Reopening SPPS Plan

Fall Planning 2020

Introduction

The closing months of the 2019-20 school year were unprecedented as we adjusted every system in Saint Paul Public Schools to support our students through distance learning in the midst of the COVID-19 pandemic. Thanks to the hard work and dedication of our staff, families and community, we continued to educate our students, ensured online access and connection, served over a million meals, celebrated our newest graduates in a whole new way, and accomplished many other firsts.

In planning for the 2020-21 school year, we will continue to face challenges in educating students while keeping everyone safe and healthy. The decisions for what this fall will look like very much depend on community health and Minnesota Department of Education (MDE) guidelines. Guidelines for the start of school were released on July 30 and direct Minnesota school districts to open if/when county health metrics and other criteria can be safely met. The ultimate decision is left up to each individual district and must be flexible enough to change as needed.

This document represents our plan for how SPPS will begin the new school year. We also anticipate the Information, plans and schedules will change based on guidance from MDE, the Minnesota Department of Health (MDH) and the impact of the COVID-19 pandemic in Saint Paul.

Guiding Principles for Reopen SPPS

Focus on the needs of students and families.

Prioritize community well-being, including the social emotional and physical health needs of students and staff.

Champion equity and make sure students maintain progress toward their learning goals.

Design fiscally responsible and sustainable solutions.

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# Back to School Planning for Fall 2020

Plan for Three Fall Scenarios

In early June, the Minnesota Department of Education asked school districts to plan for fall based on three scenarios.

SPPS planned for all three scenarios, which may be implemented at some point during the school year. We will begin the school year in Distance Learning and will implement other scenarios as community health conditions evolve.

1. **In-person learning** for all students at schools
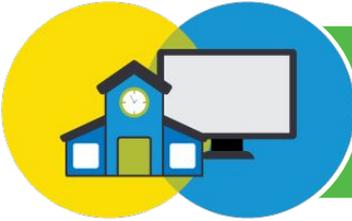
2. **Hybrid scenario** with smaller class sizes by combining some in-person and some distance learning time
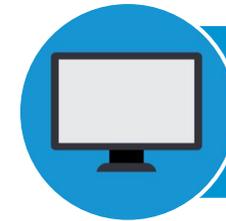
3. **Distance learning only** scenario without school access

Regardless of the scenario that SPPS may operate in at different times of the school year, **SPPS will be offering the SPPS Virtual Learning School as an option for any family who does not want their students to attend an in-person or hybrid schooling option for the 2020-2021 school year.** SPPS Virtual Learning will maintain a student's path to graduation and will address state standards. More information about this option is provided on page 32.

Lessons Learned From Spring 2020

In planning for the fall, we took into account successes and challenges SPPS encountered when we first implemented Distance Learning in April. Using interviews, surveys, focus groups and software metrics, we evaluated the implementation of distance learning in SPPS, what happened as distance learning was rolled out starting, and the experiences families had as a result of their students participating in distance learning. We committed to improving on these experiences by developing "Distance Learning 2.0" for the fall.

Spring 2020 Distance Learning Key Findings

What did we do to organize for effort for the implementation of distance learning?
- SPPS **quickly** organized for Distance Learning by focusing on the key needs of staff, students and families during the transition, employing a strategic and comprehensive understanding of the situation from several perspectives, **prioritizing the three required components of essential care, meal provision and distance learning**, leveraging existing areas of expertise and centralized and consistent leadership at the core. It must be noted the **foundation of Personalized Learning Through Technology (PLTT)**, a six-year effort was critical to the success.

What is happening as distance learning is rolled out on April 6, 2020?
- The roll out of Distance Learning reflected continual efforts to provide **access, connection, engagement and support** and while not perfect, by far a majority of SPPS were able and did continue to experience learning from March to June.

What kind of experiences are our families having as a result of their students participating in distance learning?
- Experiences varied greatly. As one respondent commented, **"there are some good days and there are some bad days"**.
- Particular challenges were noted for **English language learner** families and **students with special needs**.

Improvements to Distance Learning: Distance Learning 2.0

When Distance Learning was first introduced, it was an emergency response in an attempt to slow the spread of the COVID-19 pandemic. After implementing the Distance Learning last spring, SPPS engaged several stakeholder groups for feedback. We listened to that feedback, and will introduce Distance Learning 2.0 as an improved platform for learning for the 2020-21 school year.

Last spring was all-hands on deck, fast paced development as the pandemic took over our lives. We heard from you what worked well and what needed improvement and are ready this fall with a significant upgrade.

Our staff is committed to providing students and families the high-quality learning opportunities they expect. This fall, students will experience a new way of organizing lessons, one that aligns the look and feel of Schoology and Seesaw between courses to make them easier to navigate. There will be more "same time" learning and grading expectations will be taught at the beginning of course.

Improvements to Distance Learning: Distance Learning 2.0

Instruction	Technology
- Daily same-time (synchronous) lessons - Daily student-to-student interaction using technology tools - Districtwide course design expectations will be in place - Districtwide course guidelines developed for each grade band - Course and grading expectations will be taught and shared with families - Course design will include Culturally Responsive Instruction via Ready 4 Rigor framework - Schedule guidelines that meet the requirements and work in all 3 scenarios	- iPads for PreK-12 - Seesaw for PreK-2 and Special Education Fed III and IV, option for grade 3 - Schoology for grades 3-12 - Video conferencing (Google Meets) enhancements for ALL students - Fall technology launch support for staff, students and families - Staff will have the option to work on site if they need access to WiFi for their work. Students will have access to enhanced WiFi options.

Reopen SPPS Planning Process

SPPS fall planning began in May with gathering lists of questions to address. Work groups formed to collect ideas and review options, plan, and then carry out a multitude of tasks to get ready for school in the fall. Work groups include budget, communications, engagement and evaluation, curriculum and instruction, facilities and operations, health protocols, schedules and school support services, technology and workforce.

Planning took into account a wide range of learning scenarios, and included a building-by-building evaluation of space available for instruction.

