

INDEPENDENT SCHOOL DISTRICT NO. 283

6311 Wayzata Blvd
St. Louis Park, Minnesota
Monday, February 8, 2021 6:30 PM
Online Meeting

AGENDA

1. **CALL TO ORDER**
2. **APPROVAL OF AGENDA**
3. **SUPERINTENDENT'S REPORT**
4. **DISCUSSION ITEMS**
 - A. **Budget Update** 2
 - B. **Strategic Plan Update** 13
 - C. **World's Best Workforce & Every Student Succeeds Act Presentation** 23
 - D. **Safe Learning Plan Update** 46
 - E. **Policy Development - Second Reading Policy 808 COVID-19 Face Covering** 58
5. **CONSENT AGENDA**
 - A. **Business**
 - 1) Minutes 64
6. **ACTION AGENDA**
 - A. **Approval of Second Reading of Policy 808 COVID-19 Face Covering**
7. **COMMUNICATIONS AND TRANSMITTALS**
8. **ADJOURNMENT**

Budget-Related Items Update

February 8, 2021
School Board Presentation

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FY2022 Budget Planning Timeline for Operating Fund Budgets

Includes General Operating, Food Nutrition Service, Community Service, and Capital

Phase	Date	Who	Outcome	Document
	Grey shading denotes FAC		Orange shading denotes School Board (Bold = school board budget-related action)	
Data Gathering	August 10, 2020 (moved to September 29)	School Board Work Session	Understand the budget timeline and process	(A) Budget Timeline
	September 29, 2020	School Board Regular Meeting	Approve preliminary Pay 2021 levy	(B) Levy summary
	October 21, 2020	FAC #1	1. Orientation 2. Understand Budget Timeline	(A) Budget Timeline (C) FY2021 Budget Book (H) Spring 2020 FAC Report
	November 2020	Budget Managers	1. Provide preliminary direction to prepare FY2022 budget requests (potential budget reductions) 2. Provide target for FY2022 capital budget 3. Provide HR related direction on staffing-related requests	(D) Enrollment projections (E) Fund Balance Summary
	November 2020	Budget Managers	Begin FY2021 Mid-Year budget review	
	November 9, 2020	School Board Study Session	1. Preview FY2020 audit results 2. Preview FY2021 Mid Year Budget Update	
	November 18, 2020	FAC #2	1. Understand FY2020 Year End (audit) results 2. FY2022 Enrollment Projections assumptions	(D) Enrollment projections (E) Fund Balance Summary
	November 23, 2020	School Board Regular Meeting	Levy/Budget Update	(B) Levy Summary (E) Fund Balance Summary
	December 9, 2020	FAC #3	1. Review FY2022 enrollment projections 2. Review Spring 2020 FAC Report	(D) Enrollment Projections (H) Spring 2020 FAC Report
	December 14, 2020	School Board Regular Meeting	1. Approve final Pay 2021 levy 2. Accept FY2020 audit results 3. Review Preliminary Enrollment Projections	(B) Levy Summary (D) Enrollment Projections (F) Audit Report



P r e p a r a t i o n	Jan - June 2021	Business Services	Review budget based on legislative changes and strategic plan review; adjustment as necessary.	
	January 20, 2021	FAC #4	1. Review final budget assumptions 2. Begin draft of Spring 2021 FAC Report	
	January 25, 2021	School Board Regular Meeting	Update regarding budget process	(A) Budget Timeline (D) Enrollment Projections
	February 10, 2021	FAC #5	Prepare School Board presentation	(H) Spring 2021 FAC Report
	February 23, 2021	School Board Regular Meeting	FAC Presentation and update regarding FY2022 budget process	(A) Budget Timeline (H) Spring 2021 FAC Report
	February 26, 2021	Budget Managers	All FY2022 Operating and Capital fund budget requests due to Business Office	

A p p r o v a l	February 2021	Budget Managers	Review FY2022 Operating and Capital fund budget proposal	
	March 22, 2021	School Board Regular Meeting	1. Approve FY2022 Operating and Capital fund budget parameters to allow for fall preparation 2. Approve FY2021 Mid Year Budget Update	(E) Fund Balance Summary
	March 24, 2021	FAC #6	Wrap up meeting	
	June 14, 2021	School Board Study Session	Review final FY2022 Budgets for all funds; prepare to take action at June 28 regular meeting	(E) Fund Balance Summary
C I P	June 28, 2021	School Board Regular Meeting	Approve final FY2022 budget for all funds	(C) FY2022 Budget Book
	June 2021	Budget Managers	Debrief on FY2022 budget planning process	
	July 2021	Business Services	Prepare for FY2021 Audit	



FY2022 (next year) Preliminary Financial Update

Preliminary FY2022 Budget Parameters

Revenue

- Basic formula +1%
- 7-year average cohort survival model for enrollment projections
- Increase student activity fees, meal prices

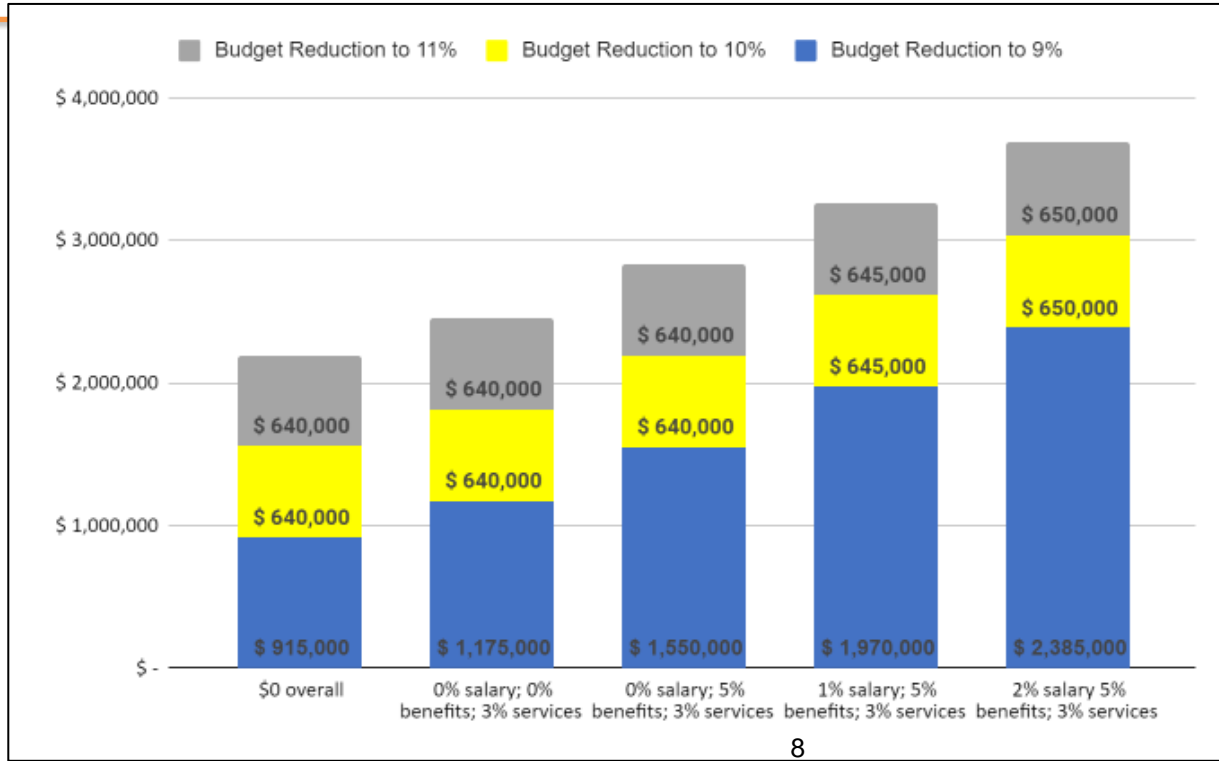
Expenditures

- Budget reductions to hold fund balance to above 10%
- Include contract settlements and historical patterns

Anticipate General Fund deficit

- 13.24% ending balance for current year (prior to mid-year update)

