



Saint Paul
PUBLIC SCHOOLS

Reopen SPPS Plan Synopsis

COB August 5, 2020



Guide to Presentation

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1 Recommendation and Rationale

Reopen in Distance Learning 2.0
Transition to Hybrid Learning

Guiding Principles



Focus on the needs of students and families.



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

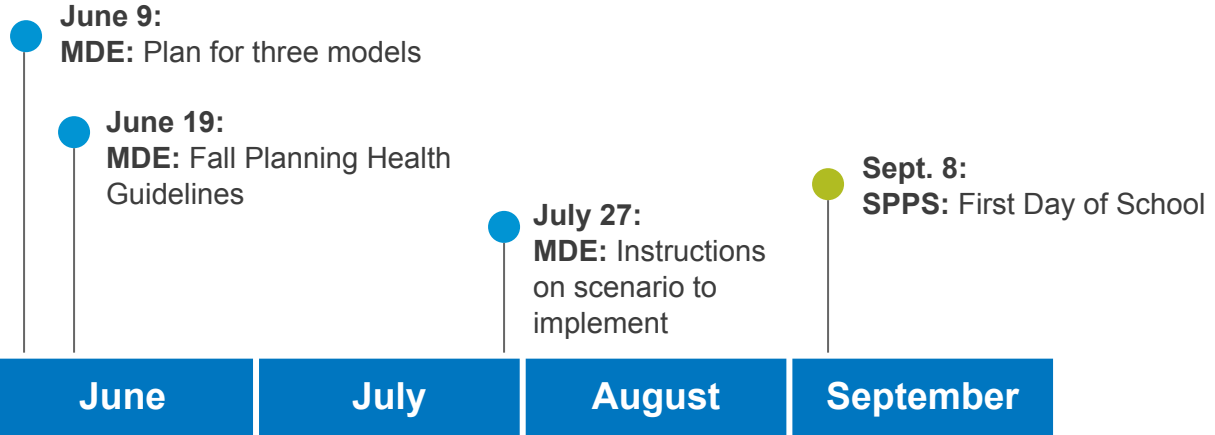


Champion equity and make sure students maintain progress toward their learning goals.

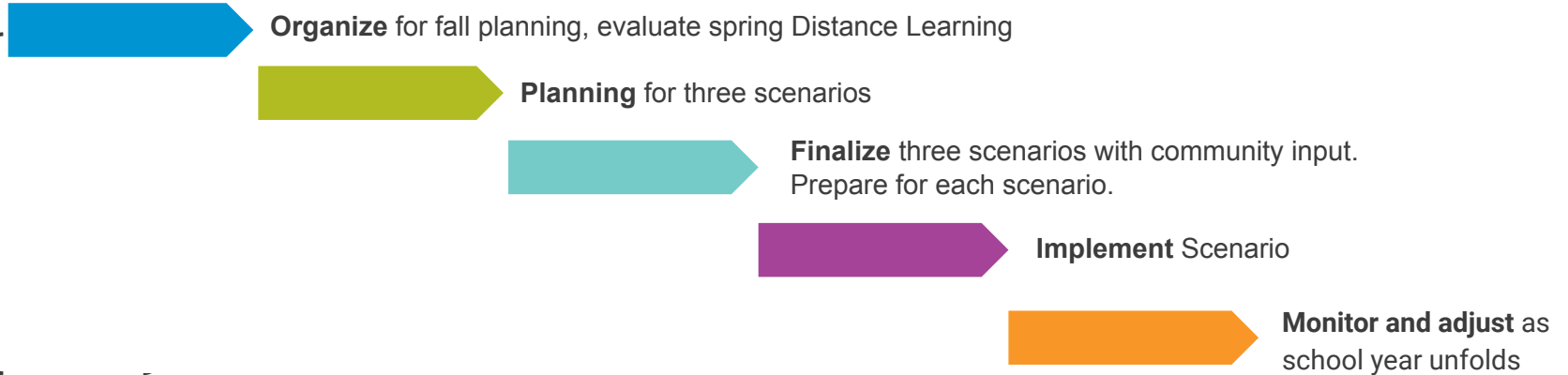


Design fiscally responsible and sustainable solutions.

