This plan was published July 24 and last updated Sept. 3, 2020.
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OUR COMMITMENTS

These commitments have driven each of our decisions.

SAFETY
The health and safety of our students and staff is a top priority. Plans will reflect guidance from the CDC, Minnesota Department of Health and Minnesota Department of Education.

FLEXIBILITY
We want to get back to doing what we do best – teaching and learning with students in person. However, plans will be developed to allow for a fluid response when moving between in-person and distance learning scenarios is necessary.

EQUITY
Our commitment to equity means programs and services will be in place at all schools – regardless of the scenario – to ensure that race, gender, class and disability will not predict students’ success.

RESPONSIBILITY
Plans will consider what is fiscally responsible to our community considering the financial resources of the District.

Why don’t our plans mirror other districts’ approaches? Every district is unique. While some options may work well for other districts based on their unique needs, the approaches chosen for Mounds View are best aligned to serving our students, families and community.
Considering the extraordinary circumstances related to COVID-19, one of the District’s primary goals for the 2020-21 school year will be safely reopening schools. As directed by the state, planning will focus on three possible scenarios:

- **A full return of students for in-person learning.**
- **A partial return of students with a blended approach that includes distance learning and in-person learning.**
- **No immediate return of any students and a continuation of distance learning.**

By no later than the week of July 27, the District expects to receive specific guidance on how schools must operate this fall from the state.
OUR FOCUS

This summer, teams of staff are working collaboratively to plan for safely reopening schools. Primary areas of focus include:

- Health, Safety and Operations
- Instructional models
- Student Support and Engagement
- Activities
OUR PARTNERSHIP

We want to know what you think.

• That’s why we surveyed our community last spring to hear feedback about distance learning. Survey results helped us make some improvements.

• That’s why we surveyed our community in the summer to hear feedback about returning to school in the fall. Those earliest results have been informing our planning. (See summarized results inside.)

• That’s why we will survey our community in the fall to hear feedback about how the 2020-21 school year is going for families and staff. Survey results can help us make more adjustments and improvements.
Mounds View Public Schools

Reopening of Schools 2020-21

STAKEHOLDER INPUT: PARENTS

Preferences

46% of parents prefer in-person instruction
31% of parents prefer a blended model of some in-person learning and some distance learning
23% of parents prefer full-time distance learning

74% of families would be comfortable sending their children to school if all recommended health and safety requirements are in place.
26% of families would not be comfortable sending their children to school even if all recommended health and safety requirements are in place.

Respondents* by level
- 4% Early Childhood
- 9% Kindergarten
- 33% Elementary (Grades 1-5)
- 24% Middle School (Grades 6-8)
- 30% High School (Grades 9-12)

Data compiled with 7,058 total responses
*Respondents selected all schools that applied

Common themes:

- Parents indicated the health and safety of students, staff and family members should be the top priority.
- Parents would like to receive detailed information about each scenario and how it will be implemented.
- Parents think that having students physically attend school is important, as it promotes academic, social and emotional development for the students.
- Parents would like the option to choose the scenario that is best for their family.
- If the scenario includes distance learning, parents want to see structures and strategies that include more live interaction with teachers for more meaningful and engaging lessons for students.

Preferences by level

Transportation
70% of students typically ride the bus.

To find staff and secondary student survey results, visit www.moundsviewschools.org/reopening.
HEALTH, SAFETY AND OPERATIONS: PHYSICAL SPACES

These are examples of the areas teams are working to address.

**Floor adhesives**
- 6’ separation stickers in high traffic areas

**Safety signage**
- Hand hygiene
- Physical distancing
- Symptoms

**Drinking water**
- Bottle filling only
- One time use cups for those without water bottles

**Sanitation stations**
- Increased placement

**Creating space for distancing**
- Removal of furniture
- Reconfiguring or moving work spaces
- Reconfiguring or moving teaching spaces
HEALTH, SAFETY AND OPERATIONS: HEALTHY ENVIRONMENTS

These are examples of the areas teams are working to address.

