Presented to the School Board
August 6, 2020
Minnesota’s Safe Learning Plan for 2020-2021

Decision-Making Process

1. Consider county-level data to determine MDE’s recommended base learning model

2. Consult with health officials to examine local data and consider impact on schools

3. Evaluate our district’s ability to implement required and recommended protocols (ie. staffing, transportation, supplies, protocols, physical distancing)

4. Determine the learning model to begin the school year

5. Monitor community and school-level impact of COVID on a regular basis and adjust if needed

<table>
<thead>
<tr>
<th>Number of cases per 10,000 over 14 days, by county of residence</th>
<th>Recommended Base Learning Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9</td>
<td>In-person learning for all students</td>
</tr>
<tr>
<td>10-19</td>
<td>In-person learning for elementary students; Hybrid learning for secondary</td>
</tr>
<tr>
<td>20-29</td>
<td>Hybrid learning for all students</td>
</tr>
<tr>
<td>30-49</td>
<td>Hybrid learning for elementary students; Distance learning for secondary students</td>
</tr>
<tr>
<td>50+</td>
<td>Distance learning for all students</td>
</tr>
</tbody>
</table>

Source: Minnesota’s Safe Learning Plan
Administration’s Recommendation:
Begin the year in a Hybrid Learning model for all students

Schools will follow all safety protocols and guidelines for face coverings, physical distancing, and cleaning and sanitizing, and will operate at about 50% of capacity both in schools and on buses.

Priority will be to schedule families together on same days.

Families and staff will need to be flexible and have alternative plans should we move to in-person or distance learning district-wide or at an individual school or classroom level.
Sample Hybrid Schedule

A Day
Monday

B Day
Tuesday

A Day
Wednesday

B Day
Thursday

C Day
Friday

Group A

Group B
How We Will Learn:

ELEMENTARY SCHOOLS

- Schools will follow all safety protocols and guidelines for face coverings and cleaning and sanitizing
- Modifications may be made to the school day to limit the number of students in one area at a time, such as lunch, recess, dismissal times, etc.
- Students will attend school full time

In-Person Learning

- Half of the class reports to school each day (Monday-Thursday)
- Building capacity will be at approximately 50%
- Students stay together in their classroom with their teacher throughout the day

At-Home Learning (3 days/week)

- Learning supports and expands on what is taught in-person
- Online learning supports and expands on what is being taught in-person

Hybrid Learning (ABABC)

- Learning is both synchronous and asynchronous learning
- All instruction delivered in an online format by the grade-level teacher

Distance Learning
How We Will Learn:

**MIDDLE SCHOOLS**

<table>
<thead>
<tr>
<th>In-Person Learning</th>
<th>Hybrid Full Schedule (ABABC)</th>
<th>Hybrid Advisory Bubble (ABABC)</th>
<th>100% Distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Every Student</strong></td>
<td><strong>Every Day</strong></td>
<td><strong>Every Day</strong></td>
<td><strong>Every Day</strong></td>
</tr>
<tr>
<td>At the direction of MDE guidance/Governor</td>
<td>Used Oct. 20 - end of year or until we continue in person</td>
<td>Used Sept. 10 - Oct. 14 depending on county metrics</td>
<td>All instruction is delivered online by the content teacher</td>
</tr>
<tr>
<td>Students will attend school full time</td>
<td>Instruction is blended, live and flexible learning is available</td>
<td>All instruction delivered online</td>
<td>Students interact with advisory teacher and specialists</td>
</tr>
<tr>
<td></td>
<td>Students receive in person instruction, support, differentiation, intervention, enrichment, 2 days per week, online 3 days per week</td>
<td>This time will be prioritized to prepare students for online learning:</td>
<td>This time will be prioritized to prepare students for online learning:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pre-assessment</td>
<td>• Pre-assessment</td>
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<tr>
<td></td>
<td></td>
<td>• MAP</td>
<td>• MAP</td>
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<td></td>
<td></td>
<td>• Schoology Orientation</td>
<td>• Schoology Orientation</td>
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<td></td>
<td></td>
<td>• On-line procedures</td>
<td>• On-line procedures</td>
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<td></td>
<td></td>
<td>• Digital Citizenship</td>
<td>• Digital Citizenship</td>
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<tr>
<td></td>
<td></td>
<td>• Etc.</td>
<td>• Etc.</td>
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</tbody>
</table>