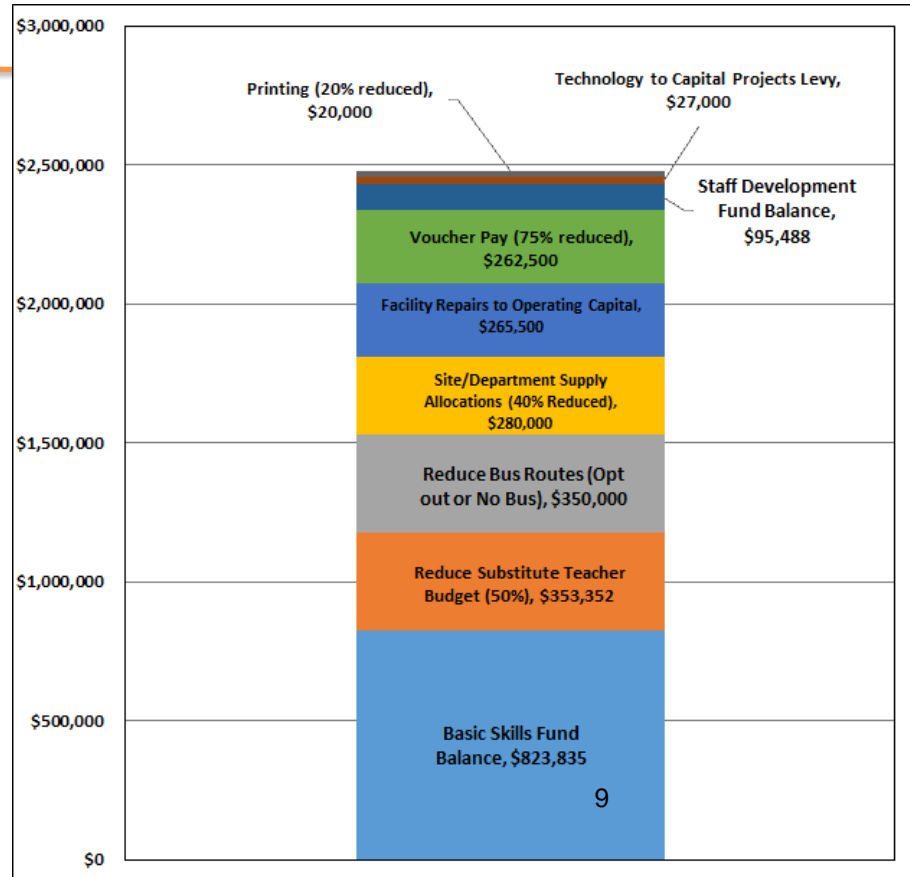
FY2022: Preliminary Budget Deficit Scenarios



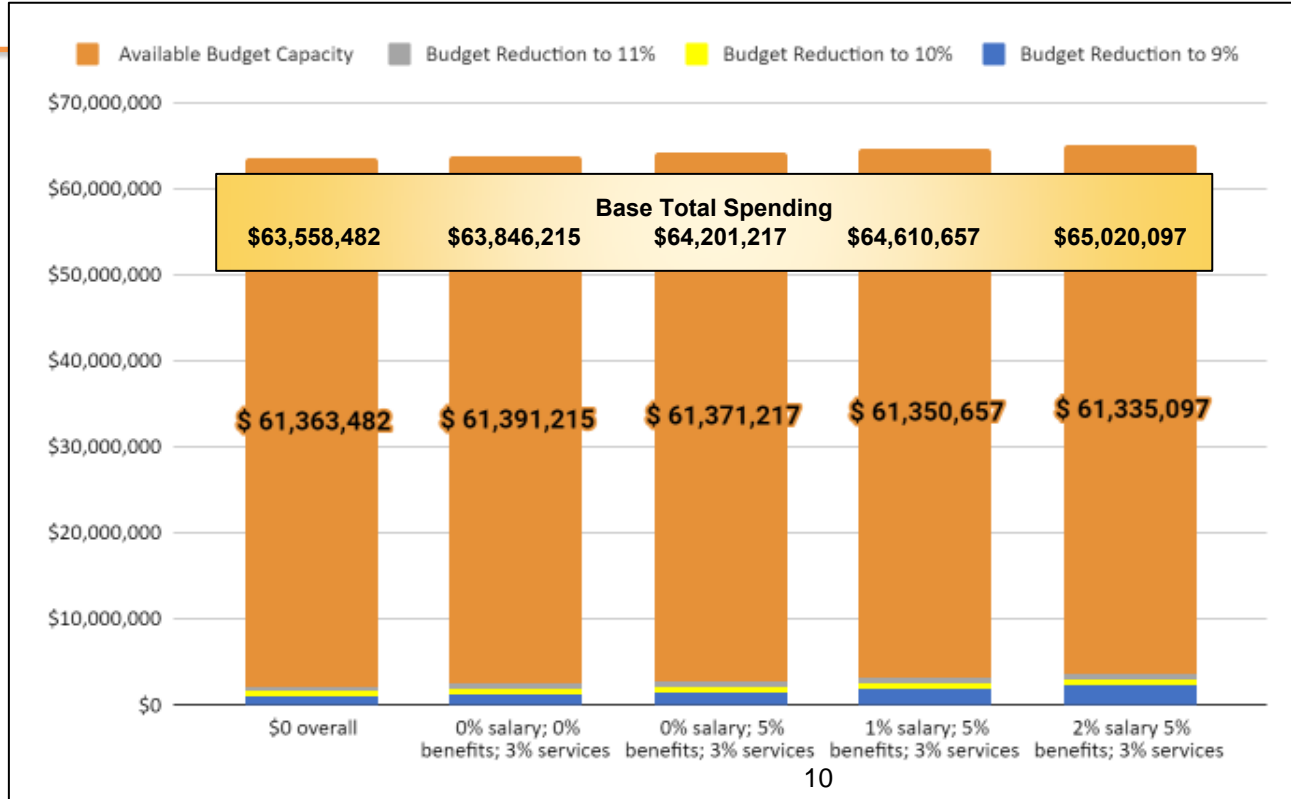
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FY2022: Potential Deficit Reductions



FY2022: Available Budget Capacity



FY2022: Other Budget Influences

FY2021 (current year) Mid-year budget update (coming in March)

- Identified mid-year revenue/expense updates
- Impact of Covid-related funding (through December 2020)
- Future COVID-related federal funding

Results of 2021 Legislative Session

- Basic Funding Formula
- Enrollment Hold Harmless

Class size targets and enrollment results

Budget Next Steps

Date	Action
February 23, 2021	Finance Advisory Committee Presentation
March 22, 2021	Approve: ✓ FY2022 Operating and Capital budget proposal ✓ FY2021 Mid Year Budget Update
June 2021	Approve FY 2022 Budget for all funds



2020-2025

**Strategic Plan
for Racial Equity
Transformation:**

SCHOOL BOARD

UPDATE: FEEDBACK

Strategic Plan for Racial Equity Transformation

The **FOCUS QUESTION** to be answered by the Strategic Plan is ...

What is needed for the thorough and dramatic change of Racial Equity Transformation to occur in St. Louis Park Public Schools; where current, racist systems are abolished to build new, anti-racist systems and structures with all community stakeholders to create student-centered schools with inspired and empowered outcomes regardless of race and accountability measures for students and adults by the end of 2025?

Core Planning Team Leadership

The Strategic Planning process was co-facilitated by Luis Versalles from Courageous Conversations and Sara Thompson, APR, Director of Communications and Community Relations in St. Louis Park Public Schools

An Adaptive Approach...

Luis led the team through an examination of their own thoughts, feelings, and purpose related to racial equity and helped the team develop the “muscles” to center racial equity transformation in their intentions and in daily work.

With Technical Execution...

Sara provided technical expertise to draft the NEW components of the strategic plan, including core values, vision, and mission.

Core Planning Team Membership

More than **35 stakeholders** came together from **August-January**, in a series of **seven virtual Zoom meetings** to complete the work:

Students

Parents/Guardians

Teachers & Staff

Principals

Cabinet Members

Community Members

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CURRENT Core Values

We believe that...

- Everyone has equal intrinsic worth.
- We will enhance the healthy development of each learner by engaging and supporting families and communities.
- High expectations challenge everyone to higher levels of achievement.
- Through persistent effort in an equitable environment, everyone can achieve maximum performance.
- Lifelong learning is essential to the individual's quality of life and the vitality of the community.
- Everyone has the capacity and responsibility to contribute to the well being of others.
- Respect of self and others is fundamental for a strong, healthy community.
- High quality education creates opportunities throughout an individual's life.
- Embracing individual differences enriches a community.
- Hopes and dreams inspire and motivate people to invest in themselves and their community.

DRAFT 2020-2025 Core Values

We believe in:

- **The brilliance of ourselves and others.** Everyone has the capacity and responsibility to foster the growth and brilliance of others.
- **Authentic community engagement.** Engaging and supporting our employees, families, and communities will enhance the healthy development of each learner.
- **High expectations.** Instilling and upholding high expectations empowers students and staff to higher levels of achievement.
- **Collective responsibility.** Embodying the collective and urgent responsibility of anti-racist practices enriches a work and learning environment and community.
- **Persistent effort.** Through persistent effort we will create anti-racist schools and academically successful learners.
- **Racial consciousness and cultural competence.** Racial consciousness and cultural competence are essential to each person's ability to be a catalyst for change.
- **Advocacy for equity.** Everyone has equal intrinsic worth and we will advocate for the historically marginalized.

Vision: Paints a picture of the desired future.

