



Roadmap to Reopening 2020-21 School Year



**HOPKINS
STRONG**

LEARN



Hopkins promises an educational experience for students ages 0-21 that prepares them to succeed in our increasingly complex, rapidly changing world. Our students are recognized as global scholars – who work collaboratively, disrupt the status quo, and solve some of the world's most complex problems. They are the best and brightest citizens of tomorrow. Together, we are creating a better world by inspiring each student to reach their full potential.

***This document is subject to change throughout the school year as we learn more about the impacts of COVID-19 on our community and schools.*

Table of Contents

| | |
|---|-----------|
| Message from the Superintendent | 4 |
| Message from the Hopkins School Board | 6 |
| Back-to-School Architects | 7 |
| Our process | 7 |
| Guiding Core Values | 9 |
| Vision 2031 guides us in an uncertain world | 9 |
| Minnesota Safe Learning Models for 2020-21 | 10 |
| Defining factors for learning models | 10 |
| Recommended policy options based on 14-day case rate range | 10 |
| 14-day case rate per 10,000 people by date of specimen collection | 11 |
| Distance Learning Model | 12 |
| Minnesota Department of Education (MDE) definition | 12 |
| Hopkins Distance Learning plan highlights | 12 |
| Hybrid Model | 12 |
| Minnesota Department of Education (MDE) definition | 12 |
| Hopkins Hybrid Model plan highlights | 13 |
| All In-Person Learning | 13 |
| Minnesota Department of Education (MDE) definition | 13 |
| Hopkins All In-Person model plan highlights | 13 |
| Return to School Guide 2020-21 | 14 |
| The #HopkinsStrong Start | 14 |
| Powerful digital tools | 14 |
| Two learning model options to start the 2020-21 year | 14 |
| Option 1: Hopkins Royal Distance Learning Academy | 15 |
| Option 2: Hybrid Learning by grade level | 15 |
| Social-Emotional Learning | 22 |
| Resources for Families | 23 |
| Technology | 24 |
| Assessment and Grading | 25 |
| Assessment | 25 |
| Grading | 25 |
| Child Care Programs | 26 |

| | |
|---|-----------|
| Hopkins Preschools, ECSE, and Early Childhood Programs | 27 |
| Early Childhood Special Education Evaluations | 28 |
| School Meals | 29 |
| Student Nutrition in the school building | 29 |
| Student Nutrition during Distance Learning | 29 |
| Activities & Athletics | 30 |
| Health & Safety | 31 |
| Daily at-home health checks | 31 |
| Arriving and departing from school | 31 |
| Masks/face coverings | 31 |
| General safety precautions | 32 |
| Response to suspected/confirmed COVID-19 cases | 32 |

Message from the Superintendent



Dear Families, Students, and Hopkins Staff:

We could not have expected a health pandemic to hit us, our children, and our systems as hard as COVID-19. And through it all, Hopkins has cohered around our core values of love, authentic inclusivity, optimistic innovation, and vigilant equity. We are #HopkinsStrong, and I am forever grateful for the incredible staff who serve our students, and the families who produce our brilliant students.

This past summer, more than 100 staff, students, and district/school leaders came together in multiple task forces to articulate how Hopkins as an organization needed to respond in the face of two pandemics: COVID-19 and systemic racism. The task forces included Early Learning & Kindergarten, Staff and Student Wellness, Anti-Racist Learning Framework, E-12 Hybrid & Distance Learning, Welcome Back Day, and our Back-to-School Operations team. What came out of that group work was a collection of ideas to inform our Safe Learning Models for School Year 2020-21.

As we put students first, we have a number of hard decisions to make in order to keep our staff and students healthy, as well as maximize students' learning. All summer, while we planned, we also anticipated the Thursday, July 30 announcement from Governor Walz which outlined a five-step process for each district to identify their best Safe Learning Model. This process begins with reviewing county health data and moves through assessing resources available as well as our collective ability to follow all safety guidelines as outlined by the Minnesota Department of Health. All along the way, we have engaged multiple stakeholders including students, staff, the teachers' union, district and school leaders, parents, and other community members. From a number of staff and family surveys to multiple inputs into the articulation of our Safe Learning Models, we've used rich and diverse feedback to produce this document.

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Whether we begin with distance or hybrid learning, we commit to providing each student with a personalized and caring learning experience. We commit to doing all we can to protect our staff, to focus on mental health and wellness, and to building an anti-racist school system. Thank you for your support and partnership. We couldn't do this work without you. We are #HopkinsStrong.

Dr. Rhoda Mhiripiri-Reed
Superintendent, Hopkins Public Schools

Message from the Hopkins School Board



Dear Hopkins Public Schools Community Members,

Since June, the Hopkins School Board and our district leaders have heard from thousands of our students, parents and caregivers, and staff about your hopes and concerns for this fall. Our fall back-to-school architects have carefully considered your crucial input alongside MDE guidance, the science of the pandemic, and best practices for educating students at all levels. I am grateful for their dedication to providing the best possible experience for all students this school year, and for their commitment to our Vision 2031 principles of vigilant equity and innovation during this process. I am also grateful to be part of our larger Hopkins Schools community as we continue to learn, support one another, and move with truth and purpose through the dual pandemic of COVID-19 and systemic racism. The Hopkins School Board remains committed to working closely with our students, community members, district leaders and staff, and elected and appointed officials at all levels as we continue to navigate the challenges and possibilities of this unprecedented time in our shared history. We are #HopkinsStrong.

In community,

Jen Bouchard
Chair, Hopkins School Board

Back-to-School Architects

There were over 100 staff members (teachers, paraprofessionals, leaders, and students) who spent countless hours crafting our return-to-school plan. We are deeply grateful for their contributions and insights.

Our process

During a series of summer task force sessions, staff and students identified the key characteristics and differentiating learner attributes of students in each of five grade bands: E/Pre-K-1, 2-3, 4-6, 7-9, and 10-12. As a group, we acknowledged that our youngest and most vulnerable students may need additional in-person learning, targeted support or intervention, and/or focused social-emotional support. This assessment of what our students need informed our hybrid and distance learning modeling, while also paying attention to safe cohort sizes, facility space, staffing assignments, transportation, and our district's budget.