**Ventilation**
- Increased circulation of outside air into buildings

**Cleaning and disinfecting**
- Increased daily and weekly protocols

**Shared objects**
- Individual supplies
- Sanitization requirements

**Communal spaces**
- Staggered use
- Increased cleaning protocols

**Hand hygiene**
- Teach and reinforce
- Strategic signage placement

**Modified building layouts**
- Adjusted student pedestrian patterns
- Creative use of classroom locations within buildings to provide distancing
HEALTH, SAFETY AND OPERATIONS: DAY TO DAY

These are examples of the areas teams are working to address.

Health checks
- Families will be responsible for daily health checks for their children.
- Staff will be responsible for their own health checks.

Visitors
- Limit non-essential visitors and visits

Cohorts
- Limit interaction outside of classroom environment

Entrances and exits
- Regulate access and directional flow

Face coverings
- Based on state guidelines, face coverings are required for all people within all school buildings and school buses.
- The District will provide face coverings for staff and students on site if necessary.

Staffing
- Reassign staff as needed to cover daily operational needs prioritizing student learning and safety

Vulnerable staff & students
- Limit exposure and provide alternatives for these people
HEALTH, SAFETY AND OPERATIONS:
TRANSPORTATION

These are examples of the areas teams are working to address.

**Student capacity**
- MDE/MDH will determine the number of students per bus.
- Students from the same household may need to sit together.
- Students may need to sit at windows to provide additional separation.
- Students will load the bus using seats in the back first and unload the bus from front to back.

**Driver capacity**
- Creating mass additional routes is not feasible due to financial constraints and other factors.
- We are committed to securing the required number of drivers necessary to accommodate all routes.

**Face coverings**
- The state requires face coverings for bus riders including students in kindergarten through grade 12.
- The District will provide face coverings for students if necessary.
- Bus companies will provide face coverings for their employees.

**Health and safety**
- Buses will be disinfected following each route with special attention to high touch areas.
- Additional ventilation may be provided from partially opening windows and/or roof hatches as conditions permit.
- Safety signage may be added to promote physical distancing based on MDE/MDH bus capacity limits.

**Students with disabilities**
- IEP or 504 plan-driven accommodations will be reconfigured to meet physical distancing guidance while meeting the needs of individual students.

**Drop off/pick up zones**
- Bus and parent drop-off and pick-up zones and loading/unloading times may need to be modified to accommodate a potential increase in self-transported students.
HEALTH, SAFETY AND OPERATIONS: NUTRITION SERVICES

These are examples of the areas teams are working to address.

**In-person learning**
- Breakfast and lunch will be available to students on-site daily.
- Meals will be pre-packaged grab-and-go.
- Meal times may be relocated to small-group settings outside of the cafeteria, including classroom spaces as determined by school sites.
- Students will come to the cafeteria to pick up meals on a staggered schedule to allow for physical distancing.
- Physical distancing decals/stickers/tape will be used on the floors in the cafeterias.
- Nutrition Services staff will wear face coverings.
- Students will wash hands before meal service and after meal service.

**Blended learning**
In the blended learning scenario, students who need them will have the opportunity to take meals home for days they are not at school.

**Distance learning**
In a distance learning scenario, families who need them will be invited to pick up pre-packaged meals at designated sites throughout the District.
INSTRUCTIONAL MODELS: MOVING BETWEEN MODELS

Schools may need to move between models based on positive COVID-19 cases within the community or individual schools.

**Meaningful learning activities**

Students will have learning opportunities available each day in each of the scenarios. These may include activities like:

- Recorded mini-lessons on content for the course
- Teacher interaction with students using activities
- Opportunities for peer-to-peer activities
- Small-group meetings/activities throughout the day

Each student will have an engagement activity with their teachers on a regular basis.

Blended learning is sometimes referred to as hybrid learning by other districts.
LEARNING MODEL TRACKER

Minnesota school districts have been asked to determine their learning model based on local health data and the number of positive cases in their local county over a period of two weeks. The state will provide updated numbers every 7 days for a two-week period. Distance learning is always an option families can choose.

