

SAUK RAPIDS-RICE
PUBLIC SCHOOLS



Safe Learning Plan

#StormStrong



The Sauk Rapids-Rice School District believes that in school instruction is best for student learning and overall student well-being, while acknowledging that the threat of the Coronavirus has placed great difficulties and uncertainty on our ability to provide face to face instruction as our sole method for teaching. We understand that anything less than being in school full time strains many of our families. We also recognize that because of medically fragile students, at-risk family members, or other issues, some families may not be comfortable returning to a traditional classroom until a vaccine for COVID-19 is widely available. This plan is designed to be flexible and responsive as new information becomes available. Strategies were developed based upon guidance from the Center for Disease Control (CDC), the Minnesota Department of Health (MDH), and the Minnesota Department of Education (MDE).

In response to the uncertainty of the spread and impact of the virus, the district has developed plans for the three scenarios identified by the MDE. The three scenarios include in-person learning, hybrid learning, and Distance Learning. This guidance can be found on the [Minnesota Department of Education website](#). All plans are fluid and subject to change, as the safety of our students and staff is our top priority.

Sauk Rapids-Rice Guiding Principles and Core Values

As part of the planning process, the district leadership team established guiding principles and core values to shape the Safe Learning Plan.

Guiding Principles:

- Ensure the health and safety of our students, families and staff by adhering to recommendations provided by the Center for Disease Control, Minnesota Department of Health and the Minnesota Department of Education
- Remain focused on student learning by developing student-centered and family-focused learning environments in the three models outlined by the Minnesota Department of Education, in school learning for all students, Hybrid learning, Distance Learning only, that meet the individual needs of students and families in an environment that has finite resources while still addressing the whole child
- Comply with local, state and federal laws and regulations, and collective bargaining agreements
- Maintain fiscal responsibility and a balanced budget
- Collect, review, and respond to up-to-date data and information from stakeholders
- Follow MDE Guiding Principles

Core Values:

- Care and well-being of staff, students, and families
 - An inclusive, safe, caring and stimulating learning environment that builds relationships and promotes shared responsibility for performance and innovation
- Equity and inclusion for students
- Quality instruction that includes
 - Differentiation
 - Authentic and Timely Feedback
 - Assessing students early on, to learn more about where they are in their learning and what data-driven decisions need to be made to support learners
- As a Professional Learning Community, teachers are engaged in collaborative teaming and self-directed professional development (personalized learning--teachers own their learning)
 - A culture of continuous learning and growth in a caring, collaborative, and supportive environment
- Communicate accurate information in a timely manner

- Follow the recommendations of the CDC, MDH, and MDE
 - Recognition that we will need to be prepared to move among the three scenarios
- Transparency and good stewardship of resources
- Effective and ongoing communication with and outreach to students, staff, families and community members
 - Effective partnerships between students, staff, families and community members

Guidance for Districts

The Minnesota Department of Education (MDE) has been working with the Minnesota Department of Health (MDH) to determine how best to keep Minnesota students, families, and staff healthy and safe while returning to school this fall. MDE released initial guidance for districts June 18th, but the document had no final decisions on what districts must do for 2020-2021. MDE had districts plan and prepare for three scenarios in order for schools to be able to quickly transition between the models during the school year, depending on COVID-19 status improving, stabilizing, or worsening.

On July 30, 2020, Governor Walz, the Minnesota Department of Education, and the Minnesota Department of Health released a Safe Learning Plan for the 2020-2021 school year. The plan allows for local control that is data-driven. Schools will make decisions based upon the active COVID-19 cases in their county over a two week period of time. The chart for determining appropriate education options is listed below.

Recommended Education Options Based on 14-Day Case Rate Range

Education Options	Range (14-Day Case Rate per 10,000 people)
In-person learning for all students	0 to less than 10
Elementary in school, Middle/High School hybrid	10 to less than 20
Both hybrid	20 to less than 30
Elementary hybrid, Middle/High School Distance Learning	30 to less than 50
Both distance	50 or more

Reference documents related to COVID 19 and educational programming from the Minnesota Department of Education and the Minnesota Department of Health are available at the end of this document.

Each district plan should:

- prioritize equity for all students in each of the three learning models.
- focus on the continuity of teaching/learning and key operations of each school.
- be posted to the district website and communicated to stakeholders.
- include all MDE requirements and consider recommendations in planning.
- establish a return to school advisory committee and identify a COVID-19 coordinator.

The three learning models are:

In-Person Learning Model: All students return to learning at school with space created for social distancing in classrooms and on buses.

Hybrid Learning Model: All students participate in a hybrid learning of both face to face instruction at school and Remote Learning from home.

Distance Learning Model: All students receive remote instruction while at home.

Click on the link to access the [Parent guidance document](#) from the MN Department of Education.

Requirements and Recommendations

MDE guidance includes required and recommended elements:

- Required elements must be included in every district plan and are foundational to minimizing risk of COVID-19 exposure. Districts don't have a choice whether or not to incorporate these items.
- Recommended practices are additional strategies to be used as appropriate to minimize the spread of COVID-19. Districts can take these into consideration, but will be able to make decisions and choices on whether or not these elements work for their communities.

Sauk Rapids-Rice Planning and Preparations

The Sauk Rapids-Rice District leadership team began meeting in early July, 2020. The team is comprised of district leaders from all departments and buildings. As part of preparation and planning, the district administered two surveys on July 16, 2020 - one to staff and one to families. In addition, each building provided feedback. After receiving this feedback and guidance from MDE on July 30th, the Sauk Rapids-Rice Safe Learning Plan was developed.

