



# ROBBINSDALE Area Schools

Individual focus. Infinite potential.



## **Safe Learning Plan 2020-2021 School Year**

*Revised September 9, 2020*

*This plan was created in alignment with the Minnesota Department of Education (MDE) guidelines.*

## **Table of Contents**

<b>Smart Start 2020-2021</b>	<b>4</b>
Smart Start Considerations	4
Smart Start 2020-2021 Learning Models	5
Distance Learning PLUS	5
Hybrid Learning	5
In-Person Learning	5
<b>Distance Learning PLUS</b>	<b>6</b>
PLUS = Personal Learning with Unified Supports	6
Differences in Distance Learning	6
Crisis Response Distance Learning	6
Distance Learning PLUS	6
Distance Learning Plans	7
Elementary	7
Middle School	9
High School	11
Special Education	13
Early Childhood Special Education (ECSE)	13
Center-Based Special Education K-12	13
Elementary School	14
Middle and High School	14
Robbinsdale Transition Center	14
Early Childhood: 5-Day Preschool	15
Early Childhood: ECFE	17
Adult Academic Program (AAP)	17
<b>Hybrid Learning</b>	<b>18</b>
Hybrid Learning Plans	18
Elementary	18
Middle School	19
High School	20
Special Education	21
Early Childhood Special Education (ECSE)	21
Center-Based Special Education K-12	22
Elementary School	22
Middle and High School	23
Early Childhood Preschool	23

Early Childhood: ECFE	24
Adult Academic Program (AAP)	24
<b>In-person Learning</b>	<b>26</b>
<b>Transportation</b>	<b>26</b>
Safety	26
Capacity	26
Transportation Opt-Out	26
<b>School Meals</b> <i>Updated September 9, 2020</i>	<b>27</b>
<b>Athletics and Activities</b>	<b>28</b>
<b>Safety Measures</b>	<b>32</b>
Staff Protocol	32
Students/Families Protocol	33
Face Coverings	33
Face Shields	33
Disposable Gowns	34
Playground Protocol	34
Movement / Tracking of Movement in Buildings	34
<b>School-Age Care</b>	<b>35</b>
School Age Care Daily Schedule	35
<b>Volunteers</b>	<b>35</b>

# Smart Start 2020-2021



As always, the health and safety of our students, staff and families are our number one priority. Our decisions are guided by the Minnesota Department of Education in conjunction with the Minnesota Department of Health.

We will begin our school year in a Distance Learning PLUS model. Every decision we make is guided by our values:

- Health and safety of students, staff and families
- Focus on social-emotional needs
- Equity, fairness and inclusion
- Meeting the diverse needs of students and staff
- Continuity of instruction which is based on State standards
- Unified District Vision and Equity policy as guiding documents

*Because of the evolving nature of COVID-19 and the on-going efforts to create and maintain a safe learning environment for Robbinsdale Area Schools students, updates to this page will be made frequently. The District will share important information with families in the event a shift in learning models occurs. Additional communication would follow from the school regarding school-specific information. We will continue to review county data twice per month (on the 15th and 30th) to continue our review of 14-day data cycles.*

## Smart Start Considerations

Considerations for our Smart Start include:

- Safety
- Equity
- Achievement
- Staff, student, parent/guardian feedback
- Social/emotional
- Operations
- Instruction
- Technology

# Smart Start 2020-2021 Learning Models

These models will be implemented based on guidance from local health officials and other considering factors. As the school year progresses, and if there is a shift to a model other than Distance Learning PLUS, families will be able to opt-in to continue in a distance learning model known as 281 Distance Learning School.



## Distance Learning PLUS

### **Students Learn Safely at Home, and Engage in Personal Learning with Unified Supports**

Students will engage in classes and conduct learning remotely. Learning includes direct teacher instruction and independent student work, with a combination of virtual meetings, interactive class sessions and pre-recorded videos. The components of the instruction will include the academic content and social-emotional curriculum.



## Hybrid Learning

### **Students Learn Safely at Home and In School**

Students will rotate attendance so no more than 50% of the school population is in the building on any given school day. Depending on the daily schedule, some students will learn in-person and others will engage in Distance Learning.

*Families can choose to opt-in to full time distance learning through 281 Distance Learning School.*



## In-Person Learning

### **Students Learn Safely In School**

Students will learn in a traditional, at-school learning experience with additional safety measures implemented based on guidance from health officials. Per safety guidelines, students are grouped together with the same staff throughout the day; all day for elementary students and as much as possible for older students.

*Families can choose to opt-in to full time distance learning through 281 Distance Learning School.*

# Distance Learning PLUS



In our Distance Learning PLUS model, students learn safely at home and engage in personal learning with unified supports. Learning includes direct teacher instruction and independent student work, with a combination of virtual meetings, interactive class sessions and pre-recorded videos.

## PLUS = Personal Learning with Unified Supports

In-person supports will be available to students by appointment. In-person supports may include technology assistance, tutoring, special education services and mental health support.

## Differences in Distance Learning

### Crisis Response Distance Learning

Due to the pandemic, students and families were quarantined at home with limited support services available. In Spring 2020, the district and schools were in a Crisis Response Distance Learning, which had limitations due to technology, resources, family abilities and the pandemic health crisis.

### Distance Learning PLUS

In our Distance Learning PLUS model, students learn safely at home and engage in personal learning with unified supports. In-person supports will be available to students by appointment. These in-person supports may include technology assistance, tutoring, special education services and mental health support. Learning includes direct teacher instruction and independent student work, with a combination of virtual meetings, interactive class sessions and pre-recorded videos.

Enhancements to our distance learning model include:

- 1-to-1 school devices (iPad or Chromebook) provided to all students in grades K-12, allowing for greater access for our youngest learners.
- Increasing consistency and clarity with teacher communications was a key piece of feedback from families across grade levels. A focused effort on ensuring timely and consistent communication via our Learning Management Systems (Seesaw and Schoology) across schools/grades will occur.
- This school year, we are committed to educating students in a way that better aligns with our goals, values and standards of excellence.