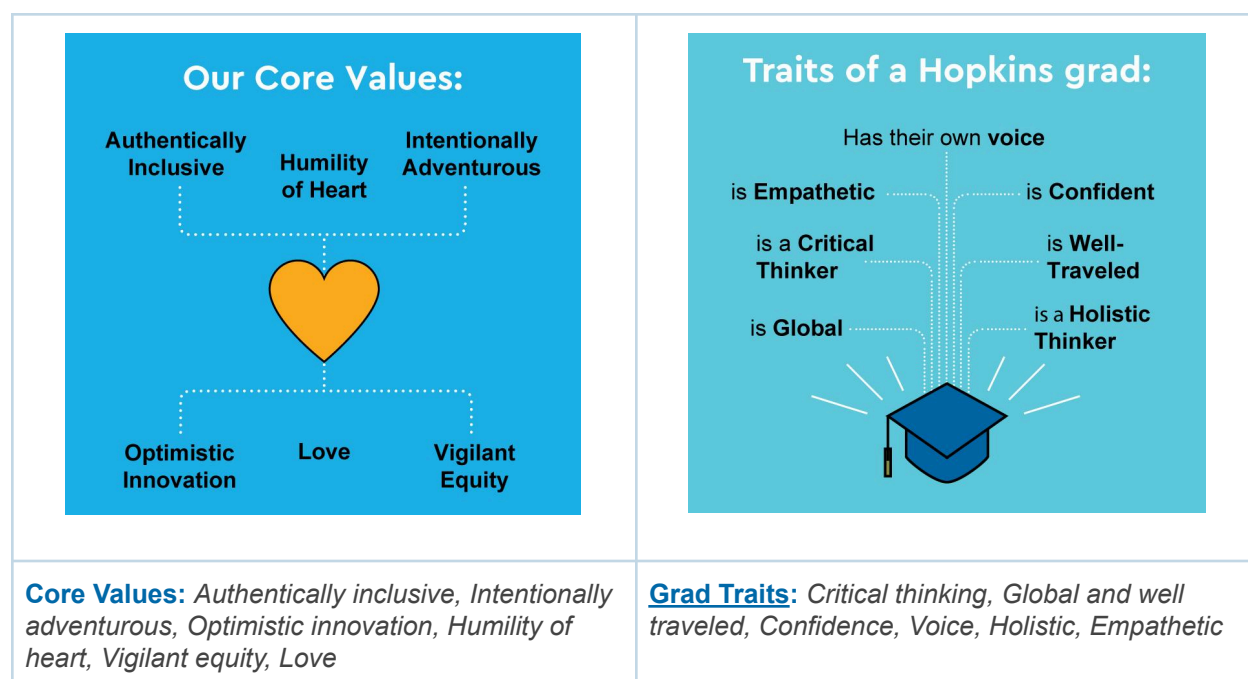
| Staff & Student Wellness | Building an Anti-Racist Learning Model | Early Learning & Kindergarten |
|--|--|--|
| Holly Magdanz Brooke Davis Lezlie Rounds Emily York Layne Bell Jackie Hunke Dee Den Hartog Mary Jo Martin Laura Kelzer Elizabeth Knutson Tina Flowers Jana Balfany Jeffrey Vang Andrea Yesnes Benjamin Sarapa Barb Mechura Kimberly Rodrigues Foster Matthew Johnson Trenton Lawson Brian Stanley Jenny Johnson Chris King Sarina Baker Kathy Willett | Maggie Lund Angela Wilcox Corinne Lowmanstone Mykenna Yesnes Eric Turner Kristan Nalezny Rick Rexroth Leanne Kampfe Allegra Smisek Donna Philippot Katie Dickerson Jeremy Reichel Doug Bullinger Amber Kloster Debbie Hahn Tom Kvale Lisa Walker Ben Dickens Ann Walsh Bridgid Miller Adrienna Korsman Holly Thompson Sarah Gleason Zuri Bethel | Angela Sandok Molly Wieland Kim Groenke Sari Johnson Laura Pederson Sara Chovan Sarah Miller Jennifer Muller Katie Duffy Rob Mullen Alex Fisher Kathy Willett Kay McCarthy Anna Wosika Angel Petit |

| Grade 1-12 Hybrid Learning | Welcome Back & Staff PD Day | Return-to-School Operations |
|--|--|---|
| Christina Farrell Emily Acker Freddy Esters Lori Larson Denise Swanson Amber Fisher Sarah Fish Courtney Seaberg Zach Chelikowsky David Bell Kelly Tennison Jill Heath Johannah Arndt Mark French Anne Kuffel Jeff Kocur Matt Kappel Jeni Belvedere Andy Jensen Jen Legatt Sarah Sampson Anne Baird John Moy ViAnne Hubbell Jen Kopishke Michelle Wilcox Becky Fritz Sophie Christenson Katie Irvin Lisa Schmid Billy Barringer Amanda Van Wye | Natalie Sawatzky Mark French Becky Allen Tonya Christensen Nathalee Morse Fhonda Contreras Jeff Radel Susan Dalvey Dominique Pierre-Toussaint Audrey Urbanowicz | Kevin Neuman Ann Ertl Leslie Olmen Paula Klinger Brian Stanley Alex Fisher Nik Lightfoot Stephanie Herrera Jolene Goldade Jason Stegeman Ivar Nelson Fhonda Conteras Jeff Radel Chelsea Ritland Allegra Smisek Dre Jefferson Amber Fisher Melissa Elsen Rhoda Mhiripiri-Reed Tariro Chapinduka Mark French Jim Hebeisen Natalie Sawatzky Kelly Tennison Leanne Kampfe Matt Johnson Trenton Lawson James Ware Melissa Ness Sara Schmidt Carrie Gerard Barb Mechura Derrick Agate |

Guiding Core Values

Vision 2031 guides us in an uncertain world

We are living in unprecedented times. Now more than ever, our students need the qualities of the Hopkins graduation traits in a world that is rapidly evolving. Regardless of what the world looks like, our core values hold true and these are the traits we will instill in our scholars that will set them apart from their peers. Whether in distance learning, in-person learning, or a combination of the two, we are committed to the goals of Vision 2031.



In 2020-21 we commit to the following practices defined by our core values and Vision 2031 framework:

- **Quality Instruction:** Whether distance learning or in person, we are committed to providing high-quality, rigorous instruction which sparks critical thinking while inspiring optimistic innovation.
- **Social-Emotional Wellness Culture:** We love our students and are dedicated to fostering growth in empathy and developing holistic habits. Social-emotional learning will co-occur with academic learning to enhance student intellectual growth — not replace it — and we will vigilantly integrate social-emotional curriculum through a culturally-responsive lens.
- **Anti-Racism:** When we co-create a culture where every child has a voice and is empowered, it benefits every child. As we develop new learning models, we will continue our work in creating anti-racist teaching practices.

