morning, ⅓ of each grade level (approximately 150 students) meet mid-day, and the final ⅓ of each grade level (approximately 150 students) meet in the afternoon. In each of these periods (morning, mid-day, afternoon) students would proceed once through their regular class schedule. Teachers would proceed through their regular schedule three different times. Passing time would be limited to 2 minutes in order to have students move only from one class to the next (no congregating, lollygagging, shenanigans, etc.).

- For a 9:1 student:teacher ratio, this model would require approximately 17 classrooms per grade level (150/9), which would require 51 classroom spaces to be available. MME has approximately 58 classroom spaces. At this time, we believe this could be done within respective middle school buildings given that the large spaces may allow for greater than 9:1 ratio. We would need further information regarding classrooms that may not meet CDC guidelines (e.g. too small, lack of ventilation) in order to confirm that this model is feasible. If the respective middle school buildings are determined to be inadequate, we believe the high school building would be our best alternative. By centralizing the student body, we can alleviate certain logistical issues (e.g. transportation, food service). *We may need to use the high school building in order to accommodate teachers who typically travel between middle school buildings throughout the day*.

- Some challenges we will face with this model include the A/B Specials. In order to have ALL (25+) Specials meet on this day, we would need to drastically extend the school day. In order to address this, an A/B weekly schedule for the "live" day would be implemented. One week would be A Day classes, the next week would be B Day classes. Meeting in person once every other week in certain Specials is not ideal, but it is the most manageable solution. We believe the online instruction for these classes will be robust enough that this will not be a major issue.

- Another challenge would be the lack of a specific hour of duty-free lunch for teachers. We are hopeful that given the unique circumstances of the pandemic, teachers might be able to manage without that for one day each week. Throughout the day, teachers will have 3 different prep periods and the "transition" times, giving them 90 minutes of "free" time.

- We believe the most likely model would be Option A (as seen above), though we are uncertain about how much time would actually be necessary to transition from one cohort to the next.

- This model would follow the CDC Guidelines and MDH Health and Safety Guidelines regarding face masks, social distancing, etc.

- In this model, we still need to determine how lunch might work and how transportation might work. One possible solution for lunch could be a limited menu (such as a bag lunch with sandwich, fruit, and vegetable) that food service would deliver to Advisory classrooms in time

for that lunch period in each rotation. This would require students (or their families) to somehow pre-order their lunch for "live" days.

The Online Experience

- We believe the online experience will be where the majority of the teaching and learning occur. Teachers will determine how to deliver instruction (synchronous or asynchronous) for their class depending on what will be most effective each day; regardless of method, the day's agenda should be posted to the Schoology page by 9:00 each morning. Because a middle school person's sleep schedule is unlikely to naturally conform to, and other household responsibilities may interfere with, a typical school day, teachers should provide asynchronous learning opportunities regularly (and be sure to record any synchronous class sessions). Students will be pushed to become more independent learners, taking greater ownership of their learning, in an 80% online experience.

- Based on feedback from students and parents, we believe the online experience should follow a block schedule. Several permutations are available for review here. We are partial to the "Dream Scenario" tab which was built based off of last year's High School distance learning model. It is a significant shift from how the middle school ran distance learning last year, so there may be challenges in implementing this.

- Even with the challenges inherent in shifting to this model, we believe it is the best way to serve the students and their families. The block schedule allows students to focus on fewer classes each day and provides greater flexibility for students to manage their workload. Students and their families can more easily set time aside for completing the expected classwork each day, establishing a simpler school day routine. This model should also reduce the amount of screen time - on the rare occasion that all classes would meet synchronously in a day, this model requires attendance in only three classes instead of the six we saw in last year's distance learning experience. Having the additional time during each class period also provides a more robust learning environment in that opportunities for 1:1 and small group instruction will be abundant. Teachers should take these opportunities to check in with all students as they are learning to become more independent.

Rigorous, Engaging, and Meaningful Instruction

- As stated above, the block schedule provides greater opportunities for students and teachers to collaborate in smaller groups. Such focused attention allows students and teachers to check for understanding and to clarify any confusion. We believe teachers will need the flexibility to determine how instruction will be delivered most effectively (whether synchronously or asynchronously) for any given lesson; given that flexibility, there remains the expectation that teachers are providing daily interaction (e.g. Schoology updates, Schoology messages, email, phone calls). Teachers will be available to students throughout the school day.