## Distance Learning Plans

*Please note, Distance Learning plans are fluid and subject to change.*

### Elementary

#### General Information

- Students in Kindergarten through 3rd grade will use SeeSaw and will have iPads; students in 4th and 5th grade will use Schoology and have Chromebooks.
- Scorecards (like we utilized in Crisis Distance Learning in the Spring) will no longer be used. Learning will be aligned to the state standards.
- Mondays, Tuesdays, Thursdays and Fridays (synchronous): students and their teacher will meet "live" and begin their day with morning meetings. Instruction will be similar as if it were in person, with large group, small group and 1:1 instruction, along with independent work.
- Wednesdays (asynchronous): recorded learning days. Students will learn using pre-recorded, video-based instruction such as video lessons and daily assignments. Your student's teacher will be available for questions/communication, and will also use the day for planning and lesson development.
- Throughout the week, there will be semi-self paced work and mastery checks.
- Teachers will have "office hours" two to three times per week through Google Meet. Phone calls can also be made to your student's teacher, however, the teacher may take up to 24 hours to return your call. Office hours can also be used to help with homework.
- If you have personal questions about your student, an email or phone call should be sent to the teacher (rather than posting something on SeeSaw or Schoology) for private sharing of information.

#### Students will be expected to:

- Check in daily for attendance with their teacher.
- Fully participate in the scheduled academic classes.
- Complete all work in a timely manner.
- Follow the technology expectations and student expectation guidelines.
- Follow the CHAMPS process for class time.
- Have a dedicated area to complete schoolwork and tasks at home.

## **Attendance**

- Students must check in every day by participating in their morning meeting.
- Parent/guardian may email or call the teacher if the student is not able to connect to technology/internet for the day. This will be counted for attendance if the student continues with their classwork.
- If your student is ill, families should call their school's attendance line.
- Attendance is important; unexcused absences will follow the Hennepin County "Be At School" truancy program.
- An unexcused day is noted if a student does not participate in the live sessions, homework or a call is not made to the attendance line.

## **School day structure**

- Teachers will email parents/guardians the distance learning schedule. Schedules will also be posted on SeeSaw and Schoology.
- School will follow the regular start and end times; however, there are times where students may finish (complete) all of their work early.
- Specialists (art, music, media, physical education) will be part of the school day.
- Student work should be uploaded to SeeSaw or Schoology.
- Your student's school day may include: 30 minute morning meeting on synchronous learning days; whole group literacy; small group literacy; whole group math; small group math; student support/homework help; closing circle.

## **Social-Emotional Support**

- This school year, we will be using Second Step curriculum district-wide.
- Students will be able to access their school social worker, school psychologists and school counselor.
- Virtual calming rooms may be available.
- School-based linked therapists will be available for virtual and face-to-face sessions.

## **What is synchronous learning?**

A time when a teacher is online and available to students either through direct instruction or for support (clarification, guidance, etc.) of an assignment, activity or small group during a designated time. We can also use "live" in place of synchronous. Every effort will be made to record synchronous learning instruction and uploaded to SeeSaw or Schoology for students who are unable to attend.

*Connection, discussion, student-to-student interaction or teacher-to-student interaction.*

## **What is asynchronous learning?**

A time that has been recorded and can be viewed at any time. Student work or activities promote learning based on the Minnesota Academic Standards. We can use "any time" in place of asynchronous.

*Readings, posting videos for preview, written tasks that leverage prior knowledge.*



# Middle School

## General Information

- Students will use Schoology and have Chromebooks. Some students may use a different program or technology based on their disability needs.
- Learning will be aligned to the state standards.
- Allied classes will meet for a semester instead of the entire school year.
- Mondays, Tuesdays, Thursdays and Fridays (synchronous): students and their teacher will meet "live." Instruction will be similar as if it were in person, with large group, small group and 1:1 instruction, along with independent work.
- Wednesdays (asynchronous): recorded learning days. Students will learn using pre-recorded, video-based instruction such as video lessons and daily assignments. Personalized support and online clubs would be an option for your student. Your student's teachers will be available for one-on-one conferences for questions/communication, and will also use the day for planning and lesson development.
- Throughout the week, there will be semi-self paced work and mastery checks.

## Students will be expected to:

- Check in daily for attendance with their teacher.
- Fully participate in the scheduled academic classes.
- Complete all work in a timely manner.
- Follow the technology expectations and student expectation guidelines.
- Follow the CHAMPS process for class time.
- Have a dedicated area to complete schoolwork and tasks at home.

## Attendance

- Students must check in at the assigned time of class during instructional time by signing into the chat area of Google Meet sessions
- The teacher will record attendance and record the session to verify student attendance.
- Students missing a class must have a parent/guardian call the middle school attendance line to excuse the absence.
- Your student's advisory teacher will be the point person for attendance and the main point of contact and communication for any non-content specific questions.
- If your student is ill, families should call their school's attendance line.
- Attendance is important; unexcused absences will follow the Hennepin County "Be At School" truancy program.
- Students who are missing classes will be identified and brought forward to the MTSS (multi-tiered system of supports) team and interventions will be developed. After seven missed classes, a staff person will be assigned to the student for daily check-ins. If after 15 missed classes, the student will be referred to their grade-level counselor and/or social workers.

### **School day structure**

- Students will focus on four (4) 80-minute classes each day.
- For most students, their school day will begin with 30 minutes of Advisory.
- Students will have a "block schedule" with the same four classes on Mondays and Thursdays, and the same four classes on Tuesdays and Fridays.
- Each 80-minute class may include an introductory activity, whole group instruction, small group activity, formative assessment and asynchronous learning.
- School will follow the regular start and end times; however, there are times where students may finish (complete) all of their work early.

### **Grading**

- Middle schools will be using a letter grade system during Distance Learning PLUS.
- The purpose of grading is to provide feedback to families and students regarding student progress in what they know, and can do, aligned to the Minnesota Academic Standards.
- Grading practices will include formative assessments (homework, daily classwork) and summative assessments (projects, performance, labs, presentations, etc.)
- Students who achieve a GPA of 3.0 or higher will be placed on the "honor roll." Students who achieve a GPA of 3.8 or higher will be placed on the "high honor roll."

### **Social-Emotional Support**

- This school year, we will be using Second Step curriculum district-wide.
- Students will be able to access their school social worker, school psychologists and school counselor.
- Virtual calming rooms may be available.
- School-based linked therapists will be available for virtual and face-to-face sessions.

### **What is synchronous learning?**

A time when a teacher is online and available to students either through direct instruction or for support (clarification, guidance, etc.) of an assignment, activity or small group during a designated time. We can also use "live" in place of synchronous.

*Connection, discussion, student-to-student interaction or teacher-to-student interaction.*

### **What is asynchronous learning?**

A time that has been recorded and can be viewed at any time. Student work or activities promote learning based on the Minnesota Academic Standards. We can use "any time" in place of asynchronous.