Current Vision Statement

St. Louis Park Public Schools
– Achieving Success,
One Student At a Time

NOTE: The District does not currently have a formal vision statement; above is the logo tagline perceived by many to be the vision statement.

DRAFT Vision Statement

St. Louis Park Public Schools
– Where students are seen
and valued and become their
best selves as racially
conscious, globally minded
contributors to society.

Mission: *Declares what will be achieved; the highest aspiration of the District.*

Current Mission Statement

As a caring, diverse community with a tradition of putting its children first, we will ensure all students attain their highest level of achievement; prepare all students to contribute to society; offer high quality opportunities for lifelong learning; provide multiple pathways to excellence; challenge all learners to meet high standards; and provide a safe and nurturing environment that energizes and enhances the spirit.

Draft Mission Statement

St. Louis Park Public Schools sees, inspires, and empowers each learner to live their brilliance in an environment that centers student voice and experience to create racially equitable learning that energizes and enhances the spirit of our community.

Seeking Stakeholder Feedback through February 17

Join the feedback conversation online with Thoughtexchange

- <https://my.thoughtexchange.com/531718614>

Attend a Virtual Feedback Meetings via Zoom:

- February 9 from 6:00-7:15 p.m.
- February 11 from 3:00-4:15 p.m.
- February 16 from 3:00-4:15 p.m.
- February 17 from 8:00-9:15 a.m.
- February 18 from 7:00-8:15 p.m.

Links and joining instructions posted on District Website at www.slpschools.org the day before the meeting.

Agenda item at February regularly scheduled stakeholder meetings (SOAR, Supt's Advisory Council, Foundation, CEAC, ... and more!)



2020-2025

Strategic Plan

for Racial Equity

Transformation:

SCHOOL BOARD

UPDATE: FEEDBACK

World's Best Workforce & Every Student Succeeds Act (ESSA)

Dr. Silvy Lafayette, Director of Assessment, Research and evaluation

World's Best Workforce Goals

Goal 1: All students ready for school

Goal 2: All students in third grade achieving grade-level literacy

Goal 3: Close the achievement gap(s) between student groups

Goal 4: All students are ready for career and/or postsecondary education

Goal 5: All students graduate from high school

Unable to report goals 1-3

Goal 1: All students ready for school

- Measured with fall to spring FASTBridge Reading

Goal 2: All third-graders can read at grade level

- Measured with spring MCA test

Goal 3: Close the Achievement Gap(s) Between Student Groups

- Measured with spring MCA math and reading tests

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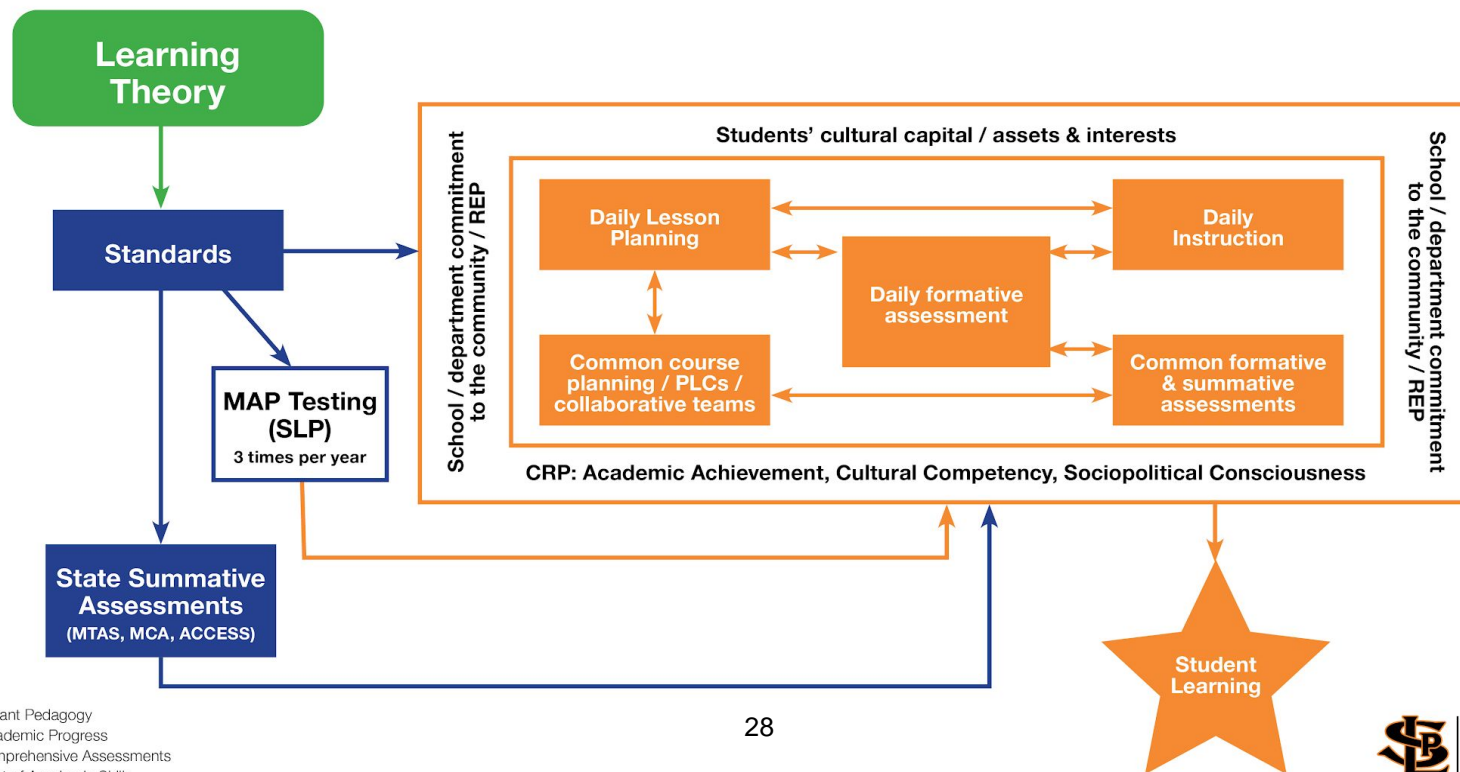
Goal 4: SLP met our career and/or college readiness goal

- Increase ACT plus Writing composite scores by 2% for all students in 11th grade.
- In 2019, the percent of 11th grade students who earned a composite score of 24 or higher on the ACT Plus Writing was 35.3%. In 2020, that percentage was 43.4%. This was an increase of **8.1%**.

Goal 5: SLP met our high school graduation goal

- The 4-year high school graduation rate, district-wide for all students, will increase by 1%.
- The 4-year high school graduation rate, district-wide, increased by **2.7%**.

Balanced Assessment System



Acronym Key:

CRP: Culturally Relevant Pedagogy

MAP: Measure of Academic Progress

MCA: Minnesota Comprehensive Assessments

MTAS: Minnesota Test of Academic Skills

REP: Racial Equity Purpose

Fall to Fall SY16-21 District Highlights for Reading and Math MAP Growth

Why MAP?

NWEA MAP During COVID

Academic standards, skills development & individual student growth

How will this data be used during the SY21 school year?	How this data will <u>NOT</u> be used during the SY21 school year...
<ul style="list-style-type: none">• Individual growth data. Keep track of individual student growth as it relates to Minnesota's ELA and math standards (<i>MAP report: Growth Quadrant</i>)• Common formative assessment data – Use the data to strategically plan for instruction, individually & with grade-level teams. Differentiate instruction and target student skill development (individual and small group) based on ELA and math standards (<i>MAP report: Learning Continuum – Class View</i>)• Reports to be used: Growth Quadrant and Learning Continuum. These reports are available to all classroom teachers and administrators	<ul style="list-style-type: none">• Data will not be used to sort students into remedial programs• Data will not be used to compare students to national norms or percentiles. This information is available to families upon request. These data points need to be used with caution and should be critiqued through the lens of race and equity.• Data will not be used as a reflection of student capacity• Data will not be used as a sole determinant of any decision made for student programming