Minnesota Safe Learning Models for 2020-21

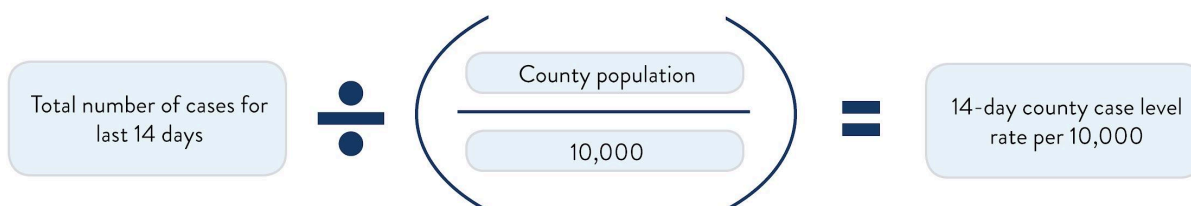
| Distance Learning | Hybrid Learning | In-Person Learning |
|---|---|---|
|  |  |  |

Minnesota schools are directed to develop three learning models — in person, hybrid, and distance learning. School districts will likely move between models over the course of the 2020-21 academic year due to varying levels of COVID-19 impact. For example, a school may be operating in a hybrid model but may shift swiftly to distance learning due to the spread of COVID-19 in our community.











Defining factors for learning models

On July 30, MDE and MDH announced [Minnesota's Safe Learning Plan](#) for the 2020-21 school year. The Safe Learning Plan contains a data dashboard that provides local health information to help us determine which learning model is safe to operate. Every 14 days, we will be given updated data on the COVID-19 impact in our community. If the data changes, we may need to adjust or pivot toward a different learning model. Hopkins will work in consultation with local medical officials as well as a regional support team to make real-time, science-based decisions.

Recommended policy options based on 14-day case rate range



Source: Minnesota Department of Education, [Safe Learning Plan for the 2020-21 School Year](#)

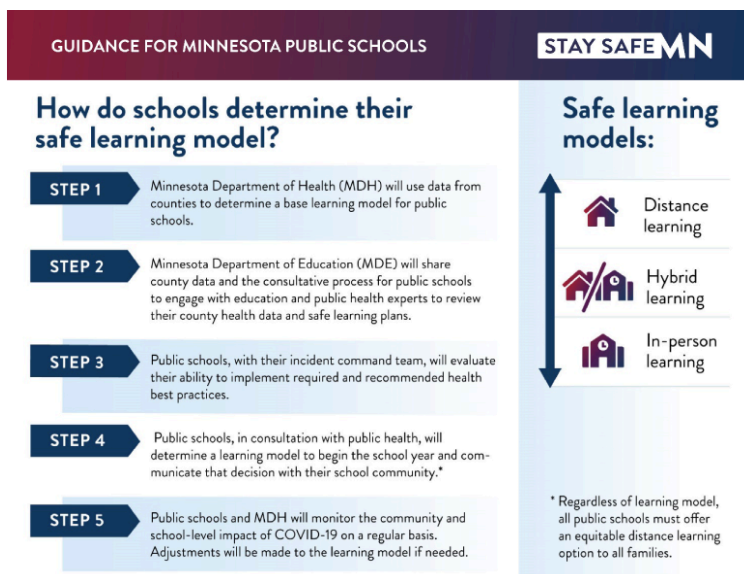
| Recommended Learning Model Policy | | 14-day Case Rate Range per 10,000 People |
|--|--|--|
| Elementary Students | Middle/High School Students | |
|  In-Person Learning |  In-Person Learning | 0 to less than 10 |
|  In-Person Learning |  Hybrid Learning | 10 to less than 20 |
|  Hybrid Learning |  Hybrid Learning | 20 to less than 30 |
|  Hybrid Learning |  Distance Learning | 30 to less than 50 |
|  Distance Learning |  Distance Learning | 50 or more |

14-day case rate per 10,000 people by date of specimen collection

| County | 8/2-8/15 | 8/9-8/22 | 8/16-8/29 | 8/23-9/5 | 8/30-9/12 | 9/6-9/19 |
|----------|----------|----------|-----------|----------|-----------|----------|
| Hennepin | 19.61 | 19.43 | 19.30 | 16.99 | 14.94 | 16.99 |

Source: MN Department of Health, [Data for K-12 Schools: 14-day COVID-19 Case Rate by County](#) (Updated 9/11)

While any increase in case incidence represents greater potential risk, schools may consider a bi-weekly case rate of 10 or more cases per 10,000 to be an elevated risk of disease transmission within the local community, especially when the level of cases per week is sustained or increasing over time. To learn more about how the data is calculated, refer to page 5 of the [Minnesota Safe Learning Plan](#).



Source: Minnesota Department of Education, [Safe Learning Plan for 2020-21: A Localized, Data-Driven Approach](#)

View full-sized image:
https://mn.gov/covid19/assets/safe-learning-plan_tcm1148-442202.pdf, page 5

Distance Learning Model



Minnesota Department of Education (MDE) definition

This scenario may be implemented if local, regional, or statewide COVID-19 metrics worsen significantly enough to require the suspension of in-person or hybrid learning.

Students engaging in Distance Learning will have access to appropriate educational materials and receive daily interaction with their licensed teacher(s).

Hopkins Distance Learning plan highlights

- **Hopkins will offer full-time Distance Learning as a choice for all families for the 2020-21 school year through our Royal Distance Learning Academy.**
- Distance Learning will be provided through Canvas, our learning management system which allows us to deliver curriculum and learning in a variety of ways — in person, remote, and blended.
- Distance Learning curriculum and instruction will parallel hybrid and in-person offerings, including defined start and end times.
- Teachers at all levels will begin the year by building strong relationships and creating a sense of belonging in distance learning communities with their students.
- Teachers will host virtual check-ins daily to build relationships and provide academic support.
- Student voice and choice will be integral in the distance learning process and will help students feel and be more authentically engaged in their learning.

Hybrid Model



Minnesota Department of Education (MDE) definition

A hybrid experience is designed to integrate face-to-face and distance learning activities so that they reinforce, complement, and are extensions of one another, instead of treating the online component as an add-on or duplicate of what is taught in the classroom.