*Readings, posting videos for preview, written tasks that leverage prior knowledge*

# High School

## General Information

- Students will use Schoology and have Chromebooks. Some students may use a different program or technology based on their disability needs.
- Learning will be aligned to the state standards.
- Mondays, Tuesdays, Thursdays and Fridays (synchronous): students and their teacher will meet "live." Instruction will be similar as if it were in person, with large group, small group and 1:1 instruction, along with independent work. Live sessions/lessons will also be recorded.
- Wednesdays (asynchronous): recorded learning days. Students will learn using pre-recorded, video-based instruction such as video lessons and daily assignments. Your student's teachers will be available for one-on-one conferences for questions/communication, small group work and student/family check-ins, and will also use the day for planning and lesson development.
- Throughout the week, there will be semi-self paced work and mastery checks.

## Students will be expected to:

- Check in daily for attendance with their teacher.
- Fully participate in the scheduled academic classes.
- Complete all work in a timely manner.
- Follow the technology expectations and student expectation guidelines.
- Follow the CHAMPS process for class time.
- Have a dedicated area to complete schoolwork and tasks at home.

## Attendance

- Students must check in at the assigned time of class during instructional time by signing into the chat area of Google Meet sessions
- The teacher will record attendance and record the session to verify student attendance.
- Students who have a need for a different time to check into class will need to communicate with their teacher(s) via email or virtual to make arrangements and should not be an everyday situation.
- Students missing a class must have a parent/guardian call the high school attendance line to excuse the absence. If there is no call, the student will be marked absent unverified.
- If your student is ill, families should call their school's attendance line.
- Attendance is important; unexcused absences will follow the Hennepin County "Be At School" truancy program.
- Students who are missing classes will be identified and brought forward to the MTSS (multi-tiered system of supports) team and interventions will be developed. After seven missed classes, a staff person will be assigned to the student for interventions. If after 15 missed classes, the student will be referred to their grade-level counselor and/or social workers.

### **School day structure**

- Students and teachers will be logged in at the same time on synchronous class days. The first 20-30 minutes of each class may be used for live teacher instruction; the second part of class is for practicing classwork; the third part of class is for projects or group work.
- Each class will have built-in intervention time for students and teachers.
- School will follow the regular start and end times; however, there are times where students may finish (complete) all of their work early.
- Armstrong students will follow a "block schedule" of four (4) 85 to 90-minute classes each day, with the same four classes on Mondays and Thursdays, and the same four classes on Tuesdays and Fridays.
- Cooper students will have an alternating day schedule: three (3) 85 to 90-minute classes and 90 minutes Advisory on Mondays and Thursdays; four (4) 90 minute classes on Tuesdays and Fridays.

### **Grading**

- High schools will be using a letter grade system during Distance Learning PLUS.
- The purpose of grading is to provide feedback to families and students regarding student progress in what they know, and can do, aligned to the Minnesota Academic Standards.

### **Social-Emotional Support**

- This school year, we will be using Second Step curriculum district-wide.
- Students will be able to access their school social worker, school psychologists and school counselor.
- Virtual calming rooms may be available.
- School-based linked therapists will be available for virtual and face-to-face sessions.

### **What is synchronous learning?**

A time when a teacher is online and available to students either through direct instruction or for support (clarification, guidance, etc.) of an assignment, activity or small group during a designated time. We can also use "live" in place of synchronous.

*Connection, discussion, student-to-student interaction or teacher-to-student interaction.*

### **What is asynchronous learning?**

A time that has been recorded and can be viewed at any time. Student work or activities promote learning based on the Minnesota Academic Standards. We can use "any time" in place of asynchronous.

*Readings, posting videos for preview, written tasks that leverage prior knowledge.*

# Special Education

## Early Childhood Special Education (ECSE)

### Center-Based Classroom

- Definition: students who receive the majority of their special education services in an early childhood special education classroom.
- Distance Learning would take place Mondays through Wednesdays.
- Your student's schedule may include: welcome activity; circle time; small group activity; supported independent practice; read aloud; specialized instruction and closing.

### Inclusion

- Definition: students who receive their special education services within an early childhood classroom.
- Students will receive their special education services based on their IEP during distance learning.
- Distance Learning may include: 1:1 live instruction to address IEP goals and objectives via Google Meet; SeeSaw activities; modified activities as needed to support engagement; IEP goals; classroom participation.

### B-3 Early Intervention

- Definition: students who receive their special education services in their home or natural environment.
- Students and families will receive virtual coaching sessions and services based on their Individualized Family Service Plan. Students and families may be invited to New Hope Learning Center to complete face to face components of an evaluation as needed.

## Center-Based Special Education K-12

- Center-based definition: Students who receive Special Education services for more than 60% of their school day in a small classroom environment. (STARS, WAVE, RISE and LEAP programs).
- Distance Learning will take place five days a week, Mondays through Fridays.
- Distance Learning may include: a.m. and p.m. classroom meetings/social-emotional sessions; two learning blocks involving mini-lessons, pre-recorded or live-guided practice; independent activities posted in SeeSaw or Schoology; individual and/or small group instruction with specialized live sessions for IEP services based on individualized continuous distance learning plan; movement breaks; specials, allied and elective courses.

## Elementary School

- Case managers will reach out to families to discuss their student's IEP for distance learning the first few weeks of school.
- Special Education staff will provide services through synchronous (live), asynchronous and telehealth models.
- Mental health providers will be available to support caregivers with creating structures and routines for students at home to ensure success.
- Special education evaluations will be conducted at Student Support Centers following appropriate safety protocols.

## Middle and High School

- Students with IEPs will have their schedules modified to fit the block model.
- IEPs will be updated to reflect the change in minutes and delivery of instruction and support
- Staff will be trained on providing IEP accommodations during distance learning.

## Robbinsdale Transition Center

- Distance Learning may include: individual morning check-ins with staff; class one (for example Money Management); class two (for example Work Experience); class three (for example, Soft Skills); advisory with a focus on social-emotional learning; break for lunch; afternoon independent activities and individual connections.

# Early Childhood: 5-Day Preschool

## General Information

Preschool classes will be delivered in alignment with the Elementary learning model. This means starting the school year under the Distance Learning model with a structure that mirrors onsite learning:

- Learning will be aligned to the state standards.
- All communication and instructional activities will be delivered through SeeSaw.
- All students will have an opportunity each class session to join a scheduled live whole class meeting for 15-20 minutes via Google Meet. This time may be extended as students become more accustomed to and gain stamina with meeting online.
- Each student will have an opportunity to join a small group Google Meet at least once a week for another 15-20 minutes of live instruction.
- Meetings will be recorded so students can access at their convenience to review afterward. Families may choose to leave cameras off.
- Additional optional opportunities for students to connect with staff during connection times through Google Meet.
- Learning activities connected to live instruction and supported by videos and other resources for literacy, math, social emotional learning, movement, and art, will be shared via Seesaw through a virtual classroom. These activities may be completed within the timeframe of the regularly scheduled class or at a more convenient time for families.
- A limited number of iPads and Hotspots will be made available to families, with priority going to families with no access to any other device.
- If you have personal questions about your student, an email or phone call should be sent to the teacher (rather than posting something on SeeSaw or Schoology) for private sharing of information.