The overall findings included:
- Across all middle and high schools, only **25% of classrooms can accommodate 50% enrollment** while still maintaining social distancing.
- At the elementary level, **31% of schools can theoretically support 100% enrollment with social distancing and 100% of elementary schools can accommodate 50% enrollment** with social distancing.

Reorganizing schools in this way presents significant schedule, staffing and furniture challenges. Class sizes of 50% enrollment at the elementary level would mean hiring 1,200 more licensed teachers or paraprofessionals, with no long-term job guarantees if circumstances warrant either Distance Learning or full on-site instruction.

Communication, Engagement, Evaluation

It's important for families to know what to expect for this fall as soon as possible. Families can expect to receive emails with updates throughout the summer as more information is made available from the state and as decisions are finalized for SPPS.

In addition to email and text message updates, information is shared on social media and on the spps.org/reopen2020 website. SPPS also created the spps.org/virtuallearning website for information about the 100% online learning option. All communications and websites were translated in Spanish, Hmong, Somali and Karen.

Dr. Gothard held a town hall meeting on July 15, in order to provide the community with an update about the Reopen SPPS scenarios. A detailed email follow up was sent to all staff on July 16 and all families on July 20. Following the town hall meeting, SPPS staff used a variety of strategies to engage with stakeholders, answer questions and gather feedback. The strategies included outreach in English, Spanish, Hmong, Somali and Karen, and used the following tools:

- Email summaries
- Facebook posts and chats on dedicated pages or groups
- Feedback forms
- Virtual meetings

- Mass/Digital Media (3Hmong TV, Reportes 365, etc)
- Online Forum
- Personal outreach via text and phone
- WhatsApp Groups
- YouTube

SPPS also engaged in a series of pulse surveys to better understand our staff and families questions, concerns, needs and thoughts about starting school in the fall. The pulse survey is a very short survey that is sent out regularly between July and September. It serves as a check-in on the community's opinions about fall.

2

Health Guidelines and Actions

Health Guidelines and Actions

SPPS is taking measures to protect the health and safety of students, families and staff regardless of the scenario in place. These measures are detailed in the following guides.

- COVID-19 Employee Workplace Manual
- COVID-19 Student and Family Guidelines

Some of the key actions in place are:

- Nonessential visitors, volunteers and activities involving external groups have restricted access to school buildings.
- Student arrival and dismissal will be monitored to ensure students move from their vehicle directly to and from their classroom, as well as to minimize congregating
- Staff and K-12 students must wear face coverings, as required by the Governor's order. When working with students who are unable to socially distance, staff will have Personal Protective Equipment.
- Learning spaces will be provided with supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer, paper towels, disinfectant wipes, and tissues).
- Hand washing will be built into the daily schedule for all students and staff.
- Signage will be displayed in each building to remind students and staff of the safety precautions in place.

Some of the key actions in place are:

- There is a routine for environmental cleaning and disinfection of high-touch surfaces and shared equipment throughout the day, in addition to the <u>four-tiered cleaning plan</u>

- Ventilation systems have been reviewed and updated as needed in order to operate properly and increase circulation of outdoor air as much as possible.

- All staff will help follow procedures to quickly identify signs of illness during the day and reduce exposure.

- Sick students will be identified and isolated until they can be picked up. Sick staff will be asked to go home immediately.

- There will be an online COVID-19 reporting system in place for staff and families to report signs of illness, close contact exposure, or positive cases with recommendations to follow based on the information reported.
  - SPPS follows HIPAA guidelines and the <u>MDH COVID-19 Decision Tree</u> to determine who needs to be notified, isolated and tested following a positive or suspected case.

3

Reopening SPPS Stages

Reopening SPPS Stages

SPPS will open the school year in Distance Learning 2.0 with a transition plan to the hybrid model based on science and data as well as a readiness checklist. The hybrid model will be implemented in stages by grade bands and Special Education needs.

Hybrid Model

Distance Learning 2.0

Return to in-person Learning
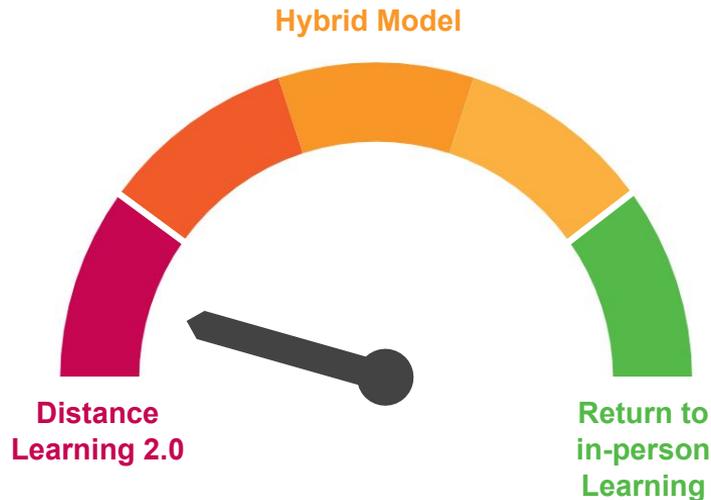
Distance Learning 2.0

Starting with September return to school
- Full Distance Learning for all students
- Limited access to school sites

Hybrid Model

Staged implementation as conditions permit.
Students in Distance Learning 3 days when not on site
- Group 1 on site Monday and Tuesday
- Group 2 on site Wednesday and Thursday

Return to In-Person Learning

Goal for 2020-2021
- All students learning at school sites, except students enrolled in SPPS Virtual Learning School

SPPS Hybrid Readiness Checklist

- ❏ **Community virus spread**
- ❏ Distance Learning 2.0 **instructional design** and supports in practice
- ❏ **Site logistics** for social distancing in place
- ❏ **Enrollment** in SPPS Virtual Learning School known
- ❏ **Sufficient staffing** available to work on site identified
- ❏ **School rituals/routines** adjusted to reflect Family/Student and Staff wellness manuals
- ❏ **School schedule, class groupings, and other systems** adjusted for rotating days
- ❏ **Transportation and Meal** logistics determined
- ❏ **Sufficient communication time** for families to adjust to new schedule
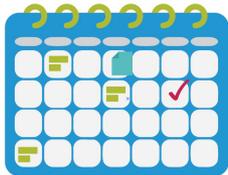
September 25: Determine October 19 transition or hold (following MN Educator Academy conference break)

October 14: Determine November 16 transition or hold (start of Quarter 2)

Distance Learning 2.0

Overview
In this scenario, no students would be allowed in school buildings for regular learning. All instruction in this scenario is delivered through enhanced distance learning practices. These practices will reflect lessons learned from the spring and community input.

