



Roseville  
Area Schools

*Quality Teaching & Learning for All  
...Equity in All We Do*

# Plan for Fall 2020 and Reopening Schools

Updated August 18, 2020

Reopen Roseville Plan

# Introduction

The closing months of the 2019-2020 school year were immensely challenging as we shifted from school as we've known it for generations, to crisis-response distance learning in the midst of the emerging COVID-19 pandemic. Thanks to the hard work and dedication of our staff, families and community, we continued to educate our students, ensured online access and connection, served thousands of meals, celebrated our newest graduates in a whole new way, and accomplished many other firsts.

In planning for the 2020-2021 school year, our guiding principle was protecting the health and safety of our students, families and staff. The decisions for what school will look like this fall depend on community health and guidance from the Minnesota Department of Health (MDH) and the Minnesota Department of Education (MDE). Guidelines for the start of school were released on July 30 to help Minnesota school districts determine how to open, using county health metrics. Under this plan, school districts have some flexibility in selecting the scenario that works best for their community – in-person learning at school, distance learning at home or blended learning which is a combination of both. Districts are able to choose to be more cautious in selecting a scenario that best fits the needs of their local community. The ultimate decision is left to each individual district and must be flexible enough to change throughout the school year as needed.

This document represents our plan for how Roseville Area Schools will begin the new school year. We anticipate the information, plans and schedules will change based on guidance from the state and the impact of the COVID-19 pandemic in our community.

# Guiding Principles for Reopening



**Protect the health and safety of our students, families and staff.**



**Make decisions in conjunction with experts**, including Minnesota Department of Health, Minnesota Department of Education and Ramsey County Public Health.



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



**Design fiscally responsible** and sustainable solutions.

# Plan for Three Fall Scenarios

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

Roseville Area Schools planned for all three scenarios, which may be implemented at some point during the school year. On August 18, our school board approved a plan to begin the school year in Distance Learning 2.0. We are prepared to implement other scenarios as community health conditions evolve.



1. **In-person learning** for all students at schools.



2. **Blended learning**, which combines distance-learning activities and in-person learning with social distancing and capacity limits.



3. **Distance learning** with improvements based upon what we learned from distance learning last spring.

Regardless of the scenario we are in at the beginning of the school year, families who do not want their students to attend an in-person or blended learning option will always have a full-time distance learning option for the 2020-2021 school year.

# Glossary of Terms

Anyone who has a student or who is interested in education policy knows that education involves a lot of jargon. The COVID-19 global pandemic has forced schools to change systems that have been in place for generations, and these changes have resulted in new terms and complex language that families may not be familiar with.

**in-person learning:** All students learn at school with COVID-19 safety measures in place.

**distance learning:** Students and instructors are not in the same physical space. All students have access to appropriate educational materials and receive daily interaction with their licensed teacher(s) as outlined in the State of Minnesota's Safe Learning Plan.

**asynchronous learning:** a form of learning where students work at their own pace to meet daily or weekly deadlines, and interactions with teachers and peers are through pre-recorded video or online text using programs like Seesaw, Google Classroom or Schoology.

**synchronous learning:** a form of learning that involves live classroom activities, meetings, and small group instruction where students are online with their teacher and classmates at the same time.

**blended learning:** Students learn through a combination of distance-learning activities and in-person learning, but with strict social distancing and limits to the number of students and staff present at one time. This is sometimes also called "hybrid learning."

# Wait, what do synchronous and asynchronous mean again?!



**Asynchronous learning** is when a teacher and a student interact with learning activities in different places and at different times. Students engaged in asynchronous learning 2.0 can complete their work any time of the day that works best for a student and their family.



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



**Distance  
Learning 2.0**

# Improvements to Distance Learning: Distance Learning 2.0

When distance learning began last spring, it was a crisis response in an attempt to slow the spread of the COVID-19 pandemic. Over the summer, dozens of working groups met to analyze feedback from students, parents and teachers, and have re-envisioned what distance learning will look like for this fall. Distance Learning 2.0 is an improved program for learning for the 2020-2021 school year.

Last spring was an all-hands on deck, fast-paced development as the pandemic took over our lives. We heard from you that your experiences varied from class to class, and school to school. You shared with us what worked well and what needed improvement, and we are ready this fall with significant improvements.