## Additional Information: 5-Day Preschool

- This information is for five-day, 4-year-old preschool (VPK at elementary schools and New Hope Learning Center).
- Mondays, Tuesdays, Thursdays and Fridays (synchronous): students and their teacher will meet "live" and begin their day with morning meetings. Instruction will be similar as if it were in person, with large group, small group and 1:1 instruction, along with independent work.
- Wednesdays (asynchronous): recorded learning days. Students will learn using pre-recorded, video-based instruction such as video lessons and daily assignments. Your student's teacher will be available for questions/communication through small groups or individual meetings, and will also use the day for planning and lesson development. Wednesdays will also be used for materials schedules for pick up and drop off.

## **Attendance**

- Teachers will take attendance daily. A student can be considered in attendance by participating in a video chat or class session with a teacher; by a phone call, email or SeeSaw; by submitting an assignment on a given day.
- Families will check in on their assigned class day.
- Families who are unable to check in and will be working asynchronously can be checked in by a parent/guardian communicating with their student's teacher.
- If your student is ill, parents/guardians should call the office. If there is no call, the student will be marked absent and the teacher will contact the family.
- If a student misses two consecutive school days with no call made to the office, the teacher will notify the office.

## **School day structure**

- School will follow the regular start and end times for your student's school, however, there are times where students may finish (complete) all of their work early.
- Student work should be uploaded to SeeSaw.
- Your student's school day may include: greeting message, circle time using Google Meets, home activity, small group time using Google Meets, connection time as an additional opportunity to connect virtually with the teacher and movement time home activity.

## **What is synchronous learning?**

A time when a teacher is online and available to students either through direct instruction or for support (clarification, guidance, etc.) of an assignment, activity or small group during a designated time. We can also use "live" in place of synchronous. Every effort will be made to record synchronous learning instruction and uploaded to SeeSaw or Schoology for students who are unable to attend.

*Connection, discussion, student-to-student interaction or teacher-to-student interaction.*

## **What is asynchronous learning?**

A time that has been recorded and can be viewed at any time. Student work or activities promote learning based on the Minnesota Academic Standards. We can use "any time" in place of asynchronous.

*Readings, posting videos for preview, written tasks that leverage prior knowledge.*



## Early Childhood: ECFE

### General Information

- This information is for Early Childhood Family Education (ECFE).
- Courses will be designed for online learning.
- Learning will be aligned to the state standards.
- A 90-minute virtual course on Google Meet could include circle time, parent/child interaction, story time, parenting discussion and summary/closure.

Please note, we are revising our ECFE parent and child course offerings to meet different family needs, while prioritizing the health and safety of our youngest learners, their families, and our staff. Our brochure can be found [here](#). Classes labeled Distance will continue to be online for the duration of the course

## Adult Academic Program (AAP)

### General Information

- Adult Academic students will be able to access various classes in a distance learning format, including English Language, GED, Academic Skills, and Stroke/Brain Injury.
- Daytime classes and some evening classes will be offered.
- Teachers will be available for virtual assistance each day.
- Student Support Centers will be available by appointment.

# Hybrid Learning

Students will rotate attendance so no more than 50% of the school population is in the building on any given school day. Depending on the daily schedule, some students will learn in person and others will engage in distance learning.

## Hybrid Learning Plans

*Please note, Hybrid Learning plans are fluid and subject to change.*

### Elementary

#### General Information

- In a hybrid model, in-person learning will take place up to 2 days per week, depending on building capacity.
- Building capacity would be up to 50%.
- Students would be socially distanced in the classroom, to maintain space between themselves and other students.
- Students would follow an AA | BB schedule.
- The AA Group will attend in-person instruction on Mondays and Tuesdays, and participate in distance learning on Wednesdays, Thursdays and Fridays.
- The BB Group will participate in distance learning on Mondays, Tuesdays and Wednesdays, and attend in-person instruction on Thursdays and Fridays.
- Wednesdays will be utilized as a cleaning day to ensure the safety of students and staff.
- Specific AA | BB schedules will be shared before a move to hybrid learning.

#### Students will be expected to:

- Fully participate in the in-person/scheduled academic classes.
- Complete all work in a timely manner.
- Follow the technology expectations and student expectation guidelines.
- Follow the CHAMPS process for class time.
- Have a dedicated area to complete schoolwork and tasks at home.

#### Attendance

- On in-person school days, attendance will be taken by the teacher; on distance learning days, students must check in through the morning meeting or submitting daily work.
- If your student is ill, families should call their school's attendance line.
- Attendance is important; unexcused absences will follow the Hennepin County "Be At School" truancy program.
- An unexcused day is noted if a student does not attend in-person class on their scheduled day(s), participate in distance learning day(s) or a call is not made to the attendance line.

# Middle School

## General Information

- In a hybrid model, in-person learning will take place up to 2 days per week, depending on building capacity.
- Building capacity would be up to 50%.
- Students would be socially distanced in the classroom, to maintain space between themselves and other students.
- Students would follow an AA | BB schedule.
- The AA Group will attend in-person instruction on Mondays and Tuesdays, and participate in distance learning on Wednesdays, Thursdays and Fridays.
- The BB Group will participate in distance learning on Mondays, Tuesdays and Wednesdays, and attend in-person instruction on Thursdays and Fridays.
- Wednesdays will be utilized as a cleaning day to ensure the safety of students and staff.
- Specific AA | BB schedules will be shared before a move to hybrid learning.

## Students will be expected to:

- Fully participate in the in-person/scheduled academic classes.
- Complete all work in a timely manner.
- Follow the technology expectations and student expectation guidelines.
- Follow the CHAMPS process for class time.
- Have a dedicated area to complete schoolwork and tasks at home.

## Attendance

- On in-person school days, attendance will be taken by the teacher; on distance learning days, students must check in every day.
- If your student is ill, families should call their school's attendance line.
- Attendance is important; unexcused absences will follow the Hennepin County "Be At School" truancy program.
- An unexcused day is noted if a student does not attend in-person class on their scheduled day(s), participate in distance learning day(s) or a call is not made to the attendance line.
- Students who are missing classes will be identified and brought forward to the MTSS (multi-tiered system of supports) team and interventions will be developed. After seven missed classes, a staff person will be assigned to the student for daily check-ins. If after 15 missed classes, the student will be referred to their grade-level counselor and/or social workers.