Our latest number: **18.56**

Current learning model: Blended (hybrid) learning is postponed for all students as the District takes more time to demonstrate plans meet or exceed safety requirements. Schools will begin the year with distance learning September 8 through September 18.

Confirmed COVID-19 cases per 10,000 residents in Ramsey County

<table>
<thead>
<tr>
<th>County/Date range</th>
<th>7/5-7/18</th>
<th>7/12-7/25</th>
<th>7/19-8/1</th>
<th>7/26-8/8</th>
<th>8/2-8/15</th>
<th>8/9-8/22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ramsey</td>
<td>16.90</td>
<td>19.78</td>
<td>22.18</td>
<td>22.53</td>
<td>19.67</td>
<td><strong>18.56</strong></td>
</tr>
</tbody>
</table>

Source: Minnesota Department of Education, 2020-21 Safe Learning Plan
INSTRUCTIONAL MODELS: IN-PERSON LEARNING

Physical distancing
In this planning scenario, schools will create as much physical space between students and teachers as is feasible during the day. However, schools cannot guarantee they can strictly enforce six feet of physical distance at school.

Return to the classroom
Students and staff practice operational safety procedures to reduce the spread of COVID-19

Devices and access
Students use district device, home internet access becomes vital for all students

Staffing
May be reassigned to support physical distancing and safety procedures enabling students to return to the classroom

Schedules
Daily schedule modification (ex. lunch, recess) as necessary with start and end of day bell times remaining the same

Alternatives
Students and families who are not comfortable will be provided an online/virtual option.

Communication
Ongoing and systematic communication from school to staff and families
INSTRUCTIONAL MODELS:
BLENDED LEARNING

**Return to classroom**
In this scenario, students will return to the classroom at 50% capacity.

**Devices and access**
Students use district device, home internet access becomes vital for all students.

**Alternatives**
Students and families who are not comfortable will be provided with a fully distance learning online/virtual option.

**Communication**
Ongoing and systematic communication from school to staff and families.

Blended learning is sometimes referred to as hybrid learning by other districts.
<table>
<thead>
<tr>
<th><strong>In-school learning days</strong></th>
<th><strong>At-home learning days (may include the following activities)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct instruction provided by the teacher</td>
<td>Small group meetings with peers supported by staff member</td>
</tr>
<tr>
<td>Small group work with their teacher and peers</td>
<td>Independent practice on the concepts learned during the in-school learning day.</td>
</tr>
<tr>
<td>Verbal feedback on student’s work from their teacher</td>
<td>Some live interaction with staff member may be provided to support or extend in class</td>
</tr>
<tr>
<td>Directions and information provided about the expectation for student’s at-home learning</td>
<td></td>
</tr>
</tbody>
</table>

**Elementary example:** This is an example of what a student might experience during part of the day in blended/hybrid learning.

Students start their day with a morning meeting to build community and review the previous day’s math activity. Teachers present a mini lesson on the math concept for the day. Students practice the concept using a math game. Students then work independently on an activity to show their understanding while the teacher confers with students about their work. Teachers provide information on the activities for the at-home learning day.

**Secondary example:** This is an example of what a student might experience during part of the day in blended/hybrid learning.

Students meet with their teacher on their in-person day. Based on exit slips/check-ins from the at-home learning, teachers work with students on their personalized learning needs on the skill/concept. Group discussion such as a socratic seminar, peer-to-peer collaboration and/or assessments are some samples of the activities the students may be engaged in. There may also be an opportunity for one-on-one teacher/student learning based on the at-home work that the student completed.

**Elementary example** - This is an example of what a student might experience during part of the day in blended/hybrid learning.

- Students watch the math recorded math lesson for the day and complete the Google Form to show what they know.
- Students work on independent reading and write in reading journal about what they are learning about the main character in their book.

**Secondary example**: This is an example of what a student might experience during part of the day in blended/hybrid learning.