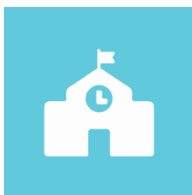
In this planning scenario, schools must limit the overall number of people in school facilities and on transportation vehicles to 50% maximum occupancy. Limit the number of people on transportation vehicles to 50% maximum capacity. Create as much space between riders as possible, recognizing that it is not always feasible to

maintain 6 feet of physical distancing.

Hopkins Hybrid Model plan highlights

- **All students will begin their school year with a 2-4 week staggered remote learning approach — the #HopkinsStrong Start.**
- Hopkins will prioritize maximum in-person learning for our youngest students. K-1 will learn in-person four days a week and grades 2-6 will learn in-person two days a week.
- If health guidelines allow and we have teachers and staffing to support, we will increase weekly in-person learning time for our K-6 students.
- All elementary students will attend school in their home buildings. K-1 students will use a Core Classroom/Companion Classroom model.
- Junior high and high school learning offers several models with varying levels of in-person learning based on current health data indicators.
- Canvas, our new learning management system, will be the primary source for all learning experiences providing a seamless instructional delivery experience across learning models.
- In Hopkins, we have measured spaces and identified the maximum number of individuals for each space using 6 to 7 feet between people as a benchmark.

All In-Person Learning



Minnesota Department of Education (MDE) definition

This scenario may be implemented assuming state COVID-19 metrics continue to stabilize and/or improve. In this planning scenario, schools should create as much space between students and teachers as is feasible during the day, but will not be held strictly to enforcing 6 feet of social distancing during primary instructional time in the classroom.

Hopkins All In-Person model plan highlights

This model will be developed following state safety guidelines. Some parts of the school day may look different. For example, passing times in secondary schools may be staggered, and elementary students may spend more of their day in a single classroom.

Return to School Guide 2020-21

The #HopkinsStrong Start



All Hopkins students will start the school year with an intentional phased-in approach to prepare students, teachers, and families for success. The #HopkinsStrong Start will give our students and teachers time to prepare for a distance learning experience should our health data support an immediate

transition. Additionally, this soft launch provides our students and teachers with more time and practice, growing everyone's familiarity with the enhancements of our Distance Learning delivery system. We are committed to using this time to build relationships between students, teachers, and parents in order to set students up for success.

Your child's first days of school will not be in person. The first day of #HopkinsStrong Start will be:

- **Monday, Aug. 31: first day for grades 1-7, 10**
- **Tuesday, Sept. 1: first day for Kindergarten and grades 8, 9, 11, 12**

The #HopkinsStrong Start for K-6

The #HopkinsStrong Start will look different based on the grade level of your child. For those choosing the hybrid model, **the first day of in-person learning will be Sept. 9 for kindergarten and grade 1 and Monday, Sept. 14 or Wednesday Sept. 16 (depending on your Aa/Bb rotation) for grades 2-6.** In order to continue planning the elementary Hybrid model, we need additional data from families with K-6 children. We have designed a form [for K-6 families](#) that allows you to provide learning preference feedback as well as confirm your registration for K-6 Distance Learning. Please fill this out by Tuesday, August 18.

The #HopkinsStrong Start for 7-12

Our secondary students will stay in a Distance Learning model for up to four weeks, as we must watch Hennepin County health data, as well as properly match licensed teachers and other instructional staff with secondary in-person cohorts. Should our health data allow us to transition secondary students to an in-person experience within the Hybrid Learning Model, we also need to plan for transportation. On August 18, we will share a form that will allow you to indicate

your preference. **We ask you to complete this form no later than this Thursday, August 20.**

Powerful digital tools

Hopkins will use Canvas as its learning management system. Canvas will allow us to deliver curriculum and learning in a variety of ways — in person, remote, and blended. Using this tool, our teachers can collaborate to build world-class student experiences as well as strengthen, adapt, or transform their own teaching skills. Our vision is to deliver high-quality, student-centered experiences in a variety of modes. We know this educational need is absolutely critical now more than ever.

Two learning model options to start the 2020-21 year

Current health data and feedback from many Hopkins stakeholders strongly compels Hopkins Public Schools to offer two learning models in the 2020-21 school year — Hybrid and Distance Learning. Each school model includes a concentrated focus on academic instruction and an enhanced commitment to the social-emotional health of our students and staff.

Option 1: Hopkins Royal Distance Learning Academy



This full-time distance learning model is designed to provide flexibility and high levels of learning for those who choose to learn from the safety of their own home. Because student voice and choice will be integral in the learning process, students will grow along learning pathways that connect to personal strengths and passions. As they do, they will develop skills and find motivation to push themselves to become agents of change in creating a better world.

Program highlights:

- K-12 students select up to a full-year of distance learning, with a half-year as a minimum commitment level.
- Students will learn with dedicated distance learning teachers.
- Learning will happen at consistent and predictable times. Classes will meet on a structured schedule each day.
- To support balance, offline activities will be offered daily. Examples include:
 - Art projects

- Brainstorming, outlining, and drafting writing
- Rehearsing, practicing, and recording performances
- Exercising and movement
- Environmental explorations
- Journaling
- Distance Learning students can access live teacher office hours, make virtual appointments with counselors and social workers, engage in Q&A sessions, or attend Google Meets.
- Student Nutrition: Student meals will be available for families who request them through the nutrition department. More detailed information will be provided.
- Child care: Kids & Company will provide mandated [Childcare for Tier 1 workers](#) for K-6 families during the designated school hours for the Distance Learning model.

Option 2: Hybrid Learning by grade level

Our Hybrid Learning model focuses on rigorous instruction and the highest levels of safety. We acknowledge that our youngest and most vulnerable students may need additional in-person learning, targeted support or intervention, and/or focused social-emotional support. Our secondary model takes student voice and choice into account as well as students' ability for self-directed learning along with built-in supports. This assessment of what our students need informed our hybrid modeling, while also paying attention to safe cohort sizes, facility space, staffing assignments, transportation, and our district's budget.

Elementary School hours in the hybrid model

Each of our elementary schools will be open for full days in our hybrid models. School hours are listed below. Fee-based child care options through Kids & Company will be available to elementary students.