Academics - Distance learning 2.0, Hybrid, and In-Person Learning

SPPS will take advantage of its Personalized Learning Through Technology infrastructure to support Distance Learning 2.0 in grades Pre-K through 12. All SPPS PreK-12 students have been issued iPads as part of our regular instruction. In September, SPPS will begin our Distance Learning 2.0 program for all students using these devices.

Distance Learning 2.0 will be a balance between Any-time (Asynchronous) and Same-time (Synchronous) Learning:

Asynchronous (Anytime) Distance Learning is when a teacher and a student interact with learning activities in different places and at different times. Students engaged in asynchronous distance learning 2.0 courses are allowed to complete their work any time of the day that works best for a student and their family.

Synchronous (Same time) Distance Learning is when a teacher and a student interact with learning activities in different places at the same time. Students engaged in synchronous distance learning courses must be online when the teacher has scheduled the meeting. At various times during the day, students will have the opportunity to engage with their teachers, participate in group chats, view web-based lessons, and have video meet-ups with teachers and their classmates.

Academics - Distance learning 2.0, Hybrid, and In-Person Learning

- SPPS Distance Learning 2.0 relies on students to use their iPad device and participate in online learning using our two Student Management System platforms, Seesaw and Schoology. Teachers may use other district-approved technology to engage with students via email, using online courses, setting up group chats and forums, and sharing videos and audio recordings.

- Schools will develop Distant Learning 2.0 outreach teams to ensure all students have the opportunity to engage in lessons and move forward in their achievement of grade-level standards.

- Teachers will be mindful of resources that may not be available to students in a Distance Learning 2.0 environment. Successful completion of assignments is not dependent on particular materials or resources (for example, access to a printer). A variety of choices, options and examples of possible resources will be provided to students when possible.

- The SPPS curriculum incorporates lessons in digital citizenship at all grade levels. Our website, <u>Digital Citizenship: A Manual for SPPS Educators</u>, provides guidance for the Distance Learning 2.0 environment we are implementing. We encourage families to take advantage of the resources linked there.

Distance Learning 2.0

Assessment

- At the start of the school year, teachers will be engaged in building relationships, getting to know their students, finding out what students know and determining next steps in what they need to learn.

- They will be using a range of assessment types: teacher-created, standardized and performance-based

- Teachers use the results of ongoing formative assessment to monitor the progress of student learning and adjust instruction.

- Teachers at each school meet in professional learning communities and use assessment data as a means to examine their practice and collaborate on improving outcomes.

- Site and district administrators use assessment results in charting the overall course of curriculum and instruction.

Distance Learning 2.0

Grading

- Grading expectations will be taught for each course

- Grading based on achievement

- Families notified if students are falling behind

- Each school will have a team to address issues with engagement and attendance

- Teams work together to determine the best way to serve the students and families

- Assessment is a key link between standards and instruction.

- Teachers use the results of ongoing formative assessment to monitor the progress of student learning and adjust instruction.

- Professional learning communities use assessment data as a means to examine practice and collaborate on improving outcomes.

- Site and district administrators use assessment results in charting the overall course of curriculum and instruction.

- Assessment tools – teacher-created, standardized, performance-based – are chosen with the intended use of their data in mind.

Distance Learning 2.0

Attendance

Students must have documented student-teacher or parent-teacher contact on a given day to be reported as in attendance on that day, i.e., schools must take positive rather than passive attendance.

Options:
- **Daily Connect model (L 1.0), teacher-entered attendance:**
  - Teachers enter attendance based on previous day's participation in the Daily Connect course.
  - Single Daily Connect course ensures a placeholder location to enter attendance daily for A/B courses.
  - DL 1.0 model allows for students to work into the evening and attendance data entry the following day.
  - Students required to engage with a post from a teacher in Seesaw (PreK-2) or Schoology (3-12). Examples include posting daily assignments in learning platforms at the start of the regular school day.

- **Teacher-Entered (TE):** Day of attendance model, similar to face-to-face setting. Students who "appear", as defined by the teacher, in DL courses are marked present on the same day. TE model does not allow for students to work into the evening. Attendance should be entered by teachers by the end of their work day.

- **Student "check-in" models (SCI):**
  - Once daily, automated: Students "check in" by clicking a button in Campus Student once a day to any course scheduled for the day. The mechanism involves completing an assignment with the only task of clicking the button. Campus runs a nightly process that converts the completed attendance assignments for the day into present on students' attendance tab. Teachers do not enter attendance manually.
  - Period, automated: Students "check in" hourly rather than once daily.
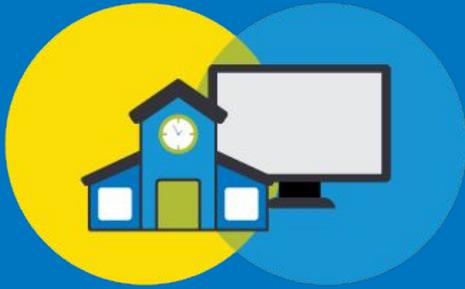
Distance Learning 2.0

Breakfast and Lunch Program

To ensure students receive nutritious meals in a safe manner:

- Nutrition Services will continue with the home delivery meal operation on a month-by-month basis to determine an appropriate termination date.
  - The sustainability of the program must be evaluated.
  - The program may be discontinued if conditions make it unsafe for employees to execute this work.
  - The program may be discontinued if resources (e.g. transportation vehicles, staff, federal funding, etc.) are not available to execute this work.
  - Regular communication will be provided to all families and staff.
- Parents can opt in/out by emailing NS@spps.org.
- Students will be provided a weekly meal box that includes ready-to-eat and easy preparation foods.
- The menu cycle will be based on a rotation of menu concepts to ensure balance, variety, moderation and cultural relevance.
- Curbside pickup will be offered to those that seek an alternative to home delivery.