Communication Methods

The District will utilize the 2020-2021 Return to School Webpage <https://www.isd47.org/return-to-school> for updating families, students, staff, and the community. The District will post the SRR Safe Learning Plan on the site linked above. The District will also continue to share regular communication updates through both District and Building level Skylert messages.

The COVID-19 Program Coordinator, District Nurses, and Building Contacts are identified below. These individuals will be involved in identifying lessons learned, challenges, and further preventive activities to eventually be shared with stakeholders.

District COVID-19 Coordinator:
Superintendent Bradley D. Bergstrom
(320) 258-1801
superintendent@isd47.org

District Nurses:
Amanda Pflipsen amanda.pflipsen@isd47.org
Sue Cook sue.cook@isd47.org

Building COVID-19 Contacts:

Sauk Rapids-Rice High School - RuthAnn Alvord ruthann.alvord@isd47.org

Sauk Rapids-Rice Middle School - Megan Cook megan.cook@isd47.org

Mississippi Heights Elementary School - Deb Tischmak deb.tischmak@isd47.org

Pleasantview Elementary School - Julie Cariveau and/or Carly Finch julie.cariveau@isd47.org and/or carly.finch@isd47.org

Rice Elementary School - Jody Silbernack jody.silbernack@isd47.org

Hillside/ECFE - Alison Ward alison.ward@isd47.org

In-Person Safety Protocols

All health and safety strategies listed below are considered preventative and will be utilized at all times.

Community Expectations

Health and Hygiene:

- Train teachers and staff to recognize COVID-like symptoms including fever, cough, shortness of breath, chills, muscle pain, new loss of taste or smell, vomiting or diarrhea, and/or sore throat.
 - Reinforce hand washing/hand sanitizing guidelines and covering coughs and sneezes among students and staff.
 - If soap and water are not readily available, hand sanitizer will be available
 - Provide sanitizing stations throughout each of the buildings.
- In key areas throughout the school post signs on how to slow the spread of COVID-19 and teach students how to stop the spread of germs.
- Conduct deep cleaning prior to students/staff returning to school.
- Intensify cleaning and disinfecting throughout the day.
 - Ensure safe and correct application of all disinfectants.
 - Clean and disinfect frequently touched surfaces throughout the day (door handles, sink handles, shared objects).
 - Isolate and deep clean classrooms and spaces following positive COVID-19 test results.
 - Turn off water fountains and allow students and staff to bring water bottles from home.
 - Clean and sanitize buses following each route.
- Limit sharing of materials:
 - Keep each student's belongings separated from others' and in individually labeled containers as appropriate.
 - Increase supplies to minimize the sharing of frequently used materials.
 - Clean or disinfect items that are shared.
- When returning books and materials to the Media Center, shelve items for 72 hours before returning to circulation.
- Recommend families to check student's temperature before coming to school. Students are to remain at home if their temperature is 100.4 degrees or above. No fever-reducing medications should be given prior to checking temperature and arriving at school.
 - Families are to call or email their student's school to report symptoms if a student is ill.
- Recommend school district employees check their temperature before coming to work. Employees are to remain at home if their temperature is 100.4 degrees or above.
 - Employees are to contact their building to report their illness.
- Staff will enter through designated entrances. Temperatures will be monitored as they enter.
- Students and the public will enter through designated entrances. Temperatures will be monitored as they enter the building.
- Students enrolling from high spread areas as defined by the MDH may be asked to quarantine prior to starting school.

Face Coverings

- According to the Governor's Executive Order 20-81, all students, staff, and other people present in school buildings and district offices or riding on school transportation vehicles are required to wear a face covering. Face coverings are meant to protect other people in case the wearer does not know they are infected.

- The face-covering should cover the nose and mouth completely, should not be overly tight or restrictive, and should feel comfortable to wear ([How to Wear Cloth Face Covering](#)). A face covering is not meant to substitute for social distancing, but is especially important in situations when maintaining a distance of six (6) feet is not possible. Face coverings should not be placed on anyone under age two (2), anyone who has trouble breathing or is unconscious, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a face-covering due to a developmental, medical, or behavioral health condition.

Types of allowable face coverings include:

- Paper or disposable mask
 - Cloth face mask
 - Neck gaiter
 - Scarf
 - Bandanna
 - Religious face covering
 - Face Shields (masks are recommended by the Center for Disease Control)
- Staff, students, and other people present in the school building or in district offices may temporarily remove their face covering or face shield while maintaining a distance of six (6) feet in the following situations:
 - When engaging in indoor physical activity (e.g., during recess, after school sports, or when exercising in a gym) where the level of exertion makes wearing a face-covering difficult.
 - During classes or activities held outdoors.
 - Pre-kindergarten students age five (5) years and younger participating in programming in a school building or district office. Pre-kindergarten programs are subject to the Executive Order requirements and related guidance applicable in child care settings; see Masking Requirements for Child Care (www.health.state.mn.us/diseases/coronavirus/schools/masks.html).
 - Face coverings may be temporarily removed to eat or drink, but care should be taken to maintain as much space as possible between people, recognizing it is not always feasible to maintain a distance of six (6) feet from others.
 - During indoor practices or performances involving singing, acting, public speaking, or playing musical instruments where a face covering cannot be used while playing the instrument. Performers should maintain a physical distance of six (6) feet or greater to the extent possible. Face coverings should be replaced as soon as the activity is completed.
 - People who are entering the school building during the day may be required by school staff to briefly remove their face covering for the purposes of checking identification.
 - Staff working alone in their offices, classrooms, vehicles, or other job locations who do not have any person-to-person interaction.
 - Staff working in communal spaces (e.g., at desks or in cubicles) that have barriers such as plexiglass or cubicle walls between employees that are above face level.
 - When communicating with a person who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with a face-covering difficult, provided that social distancing is maintained to the extent possible.