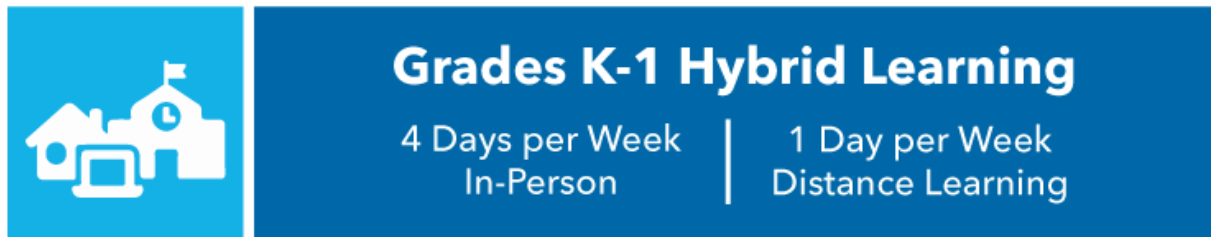
Secondary School Hours

The synchronous portion of learning for secondary students begins at 10:55 a.m. and ends at 2:35 p.m. Students will engage in a 20-minute advisory at the beginning of this time period, followed by their 4 classes. We will follow this schedule during distance learning, and again when we transition to in-person learning for those who have chosen the hybrid model. In this model students will still experience a full day of learning 6.5 hours.

| School | Hours |
|--|--|
| Hopkins High School, North Junior High, West Junior High | 10:55 a.m. - 2:25 p.m. 10:55 a.m. - 2:25 p.m. |

| | |
|--|-----------------------------|
| Glen Lake, Eisenhower/XinXing, Tanglen | Pre-pandemic hours expected |
| Alice Smith, Gatewood, Meadowbrook | Pre-pandemic hours expected |

Grades K-1 hybrid learning summary

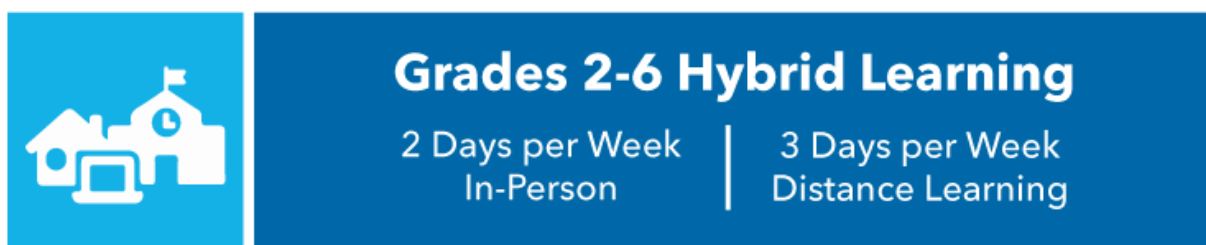


Our K-1 hybrid learning option offers families mostly in-person learning and a limited number of high-quality distance learning experiences. Our youngest students will be in school four days a week with Friday as a day of distance learning.

- Students attend their home school in-person 4 days per week in a Core Classroom/Companion Classroom.
 - Students will access specialist classes (art, gym, independent reading, world language, and music) in person.
 - Companion Classrooms include learning experiences planned by the classroom teacher and led by the Companion Classroom paraprofessional.
- Fridays will be an asynchronous (flexible schedule) instructional Distance Learning day.
 - Some students may meet with Hopkins staff for support or enrichment (virtually or in person).
- IEP Teams will meet to determine the appropriate programming for each individual student.
- 504 Team members will review student plans to ensure accommodations are provided and are appropriate.
- Classroom spaces will be at 50% or fewer student capacity to allow for 6 to 7 feet of physical distancing.
- Social-emotional supports will continue to be available on both in person and distance learning days. Care teams consist of teachers, advisors, counselors, social workers, behavior specialists, school psychologists, and nurses.
- Student Nutrition:
 - *In-Person Days*: Breakfast will be waiting in the classroom; lunch will be picked up in the cafeteria and brought back to classrooms.

- *Distance Learning Days*: Student meals will be distributed at the end of the previous day for their DL day and sent home with the student.
- Child-care: Kids & Company will provide fee-based child care at all sites for K-6 families as space and staff are available:
 - Kids & Company care will begin on Aug. 31 for grades 1-6, and Sept. 1 for K.
 - **Child care grades K-1:**
 - Kids & Company will provide fee-based before- and after-school care at all schools as space and staff are available. Tier 1 families have priority registration.
 - Kids & Company will provide full-day care for Distance Learning days at the students' elementary school.

Grades 2-6 hybrid learning option

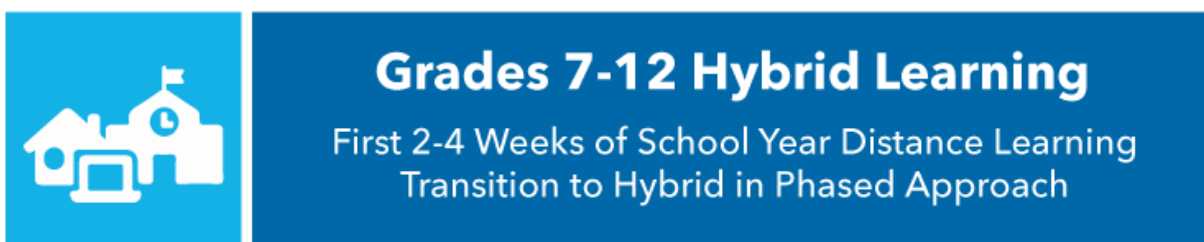


Our grade 2-6 hybrid option provides our students a blend of on-site learning and high-quality distance learning experiences. Students will spend two days learning in person at their home school and three days in a distance learning model.

- Students attend school in their home building in-person two days per week in assigned Aa or Bb small groups (Monday/Tuesday or Wednesday/Thursday).
- Friday is a designated Distance Learning day for all K-6 students.
- Students will access specialist classes (art, gym, independent reading, world language, and music) in person.
- Three days per week will be Distance Learning days.
 - Students will have structured time at home/care space to learn independently and to complete projects, assignments, and enrichment activities. Learning experiences will complement and build upon in-person learning.
- IEP Teams will meet to determine the appropriate programming for each individual student.
- 504 Team members will review student plans to ensure accommodations are provided and are appropriate.
- Classroom spaces will be at 50% or fewer student capacity to allow for 7 feet of physical distancing.