Flipped instruction: a recorded lesson on a skill or concept that leads into the work the student will be engaged in during in-person learning. During or at the conclusion of the lesson, students complete an exit slip to show what they know and can do regarding the content in the video. This will help the teacher plan for the in-person learning with the student. They will also engage in learning that their teacher sent home with them from their in-person day. The at-home learning may be in a discussion board, flip grid video response, skill practice.
OUTDOOR SPACES
Fields, courts and open areas will be used as additional learning spaces when appropriate.

ISOLATION ROOMS
A dedicated space will be available to individuals displaying symptoms to be isolated until they can be picked up.

PLAYGROUNDS
Outdoor areas such as playgrounds will be open. Students will be reminded to stay 6 feet apart. Additional cleaning and sanitizing will take place on these hard surfaces.

WATER FOUNTAINS
Water bottles can be refilled, but drinking fountains will be turned off.

BATHROOMS
The number of students in bathrooms will be limited.

HAND SANITIZING
Hand sanitizing dispensers will be available at all entry points to the building.

MULTIPLE ENTRY POINTS
In some schools where appropriate, students may be assigned to enter specific doors temporarily unlocked to reduce bottlenecks and maintain physical distancing.

FLOORING
Hard surface flooring will be sanitized nightly with an antimicrobial coating.

CONTROLLED TRAFFIC PATTERNS
Schools will schedule the movement of classes in the building. The number of passing periods will be significantly reduced. Arrows for traffic patterns will be in hallways.

MEALS
Meals will be pre-packaged, grab-and-go, and may be relocated outside the cafeteria. Curbside pickup will be available at a few locations for days when students aren’t in school.

HAND SANITIZING
Hand sanitizing dispensers will be available at all entry points to the building.

WHAT DOES A BLENDED LEARNING SCHOOL LOOK LIKE?

REDUCE CONGREGATION
We will reduce the number of people gathering in areas like the cafeteria, main office and locker rooms. There will be no large assemblies. Visitors to the school will be limited.

BUSES
Student seating will be separated, and the loading and unloading of students will be coordinated to maintain physical distancing.

BATHROOMS
The number of students in bathrooms will be limited.

ISOLATION ROOMS
A dedicated space will be available to individuals displaying symptoms to be isolated until they can be picked up.

PLAYGROUNDS
Outdoor areas such as playgrounds will be open. Students will be reminded to stay 6 feet apart. Additional cleaning and sanitizing will take place on these hard surfaces.

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Hand sanitizing dispensers will be available at all entry points to the building.

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In some schools where appropriate, students may be assigned to enter specific doors temporarily unlocked to reduce bottlenecks and maintain physical distancing.

FLOORING
Hard surface flooring will be sanitized nightly with an antimicrobial coating.

CONTROLLED TRAFFIC PATTERNS
Schools will schedule the movement of classes in the building. The number of passing periods will be significantly reduced. Arrows for traffic patterns will be in hallways.

MEALS
Meals will be pre-packaged, grab-and-go, and may be relocated outside the cafeteria. Curbside pickup will be available at a few locations for days when students aren’t in school.

HAND SANITIZING
Hand sanitizing dispensers will be available at all entry points to the building.

WHAT DOES A BLENDED LEARNING SCHOOL LOOK LIKE?

REDUCE CONGREGATION
We will reduce the number of people gathering in areas like the cafeteria, main office and locker rooms. There will be no large assemblies. Visitors to the school will be limited.

BUSES
Student seating will be separated, and the loading and unloading of students will be coordinated to maintain physical distancing.
WHAT DOES A BLENDED LEARNING CLASSROOM LOOK LIKE?

**HAND WASHING**
Teachers will encourage students to frequently wash their hands during the school day and when entering and exiting the classroom.

**SHARED TOOLS**
Shared learning tools and materials will be limited.

**ADDITIONAL SANITIZATION PROCEDURES**
Frequently touched areas such as chairs, desks and doors will be sanitized throughout the day by staff and again each night by custodians.

**FACE COVERINGS**
Per the Governor’s mandate, face coverings are required for all students, staff and other persons present in any kindergarten through grade 12 school, District building or office.