# High School

## General Information

- Building capacity would be up to 30%.
- In a hybrid model, in-person learning will take place up to 1-4 days per week, depending on building capacity.
- Students would be socially distanced in the classroom, to maintain space between themselves and other students.
- Students would follow an “block” schedule/alternating day schedule, similar to full distance learning.
- Instruction will be synchronous (“live”) with students who are both in the classroom and online through distance learning.

## Students will be expected to:

- Fully participate in the in-person/scheduled academic classes.
- Complete all work in a timely manner.
- Follow the technology expectations and student expectation guidelines.
- Follow the CHAMPS process for class time.
- Have a dedicated area to complete schoolwork and tasks at home.

## Attendance

- On in-person school days, attendance will be taken by the teacher; on distance learning days, students must check in every day.
- If your student is ill, families should call their school's attendance line.
- Attendance is important; unexcused absences will follow the Hennepin County "Be At School" truancy program.
- An unexcused day is noted if a student does not attend in-person class on their scheduled day(s), participate in distance learning day(s) or a call is not made to the attendance line.
- Students who are missing classes will be identified and brought forward to the MTSS (multi-tiered system of supports) team and interventions will be developed. After seven missed classes, a staff person will be assigned to the student for daily check-ins. If after 15 missed classes, the student will be referred to their grade-level counselor and/or social workers.

# Special Education

## Early Childhood Special Education (ECSE)

### Center-Based Classroom

- Definition: students who receive the majority of their special education services in an early childhood special education classroom.
- In a hybrid model, in-person learning will take place up to 2 days per week, depending on building capacity.
- Building capacity would be up to 50%.
- Students would follow an AA | BB schedule.
- The AA Group will attend in-person instruction on Mondays and Tuesdays, and participate in distance learning on Wednesdays, Thursdays and Fridays.
- The BB Group will participate in distance learning on Mondays, Tuesdays and Wednesdays, and attend in-person instruction on Thursdays and Fridays.
- Wednesdays will be utilized as a cleaning day to ensure the safety of students and staff.
- Your student's schedule may include: welcome activity; circle time; small group activity; supported independent practice; read aloud; specialized instruction and closing.
- Specific AA | BB schedules will be shared before a move to hybrid learning.

### Inclusion

- Definition: students who receive their special education services within an early childhood classroom.
- In a hybrid model, students will engage in learning in-person and in distance learning.
- Students will receive their special education services based on their IEP during distance learning.
- In-person IEP services embedded into classroom routine.
- 1:1 Live instruction to address IEP goals and objectives via Google Meet
- Modified activities as needed to support engagement, IEP goals and classroom participation during in person learning and distance learning.

### Inclusion schedule (subject to change)

- Two day preschool at New Hope Learning Center: 1 day per week in person; 1 day per week distance learning.
- Three day preschool at New Hope Learning Center: 1 day per week in person; 2 days per week distance learning.
- Four day preschool at New Hope Learning Center: 1 day per week in person; 3 days per week distance learning.
- Five day preschool at Zachary Lane: 1-2 days per week in person; 3-4 days per week distance learning.
- Five day preschool at New Hope Hearing Center/elementary schools: 1-2 days per week in person; 3-4 days per week distance learning.

### **B-3 Early Intervention**

- Definition: students who receive their special education services in their home or natural environment.
- Students and families will receive coaching sessions and services based on their Individualized Family Service Plan either virtually or one to one in outdoor settings following Minnesota Department of Health (MDH) Guidelines. Students and families may be invited to New Hope Learning Center to complete face to face components of an evaluation as needed.

### **Center-Based Special Education K-12**

- Center-based definition: Students who receive Special Education services for more than 60% of their school day in a small classroom environment. (STARS, WAVE, RISE and LEAP programs).
- In a hybrid model, students will engage in learning in-person and in distance learning.
- Building capacity would be up to 30-50%.
- PreK-8th grade would follow an AA | BB schedule.
  - The AA Group will attend in-person instruction on Mondays and Tuesdays, and participate in distance learning on Wednesdays, Thursdays and Fridays.
  - The BB Group will participate in distance learning on Mondays, Tuesdays and Wednesdays, and attend in-person instruction on Thursdays and Fridays.
  - Wednesdays will be utilized as a cleaning day to ensure the safety of students and staff.
- High school in-person learning will take place up to 1-4 days per week, depending on building capacity.
- Your student's schedule may include: welcome activity; circle time; small group activity; supported independent practice; read aloud; specialized instruction and closing.
- Specific AA | BB schedules will be shared before a move to hybrid learning.
- Learning may include: am and pm classroom meetings/social-emotional sessions; two learning blocks involving mini-lessons, pre-recorded or live-guided practice; independent activities posted in SeeSaw or Schoology; individual and/or small group instruction with specialized live sessions for IEP services based on individualized continuous distance learning plan; movement breaks; specials, allied and elective courses.

### **Elementary School**

- Case managers will reach out to families to discuss their student's IEP for distance learning the first few weeks of school.
- Special Education staff will provide services through synchronous (live), asynchronous and telehealth models.
- Mental health providers will be available to support caregivers with creating structures and routines for students at home to ensure success.
- Special education evaluations will be conducted through Student Support Centers following appropriate safety protocols.

## Middle and High School

- Students with IEPs will have their schedules modified to fit the block model.
- IEPs will be updated to reflect the change in minutes and delivery of instruction and support
- Staff will be trained on providing IEP accommodations during distance learning.

## Early Childhood Preschool

### General Information (5-Day Preschool)

- In a hybrid model, in-person learning will take place up to 2 days per week, depending on building capacity.
- Building capacity would be up to 50%.
- Students would follow an AA | BB schedule.
- The AA Group will attend in-person instruction on Mondays and Tuesdays, and participate in distance learning on Wednesdays, Thursdays and Fridays.
- The BB Group will participate in distance learning on Mondays, Tuesdays and Wednesdays, and attend in-person instruction on Thursdays and Fridays.
- Wednesdays will be utilized as a cleaning day to ensure the safety of students and staff.
- Specific AA | BB schedules will be shared before a move to hybrid learning.
- Due to the limits on on-site visitors, Educational Assistants will greet students and return them to their families outside.
- Programs that have busing will receive information prior to transitioning to Hybrid.