Timeline



SPPS Timeline



MDE Safe Learning Plan for 2020-21

- Base reopening decisions on **number of COVID-19 cases** over 14 days per 10,000 in county, among **other readiness factors**
- Consistently track the virus to determine if and when a **school may need to adjust**
- **Families may choose distance learning**, no matter overall learning model
- Provide **masks and face shields**
- Provide **comprehensive testing plan** for educators and staff
- **Help cover costs** for cleaning supplies, technology needs, Wi-Fi access, and mental health support

How Our Community Helped Plan

- **SPFE and principal** participation on planning work groups
- **City of Saint Paul and Ramsey County** conferring and support
- **Family outreach** into community and engagement with Parent Advisory Councils, including the Indian Education Parent Committee and Special Education Advisory Council
- **Community input** through email, social media, feedback forms, virtual meetings, mass/digital media (3Hmong TV, Reportes 365, etc), online forum, personal outreach via text and phone

What Our Community Is Telling Us

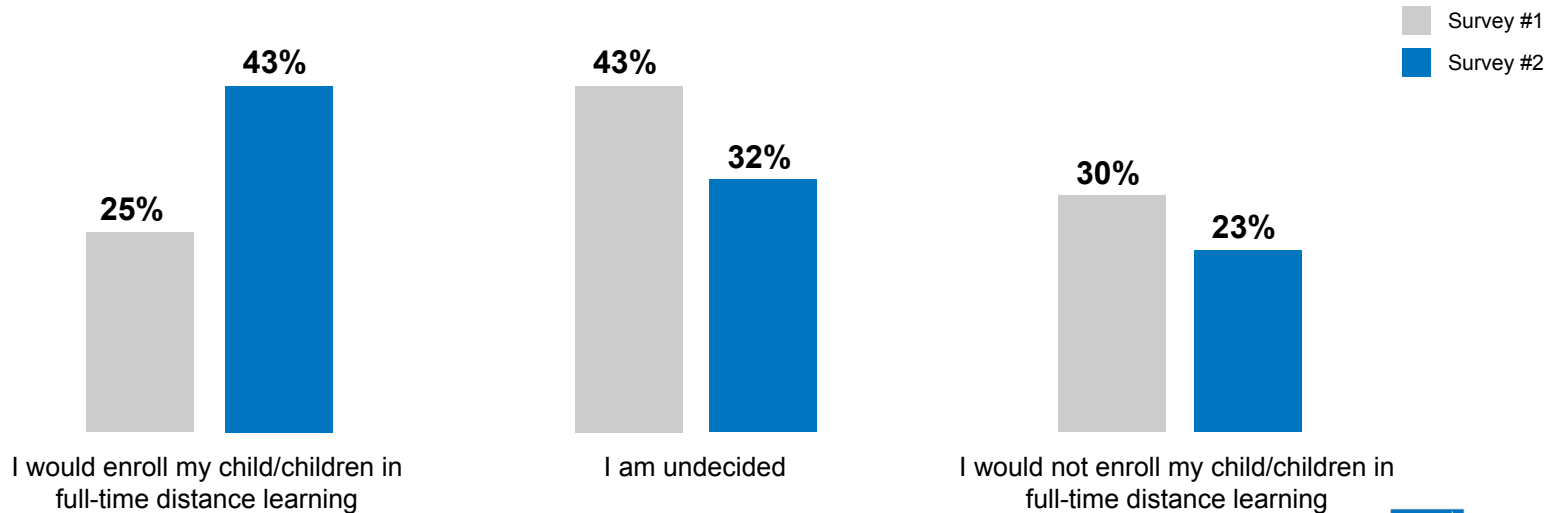
July Pulse Survey

- Families expressed high percentages of health concerns; top three:
 - Students keeping social distance (75%)
 - Hallways/large rooms (65%)
 - No vaccine (64%)
- Families report high percentages of daily COVID-19 reducing practices. Nine (9) out of 10:
 - Wear a mask (94%)
 - Wash hands frequently (93%)
 - Cover cough (92%)
 - Social distance (91%)
 - Limit time in public (87%)

What Our Community Is Telling Us

June and July Pulse Surveys

The percentage and number of families that said they would enroll their child/children in full-time distance learning increased noticeably between June and July; from 25% to 43%, an increase of over 1,500 responses.