- Social-emotional supports will continue to be available on both in person and distance learning days. Care teams consist of teachers, advisors, counselors, social workers, behavior specialists, school psychologists, and nurses.
- *Student Nutrition:* Meal Kits will be offered as pre-packaged breakfasts and lunch entrees with sides. Menus will be designed so that students can pack their meals and bring them to school for In-Person days, or eat at home on Distance Learning days. These will be picked up by the parents at a designated location and day each week. More detailed information will be provided.
- **Child care grades 2-6:**
 - Kids & Company **may** provide fee-based before- and after-school child care at the elementary buildings **only if space is available after Tier 1 and K-1 priority registration.**
- Kids & Company will provide full-day care for Distance Learning days at Hopkins High School. **Parents must provide transportation.**

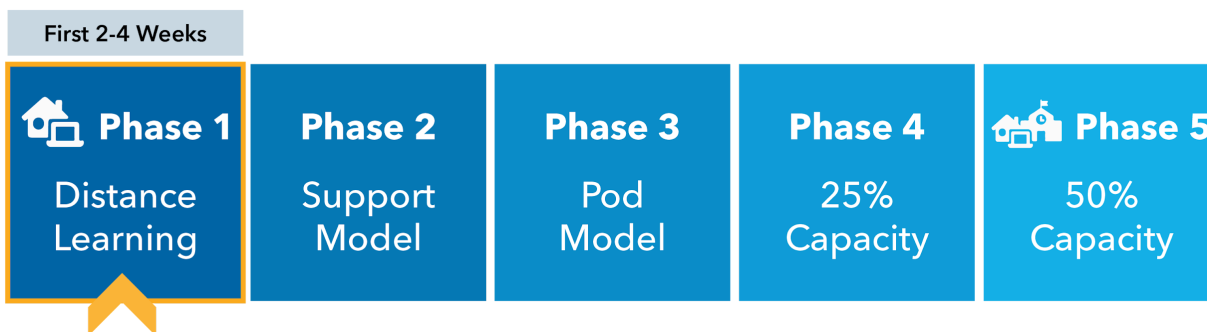
Grades 7-12 hybrid learning model



All secondary students will begin their school year with a distance learning approach — the #HopkinsStrong Start — for the first two to four weeks. All teaching and learning will occur through the use of Canvas. The Canvas teaching and learning delivery platform allows for seamless movement throughout the secondary learning models as well as learning personalization for students.

1. When we transition from distance learning to hybrid learning, we will do so in phases.
2. There are five phases. One is distance learning, the subsequent four phases involve hybrid learning with various levels of in-person instruction and interaction.
3. Each of the five phases are informed by: health data, numbers of students, transportation (seats available on buses), student cohorts, and staffing assignments.
4. The most vulnerable scholars (students with unique learning needs) will be identified and phased in sooner than scholars who are more independent and self-sufficient.

First Phase: Distance Learning for all secondary students

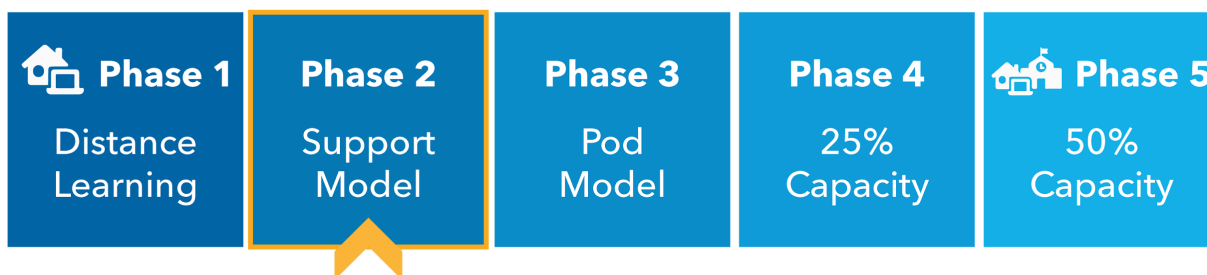


Teachers at the secondary level will begin the year by building strong relationships and creating a sense of belonging in distance learning communities with their students.

- Teachers will host virtual check-ins daily to build relationships and provide academic support.
- Student voice and choice will be integral in the distance learning process and will help students feel and be more authentically engaged in their learning.

After two to four weeks of distance learning, Hopkins secondary program may transition through the following learning delivery models with varying levels of in-person learning depending on current health data indicators.

Second Phase: Support Model



- Students who have been identified (based on qualifying indicators) as needing support will be invited to this model. Criteria takes into consideration the needs for additional academic and mental health support.
- Students in this model would attend school in-person 4 days per week using Canvas as their primary learning source and guided by a learning coach.
- IEP Teams will meet to determine the appropriate programming for each individual student.

Third Phase: Pod Model



- In this model, small groups of students will be guided by learning coaches for the in-person portion of the school day.
 - Students would attend in-person 1 day per week.
 - Canvas will be the primary source for all learning experiences
- IEP Teams will meet to determine the appropriate programming for each individual student.

Fourth Phase: 25% Capacity Model



- Students in this model would attend a 4-class schedule in person, 1 day per week.
 - Students will attend classes with teachers and learning coaches.
- Classroom spaces will be at 25% or fewer student capacity to allow for 7 feet of physical distancing.
- Social-emotional supports will continue to be available on both in person and distance learning days. Care teams consist of teachers, advisors, counselors, social workers, behavior specialists, school psychologists, and nurses.
- Student Nutrition: Meal Kits will be offered as pre-packaged breakfasts and lunch entrees with sides. Menus will be designed so that students can pack their meals and bring them to school for In-Person days, or eat at home on Distance Learning days. These will be picked up by the parents at a designated location and day each week. More detailed information will be provided.

Fifth Phase: 50% Capacity Model



- Students would attend a 4-class schedule in person, 2 days per week.
 - Students will attend classes with teachers and learning coaches.
- Classroom spaces will be at 50% or fewer student capacity to allow for 7 feet of physical distancing.
- Social-emotional supports will continue to be available on both in person and distance learning days. Care teams consist of teachers, advisors, counselors, social workers, behavior specialists, school psychologists, and nurses.
- Student Nutrition: Meal Kits will be offered as pre-packaged breakfasts and lunch entrees with sides. Menus will be designed so that students can pack their meals and bring them to school for In-Person days, or eat at home on Distance Learning days. These will be picked up by the parents at a designated location and day each week. More detailed information will be provided.