**CLEAN AIR**
Each classroom and office will automatically receive fresh outside air, filtered at the highest level exceeding CDC and MDH requirements. Each classroom has an independent exhaust that pulls air from the room to the outdoors.

**HAND SANITIZING**
Hand sanitizing dispensers will be available inside classrooms.

**SIGNAGE**
Signs will be placed around the school to remind students and staff to practice healthy habits that prevent the spread of germs.

**CLEAN AIR**
Each classroom and office will automatically receive fresh outside air, filtered at the highest level exceeding CDC and MDH requirements. Each classroom has an independent exhaust that pulls air from the room to the outdoors.

**PHYSICAL DISTANCING**
Teachers will arrange their rooms differently. There will be at least 6 feet distance between occupied desks and tables within the classroom. Some classrooms may keep all desks in place but alternate student seat assignments to every other desk.

**HAND WASHING**
Teachers will encourage students to frequently wash their hands during the school day and when entering and exiting the classroom.

**SHARED TOOLS**
Shared learning tools and materials will be limited.

**ADDITIONAL SANITIZATION PROCEDURES**
Frequently touched areas such as chairs, desks and doors will be sanitized throughout the day by staff and again each night by custodians.

**FACE COVERINGS**
Per the Governor’s mandate, face coverings are required for all students, staff and other persons present in any kindergarten through grade 12 school, District building or office.

**SPECIALISTS / ELECTIVES**
To limit student movement from room to room, instruction for some specialists/electives may take place inside the classroom.
INSTRUCTIONAL MODELS:
BLENDING LEARNING – ELEMENTARY SCHOOLS

This schedule is dependent on transportation capacity limits as defined by the state. It also allows schools to operate at 50% capacity.

**Elementary Schedule**
In a blended learning scenario, students in kindergarten through fifth grade will attend school in-person two days a week and will participate in independent learning from home two days a week. Every other week, students will attend school in person for a third day.

**Group 1: Monday/Wednesday/Every other Friday**
Half of the students will attend school in person on Mondays and Wednesdays as part of Group 1. These students will participate in independent learning from home on Tuesdays and Thursdays. Every other week, students will attend school on Friday.

**Group 2: Tuesday/Thursday/Every other Friday**
Half of the students will attend school in person on Tuesdays and Thursdays as part of Group 2. These students will participate in independent learning from home on Mondays and Wednesdays. Every other week, students will attend school on Friday.

**Criteria**
Criteria for placing students into the groups is currently being developed and will be shared when placement announcements are made. Students’ plans to return to school or not return to school will help speed the placement announcements.
INSTRUCTIONAL MODELS:
BLENDING LEARNING – K-5 SCHEDULE

2020-21 Elementary School Blended Calendar

K-5 schedule example with Friday rotation day

Group 1
(M/W)

Group 2
(T/Th)

= Friday schedule will alternate “Group 1 (M/W)” and “Group 2 (T/Th)” week to week.

IMPORTANT DATES
Sept. 8 - First Day
Distance Learning - Sept. 8 through Sept. 16
Oct. 9 - No school
Oct. 15-16 - VIEA Break
Nov. 6 - No school
Nov. 23-27 - Thanksgiving break
Dec. 23-Jan. 1 - Winter Break
Jan. 18 - No school
Jan. 28-30 - No school
Feb. 15 - No school
Mar. 11-12 - No school
Mar. 15-19 - Spring Break
Apr. 2 - No school
Apr. 9 - No school
May 28 - No school
May 31 - Memorial Day
June 10 - Last day.

View a larger version of this calendar at www.moundsviewschools.org/calendars.
INSTRUCTIONAL MODELS:
BLENDED LEARNING – MIDDLE AND HIGH SCHOOLS

Middle school & high school schedule
In a blended learning scenario, middle school and high school students will attend school in-person two days a week and will participate in independent learning from home two days a week.

Group 1: Monday/Wednesday
Half of the students will attend school in person on Mondays and Wednesdays as part of Group 1. Monday will be an “A Day” where students will attend classes for periods 1, 3 and 5. Wednesday will be an “AA Day” where students will attend classes for periods 2, 4 and 6. Middle school students will attend classes for period 7 on both days.