What Our Community Is Telling Us

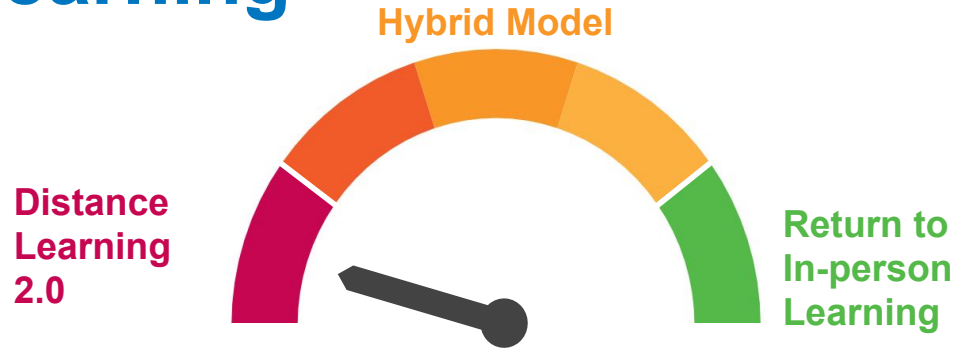
Stakeholders express overall concern and difficulty with the decisions associated with back-to-school, in any scenario

- Negative statements about in-person learning, mostly citing health risks
- Positive statements about distance learning, mostly citing safety concerns
- Many detailed questions about SPPS Virtual Learning School
- Many requests and ideas for student support

Social Distancing, In-Person Learning Challenges

- Across all middle and high schools, **only 25% of classrooms can accommodate 50% enrollment** while still maintaining social distancing
 - Schedule, staffing, and furniture implications
- Across all elementary schools:
 - **31% of schools can theoretically support 100% enrollment** with social distancing
 - **100% of elementary schools can accommodate 50% enrollment with social distancing**
 - Potential **staffing impact**
 - 50% enrollment requires **1,200 additional elementary staff**

Recommendation: Stages of Return to In-person Learning



| Distance Learning 2.0 | Hybrid Model | Return to In-Person Learning |
|--|--|--|
| <p>Starting with September return to school</p> <ul style="list-style-type: none"> • Full Distance Learning for all students • Limited access to school sites | <p>Staged implementation as conditions permit</p> <p>Students in Distance Learning 3 days when not on site</p> <ul style="list-style-type: none"> • Group 1 on site Monday and Tuesday • Group 2 on site Wednesday and Thursday | <p>Goal for 2020-2021</p> <ul style="list-style-type: none"> • All students learning at school sites, except students enrolled in SPPS Virtual Learning School |

SPPS Hybrid Checklist



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

SPPS Transition to Hybrid Planning

- Transition by grade level bands and Special Education needs
- At each stage, transition or hold based on science and data

Sept 25

Determine Oct 19 transition or hold (following MN Educator Academy conference break)

Oct 14

Determine Nov 16 transition or hold (start of Quarter 2)

MDE Hybrid Learning Requirements 2020-21

Requirements for Hybrid Learning On Site

- 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
- Masking policy
- PPE for direct support student services
- Build routines of hygiene education and practices
- Daily cleaning and frequent cleaning of high touch surfaces throughout the day
- Building level COVID-19 coordinator, with optional student counterpart
- Limiting nonessential visitor/volunteers/external groups
- Discontinuing large group activities that do not allow for social distancing
- Monitoring and excluding for illness

SPPS Precautions Include

- **Classroom furnishings** may be rearranged.
- **Movement** in school hallways and stairwells may be guided differently.
- There may be **floor/seating markings** in waiting and reception areas.
- **Physical barriers** such as acrylic dividers and face shields may be used for protection at reception desks or when working closely with others.
- Activities that bring together **large groups of people** will be discontinued, for example assemblies and in-person field trips.
- **On-site visitors** will be limited.
- Meals in the cafeteria, with additional space will be designated for cafeteria overflow and vulnerable students.
 - Meals will be pre-packaged, reusable clamshells will take the place of traditional lunch trays.
 - New contact-free cashier systems will be in place.

SPPS Virtual Learning School Option

DISTANCE LEARNING 2.0

For families who want
learning on site when
conditions permit.