Social Distancing (to the extent possible)

- In the classroom
 - Arrange desks and/or limit the number of students at a table to allow for distancing.
 - Require assigned seating in classrooms to limit close contact among a large number of students and to assist with contact tracing.

- Before school starts, students will report to a designated area and/or their first period or homeroom class as designated by the school, and they will be encouraged to maintain social distance and not to congregate in common areas.
- Avoid greetings involving personal contact.
- In the school and on school grounds
 - Designate areas of the hallway as flow paths to minimize the congregation of students.
 - Provide visual cues when necessary to encourage students to stay apart, particularly when traveling or gathering in larger groups.
 - Discourage the congregation of students in parking lots and common areas.
- Enhanced mitigation measures
 - Schedule additional time for transitions.
 - Plan for staggered class changes to decrease the number of students in the hallway at once.
 - Assign students to cohorts to create student groupings that are static.
 - Consider teachers instead of students moving from class to class.
 - Design student flow, decreasing the number entering/exiting the school at the same time.

Space Considerations

Large Class Settings [PE, Art/Music, Band, Choir, etc.] (to the extent possible)

- PE Classes (Observe Health and Hygiene and Social Distancing Practices)
 - Students may not be required to change clothing for PE classes.
 - Locker rooms may be closed to prevent congregating.
 - Limit the activities to those with minimal contact.
 - Hold class outside weather permitting.
 - If not possible due to weather or staff constraints, consider options for exercise within the classroom or reduce the number of classes meeting at one time.
 - Limit the amount of shared equipment
 - when possible, split classes into two groups to allow for better social distancing.
 - Schedule opportunities for cleaning and disinfecting equipment and high-frequency touch areas between classes.
- Art, Music, Band, Choir (Observe Health and Hygiene and Social Distancing Practices)
 - Limit the amount of shared equipment.
 - Space students or request the use of masks, particularly in music, choir, or band.
 - Schedule opportunities for cleaning and disinfecting equipment and high-frequency touch areas between classes.
- Enhanced mitigation measures
 - Limit the number of students to allow for appropriate social distancing.
- Lunch (Observe Health and Hygiene and Social Distancing Practices)
 - Consider creating a rotating schedule for grade levels/cohorts of students where a portion of them remain in the classroom and a portion of them use the cafeteria daily/weekly.
 - Use disposable plates/utensils.
 - Discontinue self-serve lines and require nutritional staff to serve all food items.
 - Individually packaged condiments will be available.
 - The keypad will not be used to enter student numbers.
- Drinking Fountains (Observe Health and Hygiene and Social Distancing Practices)
 - Drinking fountains will be turned off, while bottle fillers will remain in use and be added in buildings.
- Recess (Observe Health and Hygiene and Social Distancing Practices)

- Stagger recess to allow classes to remain as static as possible (times, activities, and/or locations).
 - Should the ability to stagger recess become impossible, indoor/outdoor rotations or shortened breaks will be considered.
- Hallways (Observe Health and Hygiene and Social Distancing Practices)
 - Place floor markings, made of non-skid materials, six feet apart in potentially congested areas. This may include near restrooms, outside classroom and office areas, and near building entrances/exits.
 - Directional signs will be placed in hallways and classrooms to aid in the direction of traffic flow.
 - Markings will be placed outside of buildings to assist with social distancing during student and staff screening to get into school buildings.
- Assemblies and Performances (Observe Health and Hygiene and Social Distancing Practices)
 - Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order.
 - Implement health and hygiene recommendations and observe social distancing protocols during large group settings.
- Activity Events [Sports, Fine Arts, Co-Curricular, Clubs] (Observe Health and Hygiene and Social Distancing Practices)
 - Follow the Minnesota State High School League guidelines for sporting events/activities and practices.
 - Eliminate large group activities and provide virtual alternatives.
- Enhanced mitigation measures
 - Consider pre-packaged boxes/bags for students.
 - Serve meals in classrooms in elementary buildings.
 - Cancel all in-person field trips and provide virtual alternatives when possible.

Visitors/Volunteers (to the extent possible)

- Protocols for visitors in buildings
 - Encourage parents to call/email when feasible.
 - Families are to drop off and pick up students at designated door outside the school building.
 - Limit access to the office area except when attending previously scheduled meetings and/or conferences.
 - Require the use of face coverings inside the building
 - Request families to promote behaviors that reduce the chance of illness:
 - Do not enter a school if exhibiting signs of illness
 - Practice social distancing
 - Wear face coverings inside the building
 - Volunteers will only be utilized when necessary to fulfill a program requirement.
- Enhanced mitigation measures:
 - No lunch or classroom visits

On the Bus (Observe Health and Hygiene and Social Distancing Practices)

- Adjust routes to reduce numbers of students on each bus.
- Require students from the same household to sit together.
- Sanitize buses following each route.
- Load the bus from the back to front and dismiss front to back for morning routes. Afternoon routes will load the bus in order of stops back to front when possible.
- Require bus drivers and students to wear face coverings.