### General Information (2-4 Day Preschool)

- In a hybrid model, in-person learning will take place up at least one day per week, depending on class size and building capacity.
- Building capacity would be up to 50%.
- Due to the limits on on-site visitors, Educational Assistants will greet students and return them to their families outside.
- Programs that have busing will receive information prior to transitioning to Hybrid.

### Safety Measures

Children between ages 2-5 are asked to bring a mask and will be encouraged and supported in learning how to use them as developmentally appropriate.

- We do not expect young children to follow social distancing practices at all times. However, we will teach and encourage children to “give one another space” and socially distance to the extent possible.
- Good health hygiene will be practiced and taught. Children will wash hands frequently during the day--prior to entering the classroom, before and after transitions to different parts of the building such as the playground or motor room, etc.
- Groups will be cohorted into pods of no more than 9 to minimize contact between pods, utilizing different entrances, scheduled room use and facilities for handwashing and sanitizing procedures.

- Classroom materials will be minimized and individualized with [protocols](#) for handling of materials and high-touch surfaces. All staff will be trained on COVID awareness and the proper use of cleaning materials.
- Outdoor spaces will be utilized as much as possible.

## Early Childhood: ECFE

### General Information

- This information is for Early Childhood Family Education (ECFE).
- Learning will be aligned to the state standards.

Please note, we are revising our ECFE parent and child course offerings to meet different family needs, while prioritizing the health and safety of our youngest learners, their families, and our staff. A revised brochure is forthcoming. Classes labeled Distance will continue to be online for the duration of the course; classes labeled Hybrid will move to having some components be online with opportunities for families to learn onsite in small groups, when approved to do so, based on guidance and safety measures. Due to the limitations of on-site visitors, sibling care will not be available.

## Adult Academic Program (AAP)

### General Information

- Daytime in-person classroom instruction will be provided to lower level EL and GED/Academic Skills students between the hours of 9 a.m. to noon. Distance Learning (DL) instruction will be provided to upper level EL, some select Academic Skills students and stroke/brain injury classes for 2.5 hours during the 9:30 a.m. to noon time frame. Classes will be offered concurrently in order to make Family Literacy programming available. Students will also have access to teachers for individual assistance for 1.5 hours each class day (during posted office hours by appointment for in-person or by availability in a virtual environment).
- Evening in-person classroom instruction is provided to lower level EL and GED/Academic Skills students for a minimum of 3 hours within the pre-COVID class time of 4:30 to 8:30 p.m. Evening higher level EL classes will offer Distance Learning for a minimum of 2.5 hours within the same time frame; those students will also have access to teachers for individual assistance for 1.5 hours each class day (by appointment for in-person or by availability in a virtual environment).
- GED and CASAS testing will be offered at least one morning each week, by appointment, with safe COVID practices following associated requirements.



## **AAP Support Center**

Adult students may make individual appointments during designated hours for in-person support. The support can be in the following areas of need:

- Academic support for those students struggling in the digital environment
- Technology assistance for students struggling with technology and/or software at home
- School Counselor and Resource Room support will continue to be available
- Curbside pickup of hard copy academic materials
- As an equity effort, AAP makes 20 computer stations at CLC available each day of instruction for students with technology/internet connection issues to use. This is similar to the GED testers that come in each day of scheduled tests. These stations maintain safe social distance and are disinfected daily after each use. Anticipated student attendance is likely very small; if not, strict limits are implemented.

# In-person Learning

The in-person learning model means students will be on-site, in school daily. Schools will follow a traditional schedule with all students in their school buildings, every day, following Minnesota Department of Health (MDH) and Centers for Disease Control (CDC) safety guidelines.

- Attendance will be taken daily.
- Face coverings will be required (per Executive Order 20-81).
- Students will maintain as much physical spacing between themselves and other students as much as possible.

# Transportation

## Safety

- Driver wears face covering.
- All students required to wear masks.
- Cannot exceed 50% capacity.
- Siblings will be asked to share seats to ensure more social distancing between families.
- Social distance as much as possible.

## Capacity

- Up to 50% capacity
- Limit the bus to 31 passengers on 71-passenger bus; 3-4 passengers on special education buses.

## Transportation Opt-Out

- Families who prefer to not have their student(s) take the school bus to or from school (if the district is in hybrid or in-person learning) had the choice to opt-out of transportation services for the 2020-2021 school year.
- Opting out is completely voluntary.
- Families who have opted out of transportation services always have the option to resume services by contacting our Transportation Department at 763-504-8091.

# School Meals Updated September 9, 2020

During Distance Learning, students will have access to meal bundles containing five breakfasts and five lunches available at seven school sites throughout the district.

Day	Time	School
Mondays	4 - 5:30 p.m.	Sandburg Middle School 2400 Sandburg Lane, Golden Valley MN 55427
Mondays	11 a.m. - 12:30 p.m.	Plymouth Middle School 10011 36th Avenue North, Plymouth MN 55441
Tuesdays	11 a.m. - 12:30 p.m.	Lakeview Elementary 4110 Lake Drive, Robbinsdale MN 55422
Wednesdays	11 a.m. - 12:30 p.m.	Robbinsdale Middle School 3730 Toledo Avenue North, Robbinsdale MN 55422
Wednesdays	4 - 5:30 p.m.	Meadow Lake Elementary 8525 62nd Avenue North, New Hope MN 55428
Thursdays	11 a.m. - 12:30 p.m.	Cooper High School 8230 47th Avenue North, New Hope MN 55428
Fridays	11 a.m. - 12:30 p.m.	Northport Elementary 5421 Brooklyn Blvd., Brooklyn Center MN 55429

Per the [USDA announcement](#) on August 31, 2020, Robbinsdale Nutrition Services will be able to serve anyone, 18 and under, free breakfast and lunch 5-day meal bundles during Distance Learning PLUS. We are offering meal bundle pick up at 7 sites with a mix of both daytime and evening time frames to meet the needs of our community. The 5-day meal bundles are meant to be picked up one time per week. Menu and heating instructions are available at [rdale.nutrislice.com](http://rdale.nutrislice.com).

Despite meals being free through December 31, 2020, it is still very important that all families fill out an [application for educational benefits](#). Qualifying for educational benefits means a student(s) will have access to free breakfast and lunch, reduced fees for activities, and provides critical funding for the district and schools.

# Athletics and Activities

Robbinsdale Area Schools follows guidance provided by the [Minnesota State High School League \(MSHSL\)](#).

MSHSL has released a COVID-19 NOTICE that is to be distributed to each family that has a student registering for any activities. Armstrong and Cooper are distributing this notice to families as part of the registration process.