SPPS VIRTUAL LEARNING SCHOOL

For families who want
Distance Learning **for the
full year**

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Instructional Design

Setting a Strong Foundation in
Distance Learning 2.0

Distance Learning 2.0 Includes:

Instruction

- Daily Same-Time (Synchronous) Lessons
- Daily Student to Student Interaction using tech tools
- District-wide Course Design Expectations
- District-wide 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 the Ready 4 Rigor framework
- Schedule guidelines that meet the requirements and work in all 3 scenarios

Distance Learning 2.0 Includes:

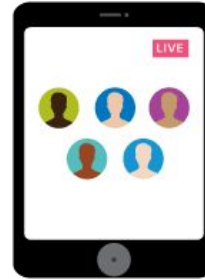
District-wide Course Design Details:



Full “class” meeting/Morning Meeting→
SYNCHRONOUS and recorded for students who aren't able to connect.



Independent work time→
ASYNCHRONOUS



Small groups/Tutoring/Check-In
→ SYNCHRONOUS set times to work on specific assignments/ discussions/ projects/etc.



Office Hours→ set times each week when teachers are available to answer questions/work with students in specific classes.

Distance Learning 2.0 Includes

Technology

- 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
- Buildings will be accessible for staff who need robust wifi

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Support for Students

Success for Every Child



Back-to-School Assessment

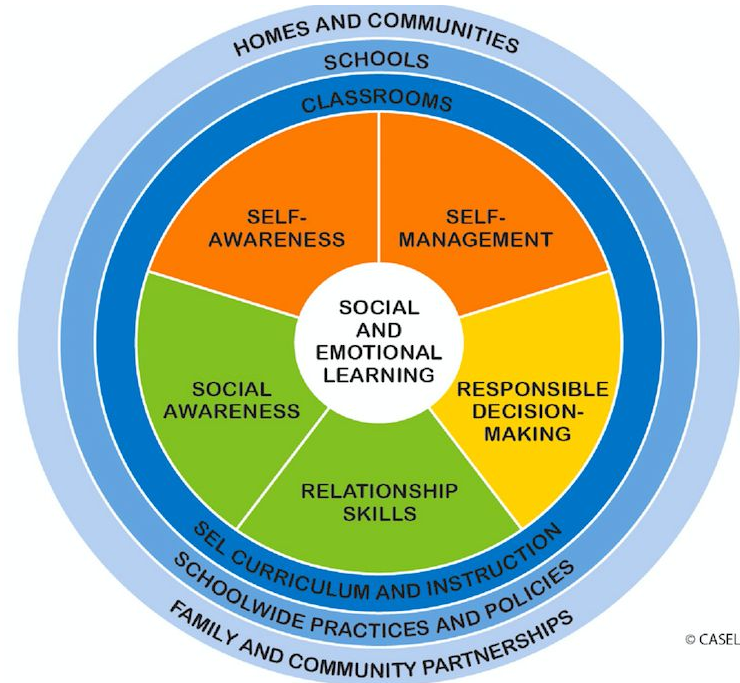
Understanding who students are, what they know, and how to help them grow

- **Classroom Formative Assessments**
 - Student self-assessment, interest survey through Xello
 - Seesaw and Schoology gradebook feedback features
 - Student work, projects, teacher-created resources
- **Screening and assessment tools and processes**
 - Standards-based math assessments
 - FAST literacy assessment
 - WIDA Screener for English Learners
 - ACCESS for English Learners
 - Special education evaluation
 - Work Sampling System (Pre-Kindergarten)

Support for all learners

Social-Emotional Learning

- Focus is on welcoming students and staff back to school, creating connections and re-establish relationships
- Invest time in team building, developing distance learning routines and **relationships**
- Development of SEL skills is for **both** staff and students



Support for all Learners

Counseling and Personal Learning Plans

- School Counselors will support students social emotional learning, academic success, and career and college readiness
- Students will engage in self exploration, build their personal learning plan, learn about careers and college
 - Beginning of year focus - self-awareness; accessing support; success as a learner

School Based Mental Health and Academic Support Teams

- **Mental Health Support Teams** will be established at every school
- **Academic Support Teams** involving administration, counselors, support staff, content area experts
 - Identify root barrier to learning for students.
- **Additional instruction** for key social, emotional, and/or behavioral skills
 - Helping students learn how to monitor and manage their own behavior
 - Check-in Check-out intervention