Before/After School Care:

- The same guidelines and safety applications for the school day will be in place for before and after school care.
 - Identify and utilize large areas to properly separate students.
 - Follow protocols for large group activities

Handling Suspected or Certified Cases

General Tracking Practices

- The district and/or individual schools will
 - Keep a daily log of students and staff absent due to COVID-19-related illness or symptoms to assist in MDH's contact-tracing efforts.
 - Monitor health office traffic.
 - Designate individuals to be responsible for responding to COVID-19 concerns.
 - Regularly monitor plans and communicate potential changes to the school schedule and/or calendar due to a COVID-19 outbreak.

Student Illness:

- Students with COVID-like symptoms will be sent to the nurse or designated school personnel.
 - If a student registers a temperature of 100.4 degrees or more, separate the student in a designated area and send the student home.
 - If temperature is lower than 100.4 degrees but other symptoms are present, health staff will isolate and call family for pick up per health staff observation and discretion.

When Someone is Exposed to a Confirmed COVID-19 Positive Person:

- If a student or employee comes into **direct or close contact with someone who has tested positive:
 - Contact the student's school or employee's building supervisor immediately.
 - If the student is at school, separate the student in a designated area and send the student home.
 - Provide remaining students with an alternative setting and sanitize the classroom/area after an appropriate waiting period.
 - Work with school personnel to determine the date of re-entry.
 - Staff and students who are determined to be in direct or close contact with an infected person will be required to stay home until
 - fourteen days have passed since the time of exposure, AND
 - the individual remains symptom-free during the time of quarantine.
 - Staff and students who display symptoms during the quarantine window should consult their local physician or health department for further instructions and stay home.

[**See COVID-19 Situations Process Map for more information](#)

When Someone Tests Positive for COVID-19:

- If a student or employee tests positive
 - Contact the student's school or employee's building supervisor immediately.

- The District COVID Coordinator will be contacted and will collaborate with the MDH to assist with contact tracing to determine the requirements for quarantining.
- Require the infected student and/or staff to remain at home until they have been released to return to school by their physician or have met the CDC criteria.
 - Symptomatic persons with confirmed COVID-19 or *suspected* COVID-19 (based on direct contact with an individual who tested positive) can return to school after:
 - At least 3 days have passed since recovery (as defined by no fever without the use of fever-reducing medications AND improvement in respiratory symptoms)
AND
 - At least 10 days have passed since symptoms first appeared.
 - Asymptomatic persons with confirmed COVID-19 can return to school after:
 - At least 10 days have passed since the date of test administration and the person remains asymptomatic
- Notify affected families and/or staff while maintaining confidentiality consistent with applicable federal and state privacy laws.
 - Allow staff and/or students that have been exposed to self-quarantine as recommended by the MDH and CDC.

SAUK RAPIDS-RICE
PUBLIC SCHOOLS



SRR Learning Models

(Guided by Minnesota Department of Education)

In-Person Learning



Hybrid Learning



Distance Learning

In-Person Learning Model

Definition

During the In-Person Learning Model, education will be similar to school prior to COVID-19.

- All students will come to school and participate in face-to-face learning with peers and teachers.
- There will be some changes depending upon classroom space, subject matter, and grade.
- Transitions will be limited, cleaning/sanitation will be more in-depth, and as much space as possible will be created between individuals during instruction.
- Daily schedules may be adjusted at both the elementary and secondary levels.
- Arrival and dismissal times may be adjusted during the In-Person Learning Model due to transportation limitations.

Tentative start and end times for the SRR In-Person Learning Model follow:

Early Childhood/School Readiness	Start and end times vary depending on class
Mississippi Heights Elementary	7:40 AM - 2:15 PM
Pleasantview Elementary	7:40 AM - 2:15 PM
Rice Elementary	8:50 AM - 3:30 PM
Sauk Rapids-Rice Middle School	8:10 AM - 3:05 PM
Sauk Rapids-Rice High School	8:20 AM - 3:15 PM
Adult Education	Start and end times vary depending on the class

Required for In-Person Learning

- Masking policy
- PPE for direct support student services
- Daily cleaning and frequent cleaning of high touch surfaces throughout the day
- Building level COVID-19 Program Coordinator, with optional student counterpart
- Limiting nonessential visitors/volunteers/external groups
- Discontinue large gatherings/activities that do not allow for social distancing
- Monitoring and excluding for illness

Academics and Scheduling

Each building has a learning plan, which can be accessed from the links below. These plans include an overview of potential learning scenarios, which include safety measures, academics and schedules for all three learning models.

- [Early Childhood/School Readiness Learning Plan](#)
- [Elementary Schools Learning Plan](#)
- [Middle School Learning Plan](#)
- [High School Learning Plan](#)
- [Adult Education Learning Plan](#)

Special Education

Sauk Rapids-Rice Public Schools participates as a member of the Benton-Stearns Education District. Benton-Stearns Education District supports and guides member districts on special education programming. In addition, Sauk Rapids-Rice Public Schools employs a full-time special education coordinator who supervises special education services for the district. Students receiving individualized services through special education have important considerations in planning for all learning models. Sauk Rapids-Rice Public Schools has the goal of maximizing the effectiveness of specialized instruction while at the same time minimizing COVID-19 infection risk with safety measures.

Meals

The In-Person Learning Model will provide meal service for all students each school day. Serving food at school during in-person learning must adhere to guidelines established by CDC and MDH.