Social-Emotional Learning

In 2020-2021 staff are tasked to teach — and students are tasked to learn — in a time of great uncertainty and unrest. We accept this not only as our reality, but also as an opportunity to create new and improved systems of support where students and staff not only grow, but thrive.

Social-emotional needs are woven into our learning plans for all students. District and school staff are committed to supporting students' social-emotional wellness and offering resources to support their transition back to school. Social-emotional learning will co-occur with academic learning to enhance student intellectual and personal growth.

- We will vigilantly integrate social-emotional curriculum through a culturally-responsive and anti-racist lens.
- We will build authentic relationships and a sense of community.
- We will provide increased access to mental health/wellness services, and create self-care plans for students and staff. Staff wellness is foundational to student wellness. Staff will be provided the time and support needed to fully develop and execute a personalized self-care plan.
- We will help families and schools work together to check how students are feeling, assess their needs, and provide targeted support for our students in need.
- We will provide staff with on-going professional development on social-emotional learning.

Resources for Families



If you are in need of support, please visit our online resource — [The Loop](#) — for information on school and community resources. Please call your child's school or complete the attached [form](#).

Technology

- The School District of Hopkins has adopted a 1-to-1 ratio of technology devices for students K-12. Students in K-9 are assigned an Apple iPad device and charger and students 10-12 are assigned a Lenovo Chromebook and a charger.
- Families in need of internet support should contact the IT Department at 952-988-4111. Service Desk hours during the school year will be 7:00 a.m.-7:30 p.m., Monday-Friday.
- Students should use [ClassLink](#) to connect to their various Hopkins online resources and tools.
- Families with children in preschool will be connected through the Canvas platform and can use smartphones or personal devices to access this app.

Assessment and Grading

Assessment

Assessment is an essential component of our instructional process. We will continue to anchor instruction in Minnesota standards and to assess individual student progress toward deep understanding of concepts and mastery of skills outlined in our state standards.

Grading

Elementary school teachers will communicate learner progress toward end of year benchmarks four times over the course of the 2020-2021 school year. These progress reports may be delivered in conferences within MDH guidelines or in written form. Junior High Schools will report grades as IB scores each semester, and the high school will report grades under MDE's "do no harm" recommendation quarterly, meaning that classes will have a pass/ no credit (P/NC) option.

Child Care Programs

Kids & Company is Hopkins Public Schools' school-age care (before- and after-school) program for students entering kindergarten through grade 6. Kids & Company also provides full-day care on school release days and summers.

- Mandated to provide child care for Tier 1 essential workforce.
- Kids & Company care will begin on Aug. 31 for grades 1-6, and Sept. 1 for K.
- **Grades K-1:**
 - Kids & Company will provide fee-based before- and after-school care at all elementary schools as space and staff are available. Tier 1 essential worker families have priority registration.
 - Kids & Company will provide full-day care for Distance Learning days at the elementary school the student attends. Parents must provide transportation. Tier 1 families have priority registration.
- **Grades 2-6:**
 - Kids & Company **may** provide fee-based before- and after-school child care at the elementary buildings ***only if space is available after Tier 1 and K-1 priority registration.***
 - Kids & Company will provide full-day care for Distance Learning days at Hopkins High School. ***Parents must provide transportation to the High School.***
- Registration information will be available in August: **HopkinsSchools.org/kids**
- Masks will be required of staff and students.
- Sanitation practices will be in place.
- Ratio and physical distancing will be practiced.
- Student drop-off and pick-up protocols will be adjusted per CDC and MDE guidance.
- Child care will follow MDE mandates of a group size of 15.

Hopkins Preschools, ECSE, and Early Childhood Programs

Full-day, half-day, ECSE, and ECFE programs will follow MDE and MDH health and safety guidelines and protocols. Households registered with these programs will continue to receive emailed information specific to their participation.

- Per MDH guidelines, students in preschool and ECFE will not be required to wear masks. Staff are required to wear masks indoors, unless eating meals with students.
- Early Childhood programs will follow MDE and MDH guidelines. When a family registers for a program, information on what to expect will be provided to you via telephone or email contact.
- Full-day preschool (Stepping Stones) students will attend school 5 days per week with reduced class groupings and increased use of outdoor spaces. The start date for Stepping Stones is September 1. In a hybrid model, preschool classes will continue to operate at the school.
- Half day preschool (Kaleidoscope and ECSE) students will attend school on their scheduled days, with reduced class sizes and increased use of outdoor spaces. The start date for Kaleidoscope is September 8. In a hybrid model, preschool classes will continue to operate at the school.
- Distance Learning classes are available to Kaleidoscope students as a three day, afternoon class option. Distance Learning classes are also available to ECSE families.
- B-3/Part C Early Intervention Services will continue to be conducted primarily through virtual or telephonic methods. In person visits can be considered on a case by case basis by the child's IFSP team, including parents and will take place at Harley Hopkins or outdoors.
- ECFE programs will operate by trimester, and provide both virtual and in-person early learning experiences including:
 - Parent discussion groups.
 - Parent-child family classes in English, Spanish, and Somali.
 - Special topics classes.

Early Childhood Special Education Evaluations

- Part C Referrals (0-2 years 11 months) and evaluations will be completed through primarily virtual measures. If our district remains in Hybrid Model, in person evaluations might be considered on a case by case basis, occurring at Harley Hopkins Family Center if all safety measures, including masks for individuals 5+ and social distancing can be followed.
- Part B Referrals (3-5 years of age) and evaluations will be completed through primarily virtual measures where possible. If in-person measures are required, they will take place at Harley Hopkins Family Center, ensuring that all safety measures, including masks for individuals 5+ and social distancing can be followed.

Early Childhood Kindergarten Screening

- Kindergarten students will have 90 days after the first day of kindergarten to complete their Early Childhood Screening.
- Virtual appointments are currently being scheduled for students enrolled in kindergarten who have not yet had their screening completed.
- Please call 952-988-5017 for an appointment if you have an enrolled kindergartner and have not yet had an early childhood screening.



School Meals

Hopkins Public Schools will continue to offer nutritious breakfast and lunch meals at all of our school locations. Meals will continue to be pre-ordered by parents, and will be done through the School Store in Infinite Campus.