These students will participate in independent learning from home on Tuesdays and Thursdays.

Group 2: Tuesday/Thursday
Half of the students will attend school in person on Tuesdays and Thursdays as part of Group 2. Tuesday will be a “B Day” where students will attend classes for periods 1, 3 and 5. Thursday will be a “BB Day” where students will attend classes for periods 2, 4 and 6. Middle school students will attend classes for period 7 on both days.

These students will participate in independent learning from home on Mondays and Wednesdays.

Criteria
Criteria for placing students into the groups is currently being developed and will be shared when placement announcements are made. Students’ plans to return to school or not return to school will help speed the placement announcements.

Learning Plus Day
Every Friday will be a day of learning for students. This “Learning Plus Day” offers students additional in-person or online enrichment or support based on their individual needs. Teachers will be in school and offer opportunities for students to visit school as desired or needed.

This schedule is dependent on transportation capacity limits as defined by the state. It also allows schools to operate at 50% capacity.
**INSTRUCTIONAL MODELS:**

**BLENDED LEARNING – GRADE 6-8 SCHEDULE**

<table>
<thead>
<tr>
<th>Group 1 (M/W)</th>
<th>A Days, Periods 1-3-5-7</th>
<th>AA Days, Periods 2-4-6-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 2 (T/Th)</td>
<td>B Days, Periods 1-3-5-7</td>
<td>BB Days, Periods 2-4-6-7</td>
</tr>
</tbody>
</table>

**Middle school schedule example**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

**KEY**

- **A Days:** Periods 1-3-5-7
- **AA Days:** Periods 2-4-6-7
- **B Days:** Periods 1-3-5-7
- **BB Days:** Periods 2-4-6-7
- **Learning Plus Day**

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View a larger version of this calendar at [www.moundsviewschools.org/calendars](http://www.moundsviewschools.org/calendars).

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Reopening of Schools 2020-21

23
### INSTRUCTIONAL MODELS:

**BLENDED LEARNING – GRADE 9-12 SCHEDULE**

#### High school schedule example

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://www.moundsviewschools.org/calendars" alt="Group 1 (M/W)" /></td>
<td><img src="https://www.moundsviewschools.org/calendars" alt="Group 1 (M/W)" /></td>
<td><img src="https://www.moundsviewschools.org/calendars" alt="Group 1 (M/W)" /></td>
<td><img src="https://www.moundsviewschools.org/calendars" alt="Group 1 (M/W)" /></td>
<td><img src="https://www.moundsviewschools.org/calendars" alt="Group 1 (M/W)" /></td>
</tr>
<tr>
<td><strong>Group 1 (M/W)</strong></td>
<td><strong>Group 1 (M/W)</strong></td>
<td><strong>Group 1 (M/W)</strong></td>
<td><strong>Group 1 (M/W)</strong></td>
<td><strong>Group 1 (M/W)</strong></td>
</tr>
<tr>
<td>A Days, Periods 1-3-5</td>
<td>AA Days, Periods 2-4-6</td>
<td>B Days, Periods 1-3-5</td>
<td>BB Days, Periods 2-4-6</td>
<td>Group 1 (M/W) = Learning Plus Day</td>
</tr>
</tbody>
</table>

#### Key

- **A** Days, Periods 1-3-5
- **AA** Days, Periods 2-4-6
- **B** Days, Periods 1-3-5
- **BB** Days, Periods 2-4-6
- **Group 1 (M/W)**
- **Group 2 (T/Th)**
- **Learning Plus Day**

#### Important Dates

- **Sept. 8** - First Day
- **Distance Learning** - Sept. 8 through Sept. 14
- **Oct. 5** - No school
- **Oct. 15-16** - MEA break
- **Nov. 6** - No school
- **Nov. 23-27** - Thanksgiving break
- **Dec. 23-Jan. 1** - Winter break
- **Jan. 18** - No school
- **Jan. 28-29** - No school
- **Feb. 15** - No school
- **Mar. 11-12** - No school
- **Mar. 15-19** - Spring break
- **Apr. 2** - No school
- **Apr. 9** - No school
- **May 28** - No school
- **May 31** - Memorial Day
- **Jun. 18** - Last day