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Themes in last year's data

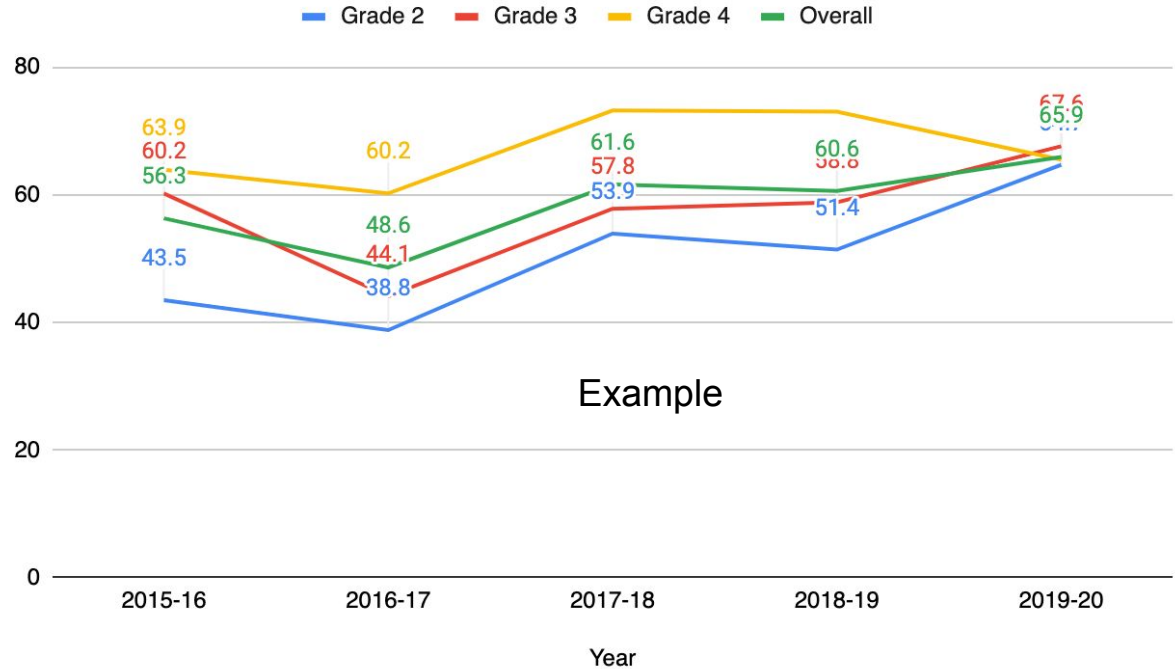
1. Percent of students meeting projected growth targets in reading in grades 2 through 5 increased among grade levels, except for 1 grade level at one site.
2. Percent of Black/African American students meeting their individual projected growth targets increased in reading for grades 2 through 7. 8th & 9th grade data is unknown due to high opt out rates at the HS.
3. Percent of students meeting projected growth declined in math in grades 2 through 4.
4. More students in racialized student groups, except Hispanic/Latinx & American Indian students, met projected growth at the middle school in reading and math than the year before.
5. More students met projected growth in 5th, 6th and 7th grade math than the year before. Data is unknown for 8th grade and 9th grade.
6. HS MAP growth data for 9th grade is not reliable due to high opt out rates.



SL MAP Reading Growth: Fall to Fall SY16-21

Overall, more 2nd through 7th grade students met their projected reading growth target last year compared to the previous year

*Except 1 grade level at 1 site



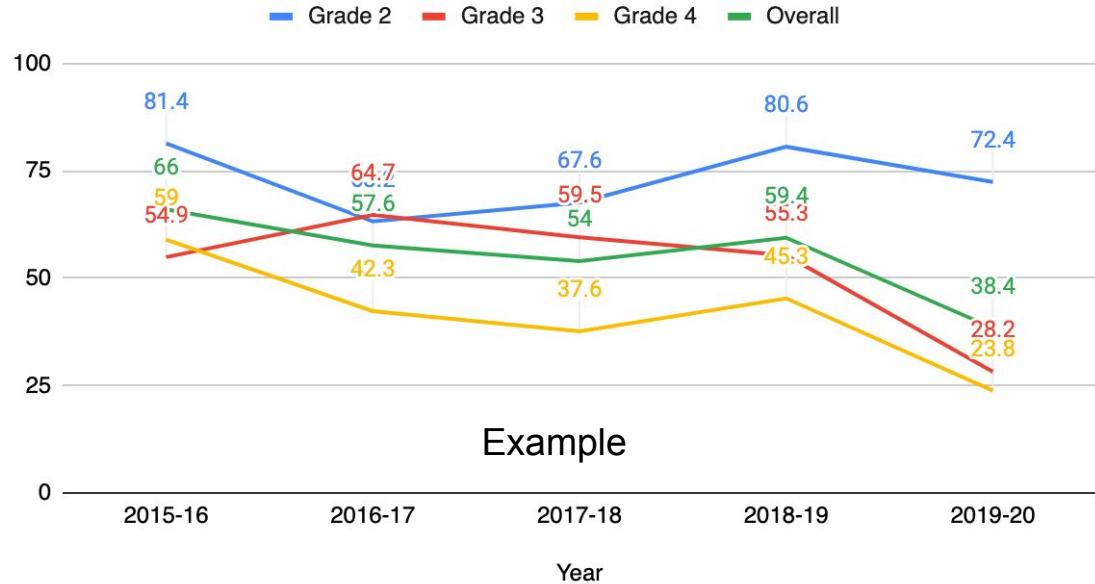
Year	Grade 2	Grade 3	Grade 4	Overall
2015-16	43.5	60.2	63.9	56.3
2016-17	38.8	44.1	60.2	48.6
2017-18	53.9	57.8	73.2	61.6
2018-19	51.4	58.8	73	60.6
2019-20	64.7	67.6	65.5	65.9

PH MAP Math Growth Fall to Fall SY16-21

Overall, math growth declined last year in grades 2 through 4

Most significant decrease in growth were in grades 3 and 4

There was some growth in 5th grade math (+9.1%)

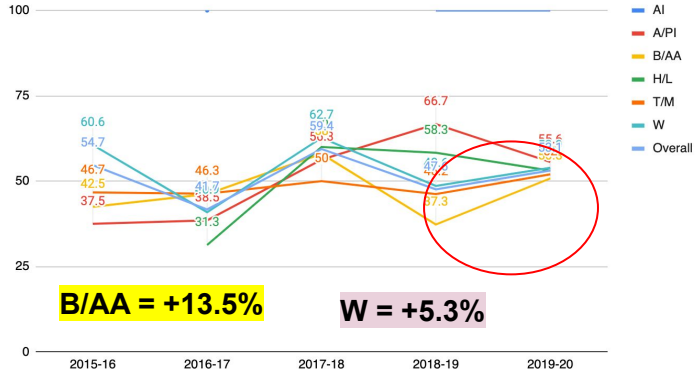


Year	Grade 2	Grade 3	Grade 4	Overall
2015-16	81.4	54.9	59	66
2016-17	63.2	64.7	42.3	57.6
2017-18	67.6	59.5	37.6	54
2018-19	80.6	55.3	45.3	59.4
2019-20	72.4	28.2	23.8	38.4

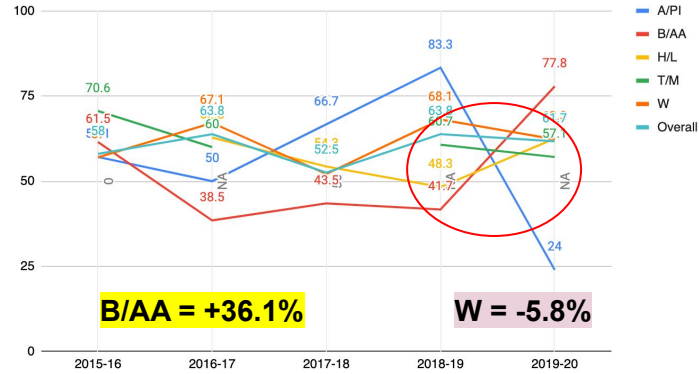
2nd through 7th grade increased the percent of students meeting projected reading growth targets for Black / African American students last year

*Data is unavailable for Black / African American students in 8th and 9th grade due to high opt out rates at the HS