Distance Learning 2.0

Hybrid

Learning:

Two Days On Site,
Three Days Distance Learning

Overview
In this model students have learning time at school and at home.

The hybrid model is used when the spread of COVID-19 is under more control and it is safe to begin coming together for an entire school day.

- The Department of Education requires that this hybrid model includes limiting the overall number of people in school facilities and on transportation vehicles to 50% maximum occupancy when possible, or reducing occupancy to meet social distancing requirements of at least 6 feet between people.

- SPPS does not have the building and staff capacity to support having all students on-site every day and meet the 50% occupancy and social distancing requirements.

SPPS Hybrid Model

After carefully considering multiple options, the SPPS hybrid model includes:

- Students at all grade levels will learn at school sites for two days and at home for three days.

- This may be implemented in stages, with Hybrid Stage 1 bringing some Special Needs students on-site, Stage 2 expanding to additional students, and Stage 3 applying to all students.

- Students assigned to a class will be divided into two groups, as much as possible keeping families in the same group. Group 1 will learn at schools on Mondays and Tuesday, Group 2 will learn at schools on Wednesdays and Thursdays. Families will be provided with a calendar to help them know when to go to their school.

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 on-site (regular schedule)	**Group 1** on-site (regular schedule)	**Group 2** on-site (regular schedule)	**Group 2** on-site (regular schedule)	**Both Groups Distance Learning** (Teacher work and student support day)
Group 2: Distance Learning		**Group 1:** Distance Learning		
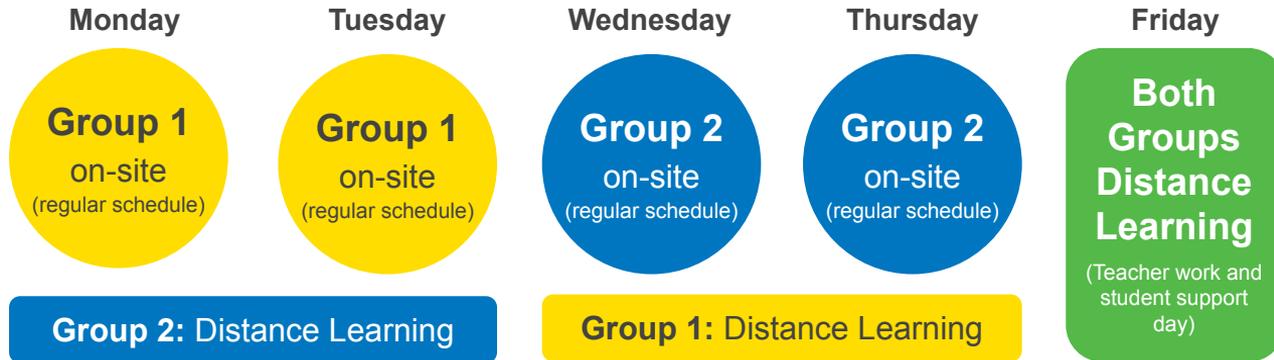
*Early childhood and half-day Pre-K will follow the same group schedule during their normal class time (a.m. or p.m.)

Hybrid Model
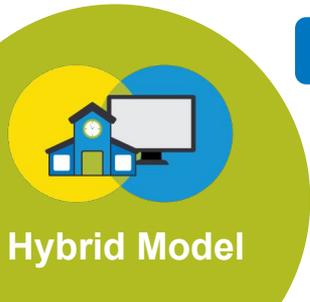
Breakfast and Lunch Program

To ensure students receive nutritious meals in a safe manner:

- Breakfast To Go will continue to operate much like it does now; however, meals will be pre-packaged.

- Complete meals will be served by Nutrition Services (NS) staff behind the serving line (everything from fruits and vegetables to condiments).

- Reusable clamshells will take the place of traditional lunch trays.

- NS staff will provide milk and silverware service to ensure cross contact is minimized.

- New contact-free cashier systems will be in place.

- Students will consume meals in the cafeteria.

- Additional space will be designated for cafeteria overflow and vulnerable students.

- Lunch monitors will be assigned to supervise dining spaces and enforce healthy behaviors.

Hybrid Model

Breakfast and Lunch Program

- Meals will also be provided to students for home consumption on their non-contact days, and for those that enroll in the Virtual Learning School.
    - Students will be provided with a weekly meal box to take home on their last day of class each week.
    - Curbside pickup will be offered to those in Virtual Learning and/or seek an alternative to the take-home meal box.
    - Home delivery will be utilized for those that do not have means to pick up meals and/or those with medically fragile children.
        - This program will use a hub location, such as Como Park Senior High School, that accommodates bus transitions, meal staging and staff work space.
        - This program requires a month-by-month evaluation to assess sustainability and determine a termination date.

Hybrid Model

Transportation

- Ensuring students remain physically distanced on school buses is a significant challenge. When SPPS is operating on a hybrid schedule, which requires a maximum 50% occupancy, all students will sit one to a seat. Students within the same household should sit together.

- Students will load the bus from the back to the front. For example, at the first stop on the route, students should seat themselves at the back of the bus.

- Families are responsible for monitoring their students' health and keeping them home if they are ill. Families should never send a sick child to the bus stop.

- Students and staff will be required to wear masks on the bus when traveling to or from school.

- Our contracted transportation providers will ensure all buses are thoroughly cleaned and disinfected on a daily basis.

Hybrid Model

Attendance

Options:

- **Hybrid (H) Daily Connect/Teacher Entered model:** Daily Connect model on DL days and teacher-entered on face-to-face days.
  - Daily Connect model (L 1.0), teacher-entered attendance: Teachers enter attendance based on previous day's participation in the Daily Connect course. Single Daily Connect course ensures a placeholder location to enter attendance daily for A/B courses. Also, DL 1.0 model allows for students to work into the evening and attendance data entry the following day.
  - Teacher-Entered (TE): Day of attendance model, similar to face-to-face setting. Students who "appear", as defined by the teacher, in DL courses are marked present on the same day. TE model does not allow for students to work into the evening. Attendance should be entered by teachers by the end of their work day.