Pre-Kindergarten Instructional Supports

- **iPads for ALL Pre-Kindergarten Students**
- **Learning Kits**
 - Hands On Manipulatives
 - Mirror 'classroom' instruction
- **Translated Read Alouds (Recorded)**
- **Welcome Meetings**
 - Bidirectional Relationships in Digital Environment
 - Maintaining Dignity of Home/Family
 - Role of Family Engagement/Education
- **Work Sampling System**

Special Education Instructional Supports

- **Increased digital instructional resources** for special education teachers to support goals and objectives on IEPs/ IFSPs.
- **Increased monitoring** of student progress.
- **Increased access to Seesaw** for our ECSE, K-12 Federal III programs and IV buildings per feedback from teachers and families.
- **Increased number of ipads** for the ECSE program.
- Increased technology options for students in our **Deaf and Hard of Hearing Programs.**
- Increased options for **virtual special education evaluations.**
- **Additional days of professional development** for special educators.
- **Exploring a mobile service** for our Birth-3 students and students who are medically fragile.

Multilingual Learners Instructional Supports

- **Increased digital instructional resources** for English language teachers to support goals and objective of content area focus
- **Increased access to Seesaw** for our English language teachers per feedback from teachers and families
- **Increased support for Co-Teaching and Collaboration** to occur weekly
- **Increased monitoring** of student progress, including support from bilingual staff
- **Additional days of professional development** for English language teachers
- Increased options for **virtual** English language student **assessments**

District Academic Support Centers

Social Distance In-Person Academic Support

- PreK-12 grade students
- Multiple sites easily accessible throughout the city
- Student referral process that prioritizes students with greatest need
- Adequately staffed with academic, social emotional, health and technical supports
 - 1 - 3 hours of support services per day per student, depending on need
 - Flexible hours to accommodate student and family needs
- Operational supports provided
 - Transportation
 - Nutrition Services
 - Facilities
 - Community Partners

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Support for Families

SPPS Services for Families

School Support Teams

- Each school will have a team, including bilingual staff, who are available to answer questions and help families

Districtwide Resources

- Districtwide Parent Help Line 651-767-8347 or email family.engagement@spps.org.
- SPPS fall reopening plan website, spps.org/reopen2020
- Technology Help Desk 651-603-4348, email familysupport@spps.org
- Technology tutorials, other online support spps.org/distancelearning available to all, any time, with workshops provided for families

Community Services for Families

Social service support

- **Initial contact is the home school**
 - School social workers and/or counselors are prepared to support families and connect them to community resources
 - Most schools have a school based mental health provider on site
- **Resources being updated for DL 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

- **Essential Kids Care** will be available to Tier 1 essential workers during school day hours for free.
- **Discovery Club** full day care will be available to families at some select Discovery Club locations
- **Early Childhood Family Education** will provide online classes for parents and children
- **Adult Basic Education** provides online classes include ELL, Math, GED, Adult Diploma, College Readiness, Computer Basics, and Job Training.
- **Community Education** also offers online programs, program kits, youth city-wide challenges and limited in-person programming.

Extracurricular Activities, Extended Day

District athletics and activities reopening will be contingent upon ensuring COVID-19 health and wellness sustainability for stakeholders.

- **Athletics** will follow the guidelines put forth by the Minnesota State High School League in conjunction with MDH and CDC protocols.
- **Extended Day Learning**
 - Grades 9-12 Extended Day for Learning (EDL) Credit Recovery and EL Language Development classes will be held during Distance Learning.
 - Grades 1-8 EDL pending more information from MDE

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Support for Staff



Support for Staff

Adjusting to learning structure

- Support for employees' access to emergency leave, Families First Coronavirus Response Act (FFCRA), and other related benefits and work options.
- Assessing impact on benefits and terms and conditions of employment
- Reviewing workforce needs

Health

- Support and resources to address personal health and wellness needs

Flexible Work Options

- Acknowledge that employees' workdays may be non-continuous in nature and require non-traditional hours of work.
- Define hours of work for both hourly and salaried employees.

Support for Staff

Performance Management

- Shift from a traditional orientation to a flexible comprehensive onboarding model
- Onboard new and existing employees in an effort to prepare them in advance
- Provide employees resources, information, and relevant training
- Employee flexibility to adjust to any shifts that may be required throughout the year
- Evaluate employee performance based on individual and organizational outcomes, job descriptions and predetermined skill set requirements.

Educator Professional Development

Providing Tools for Academic Rigor

- 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 (CABPML)
- 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

Comments?