- We will need to leverage all of the tools available to us in order to provide the best learning opportunities for each student. We would like to see more (better) tools made available for

promoting student-student collaboration; this was a significant challenge in last year's distance learning experience.

Option 6 (Hybrid D) Advanced Learning Considerations- Middle School

<u>HP Services/HP Seminar</u> - 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 primarily be provided through e-learning on students' virtual days. Both synchronous and asynchronous opportunities are ensured for learners.

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

Plan for Grades 9-12

In-School Portion

Only the High School building will be used for instruction on Mondays.

All students are required to come to school with masks and maintain social distancing. Students move to meet their teachers per their assigned schedules.

In Person Experience

Mondays: Run one day, twice, of the Block Schedule of the 6-period day, similar to how the schedule was run in the Spring (one week periods 1-3 and next week periods 4-6) alternating. Have the student population cut in half (A-M, N-Z) with a morning session and an afternoon session for the A or B Day. This should keep class sizes on average to approximately 15 students or less. For larger classes such as band, orchestra, choir, and phy-ed, they will continue to use larger classrooms/gyms to keep 6 ft of social distance.

Transition periods are 15 minutes where teachers can spray down desks, door handles, and other common areas. As students enter the classroom, students grab paper towels and wipe down after 5 minute disinfecting time.

Students can complete hands-on activities during this time. There would be no new instruction from teachers, but supplemental, enrichment activities that deepen learning could be expected. The technological ability for Live Streaming of in-person classroom happenings is limited, thus the Monday in-person time will be viewed as supportive to learning, but not essential. There will not be expectations for teachers to record and share the in-person classroom on Mondays. Attendance will be required for those without parent permission/doctor's notes, due to the importance of Social/Emotional Connection for adolescents as well as the positive impact on learning that supplemental activities can have. Activities that might occur during in-person time include:

- Student questions about existing content
- Hands on opportunities to enrich learning (labs, culinary, metals, art, physical education etc)
- Community Building, Social-Emotional Support
- Other supplemental, enrichment activities per teacher discretion
- Check Out of physical textbooks, novels, and materials

A Day Week	B Day Week
Morning (8-12:00pm) 8-9:00 1st period 9-9:15 transition time 9:15-10:15 2nd period 10:15-10:30 transition time 10:30-11:30 3rd period 11:30-12:00 lunch and bus Afternoon (12:00-4:00) 12-1 1st period 1-1:30 lunch period 1:30-2:30 2nd period 2:30-2:45 transition time 2:45-3:45 3rd period 3:45-4:00 bus	Morning (8-12:00pm) 8-9:00 4th period 9-9:15 transition time 9:15-10:15 5th period 10:15-10:30 transition time 10:30-11:30 6th period 11:30-12:00 lunch and bus Afternoon (12:00-4:00) 12-1 4th period 1-1:30 lunch period 1:30-2:30 5th period 2:30-2:45 transition time 2:45-3:45 6th period 3:45-4:00 bus

Students who have a period without an in-person course (study hall, Tonka Online course) will be able to use the common spaces in the school (maintaining social distancing and wearing a mask). If students have a first or last period without a course they can leave if they have vehicles or own transportation.

Students will have temperatures checked when they arrive (i.e., morning cohort before 8am start and afternoon cohort before their noon start). Because they are only on-campus for ½ a day, a second temperature reading won't be necessary.

LUNCH: Students will receive box lunches delivered to classrooms per the schedule above.

TRANSPORTATION: the busses will run in the same routes that they have previously run, but they will do this twice on Mondays instead of once.

Out-of-School Portion

Expectation for students is to attend online class each day and complete tasks in a timely manner (similar to the Spring MHS plan). The four days of the week that are not in-person will run on the block schedule as established in Spring 2020. See MHS' e-learning page for more details. If students are unable to attend class they are to make up the assigned learning and material. If students are missing assignments or in need of extra support they would be expected to work with the teacher during work time in google meets/schoology conferences.

Expectations for teachers during out-of-school time are as follows:

● Check in with students during assigned class time with a synchronous or asynchronous lesson
● Common routine by each teacher that includes direct instruction and work time every class period.
● Live google meets or schoology groups
● When possible lessons should be recorded for students to view/review at a later time
● Facetime or small group discussions when possible.
● Established office hours for students to ask questions of their teacher during the week virtually. These times can be built into the e-learning block schedule or be at the beginning/end of the day (administrative discretion).

Option 6 (Hybrid D) 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.