When students are at school, breakfast and lunch will be offered to students with adjustments.

Elementary:

- Breakfast will be served in classrooms.
- Lunch - hot meals will be delivered to classroom wings on mobile lunch carts and students will eat in their classrooms. Students will have multiple lunch options. Food service, facilities, and administration will establish the best way for students to eat lunch while considering age, schedules, space, and sanitation routines.

Secondary:

- Breakfast may be a "grab and go" option, allowing students to grab a pre-bagged breakfast and take it with them to class.
- Lunch will be served in multiple areas that will allow for as much social distancing as possible. Food service, facilities, and administration will establish the best way for students to eat lunch while considering age, schedules, space, and sanitation routines.

Transportation

During in-person learning

- Buses will be loaded from back to front and dismiss front to back.
- Students and staff will wear masks on school buses.
- Students may have assigned seating.
- Parents will be responsible for ensuring social distancing is followed at bus stops.
- Families should transport their student(s) to and from school if possible to reduce the number of students riding school buses.
- Buses will be cleaned after each route.
- Family members may be required to sit together.

**For more information see the [Transportation Plan](#).

Hybrid Learning Model

Definition

In a Hybrid Learning Model, all students participate in a combination of face-to-face instruction at school and remote learning.

- Schools must limit the overall number of people at school and on buses to 50% maximum occupancy during hybrid learning.
- Social distancing of 6 feet must be in place at all times. If 6 feet cannot be achieved with 50% occupancy, the number of people in a space must be reduced.
- All activities and extracurricular programs should follow the MDH COVID-19 Prevention Guidance for Youth, Student, and Child Care Programs. Secondary activities will also follow the Minnesota State High School League guidelines for sporting events/activities and practices.
- Hybrid learning may be implemented if county COVID-19 status stabilizes or worsens.

Required for Hybrid Learning

- Masking policy
- PPE for direct support student services
- Daily cleaning and frequent cleaning of high touch surfaces throughout the day
- Building level COVID-19 Program Coordinator, with optional student counterpart
- Limiting nonessential visitors/volunteers/external groups
- Discontinue large gatherings/activities that do not allow for social distancing
- Monitoring and excluding for illness
- Social distancing of 6 feet at all times in school buildings
- School facilities at 50% capacity
- Transportation at 50% capacity
- Sufficient staffing levels to meet the requirements of the model

Academics & Scheduling

Sauk Rapids-Rice Public Schools will operate on a Green Group/Gold Group schedule.

- Students will be assigned to a group.
 - Green Group will have in-person learning (at school) on Monday and Tuesday and remote learning (at home) on Thursday and Friday each week.
 - Gold Group will have in-person learning (at school) on Thursday and Friday and remote learning (at home) on Monday and Tuesday each week.
 - Both Green and Gold Groups (all students) will engage in remote learning (at home) on Wednesday each week.
 - Students will be divided into groups by their last name.
 - Please reach out to the school where your student(s) attends if you have questions or concerns about this division of students.

Hybrid Learning Model Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
In-School	Green Group	Green Group		Gold Group	Gold Group
Distance Learning	Gold Group	Gold Group	Green and Gold Groups (All Students)	Green Group	Green Group

- Siblings will be assigned to the same group unless requested by family to be on opposite days.
- Wednesdays will be remote learning days. New learning, work completion, student collaboration between groups, and student support may take place on these days.
 - Remote learning expectations are clarified in the academic and scheduling plans linked below.
- Arrival and dismissal times may be adjusted during the Hybrid Learning Model due to transportation limitations. Please see each school's plan for more detailed schedules.

Early childhood, elementary, middle school, and high school each has a complete hybrid plan for academics and schedules. These plans include an overview of potential learning scenarios, which include safety measures, academics and schedules for all three learning models. (linked below).

- [Early Childhood/School Readiness Learning Plan](#)
- [Elementary Schools Learning Plan](#)
- [Middle School Learning Plan](#)
- [High School Learning Plan](#)
- [Adult Education Learning Plan](#)

Special Education

Benton-Stearns Special Education District supports and guides member districts on special education programming. In addition, Sauk Rapids-Rice Public Schools employs a full-time special education coordinator who supervises special education services for the district. Students receiving individualized services through special education have important considerations in planning for all learning models. Sauk Rapids-Rice Public Schools has the goal of maximizing the effectiveness of specialized instruction while at the same time minimizing COVID-19 infection risk with safety measures.

Meals

The Hybrid Learning Model must provide meal service for all students each school day whether students are at home or at school. Serving food at school during hybrid learning must adhere to guidelines established by CC and MDH.

In-Person (at school)

When students are at school, breakfast and lunch will be offered to students with adjustments.

Elementary:

- Breakfast will be served in classrooms.
- Lunch - hot meals will be delivered to classroom wings on mobile lunch carts and students will eat in their classrooms. Students will have multiple lunch options. Food service, facilities, and administration will establish the best way for students to eat lunch while considering age, schedules, space, and sanitation routines.

Secondary:

- Breakfast may be a “grab & go” option. Options will be determined based on MDH health and safety guidance and students schedules.
- Lunch will be served in multiple areas that will allow for as much social distancing as possible. Food service, facilities, and administration will establish the best way for students to eat lunch while considering age, schedules, space, and sanitation routines.

Distance Learning (at home)

When students have remote learning during the hybrid model, breakfast and lunch will be offered to students whose families request meals be sent home.