MSHSL has created a page on their website that catalogs all MSHSL documents providing guidance and information for sponsored activities and athletics. [Sports Guidance and Information COVID-Related Resources 2020-2021](#).

## Approved Fall Sports

### Girls Tennis, Boys and Girls Soccer, Boys and Girls Cross Country, Girls Swim and Dive

Approved fall sports will follow the guidelines set forth by MSHSL:

- Interscholastic scrimmages will not be allowed
- The number of teams involved in competition will be limited.
- Season length will be reduced by 80% or less
- The number of competitions will be reduced by 70% or less
- Competitions must be held with local opponents, defined as teams within a conference, district or section, or are identified as local by school administration.
- For schools that are **required** by localized metrics to be in a distance learning mode, practices are limited to virtual contact only.

Updated corresponding dates and criteria set forth by the MSHSL are as follows:

<p><b>Tennis, Girls:</b>            Start Date: August 17            First Competition Date: August 24            Last date of regular season competition: October 3            End Date: October 17            Total weeks including postseason: 9            Maximum number of contests: 11            Maximum number of contests per week: 2            Dual meets only (No invites or tournaments)            Opponents: Conference, Section, local teams only</p>	<p><b>Soccer, Boys and Girls</b>            Start Date: August 17            First Competition Date: August 24            Last date of regular season competition: October 10            End Date: October 24            Total weeks including postseason: 10            Maximum number of contests: 11            Maximum number of contests per week: 2            Opponents: Conference, Section, local teams only</p>
<p><b>Swim &amp; Dive, Girls</b>            Start Date: August 17            First Competition Date: August 27            Last date of regular season competition:</p>	<p><b>Cross Country, Boys and Girls</b>            Start Date: August 17            First Competition Date: August 27            Last date of regular season competition:</p>

<p>October 17  End Date: October 31  Total weeks including postseason: 11  Maximum number of contests: 11  Maximum number of contests per week: 2  Dual meets only (No invites)  Opponents: Conference, Section, local teams only</p>	<p>October 10  End Date: October 24  Total weeks including postseason: 10  Maximum number of contests: 7  Maximum number of contests per week: 2  Dual or Tri Meets only (No invites)  Opponents: Conference, Section, local teams only</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Armstrong High School will schedule competition with Northwest Suburban Conference schools only. Cooper High School will schedule competition with Metro West Conference schools only.

### **Fall Sports - Team specific guidance and information**

*Note that the resumption of all activities and athletics are subject to change based on the most current information, directives from state government and health department officials, and member school feedback.*

As part of the overall guidelines, MSHSL has set forth sport specific guidelines in regards to practice and competition. These guidelines include information on equipment, masks/face coverings, site set-up for competition and post-competition. Armstrong and Cooper will be following these guidelines.

- [Cross-Country, Boys and Girls](#)
- [Soccer, Boys and Girls](#)
- [Swimming & Diving, Girls](#)
- [Tennis, Girls](#)
- [Swimming and Diving](#)
- [Cross Country](#)

## **Fall Training Seasons**

The MSHSL Board of Directors did approve the creation of optional Fall Training Seasons in volleyball, football, and MSHSL sanctioned spring sports. Spring sports include Girls Badminton, Baseball, Boys and Girls Golf, Boys and Girls Lacrosse, Girls Softball, Synchronized Swimming, Boys Tennis, and Boys and Girls Track and Field. These Fall Training Sessions are MSHSL sponsored programs.

All guidelines according to the [MSHSL Approved Fall Training Sessions](#) document and the [MSHSL Fall Training Season Clarifications](#) document will be followed by Armstrong and Cooper High School Athletic Departments.

### **Football - Fall Training Season**

- Start Date - September 14
- End Date - October 3
- Maximum number of daily sessions - 12

### **Volleyball - Fall Training Season**

- Start Date - October 5
- End Date - October 24
- Maximum Number of daily sessions - 12

*Each sport will have the opportunity to have an organizational meeting and distribute equipment on a date to be selected prior to their fall training season.*

Armstrong and Cooper will register athletes that participate in football and volleyball fall training sessions. There will NOT be payment collected for the fall training season. Payment will be made when their season starts in the modified winter/spring season. These dates are still TBD by the MSHSL.

### **Spring Sports Training Sessions - Includes Baseball, Softball, Lacrosse - Boys & Girls, Track & Field - Boys & Girls, Golf - Boys & Girls**

- Start Date - October 5
- End Date - October 24
- Maximum number of daily sessions per sport - 12

*Each sport will have the opportunity to have an organizational meeting and distribute equipment on a date to be selected prior to their fall training season.*

Armstrong and Cooper will register athletes that participate in spring sports fall training sessions. There will NOT be payment collected for the fall training season. Payment will be made when their season starts in Spring 2021.

## Transportation

Transportation guidelines set forth by Minnesota Department of Health and Minnesota Department of Education will be followed by Armstrong and Cooper athletic departments in partnership with First Student.

General guidelines include:

- Maximum of 31 students on a bus
- Students must have a mask/face covering in place while on the bus.
- Students must sit in every other seat.
  - Siblings will be able to sit together in the same seat.

There are two specific areas of transportation for athletics.

**Activity Bus** - Traditionally a student athlete will take an activity bus home from after school practice. Armstrong and Cooper High Schools will be adding an activity bus route to pick up students and bring them to school for afternoon practice. Students will then ride an activity bus home after practice, Monday-Friday.

- Activity routes will be run Monday through Friday, based on attendance, beginning on Tuesday, September 8, 2020.
- Activity routes to pick-up students will resemble routes used to transport students home after practice. Students will be dropped off and picked up at designated bus stops.
- A student will need to pre-register to ride the activity bus to get to practice.
- The student will supply name, current address, student id# and parents' names via Google Form.
- Students will need to show their school identification to the bus driver when loading the bus.
- The bus driver may ask the student to remove mask/face covering to determine identity.
- If current student id's have not been distributed, the corresponding athletic office will provide students with a temporary bus pass.
- Once registered for activity bus pick-up, the student will be required to ride the bus unless they have notified their coach or athletic office.

School drop off and pick-up locations:

- Armstrong - Will use the circle in front of school to drop off and pick-up students
- Cooper - Will drop off and pick up students in the back of school by the gyms. Between door 18 and door 19.

Current teams will have players register for activity bus access from August 25-August 31. This will help First Student to evaluate routes and location stop needs.

Football and Volleyball fall practice seasons begin on September 14, 2020. Bus ridership should increase during that time. Bus needs will be part of the registration process for these students. The complete information may not be available until September 6, 2020.