AQ MAP Growth Reading by Fed Ethnicity SY16-21

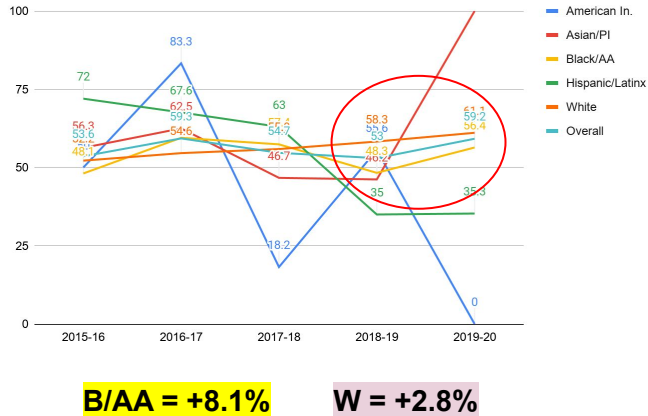


PSI MAP Growth Reading Fall to Fall SY16-21

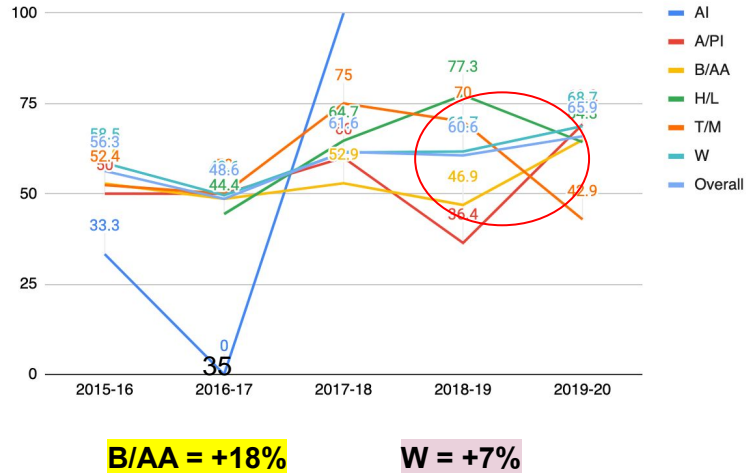


**Elementary
MAP reading
growth**

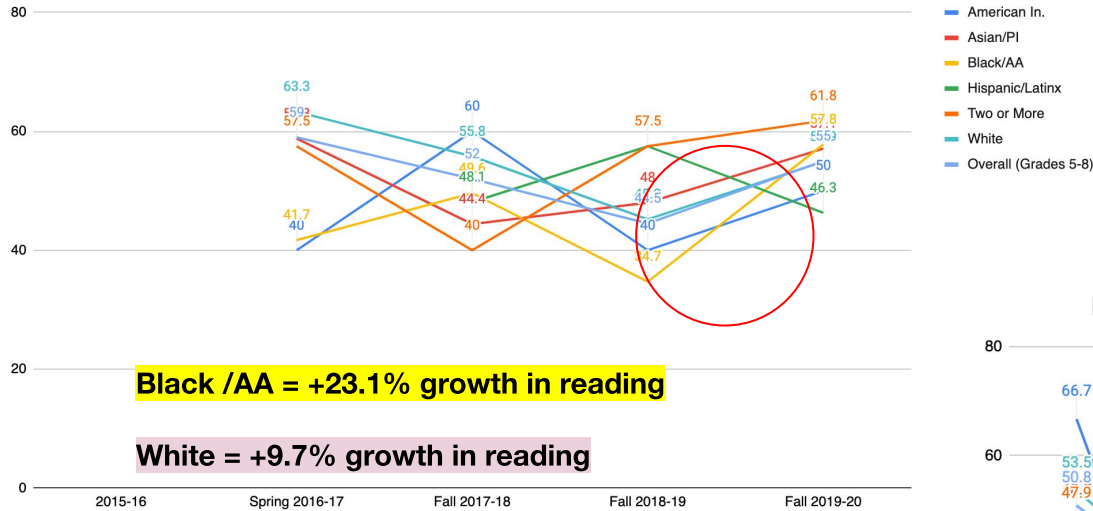
PH MAP Reading Growth Fall to Fall SY16-21



SL MAP Reading Growth: Fall to Fall SY16-21



MS MAP Growth Reading SY16-21



Black /AA = +23.1% growth in reading

White = +9.7% growth in reading

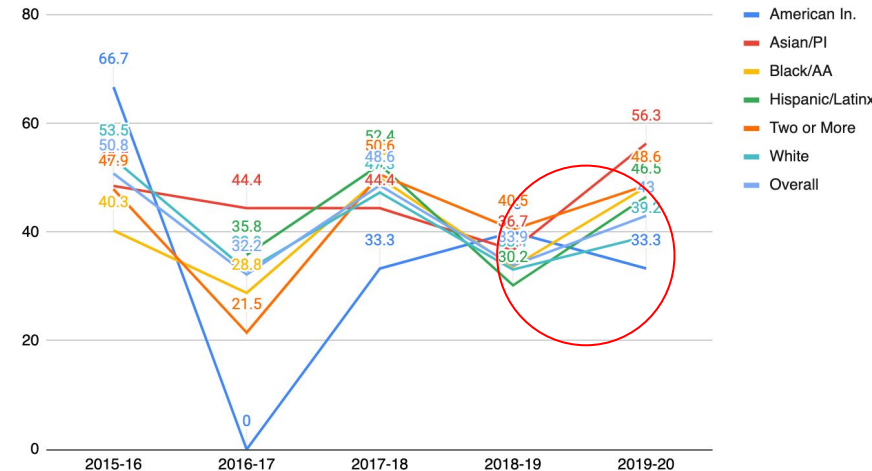
More student groups, by federal ethnicity, met individual projected growth targets compared to the year before.

**Except Hispanic/Latinx students in reading*

**Except American Indian students in math*

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MS & 5th grade MAP Math Growth Fall to Fall SY16-21



Black /AA = +14.7 % growth in math

White = +6.1% growth in math

Percent of Middle School students who met their growth targets in math and reading increased across all racial groups except for Hispanic/Latinx students (reading) and American Indian students (math)

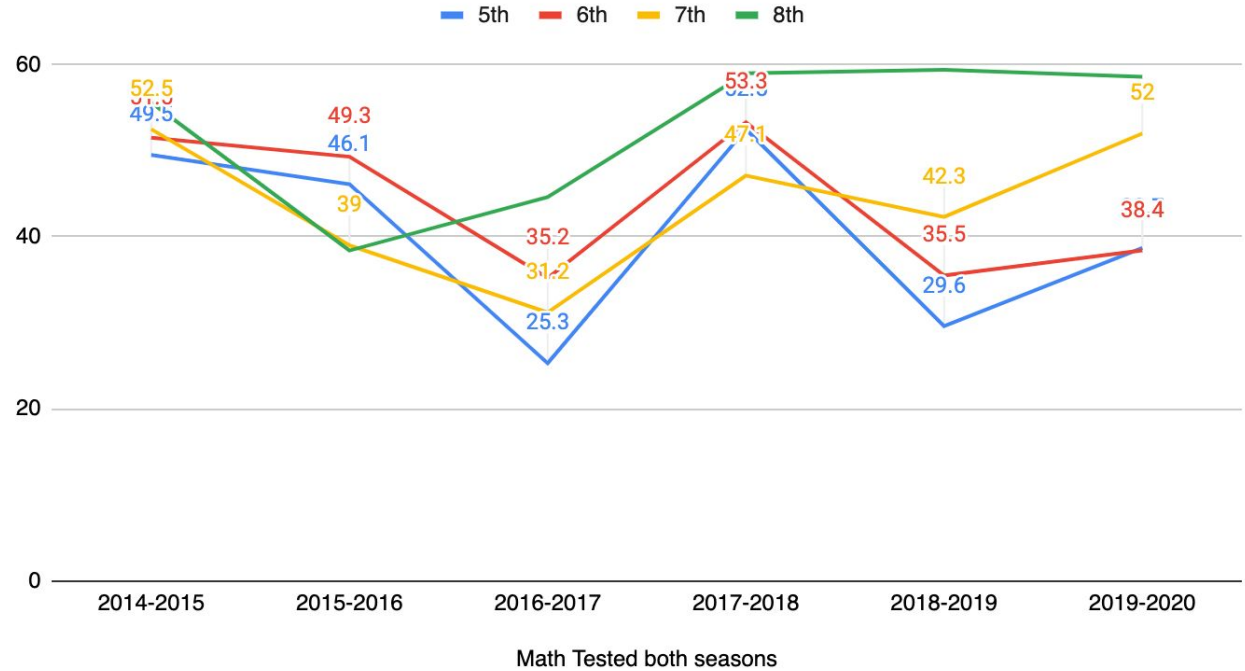
*Data for 8th grade is unknown due to high opt out rates in 9th grade

MS Math Growth: Fall to Fall SY15-21

Last year, more students in 6th and 7th grade math met their projected growth compared to the year before