100% of district curriculum and state standards
How We Will Learn:

HIGH SCHOOL

**In-Person**
- All students everyday

**Hybrid**
- Follows A/B/A/B/C schedule
- 80 minute periods
- Meet in person for the morning
- Lunch and office hours in the afternoon, for students who need it

**Distance Learning**
- Synchronous/asynchronous instruction
- Schoology every Monday - Thursday
- Learning+ Day every Friday

**3-Period Block Schedule**
- Students have just 3 classes (periods 1, 3, 5) Quarter 1
- Courses switch for Quarter 2 (periods 2, 4, 6)
- 80 minute periods
- Students meet in-person every day

- Students have 3 classes (periods 1, 3, 5) Quarter 1 and meet in-person 2 times/week
- Courses switch for Quarter 2 (periods 2, 4, 6), and meet in-person 2 times/week
- Fridays are Learning+ Days for collaboration with teachers, peers

- No A/B/C schedule
- Students have just 3 classes (periods 1, 3, 5) Quarter 1
- Courses switch for Quarter 2 (periods 2, 4, 6)
- Fridays are Learning+ Days for collaboration with teachers, peers
How We Will Learn:
St. Croix Valley Area Learning Center

In-Person Learning:
- Students would return to school full time
- 100% of students will transition to onsite options
- Use all ALC classrooms
- Continue option of Covid spreadsheet to access content
- Return to school wide ALC events
- Access Industrial Tech and PAC
- Return to in person groups in Wellness

Hybrid Learning (ABABC):
- 50% of students onsite daily using ALC classrooms with ABABC schedules
- AM 3 period alternate days
- PM Learning Lab settings with licensed staff in M-TH office hours
- Access online Covid Spreadsheet for Google documents, classroom, schoology, and personalized lessons
- Provide creative asynchronous synchronous lessons designed with alternatives in mind
- Hold weekly advisory sessions for credit

Distance Learning:
- Access online Covid Spreadsheet for Google documents, classroom, schoology, and personalized lessons
- Access asynchronous and synchronous lessons designed with alternatives in mind
- Use chromebooks and personal devices for daily check in
- Engage daily in assignments paced for learning
**How We Will Learn:**

**SPECIAL EDUCATION**

<table>
<thead>
<tr>
<th>Least Restrictive</th>
<th>More Restrictive</th>
<th>Most Restrictive</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students in special education are assigned to an A or B general education cohort.</td>
<td>In the event that a student is not making adequate progress on his/her IEP goals, additional support and services will be discussed. Teams will follow the IEP process.</td>
<td>In the event that a student is not making adequate progress in a more restrictive hybrid model, additional support and services will be discussed. Teams will follow the IEP process.</td>
</tr>
<tr>
<td>IEP services are provided across all instructional settings.</td>
<td>Due to the requirement to contain community spread, additional support and services will be in a special education setting.</td>
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</tr>
<tr>
<td>Some IEP services are prioritized in face-to-face learning format, based on student need and IEP team agreement.</td>
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</table>

Support, instruction, intervention and enrichment is delivered by the special education teacher and/or related service providers online and/or in-person.
Families: It’s Your Choice
Please complete your Intent to Return form in Skyward by 8/9/20

Learning “On The Dial”

- This option is best for families who want in-person experiences for their students
- Families choosing this model will need to be flexible and have alternative plans as it is likely we will need to move between in-person, hybrid or distance learning district-wide or at an individual school or classroom level

- This option is best for families who have medical concerns or just don’t feel comfortable returning to school
- This option offers consistency for families who need it

Please note: Families will be asked to commit to their decision for one term (quarter at elementary schools; semester at high school)
Proposed Calendar Revisions

- First week of school delayed one week
- Student contact days added on Nov. 2, Dec. 23, Jan. 19, Feb. 16 and March 26
- End of 1st Quarter moved from Oct. 30 to Nov. 13
- End of 2nd Quarter/1st Semester was moved from Jan. 15 to Jan. 22
- We may need to swap the ‘C’ day on Nov. 3 (Election Day) with the Grading Day on Nov. 13 depending on the instructional model we are in after MEA

Transition Days to Begin the Year

- Provides two days of transition (Sept. 8 & 9) for 6th and 9th grade students
- Provides four days of Ready, Set, Go Conferences