- Meals will be pre-packaged and sent home with students on either Tuesday or Friday depending on whether the student is in Group A or B.
- Families will be responsible for the cost of meals, unless students qualify for free meals.

Transportation

During hybrid learning, the number of people on buses will be limited to 50% maximum capacity while maintaining 6 feet of social distancing between the bus driver and students.

Some of the same transportation items are the same from in school to hybrid learning with a few changes:

- Buses will be loaded from back to front and dismiss front to back.
- Students and staff will wear masks on school buses.
- Students may have assigned seating.
- Parents will be responsible for ensuring social distancing is followed at bus stops.
- Families should transport their student(s) to and from school if possible to reduce the amount of students riding school buses.
- Buses will be cleaned after each route.
- Family members will be required to sit together.
- The number of routes may increase due to having less students on each bus.

**For more information see the [Transportation Plan](#).

Child Care for Critical Workers

Child care for critical workers (including staff) will be provided on remote learning and hybrid days for district enrolled students in grades K-5 as required by MDE.

- Childcare will be at the elementary, following that particular elementary building’s schedule.
- Breakfast and lunch will be served to registered students.
- School-aged child care for eligible children will be at no cost during the time those children are not receiving instruction in the building during regular school hours ([Executive Order 20-82](#)).
- Upon arrival each day to child care, students will have a health screening with a school employee asking if the child is experiencing any COVID-19 related symptoms.
 - If the answer is NO to ALL questions on the screening, the child can enter the school.

- If ANY answers are YES, the child WILL NOT BE ALLOWED to enter the school.

Technology: Internet & Devices

During the Hybrid Learning Model, students will be engaged in remote learning three (3) days per week. Grades 3-12 will have assigned school-issued devices. The district will make every effort to assign additional devices to grades K-2.

Reliable internet will be important during hybrid learning. Families are asked to inform the district if there is no reliable internet at home.

For more detailed information on devices and the internet including how to request additional devices and where to get assistance with an internet connection, see the [District Technology Plan](#).

Distance Learning Model (DLM)

Definition

In the Distance Learning Model, full-time education will occur remotely (at home). Students will have access to appropriate educational materials and receive daily instruction with teachers through Schoology (grades 4-12), Seesaw (grades K-3), or by email.

- The DLM may be considered:
 - for short periods of time, when confirmed cases are identified but contact tracing and notification of close contacts in the school setting cannot be completed within 24 to 36 hours.
 - when multiple cases are identified within a short time period, across multiple classrooms or activities.
 - when a significant community outbreak is occurring or has recently occurred, and is impacting multiple staff, students, and families served.
 - when substantial, uncontrolled community transmission is occurring at the county-, regional-, or state level, and there are multiple cases of COVID-19 confirmed among students and/or staff.
- Distance Learning will be an option for families when the district is in a hybrid or in-person model.
 - DLM may be offered to families based on needs and the ability to support Distance Learning.
 - Families with medically fragile children, at-risk family members, or other concerns with their student(s) returning to school due to COVID-19 may elect to have their student(s) learn from home (DLM), recognizing and agreeing to DLM conditions.

Academics & Scheduling

Families Partnership

- Commit to providing learning support for student(s) in this environment. Last year's Distance Learning model was a stop-gap measure; this year the model will be more rigorous.
 - Familiarize yourself with students' courses.
 - Support your student by developing a quiet space and a schedule that is conducive to digital learning.
 - Monitor the completion of assignments on a daily basis and encourage students to ask for assistance when needed.
 - Provide feedback and support as the student is learning.
 - Help the student navigate through the course.

- It is important for the family to ensure students are completing their own work so teachers know how to provide additional support.
- Families of elementary-aged children are more hands-on and involved in guiding students and assisting with projects or schoolwork that may be completed both on and away from the computer.
- Families of middle and high school-aged students should expect the students to be more independent learners.

Communication

- Teacher will:
 - post announcements and assignments in Seesaw (K-3) or Schoology (4-12), and/or email.
 - provide communication during office hours through email, phone calls, and virtual meeting platforms.
 - schedule parent/guardian/student/teacher meetings upon request.
- Students and families are to communicate regularly with the DLM teacher to ensure success in this learning environment.
 - Failure to participate in required DLM sessions and/or complete assignments may result in course/grade level failure and/or the student considered truant.
 - The primary contact method will be by email and the teacher will call when appropriate.
 - Parents will receive class notifications through Schoology (grades 4-12), Seesaw (grades K-3), and by email.
 - Parents may report concerns to the teacher first, then to the administrator of their child's school.

Materials

- It is preferred that students have access to a device (iPad/Mac computer) and reliable internet at home.
 - Students will receive instructional supplies and materials to the extent necessary and practical.
 - The District, through a student's school, may be able to provide a device pending availability.
 - If families need access to the internet, contact a local provider or the students' school to come up with a plan.

Instruction

- Structure
 - The structure will include a variety of learning activities, to include assignments, and video chats tailored to grade level and subject and with a specified timeline for completion that should be strictly adhered to by students and predominantly within normal school hours.
 - Elementary and Secondary RLM will include live, direct instruction each week. Teachers may record the lesson for students to review at a later time, as needed, and will follow data privacy rules and expectations.
- Class Time
 - Teachers will host class time sessions. Class time sessions will be interactive, allowing students and teachers to gather and work together in an online environment.
 - During class time sessions, teachers provide instruction and students gain a deeper understanding of the content, engage in activities, and collaborate with their peers.
 - In general, students can expect to spend fewer hours in daily instructional time during Distance Learning than in-person school days.