#### Mounds View Public Schools

View a larger version of this calendar at [www.moundsviewschools.org/calendars](http://www.moundsviewschools.org/calendars).
INSTRUCTIONAL MODELS: DISTANCE LEARNING

Meaningful learning activities
Students will have learning opportunities available each day in each of the scenarios. These may include activities like:

- Recorded mini-lessons on content for the course
- Teacher interaction with students using activities
- Opportunities for peer-to-peer activities
- Small-group meetings/activities throughout the day

Each student will have an engagement activity with their teachers on a regular basis.

Targeted or District-wide
May be used for short- or long-term needs as determined by positive COVID-19 cases

Devices and Access
Students use District device, home internet access becomes vital for all students

Communication
Ongoing and systematic communication from school to staff and families

Criteria
Criteria for placing students into the groups is currently being developed and will be shared when placement announcements are made. Students’ plans to return to school or not return to school will help speed the placement announcements.
The examples of what each learning model will look like are provided below to help families decide between distance learning and blended/hybrid learning for their child.

**Special education**
Special education services will be determined on an individual basis. The student’s team will make individualized determination of the frequency, location, and duration of services for the student.

<table>
<thead>
<tr>
<th>“Day in the life” of distance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to pre-recorded content in short videos that students can watch when learning is best for them.</td>
</tr>
<tr>
<td>Activities in small virtual group environments that provide meaningful learning activities to apply concepts learned in pre-recorded content.</td>
</tr>
<tr>
<td>Each student has the opportunity for meaningful engagement activities with their teacher(s) <em>on a regular basis</em>.</td>
</tr>
<tr>
<td>○ One-on-one meetings/activities</td>
</tr>
<tr>
<td>○ Small group meetings/activities (2-12 students)</td>
</tr>
<tr>
<td>Teachers will facilitate regularly-scheduled opportunities for peer-to-peer learning activities.</td>
</tr>
</tbody>
</table>

**Elementary example**: This is an example of what a student might experience during part of the day during distance learning.

Students join the class for a morning meeting and work on community-building activities. Teacher provides a mini-lesson on the math lesson for the day. Students meet in small groups with the teacher to apply what they learned in the mini-lesson. Students are provided with an independent activity to practice the math concept learned during the mini-lesson.

**Secondary example**: This is an example of what a student might experience during part of the day in distance learning.

Students receive communication through Google Meet that provides an overview of the lessons, learning and expectation for the week for that particular class. This will include a combination of recorded sessions, live interactions with teachers and student-to-student interaction activities.
INSTRUCTIONAL MODELS:
DISTANCE LEARNING – K-5 SCHEDULE

2020-21 Elementary School Distance Calendar

Students will have an opportunity for daily online check-in with their teachers.

K-5 schedule example with Friday rotation day

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 (M/W) A Days</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 2 (T/Th) B Days</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

= Friday schedule will alternate “Group 1 (M/W)” and “Group 2 (T/Th)” week to week.

View a larger version of this calendar at www.moundsviewschools.org/calendars.
Students will have access to their teachers on the day their class period meets. Students in Group 1 will have access to their teachers for periods 1-3-5-7 on A Days (Monday) and for periods 2-4-6-7 on AA days (Wednesday). Students in Group 2 will have access to their teachers for periods 1-3-5-7 on B days (Tuesday) and for periods 2-4-6-7 on BB days (Thursday).