**5th grade data is in this data set / this year's 6th grade students with fall scores from 5th grade*

**Data is unknown for grade 8 due to the high opt out rates in 9th grade*



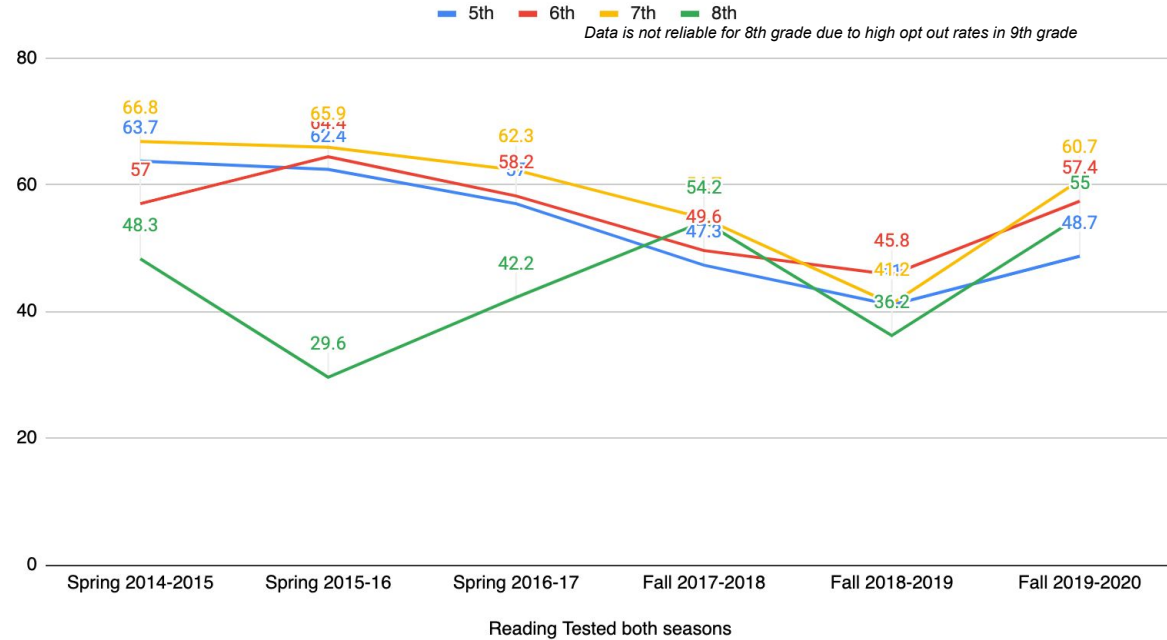
Students w/ scores from each fall	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
5th	49.5	46.1	25.3	52.5	29.6	38.7
6th	51.5	49.3	35.2	53.3	35.5	38.4
7th	52.5	39	31.2	47.1	42.3	52
8th	55.6	38.4	44.6	59	59.4	58.6

MS MAP Reading Growth (5-8th Grade) SY15-21

Last year, more students in 6th and 7th grade met their projected reading growth target compared to the year before

**5th grade data is in this data set / this year's 6th grade students with fall scores from 5th grade*

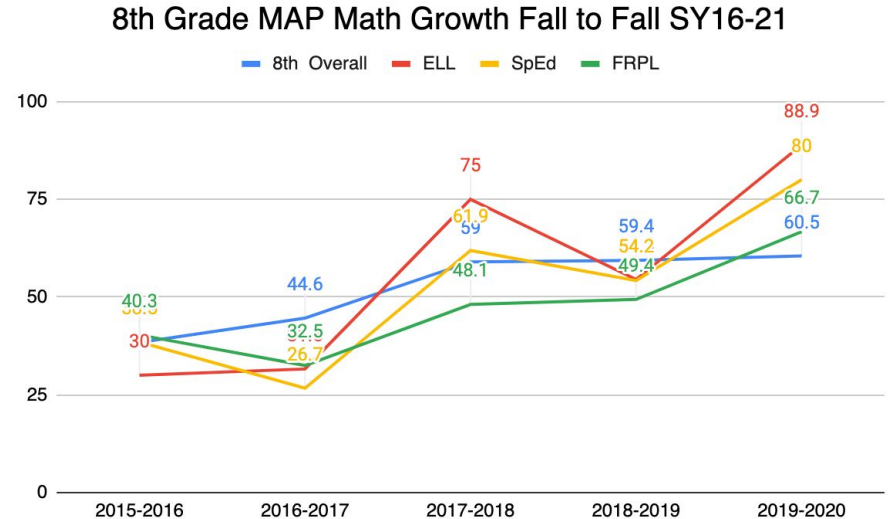
**Data is unknown for grade 8 due to the high opt out rates in 9th grade*



Reading Tested both seasons		Spring 2014-2015	Spring 2015-16	Spring 2016-17	Fall 2017-2018	Fall 2018-2019	Fall 2019-2020
	5th	63.7	62.4	57	47.3	41	48.7
	6th	57	64.4	58.2	49.6	45.8	57.4
	7th	66.8	65.9	62.3	54.7	41.2	60.7
	8th	48.3	29.6	42.2	54.2	36.2	55

High School growth in math and reading, as measured by MAP, is unknown due to high opt out rates in 9th grade and 10th grade

Example



8th Overall	Total Tested	Total should've tested	% opt out rate
ELL	9	34	73.5
SpEd	5	36	86.1
FRPL	24	110	78.2

This data is not reliable due to the high opt out rate of students at the HS (current 9th grade students)

SLP High School has the highest MCA testing opt out rate among seven local school districts

A	B	C	D	E	F	G	H	
	High Schools Near SLP HS (US News and World Report Rankings)							
Indicators	SLP HS (283)	Edina SR. High (273)	Hopkins (270)	Wayzata (284)	Minnetonka (276)	Robbinsdale - Armstrong (281)	Eden Prairie (272)	
% MCA Participation Rate (Math)	47.5	88.6	53	88.1	92	84	81.5	
% MCA Participation Rate (Reading)	69.5	97.6	78.7	91.7	98.5	93.2	89.2	

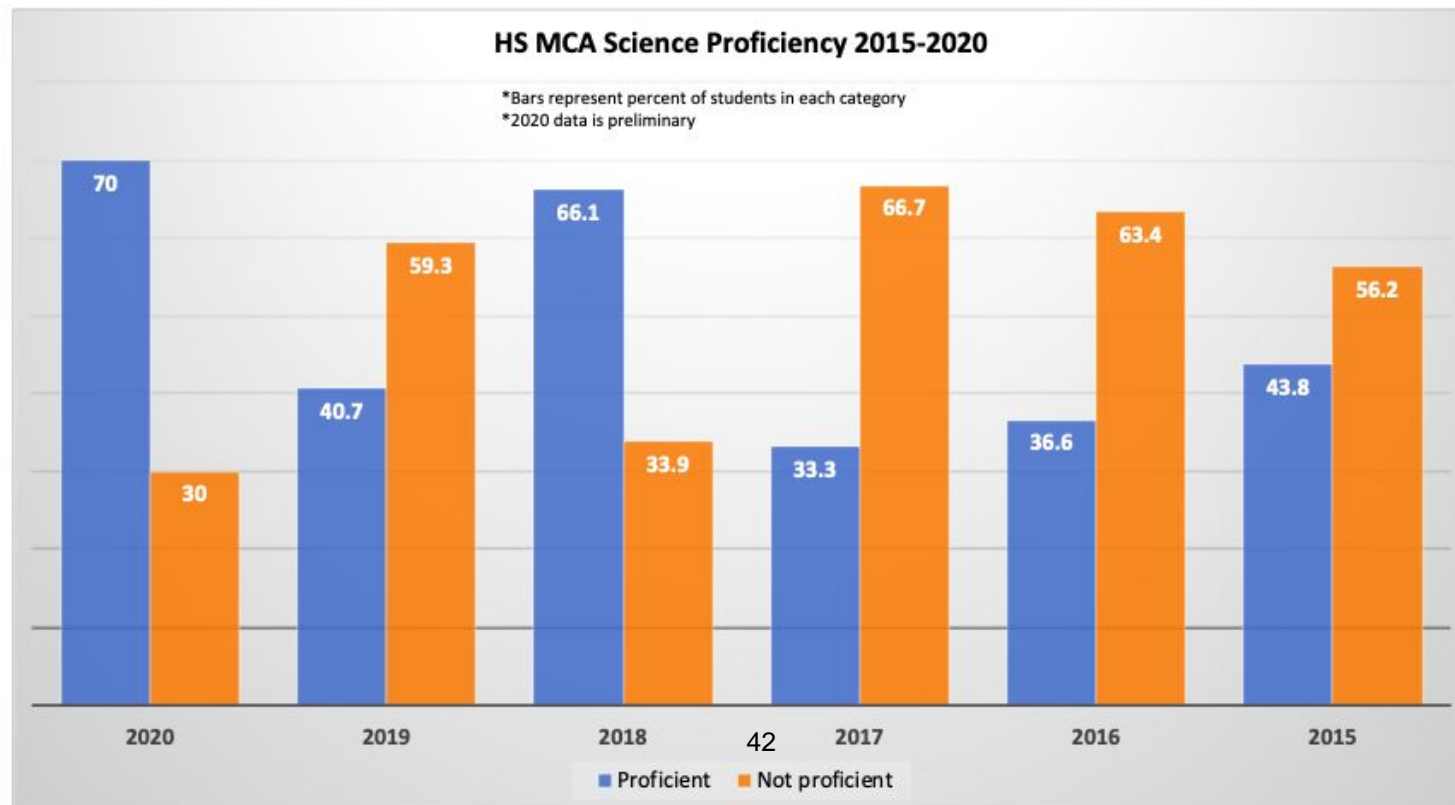
MCA participation in 2018-19

Two possible perspectives about testing...