(continued)

# Improvements to Distance Learning: Distance Learning 2.0

Our staff is committed to providing students and families the high-quality learning opportunities they expect. There will be more live classroom activities, meetings and small group instruction where students are online with their teacher and classmates at the same time (called “synchronous learning”). We know that in crisis-response distance learning last spring, our students and teachers missed the daily collaboration that highlights our in-person classrooms in Roseville Area Schools. There will be a better balance of synchronous learning and "asynchronous learning," where students work at their own pace to meet daily or weekly deadlines, and interactions with teachers and peers are through online text.

With increased synchronous instruction, teachers will have the opportunity to preview asynchronous learning work with students when they are meeting live, which will increase clarity in expectations.



# Key Differences Between Spring and Distance Learning 2.0

- More consistency in experience across the system.
- Increased synchronous learning (more teacher and peer interaction).
- Daily lessons posted for all students.
- Better engagement with students and families, in part through individualized learning contracts established in first week of school.
- More intentional training and professional development for educators on delivering high-quality teaching via technology.
- Unique social and emotional learning strategies at all schools.



# Distance Learning 2.0

## Overview

In this scenario, only some students would be allowed in school buildings for regular learning, including some with special education or English language development needs. All instruction in this scenario is delivered through enhanced distance learning practices. These practices will reflect lessons learned from the spring and community input.

## What will an elementary school day look like in Distance Learning 2.0?

- Students will receive five days of instruction each week at home.
- Classroom teachers will hold engaging synchronous lessons for both the whole group and small groups at least four times a week.
- Whole group synchronous learning (the entire class together) will not exceed two times a day, or two hours cumulative in a day.
- Small group synchronous lessons may be provided by or in collaboration with the classroom teacher, such as interventions, English language development support, or special education services.

(continued)



# Distance Learning 2.0

## Overview

In this scenario, only some students would be allowed in school buildings for regular learning, including some with special education or English language development needs. All instruction in this scenario is delivered through enhanced distance learning practices. These practices will reflect lessons learned from the spring and community input.

## What will an elementary school day look like in Distance Learning 2.0?

- Student day includes morning meetings, math, reading, social studies, science, health and specials, e.g., art, physical education, music and recess.
- Teachers interact with students through live instruction and pre-recorded video lessons. Teachers will have scheduled time available for students to connect with questions.
- Distance learners engage in digital learning experiences that mirror in-person activities.
- Asynchronous lessons will include short instructional videos (7-10 minutes) of specific learning targets, social and emotional learning goals, and community building.

## Example Distance Learning Schedule - Kindergarten through Grade 3

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-9:00	Teacher planning time		Asynchronous learning day for students  Staff meetings  Staff professional development	Teacher planning time	
9:00-9:20	Morning meeting (synchronous)			Morning meeting (synchronous)	
10:00-10:30	Math (synchronous)			Math (synchronous)	
11:15-11:30	Social Studies/Health/Science (synchronous and asynchronous)			Social Studies/Health/Science (synchronous and asynchronous)	
11:30-12:00	Lunch			Lunch	
12:30-1:15	Literacy (synchronous)			Literacy (synchronous)	
2:00-2:30	Physical Education/Music/Art (synchronous and asynchronous)			Physical Education/Music/Art (synchronous and asynchronous)	

## Example Distance Learning Schedule - Grade 4 through Grade 6

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-9:00	Teacher planning time		Asynchronous learning day for students  Staff meetings  Staff professional development	Teacher planning time	
9:00-9:20	Morning meeting (synchronous)			Morning meeting (synchronous)	
10:00-10:40	Math (synchronous)			Math (synchronous)	
11:00-11:30	Physical Education/Music/Art (synchronous and asynchronous)			Physical Education/Music/Art (synchronous and asynchronous)	
11:30-12:00	Lunch			Lunch	
12:00-12:20	Writing (synchronous)			Writing (synchronous)	
12:30-1:30	Literacy (synchronous)			Literacy (synchronous)	
2:00-2:15	Social Studies/Health/Science (synchronous and asynchronous)			Social Studies/Health/Science (synchronous and asynchronous)	
2:15-2:30	Reflection/Teacher check-in (asynchronous)			Reflection/Teacher check-in (asynchronous)	



# Distance Learning 2.0

## Overview

In this scenario, only some students would be allowed in school buildings for regular learning, including some with special education or English language development needs. All instruction in this scenario is delivered through enhanced distance learning practices. These practices will reflect lessons learned from the spring and community input.