**Middle school schedule example**

**Group 1 (M/W)**
A Days, Periods 1-3-5-7

**AA Days, Periods 2-4-6-7**

**Group 2 (T/Th)**
B Days, Periods 1-3-5-7

BB Days, Periods 2-4-6-7

= Learning Plus Day

View a larger version of this calendar at [www.moundsviewschools.org/calendars](http://www.moundsviewschools.org/calendars).
INSTRUCTIONAL MODELS:
DISTANCE LEARNING – GRADE 9-12 SCHEDULE

Students will have access to their teachers on the day their class period meets. Students in Group 1 will have access to their teachers for periods 1-3-5 on A Days (Monday) and for periods 2-4-6 on AA days (Wednesday). Students in Group 2 will have access to their teachers for periods 1-3-5 on B days (Tuesday) and for periods 2-4-6 on BB days (Thursday).

High school schedule example

Group 1 (M/W)
A Days, Periods 1-3-5
AA Days, Periods 2-4-6

Group 2 (T/Th)
B Days, Periods 1-3-5
BB Days, Periods 2-4-6

= Learning Plus Day

MENU

Reopening of Schools 2020-21

View a larger version of this calendar at www.moundsviewschools.org/calendars.
INSTRUCTIONAL MODEL: SPECIAL EDUCATION

These are examples of the areas teams are working to address.

Programming and services
Special education and related services are based on individual student needs as determined by the individual education program (IEP) team and as documented in the IEP or 504 plan.

Environments
Access to education will be reconfigured to meet physical distancing guidance while meeting the needs of individual students.

Case loads
Staff or schedules may be redesigned to provide access to individualized learning to meet IEP and 504 plans.

Travel
Staff schedules will be configured to limit travel as much as possible while providing services to students.

Communication
Ongoing and systematic communication from school to staff and families.
STUDENT SUPPORT & ENGAGEMENT

These are examples of the areas teams are working to address.

Transition supports
Focus on transitions that occur daily and throughout the school year. Welcoming practices, on-going support and proactive transition support for students, family, staff, and any newcomers. All practices increase a sense of belonging and teacher-student relationships.

Community partnership
Focus on recruiting and collaborating with a wide range of community resources. Special attention is given to:

- Establishing mechanisms for outreach and collaboration
- Weaving together school and community resources as one

Specialized services for students and families
Focus on ensuring needs are met of every student and family

- Referral to services
- Provide support as soon as a need is recognized
- Monitor and manage the support
- Evaluate outcomes

Crisis prevention and response
Focus on identifying what can be prevented and taking effective action, establishing best practices for school-wide prevention strategies, and developing and implementing a well-designed system for crisis response and follow up.
CO-CURRICULAR ACTIVITIES

**MSHSL guidance**
The Minnesota State High School League approved moving forward as scheduled with four fall activities. Girls tennis, boys and girls cross country, boys and girls soccer and girls swimming and diving begin on August 17 with limitations. The MSHSL also approved moving football and volleyball to a modified spring season.

**Field trips including Laurentian Environmental Center**
Temporarily suspended

**Clubs and activities**
Assuming school is able to resume in an in-person or blended learning environment, clubs and activities may take place with physical distancing and safety measures in place.
KEY STEPS

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early July</td>
<td>Parent, staff and secondary school student surveys conducted</td>
</tr>
<tr>
<td>July 14, 15 &amp; 16</td>
<td>Return to School Summit - District leaders convene to share progress reports and plans</td>
</tr>
<tr>
<td>July 23</td>
<td>Reopening planning document shared with staff</td>
</tr>
<tr>
<td>July 24</td>
<td>Reopening planning document shared with families</td>
</tr>
<tr>
<td>July 27</td>
<td>Deadline this week for state decision on which scenario schools must implement for fall reopening</td>
</tr>
<tr>
<td>Early August</td>
<td>Families receive school-specific communication regarding all aspects of reopening plan</td>
</tr>
<tr>
<td>August 17, 18, 19</td>
<td>Families receive student cohort/group placement announcements</td>
</tr>
<tr>
<td>August 18</td>
<td>School Board meeting presentation outlining reopening plans</td>
</tr>
<tr>
<td>August 24</td>
<td>Schools begin to share back-to-school presentations online</td>
</tr>
<tr>
<td>September 8</td>
<td>First day of school, 2020-21</td>
</tr>
</tbody>
</table>

moundsviewschools.org/reopening