1. Standardized tests are used to perpetuate racist practices (e.g. education programming, biased test questions, etc.) *so we don't care if our kids opt out*
- OR
2. Standardized tests are used to help us evaluate the health of our system and study the impact of our instruction by examining disaggregated data, *so we encourage our kids to opt in*

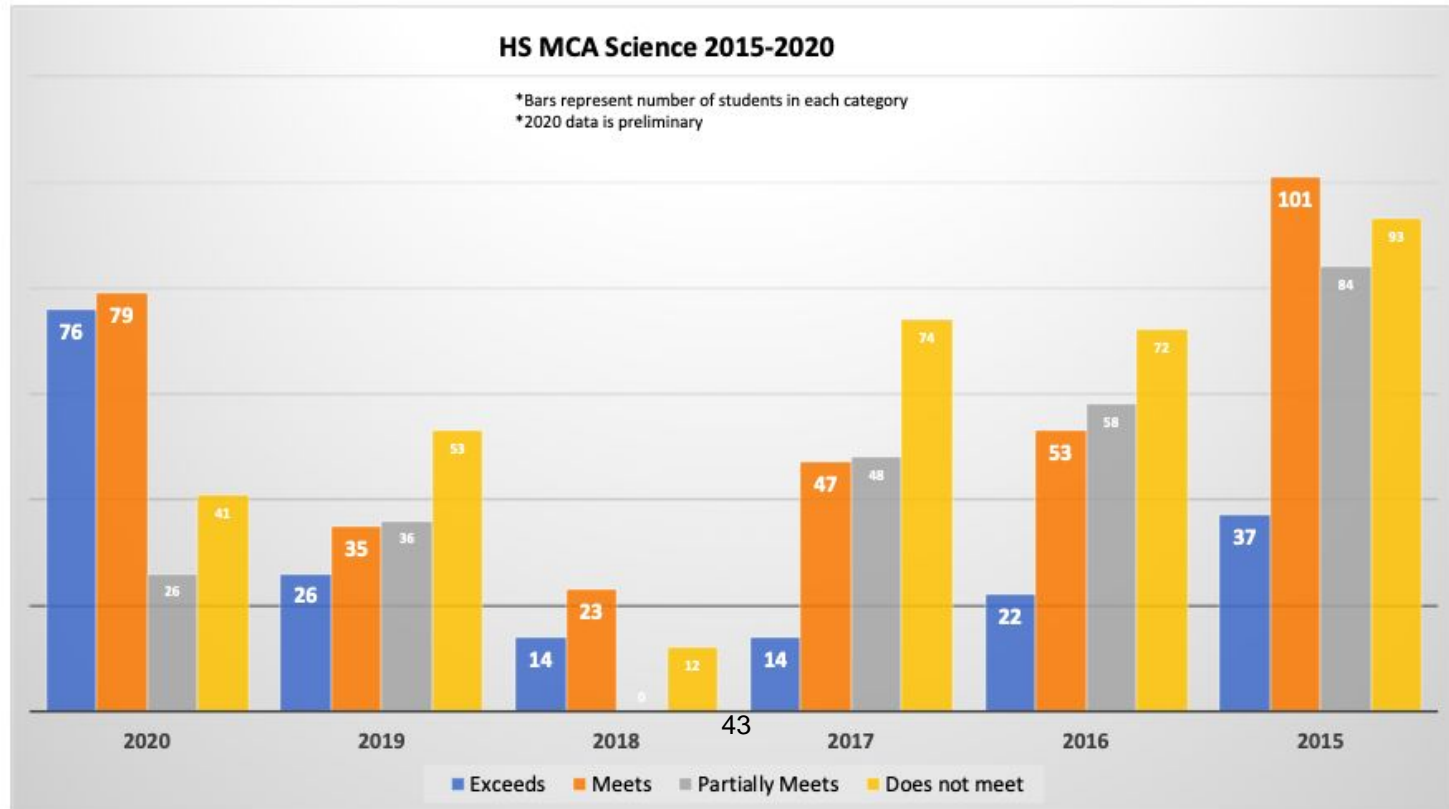
SLP High School MCA Science

- Highest proficiency rate in 6 years



SLP High School MCA Science

- Highest number of students “Exceeding” standards in 6 years
- Highest number of students “Meeting” standards in 5 years



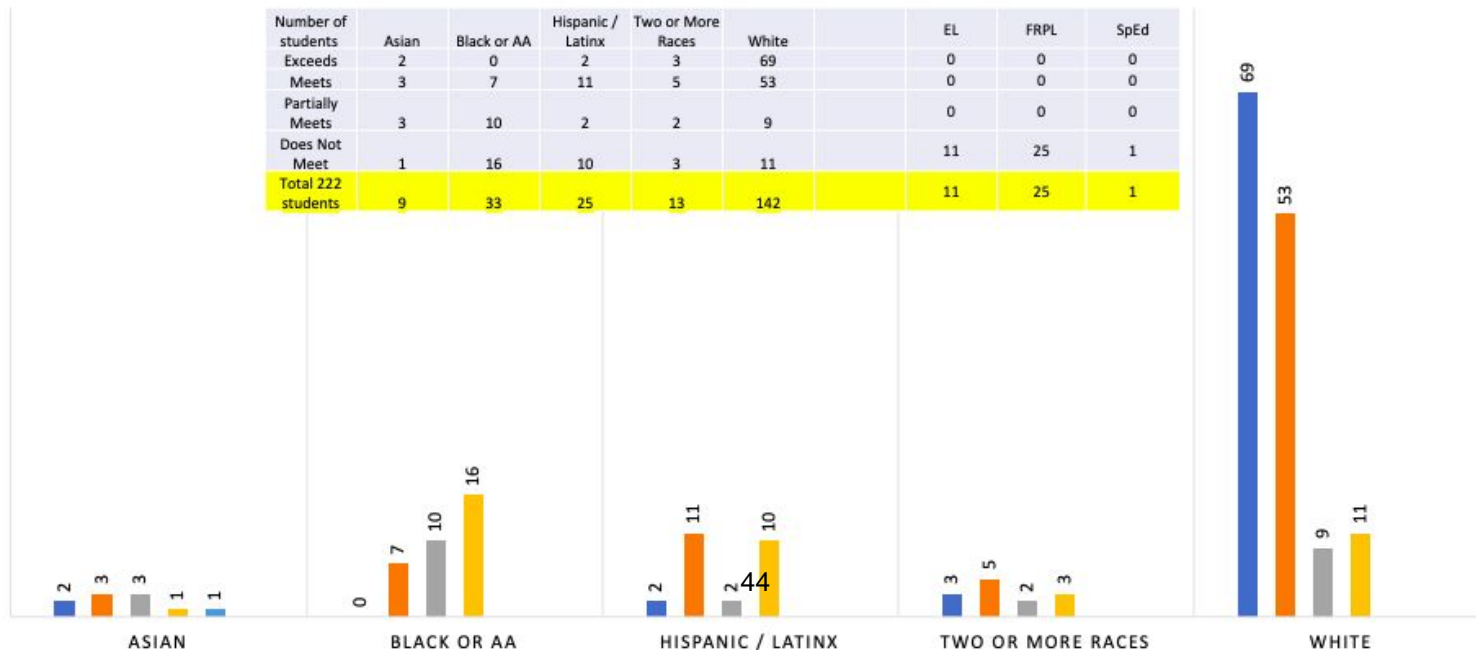
SLP High School Science MCA

- 64% White students took the test (of 222 students total)
- 66.3% participation rate (of 335 students total)