- **Student "check-in" models (SCI):**
  - Once daily, whether at home or in school, automated: Students "check in" by clicking a button in Campus Student once a day to any course scheduled for the day. The mechanism involves completing an assignment with the only task of clicking the button. Campus runs a nightly process that converts the completed attendance assignments for the day into present on students' attendance tab. Teachers do not enter attendance manually.
  - Period, automated: Students "check in" hourly rather than once daily.

    - Each student and teacher has a daily schedule that supports the length of the school day reported.
    - Students participating less than the full scheduled day are reported as part time.

Hybrid Model

On-Site Learning All Days

Overview

Should the state and Saint Paul Public Schools determine that school buildings can safely reopen for all students, SPPS will continue to practice social distancing and follow other health guidelines.

- All students will report to their assigned school for the regular school hours.
- Classes will take place as scheduled.
- Social distancing will not be enforced to six feet during primary instruction, but schools will create as much space between students and teachers as possible.
- Guidelines for hallways, large group spaces, materials sharing, and other safety measures enacted during Hybrid learning may continue to be in place.

Academics

- Distance Learning 2.0 + Ability to work with all students.

Breakfast and Lunch Program

To ensure students receive nutritious meals in a safe manner:

- Complete meals will be served by Nutrition Services (NS) staff behind the serving line (everything from fruits and vegetables to condiments).
- Reusable clamshells will take the place of traditional lunch trays.
- NS staff will provide milk and silverware service to ensure cross contact is minimized.
- Students will consume meals in the cafeteria.
- Additional space will be designated for cafeteria overflow and vulnerable students.
- Lunch monitors will be assigned to supervise dining spaces and enforce healthy behaviors.

Transportation

- Bus capacity and routes will be determined by social distancing guidelines.

Attendance

- Attendance will be taken using the same mechanism as during a typical school year.

On-Site Learning

4

SPPS Virtual Learning School

SPPS Virtual Learning School: Full-Year Distance Learning by Request

Overview

Saint Paul Public Schools is proud to offer a 100% Distance Learning option for students PreK-12 who prefer the option of distance learning throughout the entire 20-21 school year. This option is available regardless of the district decision to return to school in an in-person, hybrid or distance learning scenario.

We recognize the challenges the COVID-19 pandemic brings to students, staff and families, and are designing the SPPS Virtual Learning option to provide a valued alternative to physically attending school.

Overview

- For currently enrolled students, registration for SPPS Virtual Learning is open from July 30 through August 14. Registration for students new to the district is open through September 11.

- Students served under this model will receive full-time instruction via online courseware and digital curriculum resources along with some synchronous direct instruction and support from an online SPPS teacher.

- Students will maintain dual enrollment in both their home school and SPPS Virtual Learning. This will support future enrollments when students choose to attend classes in person.

- Each student will be provided an iPad, case and charger. Families needing a WiFi hotspot can request one after the enrollment period is completed. When at all possible, families are encouraged to utilize their home internet and WiFi.

- The social emotional needs of students are an important component of any SPPS schooling model. Activities, virtual student connections and individual teacher check-ins will be part of the instructional program.

- Students who choose the SPPS Virtual Learning option will require the support of a guardian or family member. Typical areas of support include monitoring assignments, monitoring daily progress, encouraging engagement, time management, etc. SPPS Virtual Learning is not a tutoring program.

For more information, see spps.org/virtuallearning.

SPPS Virtual Learning

SPPS VIRTUAL LEARNING SCHOOL	vs	DISTANCE LEARNING 2.0
An option available to all SPPS PreK-12 students	**STUDENTS**	All current SPPS students
NEW FAMILIES: Enroll by September 11 **EXISTING FAMILIES:** Enroll by August 14	**ENROLLMENT**	Students remain enrolled in their current school for the 2020-2021 school year. New families apply online at spps.org/apply.
Students attend SPPS Virtual Learning September 2020 through June 2021. Students may transfer in or out of SPPS Virtual Learning at semester breaks.	**CALENDAR**	If the district returns to school in September in the distance learning scenario, it is possible that a transition may be made later in the year to the hybrid or in-person scenario.
The SPPS Virtual Learning option takes place virtually at the student's home. Face-to-face will be limited to required formal or legal assessments and services. There will be no face-to-face instructional time.	**SCHOOL**	Distance learning takes place at the student's home. Students may start the year in distance learning, but could transition to face-to-face (hybrid) or in-person learning as the year progresses.
Students receive instruction from an SPPS Virtual Learning teacher. Some teachers may be from their currently enrolled school, teachers may be from across the district to support a full offering of required courses.	**CONNECTION TO SCHOOL**	Students receive instruction from their school's teacher.
Students will spend part of the day learning online with their teacher and some on their own without their teacher. Start and end times for SPPS Virtual Learning School are yet to be determined. More information available soon.	**SCHOOL DAY**	Students will spend part of the day learning online with their teacher and some on their own without their teacher.
Students may participate with their assigned brick and mortar schools as possible.	**GRADUATION**	Will be held as appropriate following state and federal health and safety guidelines.

Academics

- In alignment with the Minnesota Department of Education (MDE) guidelines, our programming will provide students learning in all required state standards, English Learner (EL) and Special Education services, elective opportunities and more.

- Just like the in-person and hybrid school scenarios, students in grades PreK-2 will complete lessons in Seesaw and students in grades 3-12 will complete lessons in Schoology. Students will use the suite of SPPS digital tools and available apps.

- While core courses and elective options will be available, some school-based elective courses will not be available as they require additional equipment or materials (for example welding or pottery).

SPPS Virtual Learning

Breakfast and Lunch

To ensure students receive nutritious meals in a safe manner:

- Meals will be available for curbside pickup to those that enroll in Virtual Learning.