- In addition to the class time sessions, students needing individual support may be required to have individual/small group live sessions at the teacher’s discretion.
- Summative assessments may be proctored at the teacher’s discretion.
- DLM instruction will be conducted during normal school hours, and students are expected to actively participate.
- A calendar of assignments should be provided weekly, complete with due dates and policies for late work.
 - The district will make every effort to post information in the same location within each Learning Management System (LMS) (ie. Seesaw, Schoology).

Digital Citizenship

- A safe and secure digital learning environment is provided to all students participating in the Distance Learning Model.
- Students are expected to practice internet safety.
- Students are expected to follow the Sauk Rapids-Rice Acceptable Use Policy and Code of Conduct.

Prioritizing In-Person Support and Services

When the Sauk Rapids-Rice Public School moves some or all grades to distance learning, the district will prioritize in-person instruction for students with disabilities, English learners, students experiencing homelessness, students in foster care, and students who are struggling academically (as determined by the school leadership team) as long as there is not evidence of widespread COVID-19 transmission in the school building. This may be done without prior approval from MDE or MDH as long as the expected health and safety protocols set forth in guidance and Executive Order 20-82 continue to be met.

Special Education

Benton-Stearns Special Education District supports and guides member districts on special education programming. In addition, Sauk Rapids-Rice Public Schools employs a full-time special education coordinator who supervises special education services for the district. Students receiving individualized services through special education have important considerations in planning for all learning models. Sauk Rapids-Rice Public Schools has the goal of maximizing the effectiveness of specialized instruction while at the same time minimizing COVID-19 infection risk with safety measures.

Sauk Rapids-Rice Public Schools will prioritize providing in-person direct special education services for students whose special education program calls for intensive services that cannot be provided in a distance learning setting. These students may include:

- Students who, due to their disability, cannot access their special education instruction remotely without significant adult support (e.g., needs hand over hand assistance, direct PCA services, and/or direct intervener services)
- Students needing intensive services requiring the use of specialized technology, equipment (e.g. stander, gait trainer, and other adaptive equipment), or augmentative/alternative communication, with direct adult support that is available in the school setting
- Students whose program contains functional goals and curriculum, activities of daily living, (e.g., toileting, eating, mobility), or highly modified materials requiring in-person instruction and progress monitoring.

- Students requiring significant behavioral programming and implementation of a positive behavior support plan that cannot be provided in a distance learning environment.

Parents of students whose programming needs may require prioritizing in-person direct special education services will be contacted by the student's case manager and offered a team meeting to discuss the student's programming needs. The student's IEP (Individual Education Program) or IFSP (Individual Family Service Plan) team should determine if in-person instruction and services at a school site are appropriate based on the student's individual needs to ensure the provision of FAPE (Free Appropriate Public Education) and based on the ability to ensure compliance with public health mandates and the individual student and family health situation.

District staff are aware that they will need to be on-site to provide students with in-person instruction and services.

Meals

The Distance Learning Model must provide meal service for all students each school day whether students are at home or at school. In this model, breakfast and lunch will be offered to students whose families request meals.

- Breakfast and lunch will be delivered to/picked up by families that request them.
- For students who are choosing to learn at home year-round under Distance Learning, a week's worth of meals will be available for pick up at designated school sites on Wednesdays.
- If Elementary and/or Middle/High School is on a Distance Learning model based on the 14-Day Case Rate Range, meals will be available for pick up at designated school sites and/or delivered to homes on a sign-up basis.
- Families will be responsible for the cost of meals, unless students qualify for free meals.

Child Care for Critical Workers

Child care for critical workers (including staff) will be provided during Distance Learning for district enrolled students in grades K-5 as required by MDE.

- Childcare will be at the elementary, following that particular elementary building's schedule.
- Breakfast and lunch will be served to registered students.
- School-aged child care for eligible children will be at no cost during the time those children are not receiving instruction in the building during regular school hours ([Executive Order 20-82](#)).
- Upon arrival each day to child care, students will have a health screening with a school employee asking if the child is experiencing any COVID-19 related symptoms.
 - If the answer is NO to ALL questions on the screening, the child can enter the school.
 - If ANY answers are YES, the child WILL NOT BE ALLOWED to enter the school.

Technology: Internet & Devices

During the Distance Learning Model, students will be engaged in remote learning everyday. Grades 3-12 will have assigned school-issued devices. The district will make every effort to assign additional devices to grades K-2.

Reliable internet will be important during Distance Learning. Families are asked to inform the district if there is

no reliable internet at home.

For more detailed information on devices and the internet including how to request additional devices and where to get assistance with an internet connection, see the [District Technology Plan](#).

Community Education Enrichment/Recreation

Hybrid Learning

Community Education Enrichment/Recreation: Hybrid learning for all students:

MDE, MDH Guidance:

Youth, Adult, Seniors, Aquatics, and Adults with Disabilities Enrichment Programming Community Education is an essential provider for enrichment programming for Minnesotans across the state. Programs should follow the guidelines from [MDH 2020-21 Planning Guidance for Schools](#) and guidance within this document when planning programs, delivery styles and services. Community Education programs may charge fees for programming. Programs should consider all fee options, including scholarships and flexible funding, to enable participants to access programming opportunities.