Spring sports holding fall season practice will not begin until October 5, 2020. Registrations for this will occur in early September.

**Game Transportation** - Armstrong and Cooper High Schools will provide transportation for their teams to a scheduled game.

- Students will ride with the team to a game.
- If a student chooses to ride home with a parent, the parent/guardian will need to provide written permission the day prior of the game to the head coach.

General guidelines for game transportation will be the same:

- Students will be socially distanced on the bus.
- Students must sit in every other seat.
- Students must have a face covering in place while on the bus.
- Siblings will be able to sit together in the same seat.

## Safety Measures

Stay home if you:

- Have any symptoms of illness/COVID-19. Symptoms of COVID-19 currently include: cough, shortness of breath, fever, chills, muscle pain, sore throat, loss of sense of smell or taste, and gastrointestinal symptoms of diarrhea, vomiting, or nausea. This is not an all-inclusive list and it is important to stay home if you have any signs of illness.
- Have tested positive for COVID-19.
- Are waiting for a COVID-19 test result.
- Recently had close contact with a person with COVID-19 within the last 14 days.

## Staff Protocol

All staff in buildings are required to:

- Wear a face covering when not in a space by themselves.
- Social distance six feet away from others while in the building.
- Set a schedule with the principal for when they will be in the building and sign in and out every day.
- Staff should not bring children or visitors into the building with them.
- Staff are to stay home when displaying ANY signs of illness, per the current Minnesota Department of Health COVID-19 exclusion guidelines.



# Students/Families Protocol

The Centers for Disease Control (CDC) does not currently recommend universal COVID-19 testing or symptom screening be conducted by schools to allow entry into programming.

Students and families should perform a self-screening for COVID-19 prior to leaving their home and coming to school. Parents/guardians sending students to school are confirming that their student is not experiencing COVID symptoms, has not been exposed to someone positive for COVID or is not awaiting a COVID test result or alternative diagnosis (ex. Sore throat that may be caused by Strep Throat).

The at-home screening includes: symptom check (sore throat, cough, diarrhea, vomiting, abdominal pain, new onset of severe headache); temperature check; close contact/potential exposure.

## Face Coverings

Face coverings will be mandatory for all staff, students, and visitors. Face coverings should be worn in combination with other infection control measures, including social distancing. The CDC has stated face coverings are most effective when they are worn by all individuals in public settings when around others outside of their home. This important mitigation strategy has ensured that students and staff will be provided the following from The State of Minnesota:

- Every K-12 student will receive one cloth face covering.
- Every school staff member will receive one cloth face covering.
- Every school will receive three disposable face masks per student.
- Every school will receive face shields for all licensed teachers and 50% of non-licensed staff.

Robbinsdale Area Schools has secured 100,000 masks to provide to staff and students that will need a face covering.

## Face Shields

Face shields have been purchased for Speech and Language Clinicians, teachers who have DHH students in their classroom, Education Assistants working with our DHH students, and Health staff.

## Disposable Gowns

Disposable gowns are being provided for use by Health Services and Special Education staff working directly with high risk populations. Gowns are being provided for use by Special Education staff, Health Service Staff and other staff working directly with high risk populations.

## Playground Protocol

- Students must wash hands before going to recess and immediately after coming in from recess.
- Playground structures can be used. Playground structures are not sanitized as they are public.
- Students should maintain 6 feet apart while outdoors.
- Students may remove their masks outdoors unless they cannot maintain 6 feet of social distancing.
- Playground equipment (e.g. balls, jump ropes, etc.) are not shared. All equipment is cleaned and sanitized after individual use.
- Robbinsdale Area Schools will continue to follow [MDH Playground Guidance](#).

## Movement / Tracking of Movement in Buildings

- Staff and students wash hands upon arrival to the school.
- Staff and children wear masks indoors unless exempt.
- Once in the building, students place belongings in their locker and then wash their hands for 20 seconds with soap and water, then dried with a paper towel.
- Social Distancing is used the entire day (6 feet or more apart)
- Students are assigned a classroom.
- Classroom Pods will take turns using the bathrooms and washing hands.
- Drinking fountains can be used, students also have the option to bring water bottles from home.
- Students and staff wash hands before and after all meals, before and after going outside, using any new space, and after using the restroom.
- Traffic patterns will be on the floors to help navigate appropriate social distancing.
- If possible, one way traffic patterns will be implemented.
- Tables and chairs are sprayed and wiped down with sanitizer before and after meals.
- At the end of the day, staff spray approved cleaner on all hard surfaces, let sit for 10 minutes and then wipe off. Staff then spray sanitizer on these surfaces and let it dry.
- Contact tracing documentation binders (pod binders) will be available in all rooms. Staff document who is in what space for 15 minutes or more.

# School-Age Care

[Executive order 20-82](#) indicates when Robbinsdale Area School operates a hybrid or distance learning model “must provide school-aged care for Eligible Children at no cost during the time those children are not receiving instruction in the school building during regular school hours.” This school-age care must be provided for school-age children age 12 and under who are children of critical workers in Tier I of the state critical worker list. Children of Tier I workers only will be cared for at no cost during the typical school hours. For more information about providing school-age care, including the list of Tier I workers, see the “School-age Care Programs in Schools” section of MDE’s 2020-21 School Year Planning Guidance.

To register for child care: <https://rdale.ce.eleyo.com/>. Child care will be provided for elementary and middle school students.

## School Age Care Daily Schedule

Early morning and late afternoon care will include fun, enriching activities. Care during school day hours will include staff facilitating the district learning schedule for students. The staff are not licensed teachers but will manage the classroom, help with questions, help students log on to meet with their teachers virtually and plan natural breaks such as recess and meal times. Child care will follow MDH health guidelines for school age care programs. Each site supervisor for school age care will communicate a detailed daily plan which includes what to bring, drop off/pick up procedures, daily schedule and other important information once your registration has been accepted and before your first day of attendance.

## Volunteers

In the [2020-2021 Planning Guide for Schools: Health Considerations for Navigating COVID-19](#), the Minnesota Department of Health requires that, “Nonessential visitors, volunteers, and activities involving external groups or organizations should be restricted.” Therefore, we will continue to suspend the use of in-person volunteers in the distance learning and hybrid scenarios.

A new “virtual” volunteer program is being created allowing our existing volunteer pool to work directly with students while addressing data privacy and supervision issues. Contact Mindy Potvin in our Volunteers in Partnership office at [volunteers@rdale.org](mailto:volunteers@rdale.org).