- Home delivery will be utilized for those that do not have means to pick up meals and/or those with medically fragile children.
  - Parents can opt in/out by emailing NS@spps.org.
  - This program will use a hub location, such as Como Park Senior High School, that accommodates bus transitions, meal staging, and staff work space.
  - This program requires a month-by-month evaluation to assess sustainability and determine a termination date.
    - The sustainability of the program must be evaluated.
    - The program may be discontinued if conditions make it unsafe for employees to execute this work.
    - The program may be discontinued if resources (e.g. transportation vehicles, staff, federal funding, etc.) are not available to execute this work.
    - Communications will be provided to all families and staff.

- Students will be provided a weekly meal box that includes ready-to-eat and easy preparation foods.
- The menu cycle will be based on a rotation of menu concepts to ensure balance, variety, moderation and cultural relevance.

SPPS Virtual Learning

Attendance

Options:

- **Daily Connect model (L 1.0), teacher-entered attendance:** Teachers enter attendance based on previous day's participation in the Daily Connect course. Single Daily Connect course ensures a placeholder location to enter attendance daily for A/B courses. Also, DL 1.0 model allows for students to work into the evening and attendance data entry the following day.

- **Teacher-Entered (TE):** Day of attendance model, similar to face-to-face setting. Students who "appear", as defined by the teacher, in DL courses are marked present on the same day. TE model does not allow for students to work into the evening. Attendance should be entered by teachers by the end of their work day.

- **Student "check-in" models (SCI):** Once daily, automated: Students "check in" by clicking a button in Campus Student once a day to any course scheduled for the day. The mechanism involves completing an assignment with the only task of clicking the button. Campus runs a nightly process that converts the completed attendance assignments for the day into present on students' attendance tab. Teachers do not enter attendance manually.

- **Period, automated:** Students "check in" hourly rather than once daily.

SPPS Virtual Learning

5 Elements Present in All Scenarios

Social Emotional Learning and Wellness

Distance Learning and the COVID-19 pandemic has created high levels of stress for many students, staff and families, emphasizing the importance of social emotional well being. As we reopen SPPS, it is vital that we genuinely welcome students and staff back to school, create connections and re-establish relationships under new circumstances. Including Social Emotional Learning (SEL) strategies during both in-person *and* distance learning one way to do this.

To meet the social emotional needs of students and staff, Saint Paul Public Schools will:

- **Focus on developing and maintaining relationships**
    - Relationships are the foundation for all learning
    - Genuine relationships help create a sense of emotional and physical safety
    - Provide resources for creating positive culture and team building activities that will be available to district and building leaders
    - Provide educators with resources and tools for strengthening relationships, such as the 5 Minute Chat.
    - Begin and end a school day or a class with routines such as, community building circles, morning meeting and check out.

To meet the social emotional needs of students and staff, Saint Paul Public Schools will:

- **Continue and deepen implementation of the <u>PBIS Framework</u>.**
  - Adapt our standard "in person" tools and resources for use in Distance Learning. This will create continuity for transitioning back and forth between scenarios.
  - Staff and students co-create clear, agreed upon behavior expectations and methods of responding to unexpected behaviors
  - Develop rituals and routines and take time for celebration
- **Support schoolwide implementation of Restorative Practices as a way to build a positive and inclusive culture.**
  - Community building circles may be used in classrooms and with staff to increase belonging and providing every individual with opportunities to share and be heard.
  - Experienced and skilled circle keepers may offer Reflection Circles for staff and young people
  - A series of Restorative Practices <u>professional development sessions</u> has been converted from in-person to virtual experiences.
- **Support a continuum of Mental Health and Wellness resources for students and staff.**
  - Develop a Mental Health Support team at each school site.
  - Continue a School Based Mental Health program, utilizing our community mental health partners to their full capacity.
  - Support the Trauma Informed Schools work lead by the School Social Work Department
  - Develop and offer ongoing self care opportunities for staff

For more information, please see the <u>MDE Student and Family Support guidelines</u>

Physical Environment

Ventilation improvements

- Mechanical systems are being reprogrammed to draw more fresh, outdoor air into the ventilation system during operation. The systems will also run longer each day, starting long before students and staff arrive and continuing until after most building occupants have left for the day.
- To the greatest extent possible, mechanical systems will be outfitted with enhanced filters that screen out more COVID-sized particles

4-Tier cleaning plan

- Each building will have a cleaning plan that allows for tailoring levels of cleanliness and disinfection to the health needs of that particular building.
- Common, high-touch surfaces will be disinfected at least daily (and often more frequently).
- There is a 9-person rapid response team ready to be deployed for necessary deep disinfection, as needed.

Limitations of outside uses / visitors

- In accordance with MDH guidelines, the use of SPPS buildings and grounds will be limited to only those uses that are directly in support of SPPS programming.

Coordinated space usage and occupant flow throughout the building

- Space occupancy will be coordinated with MDH and MDE guidance, including safe operations of communal spaces such as cafeterias.
- Coordination of student flow during the course of the day will help limit unnecessary contact. From pushing-in enrichment courses at the elementary level, to controlling direction of travel in hallways and stairwells at the secondary level, building specific plans are being developed to be thoughtful about unnecessary mixing of student groups.

Technology and Digital Resources

SPPS will take advantage of its Personalized Learning Through Technology infrastructure from the past 6 years to support Distance Learning in grades Pre-K through 12. All SPPS PreK-12 students have been issued iPads as part of regular instruction. Technology Services will continue to adapt to meet the changing needs of our students, staff, and administrators.

Comprehensive support for students and staff are available at spps.org/ipadhelp, spps.org/distancelearning and spps.org/personalizedlearning.

Digital Learning Supports

Student, family and staff guides, how tos and videos are available at spps.org/distancelearning and include:
- Schoology
- Seesaw
- Infinite Campus
- Google Meet
- iPad Apps
- Supplemental and core applications
- And more

Access to WiFi

Access to WiFi is available through requesting hotspots or assistance with subscribing to Comcast Internet Essentials. Tickets can be entered by contacting the students teacher or contacting spps.org/ipadhelp

Broken iPads

Staff iPad Managers at all schools will assist students, families and staff with computer issues, connecting to core applications and addressing broken iPads and computers. Tickets can be entered by contacting the student's teacher or contacting spps.org/ipadhelp.