## What will a secondary school day look like in Distance Learning 2.0?

- Scheduled classes will be split into A days (odd-hour classes) and B days (even-hour classes). Students will receive synchronous learning four days a week.
- For each class, teachers will hold engaging synchronous learning lessons for both the whole group and small groups.
- Students will be assigned an STAR class (RAMS), advisory (Parkview), e-mentoring group (RAHS), or HOMES class (FAHS) to stay connected to one specific teacher and build community with other students.
- Students will receive five days of instruction each week at home.

(continued)



# Distance Learning 2.0

## Overview

In this scenario, only some students would be allowed in school buildings for regular learning, including some with special education or English language development needs. All instruction in this scenario is delivered through enhanced distance learning practices. These practices will reflect lessons learned from the spring and community input.

## What will a secondary school day look like in Distance Learning 2.0?

- Small group synchronous lessons may be provided by or in collaboration with the classroom teacher, such as interventions, English language development support, or special education services.
- Teachers interact with students through live instruction and pre-recorded video lessons. Teachers will have a scheduled time available for students to connect with questions.
- Distance learners engage in digital learning experiences that mirror in-person activities.
- Asynchronous lessons will include short instructional videos (7-10 minutes) of specific learning targets, social and emotional learning goals, and student interaction.

## Distance Learning Schedule - Roseville Area Middle School (RAMS) and Parkview Center Grades 7-8

Time	Monday - A Day	Tuesday - B Day	Wednesday	Thursday - A Day	Friday - B Day
7:30-9:00	Teacher planning time		Asynchronous Learning day for students  Staff meetings  Staff professional development  Staff planning	Teacher planning time	
9:00-10:00	1st Hour	2nd Hour		1st Hour	2nd Hour
10:05-11:05	3rd Hour	4th Hour		3rd Hour	4th Hour
11:05-11:35	Lunch			Lunch	
11:40-12:40	5th Hour	6th Hour		5th Hour	6th Hour
12:45-1:45	7th Hour	STAR/Advisory		7th Hour	STAR/Advisory
2:00-3:00	Office Hour			Office Hour	
3:00-3:30	Teacher planning time			Teacher planning time	



## Sample Distance Learning Schedule - Roseville Area High School (RAHS)

Time	Monday - A Day	Tuesday - B Day	Wednesday	Thursday - A Day	Friday - B Day
7:30-9:00	Teacher planning time		Asynchronous learning day for students  Staff meetings  Staff professional development  Staff planning	Teacher planning time	
9:00-10:10	Period 1	Period 2		Period 1	Period 2
10:20-11:30	Period 3	E-Mentoring		Period 3	E-Mentoring
11:30-12:15	Lunch			Lunch	
12:15-1:25	Period 5	Period 4		Period 5	Period 4
1:30-3:30	Teachers available for student questions and small groups			Teachers available for student questions and small groups	

## Sample Distance Learning Schedule - Fairview Alternative High School (FAHS)

Monday Blue Day	Tuesday Silver Day	Wednesday	Monday Blue Day	Tuesday Silver Day
Teacher planning time		Asynchronous learning day for students  Staff meetings  Staff professional development  Staff planning	Teacher planning time	
9:50-11:20 Project based learning	9:50-10:50 Office hours		9:50-11:20 Project based learning	9:50-10:50 Office hours
11:20-11:50 HOMES	10:50-11:20 Lunch		11:20-11:50 HOMES	10:50-11:20 Lunch
11:50-12:20 Lunch	11:20-11:50 HOMES		11:50-12:20 Lunch	11:20-11:50 HOMES
12:20-1:20 Seminar class	12:20-3:20  Project based learning		12:20-1:20 Seminar class	12:20-3:20  Project based learning
1:20-2:20 Seminar class			1:20-2:20 Seminar class	
2:20-3:20 Seminar class			2:20-3:20 Seminar class	

## Social and Emotional Learning and Wellness

Distance Learning and the COVID-19 pandemic has created high levels of stress for many students, staff and families, emphasizing the importance of social and emotional well-being. As we reopen our schools, it is vital that we genuinely welcome students and staff back to school, create connections and re-establish relationships under new circumstances. Including social and emotional learning (SEL) strategies during Distance Learning 2.0 is one way to do this.

All Roseville Area Schools will include SEL practices and one or more healing methodologies. This may differ at each school, and examples include restorative circles, mindfulness, peer support groups and advisories.



**Distance  
Learning 2.0**

## Special Education Services

Special Education staff will communicate directly with families related to their individual learning plans in September and will address instruction across all three possible learning scenarios.