Distance Learning

Community Education Enrichment/Recreation: Distance Learning for all students:

MDE, MDH Guidance:

Youth, Adult, Seniors, Aquatics, and Adults with Disabilities Enrichment Programming Community Education is an essential provider for enrichment programming for Minnesotans across the state. Programs should follow the guidelines from [MDH 2020-21 Planning Guidance for Schools](#) and guidance within this document when planning programs, delivery styles and services. Community Education programs may charge fees for programming. Programs should consider all fee options, including scholarships and flexible funding, to enable participants to access programming opportunities.

[Governor's Emergency Executive Order 20-82 \(July 30, 2020\)](#)

Activities and extracurricular programming should continue to follow the COVID-19 Prevention Guidance for Youth Programs and COVID-19 Sports Guidance for Youth and Adults and Youth Programs Guidance.

Activities and Athletics

MDE continues to partner with the Minnesota State High School League (MSHSL) in providing guidance to member schools regarding participation in athletics and activities. Activities are available for participation in the fall, through hybrid and in-person learning. If a District is placed in remote learning, due to data based on county virus numbers, then activities will be virtual based only. Those that are choosing to participate in remote learning through hybrid and in-person learning, are able to participate in activities.

[Governor's Emergency Executive Order 20-82 \(July 30, 2020\)](#)

Activities and extracurricular programming should continue to follow the COVID-19 Prevention Guidance for Youth Programs and COVID-19 Sports Guidance for Youth and Adults and Youth Programs Guidance.

High School

For the fall, High School sports will include competitive seasons in boys and girls soccer (grades 9-12), cross country (grades 7-12), girls swimming and diving (7-12), and girls tennis (9-12). There will also be practice seasons for volleyball and football, for grades 9-12. Fine Arts, Winter and Spring activities information is not available at this time.


Middle School

Middle School activities continue to investigate options at this time that may allow participation opportunities. This could potentially include practices, intramural experiences, or activity samplers.

Registration

Registration for Storm Activities, for competitive and intramural/practice seasons can be completed at www.isd47.org/storm/register. If you do not have an account in this registration system at this time, please view the directions on that page prior to clicking the registration button. If you do have an account and cannot access the password, please call customer assistance at 1-800-934-2621.

Quick Reference Guide

Sauk Rapids-Rice Public Schools Return to School 2020-21 Quick Reference Guide			
	<u>In-Person Learning Model</u> <i>All students learning at school</i>	<u>Hybrid Learning Model</u> <i>Combination of students learning in-person and remotely</i>	<u>Distance Learning Model</u> <i>All students learn remotely from home</i>
Scheduling	-Students will learn at school full-time	-Students will learn in-person 2 days and remotely 3 days per week	-Students will be remotely learning from home full-time
Child Care	-Child care during school hours will not be offered.	-Child care offered during school hours for enrolled 2-5 students of critical workers on their Remote Learning days	-Child care offered during school hours for enrolled K-5 students of critical workers on their Distance Learning days
Learning	-Teaching and learning will occur in-person at school -Grades 3-12 will have 1:1 devices -Families may elect Distance Learning -Transition plan from hybrid or Distance Learning ready, if needed	-Combination of in-person and remote learning -Grades 3-12, 1:1 devices -Devices available for remote learning days for K-2 students -Google Apps for Education will be utilized frequently -Families may elect Distance Learning -Transition plan ready for in-person or Distance Learning ready, if needed	-All students Distance Learning at home -Grades 3-12, 1:1 devices -Devices available for K-2 students -Teachers interact daily with students -Teachers available for support -Daily attendance and learning required
Health & Safety	-No non-essential visitors -Cleaning and disinfecting protocols -Students go straight to classrooms with few transitions -Frequent hand washing, along with other vital safety protocols -Maintain a distance of six (6)	-No non-essential visitors -Cleaning and disinfecting protocols -Limit movement in buildings -Students remain with the same group of students and staff wherever possible -Frequent hand washing, along with other vital safety protocols	-Cleaning and disinfecting protocols will be in place when employees are in the building -Child care students will be in the buildings. All required safety protocols enforced

	feet when possible	-Maintain distance of six feet	
Meals	-Breakfast and lunch will be served at school	-Meals served at school on in-person learning days. Meals sent home with families that request them for Remote Learning days.	-Breakfast and lunch will be delivered to/picked up by families that request them
Transportation	-Students may have a seating chart that will allow for as much distance as possible, but may not be six (6) feet -Buses will load from back to front and unload from front to back -Bus seats will be cleaned and sanitized between am/pm routes -Each bus will have a paraprofessional who will screen and supervise students	-Students will have a staggered seating chart that will maintain a distance of six (6) feet -Buses will load from back to front and unload from front to back -Bus seats will be cleaned and sanitized between am/pm routes -Each bus will have a paraprofessional who will screen and supervise students	-Buses will not transport students during Distance Learning

Parent Resources

Parents play a large role in how their children adapt to the changes in the learning environment due to COVID-19. Below are resources to help you support your child during this time.

[Helping Children Cope With Changes Resulting From COVID-19](#)

[Sauk Rapids-Rice Public Schools Return to School 2020-21 Quick Reference Guide](#)

[Building Cleaning and Sanitization Plan](#)

http://www.gaspnet.org/resources/COVID-19_parent_handout_NASP_NASN_2-20_FINAL.pdf

For more information, please visit our website at isd47.org
 Contact the District COVID-19 Coordinator Superintendent Bradley Bergstrom with questions or concerns:
superintendent@isd47.org or 320-258-1809