Digital Citizenship

Staff and students take part in internet safety and digital citizenship learning.

The SPPS curriculum incorporates lessons in digital citizenship at all grade levels. Our website, Digital Citizenship: A Manual for SPPS Educators, provides guidance for the Distance Learning environment we are implementing. We encourage families to take advantage of the resources linked there.

Students and families also sign a technology use agreement annually stating the commitment to responsible use of technology.

Internet Filtering

SPPS will utilize internet filtering tools to support safe and responsible use of the internet on and off school grounds.

Specialized Services

SPPS **will** provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services.

Special education teachers will be meeting with families at the beginning of the school year to discuss individualized student needs and services for the 2020-2021 school year. Meetings with families will be done virtually. Trained interpreters will be available to support communication with families as needed.

Service delivery will be individualized to meet IEP/IFSP goals and align with the instructional scenarios identified above:

- In-person direct and related services within the school buildings when in a hybrid or in-person model
- Same time direct and related services in a virtual learning environment, including tele therapies
- Co-teaching with general education teachers
- Adapting and/or modifying general education assignments to meet student needs
- Providing adaptive online supplemental assignments and/or choice boards aligned to goals and objectives
- Providing regular communications to families to support student success in each educational model
- Special Education evaluations will be completed virtually or in person, based on safety recommendations

Multilingual Learners

English learners have access to standards-based content courses as well as differentiated instruction in all academic content areas across all stages of reopening SPPS school sites. In all stages, educators will follow the EL service models: <u>DL Service Plan - Elementary</u> and <u>DL Service Plan - Secondary</u> The DL service models examine the structures that teachers will use to be able to deliver EL services in a DL setting in both co-taught and sheltered environments.

Content teachers provide multiple representations of concepts, sentence frames, differentiated texts, and vocabulary instruction with an explicit focus on academic language. One recommended way to do this is to use the EL Distance Learning Lesson Structure. The EL Lesson Structure is a weekly progression of lesson goals and foci where different dimensions of language are highlighted each day throughout the course of the week, culminating in student practice and preparation of a content and language product.

- EL teachers use language acquisition strategies that offer opportunities for students to achieve in the four domains (Reading, Writing, Speaking, Listening).
- Collaboration between content and EL teachers should be prioritized and clearly planned for from the start
- Access to reliable internet connection for distance learning and hybrid scenarios
- Provide enough support and personal contact to ensure that independent assignments can be completed without need for a family member to teach the content at home (i.e. design short, clear assignments that allow for feedback)
- Interpreters support families in familiarizing with new resources

Early Childhood Services (Pre-Kindergarten and Early Childhood Special Education)

- Students enrolled in Pre-Kindergarten and Early Childhood Special Education (ECSE) programs will be provided regular instruction through Seesaw, resources from the School Home Partners in Learning program (available in multiple languages) as well as routine Talk, Read, Write, Play, Sing family learning opportunities.

- All Pre-Kindergarten students will have access to a learning kit which contains hands-on materials to enrich learning opportunities. Learning kit items include: magnetic letters and numbers, white boards, watercolor paints, Play-Doh, chalk, counting beads, counting cubes, etc.

- Distance Learning for this grade level relies on the interaction between children, caregivers and carefully chosen materials.

- It is a regular feature of SPPS Pre-K programming that families agree to collaborate in support learning activities with their children. This will continue in Distance Learning.

- Families may check in with the teacher daily or weekly depending on arrangements made by an individual family and their teacher. This check-in may be done using Seesaw, Google Meet or other method as determined by the teacher and family.

- In Seesaw, teachers will post at least one daily learning experience from each of five parts of the Early Childhood Workshop model. Caregivers will visit each part of the workshop one time per day with the student.

- Students receiving Early Childhood Special Education services will have learning activities tailored to their IFSP and IEP goals, including consulting with caregivers on implementing strategies during daily routines.

Additional Considerations for Reopening

Athletics and Activities

- Athletics will follow the guidelines put forth by the Minnesota State High School League in conjunction with MDH and CDC protocols.
- The reopening of SPPS activities will align to MDH, MDE and CDC guidance.
- Both district athletics and activities reopening will be contingent upon ensuring COVID-19 health and wellness sustainability for stakeholders.

Extended Day Learning

Grades K-8 Extended Day for Learning (EDL)

Hybrid Plan
- Grades K-8 EDL will take place 50% on-site and 50% through distance learning.
- During distance learning, both synchronous and asynchronous instruction will be implemented.
- Total hours of programming will be commensurate to prior years.
- This plan has the capability to flow between hybrid and 100% on-site scenarios.

Distance Learning Plan
- Grades K-8 EDL is pending, per decision from MDE if targeted services funding can be used for programs with 100% distance learning.
- If allowed, EDL will be held for grades 1-8 with both synchronous and asynchronous instruction.
- Total hours of programming will be commensurate to prior years.
- This plan has the capability to flow between distance learning and hybrid scenarios.

Grades 9-12 Credit Recovery and EL Language Development

Extended Day for Learning for Grades 9-12 will take place in either a hybrid or distance learning scenario. Instruction will take place through distance learning with both synchronous and asynchronous instruction. Total hours of programming will be commensurate to prior years.

7 Protocols for Transitions Between Stages

Protocols for Transition Between Stages

As SPPS plans for reopening schools, we recognize that changes in public health data could necessitate rapid adjustments to our operational model. Students, families and staff should be prepared for changing scenarios throughout the 2020-21 school year. SPPS will continue to seek learning strategies across grade levels and curricular areas that ensure students are able to access high-quality, rigorous instruction within any of these scenarios.

- If health conditions allow, transitions between stages will take place at the end of a quarter, semester or other grading period.

- Regardless of the location, learning will continue with the same expectations for attendance, assignment completion and grading.

Supports for Students and Families

Support for Students and Families

Students Experiencing Homelessness

Project REACH is an SPPS shelter and street-based program that promotes school stability and academic success of homeless children and youth. The REACH team will connect with families and youth currently identified as homeless to monitor their needs and living situations during times of school closure. The REACH team will assist families and staff to ensure students have the support needed to access distance learning services.