In this planning, some students that have received significant special education services may receive in-person instruction during Distance Learning 2.0 and a greater amount when we are in the blended learning scenario.



**Distance  
Learning 2.0**

# Prekindergarten

During Distance Learning 2.0, pre-K students will participate in regular instruction using Zoom and Seesaw during the days and times their class would typically meet.

Teaching and learning will be delivered in both synchronously (which includes group and individual instruction led by the pre-K teacher) and asynchronously (which includes individual learning time with child and/or caregivers or family members).

Teachers will present daily lessons to support literacy, math and social and emotional learning. Additional activities will support active learning in all developmental areas.

Pre-K students will have access to a learning kit which contains hands-on materials to enrich learning opportunities. There will be weekly family check-ins with the teacher using Seesaw, Zoom, or other arrangements made by an individual family and their teacher.



**Distance  
Learning 2.0**

## Early Childhood Family Education (ECFE)

There will be online weekly classes for parents and children through Zoom. ECFE will also provide special topic classes (Parent Focus), book studies, Drop in and Play, individual weekly check-ins for parents and children by phone or Zoom, learning packets, virtual home visits, and social media resources.

Registration for ECFE classes is available online at [isd623.org/ECFE](https://isd623.org/ECFE).

## Early Childhood Screening

Virtual screenings will be offered during Distance Learning 2.0.

Parents will fill out child developmental and health information and return to the early childhood office. Screeners will contact families to review child developmental information, answer questions and make referrals as needed.



**Distance  
Learning 2.0**

## Early Childhood Screening

Virtual screening offered during distance learning.

Parents fill out child developmental and health information and return to the early childhood office.

Screeners contact family to review child developmental information, answer questions and make referrals as needed.



**Distance  
Learning 2.0**

# Early Childhood Special Education (ECSE)

## Birth through Age 2

All infants, toddlers, and their families receiving services on an individualized family service plan (IFSP) will continue with virtual visits in the blended and Distance Learning 2.0. Individual arrangements may be made between families and providers for visits outdoors or at Fairview Community Center.

(continued)



**Student  
Services**



# Early Childhood Special Education (ECSE)

## Ages 3 through 5

All children receiving services from ECSE on an individualized educational program (IEP) plan will receive regular instruction focused on IEP goals and objectives through both synchronous and asynchronous methods.

Distance Learning 2.0 relies on interactions between children, caregivers, service providers and instructional materials, and includes activities that children and caregivers are doing in their daily routines. Instructional methods will be individually determined, based on needs of the child, and may include some in-person instruction when we are in Distance Learning 2.0.

The ECSE 3-5 schedule is based on half day classes of two hours each. Children will receive distance learning during the days and times their class would typically meet, between 9:30 - 11:30 a.m. for morning classes and 1:30 - 3:30 p.m. for afternoon classes.

During Distance Learning 2.0, the expectation for daily interaction with students includes a synchronous learning time to open the class, individual learning time with child and/or family member, and asynchronous contacts with students and families.

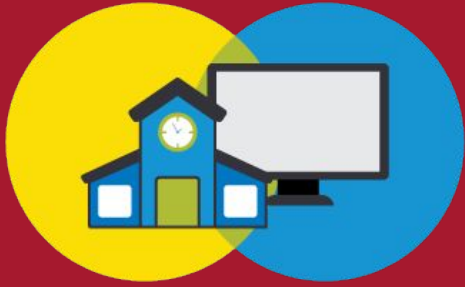
## Child Care

The district will provide free School Day Care during school hours to [Tier 1 critical workers](#). School Day Care will be available for all others if space and staff are available. Fee-based Friendship Connection will be offered before and after school and on non-school days. Registration is required for all care options. Care is available for elementary students through age 12 and registered pre-K students who are 4-years-old and are one year before kindergarten.

- [Read more information.](#)
- [Register for School Day Care.](#)
- [Register for before/after school and non-school day Friendship Connection.](#)



Child Care



## Transitioning Between Learning Scenarios

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

- We will revisit the decision to open in full-time distance learning for all students monthly after school starts.
- We will offer an ongoing “virtual academy” for families who wish to continue in Distance Learning 2.0, even if we transition to blended learning scenario.
- Regardless of the location, learning will continue with the same expectations for attendance, assignment completion and grading.



# Roseville Area Schools

*Quality Teaching & Learning for All  
...Equity in All We Do*