- **Note:** Meal charges which will be according to regular school year meal benefit eligibility, i.e., paid, reduced, free. Our meal prices can be found [here](#). Families without updated meal benefits will incur meal fees.
 - Parents will pay for meals (if paid status) through the Infinite Campus Portal.
 - **New [meal applications](#) will need to be completed to receive meal benefits** this school year before the first day of school.

Student Nutrition in the school building

In order to safely serve breakfast and lunch, we have developed a plan for meal times in which we will:

- Discontinue self-service food or beverage distribution in the cafeteria. School meals will either be prepackaged, or school nutrition staff will serve all food items, there will not be shared serving utensils.
- Use disposable serveware and utensils to minimize returning to the cafeteria to be washed and sanitized.
- Use barcode scanners; students will not use pin pads to enter lunch ID numbers. Online class/barcode rosters will be used to enter student lunch ID information.
- Require serving and cafeteria staff to use barrier protection including gloves, face shields, and facial masks.
- Mark 6 feet of spacing to remind students and staff to stay 6 feet apart in lines and when congregating.
- Keep students and staff in small cohort groups that stay together as much as possible (including meal times).

Student Nutrition during Distance Learning

When in full Distance Learning, the option to pre-order and pick up meal kits at a site location will be available. Again, families could incur meal charges which will be according to regular school year eligibility, i.e., paid, reduced, free. Parents will pay for meals (if paid status) through the Infinite Campus Portal. These meals could be prepackaged or in bulk form.

Activities & Athletics

Activities & Athletics will be in a slightly different situation than many of the programs around the District in that there is one level of approval from the District 270 Board of Directors. The Minnesota State High School League (MSHSL) has approved participation in four different fall activities and has moved several others. The three learning models are of huge significance to leaders and learners, but do not change how the activities program would potentially be delivered for the fall of 2020. The after-school activities program will be delivered as follows:

- Girl's Tennis
- Girl's & Boy's Soccer
- Girl's & Boy's Cross Country
- Girl's Swim & Dive

Football & Girl's Volleyball have been moved to the early spring of 2021.

There are some unresolved matters that will impact the programs listed above.

- Transportation
- Final approval of ISD 270 secondary learning calendars
- Activity staffing
- Economic equity

Like the learning process, athletics will be an evolving scenario. This fall's athletic season will not look like a traditional fall, but we will do our best to give our kids a great experience. As an education-based athletic program we rely on the guidance of the Minnesota State High School League, so we will continue to disseminate pertinent information as it becomes available.

Additional activities that typically serve more than 15 students will not run at this time. This includes before- and after-school clubs, school assemblies, or committees. Community Education will continue to offer virtual and in-person after-school enrichment programs in alignment with MDH guidelines. Please visit Hopkin-Royals.com and [@HopkinsRoyals](https://twitter.com/HopkinsRoyals) for updates.

Resources and Guidance for Athletics:

[MSHSL Board Meeting - August 4](#)

[Stay Safe MN - Sports Guidance](#)

[COVID-19 Sports Guidance for Youth and Adults](#)

[National Federation of State High School Association \(Guidance for Opening Up High School Athletics and Activities\)](#)

Health & Safety

Making in-person school safe for our students, staff, and families is our highest priority. When the 2020-21 school year begins, any in-person school will look much different than in the past due to new health and safety measures that will be in place. [See our Health FAQ](#).

Daily at-home health checks

Everyone entering a Hopkins Public School building (students, staff, or visitors) is required to complete a self-check for symptoms before coming to school using our [Daily Symptom Checklist](#). This tool will help you determine if your student should stay home. If you have questions, Hopkins Health Office Staff will be available for consultation in regard to symptoms, possible exclusions, and follow up.

Arriving and departing from school

- Staff and students (grades kindergarten and older) must wear face coverings when on the school bus and in school.
- To comply with safety guidelines, buses will transport fewer students. Caregivers are encouraged to transport students, if possible.
- Caregivers will be required to remain in their car and drop off or pick up students at the assigned door.
- Caregivers and visitors will have very limited access to the buildings for essential visits only.
- Caregivers and visitors should maintain 6 feet of physical distancing whenever possible.

Masks/face coverings

In accordance with Minnesota State [Executive Order 20-81](#) requirements, all students (K-12), staff, and other persons present indoors in school buildings and district offices or riding on school vehicles are required to wear a face covering.

- A face covering must cover the nose and mouth completely.
- A face covering is not a substitute for physical (social) distancing.
- Types of face coverings can include a paper or disposable mask, a cloth mask, a neck gaiter, a scarf, a bandana, or a religious face covering.
- Staff and students are encouraged to bring masks from home; however, any students or staff who do not bring or own a mask will be provided one.
- We will not require students to wear masks when outdoors for movement breaks or outdoor play.
- Students in preschool programs are not required to wear masks.

- See [Hopkins School Board Policy](#) for detailed guidelines.
- Resources:
 - [How to Select, Wear, and Clean Your Mask](#)
 - [How to Safely Wear and Take Off a Cloth Face Covering](#)
 - [Best Practice for Masks: Considerations for People with Disabilities and Special Health Needs \(PDF\)](#)
 - [The importance of Kids Wearing Masks with Lt. Gov. Flanagan and Special Guest](#)
 - [MDH: Masking in Schools](#)

General safety precautions

- Schools will follow disinfection guidelines developed by the [Minnesota Department of Education](#), [Minnesota Department of Health](#), and the [Center for Disease and Control](#) for school campuses.
- Physical barriers may be installed where physical distancing is not possible.
- All students and staff will be asked to wash/sanitize their hands frequently such as when entering a new space and transitioning between activities.
- Schools will limit sharing of supplies between students and disinfect between users if sharing is unavoidable.

Response to suspected/confirmed COVID-19 cases

Hopkins Public Schools will follow guidance from MDH in response to a positive or a suspected positive COVID-19 diagnosis. When a confirmed case of COVID-19 is identified in our school community, we will work closely with the Minnesota Department of Education, Minnesota Department of Health, and local health professionals. You can learn more about the protocols MDE and MDH recommends in the [Minnesota Safe Learning Plan](#).

Handling suspected or confirmed positive cases of COVID-19:

- Self isolation and quarantine protocols per the MDH guidelines will be followed.
- Within the district cases will be tracked by health office staff and administration. Identities of any positive cases will only be shared with staff members who NEED TO KNOW in order to provide specific information for contact tracing that the state health department is asking for. Self isolation and quarantine per the MDH guidelines will be followed.
- Notifications to the community will occur after consultation with the MDH.