Communications and Translations

SPPS is committed to regular communications with families and the community. The fall reopening plan website, spps.org/reopen2020, is the central location for information. In addition to updating this website, SPPS will send updates via email, text and robocall as needed.

Language Services

If families need help in any language, the first place for families to call is their child's school. Schools will have support teams that include bilingual staff. In cases where schools do not have a bilingual staff member available, staff will use language line to help you.

Parent Help Line

If families need assistance with Distance Learning, they can also contact the Office of Family Engagement at 651-767-8347 or email family.engagement@spps.org. If phones are busy and families have to leave a message, staff will do their best to respond within one business day.

Technology Support and Parent Resources to Support Distance Learning

Families and students who need technology support should call 651-603-4348, email <u>familysupport@spps.org</u> or visit <u>spps.org/ipadhelp</u>.

SPPS will have video and digital support tools available for families, so that they can learn about our digital tools and help their children during distance learning. These will be available in five languages, and will be used to provide workshops for families, both through schools and district offices.

Distance Learning Support Center

SPPS will have Distance Learning Support Centers for PreK- 12 grade students at multiple sites throughout the city. The referral-based Distance Learning Support Center will prioritize students with the greatest need.

The Support Center will be adequately staffed with academic, social emotional health and technical supports for students. Depending on the need, up to three hours of support services will be available per day per student. The Distance Learning Support Center will have flexible hours to accommodate student and family needs.

Social service support

- Initial contact is a student's home school
    - School social workers and/or counselors are prepared to support families and connect them with community resources
    - Most schools have a school-based mental health provider on site
- Resources being updated for Distance Learning 2.0 include:
    - Mental Health Resources for Families
    - Staff Guidance for Student Concerns and Crisis
- Child Care Resources
    - Child Care Aware referral line at 1.888.291.9811
    - Children's Defense Fund Minnesota's Bridge to Benefits screening tool
    - MN Dept of Human Services Child Care Assistance

Community Education

Community Education

During the COVID-19 crisis, SPPS Community Education has been the primary provider of childcare for emergency workers in Saint Paul. Community Education has developed and recommended procedures for adhering to health and safety guidelines in each program area.

Below are SPPS's recommendations for Community Education childcare, enrichment and recreation programs, Adult Basic Education and Early Childhood Family Education programs while in a distance learning environment, maintaining strict health protocols for the 2020-2021 school year.

Adult Basic Education

Adult Basic Education will offer online synchronous instruction through Google Meet and asynchronous opportunities via 8-10 distance learning platforms. Classes will include ELL, Math, GED, Adult Diploma, College Readiness, Computer Basics and Job Training.

Virtual registration, testing, advising and academic coaching will be available. Registration for September is open and available here: https://commedspps.co1.qualtrics.com/jfe/form/SV_40jUKJTJdDfAOTr

Limited in-person testing, registration, orientation and technical support will also be available.

Community Programs (Youth & Adult Enrichment)

Community Programs will offer online programs, program kits, youth city-wide challenges and limited in-person programming. Online programs will include youth enrichment for ages 3 and up, adults, and adults with special needs. Program kits, featuring the materials needed and delivered to homes or available for pickup, will be available for multiple age groups and may also connect to an online class.

In-person programming for Fall 2020 is being prioritized for: driver's education behind the wheel, small group outdoor programs and small group off-site programs. Driver's Education classes will continue to be offered online; this is subject to change to in-person classes based on state guidelines.
Registration and more information will be available on September 1 at commed.spps.org

Discovery Club/Essential Child Care

Discovery Club full-day care will be available to families at select Discovery Club locations. Sites will be open from 6:30 a.m.-6 p.m. Monday-Friday. Sites and registration will be available at Discovery Club's webpage.

Essential Kids Care will be available to Tier 1 essential workers during school day hours for free. Registration will be available at spps.org/ekidscare.

Early Childhood Family Education

ECFE will have online classes for parents and children through Google Meet. ECFE is building the classes from parent's requests this fall. ECFE will also provide special topic classes, book studies, pop-in parenting classes, one-on-one weekly check-ins for parents by phone, learning packets, online connections, support, social media resources, and online children's drop-in play times. Registration for ECFE classes is available online at spps.org/ecfe.

Support for Employees

10

Support for Employees

Factoring in guidance from MDH and the CDC, Saint Paul Public Schools will train all employees on appropriate health protocols and expectations as we develop a clear plan to manage workforce issues and issues of employee and student illnesses. As we efficiently share information and work options with employees, we will educate and communicate our district community on our precautionary measures as we implement passive screening for all employees, students, and visitors.

What we know

- We are committed to supporting employees' access to emergency leave, Families First Coronavirus Response Act (FFCRA), and other related benefits and work options.
- We will assess the impact on benefits and terms and conditions of employment as it's related to the needs of our adjusted learning structure.
- We will continue to review and assess the workforce needs as we navigate our adjusted learning structure.

How we will support

Health
- We will provide employees with support and resources to address any personal health and wellness needs.

Performance Management
- We will shift from a traditional orientation to a flexible comprehensive onboarding model.
- We will onboard new and existing employees in an effort to prepare them in advance of our adjusted learning structure.
- We will provide employees the resources, information and relevant training needed to support our adjusted learning structure. Employees will also need to have the flexibility to adjust to any changes to the learning model or building access that may be required throughout the year.
- We will continue to evaluate employee performance based on individual and organizational outcomes based on job descriptions and predetermined skill set requirements.

Flexible Work Options
- We acknowledge that employees' work days may be non-continuous in nature and require non-traditional hours of work.
- We will need to define hours of work for both hourly and salaried employees.

Professional Development

- 3 Hours of **PD for all teachers** on DL 2.0 design and teacher expectations in August.
- 16 hours of PD for teachers opening Week PD between the site and district departments all focused on starting in DL 2.0
- 2.5 hours of English Language Learning PD focus on Vocabulary and Language supports in DL 2.0
- 2 full days of Specialized Services PD on compliance and special education expectation of services/supports
- Schoology, Seesaw, other technology tool PD for teachers and paraprofessionals based on need and interest