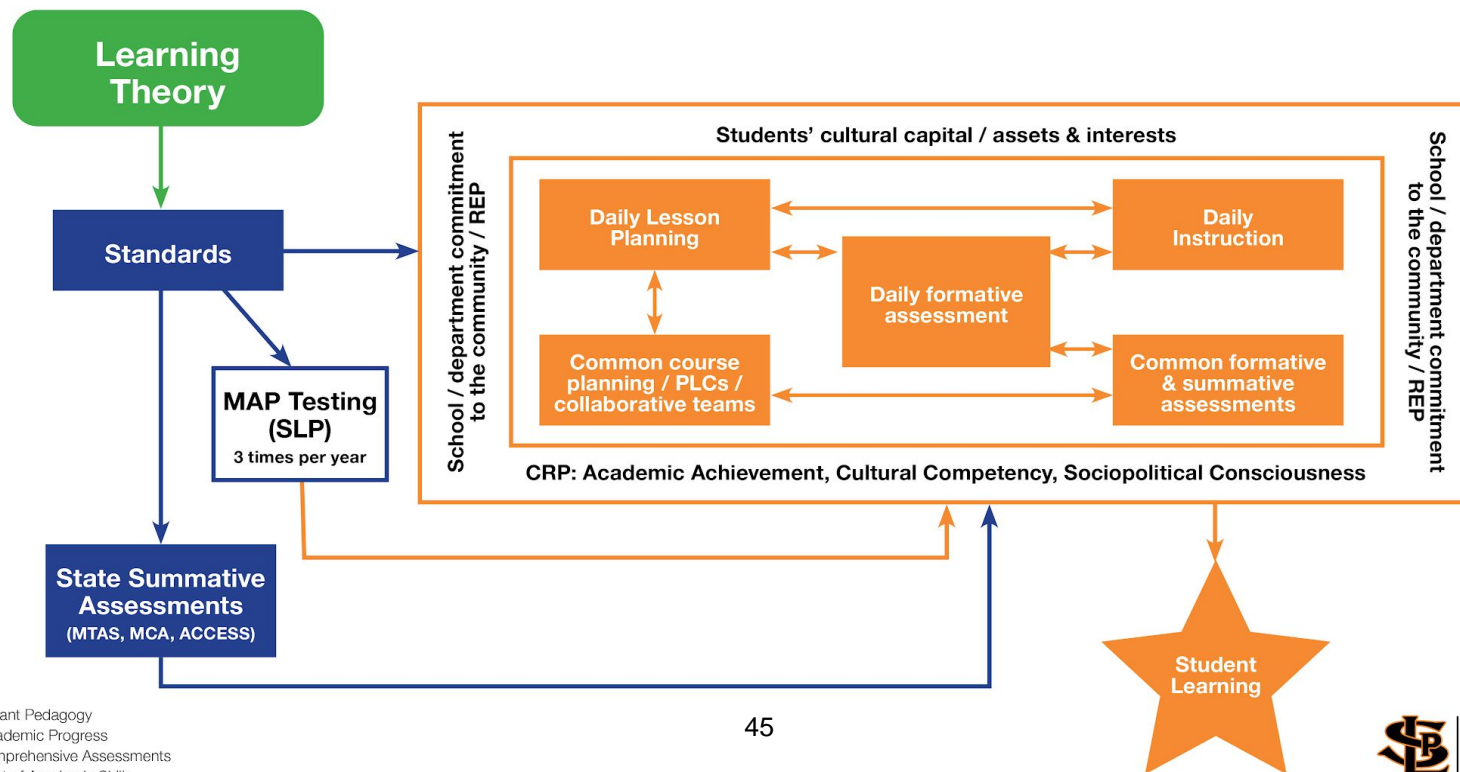
HS SCIENCE MCA SY20 PRELIM DATA

■ Exceeds ■ Meets ■ Partially Meets ■ Does Not Meet

Number of students	Asian	Black or AA	Hispanic / Latinx	Two or More Races	White	EL	FRPL	SpEd
Exceeds	2	0	2	3	69	0	0	0
Meets	3	7	11	5	53	0	0	0
Partially Meets	3	10	2	2	9	0	0	0
Does Not Meet	1	16	10	3	11	11	25	1
Total 222 students	9	33	25	13	142	11	25	1



Balanced Assessment System



Acronym Key:

CRP: Culturally Relevant Pedagogy

MAP: Measure of Academic Progress

MCA: Minnesota Comprehensive Assessments

MTAS: Minnesota Test of Academic Skills

REP: Racial Equity Purpose

Safe Learning Plan Update

Astein Osei, Superintendent

Welcome back 3-5 students and staff



Prepared for the February 8, 2021 School Board Meeting









St. Louis Park
Public Schools

Secondary Safe Learning Plan

Date	Transition Event
February 22, 2021	Implement 50% capacity hybrid learning model for students in grades 6-8 at the Middle School.
February 22, 2021	Implement 50% capacity hybrid learning model for students in grades 9 and 12 at the High School.
March 8, 2021	Implement 50% capacity hybrid learning model for students in grades 10 and 11 at the High School.

Please note: this recommendation is contingent on the county COVID-19 case rate data meeting the learning model parameter expectations of 29 or less cases per 10,000 and our ability to successfully meet all of our district's educational delivery model considerations.

Educational Delivery Model Considerations

					
Health & Safety	Staff Coverage	Student Learning	Staff Preparedness	Technology	School Operational Readiness
<p>Implement mitigation strategies to keep students and staff safe?</p>	<p>Appropriately and safely staff schools?</p>	<p>Deliver instruction that is aligned to grade-level instructional goals?</p>	<p>Effectively implement educational delivery models?</p>	<p>Successfully provide devices, access to internet, an effective learning management system, and technology supports?</p>	<p>Provide safe learning environments, transportation and meal distribution?</p>
<ul style="list-style-type: none"> County and City Level Health Data PPE Safety Protocols Consultation with MDH Consultant 	<ul style="list-style-type: none"> Staff Safety Number of staff to facilitate hybrid or in-person learning 	<ul style="list-style-type: none"> Student Safety Engaging live teaching experiences Ability to access lesson recap Opportunities for enrichment and intervention Social emotional learning opportunities Consistent schedule 	<ul style="list-style-type: none"> Professional development Time to practice new learning and adjust practices Job embedded collaboration time 	<ul style="list-style-type: none"> Professional development Time to practice new learning and adjust practices Job embedded collaboration time 	<ul style="list-style-type: none"> Safely transporting students Meal service Physical facilities (HVAC, cleaning, disinfection, etc.)



County COVID-19 case rate data

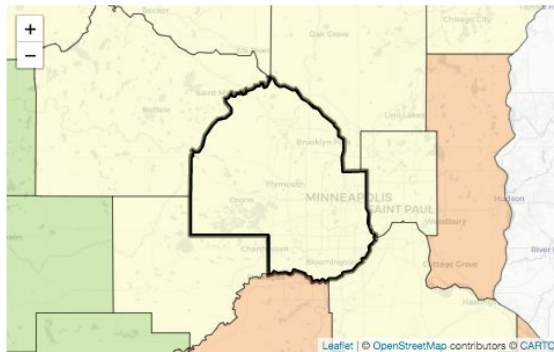
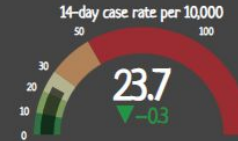
Hennepin County

Population (2019 estimated): 1,265,843

Data as of February 02, 2021

☒ Display MDH rates

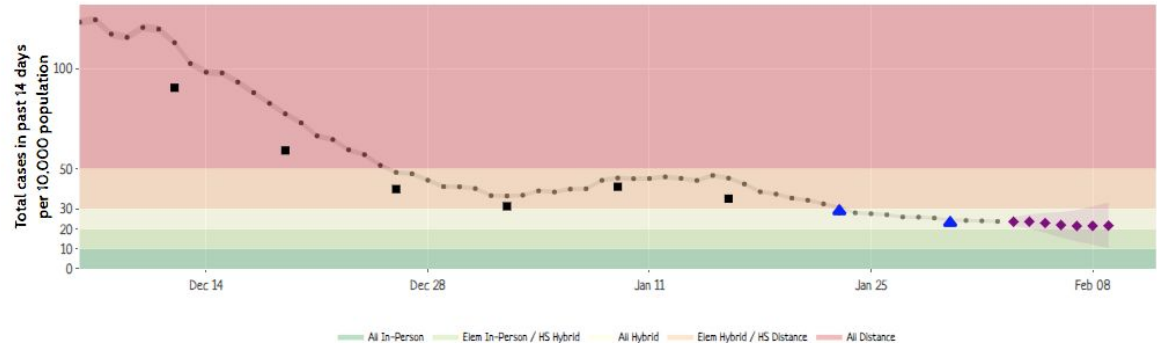
☒ Display one-week forecast



Black squares show official rates provided by the Minnesota Department of Health.
Blue triangles are projections of what MDH will report in upcoming data releases, based on daily new case numbers.
Purple diamonds show forecasted rates for the next 7 days.

Start plot on:

2020-12-06



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Source: Minnesota School Opening Statistics https://jwolfson.shinyapps.io/school_openings/

Prepared for the February 8, 2021 School Board Meeting



St. Louis Park
Public Schools



City COVID-19 case rate data

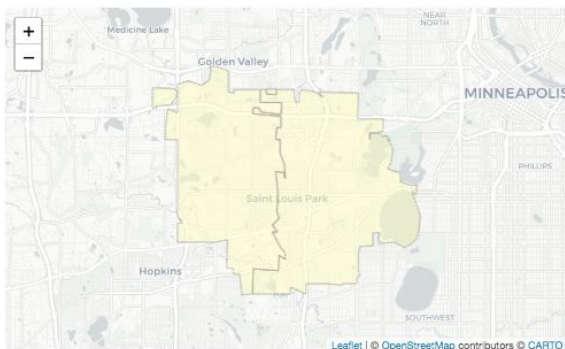
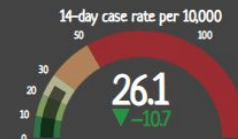
St. Louis Park Public School District

ZIP codes: 55416, 55426

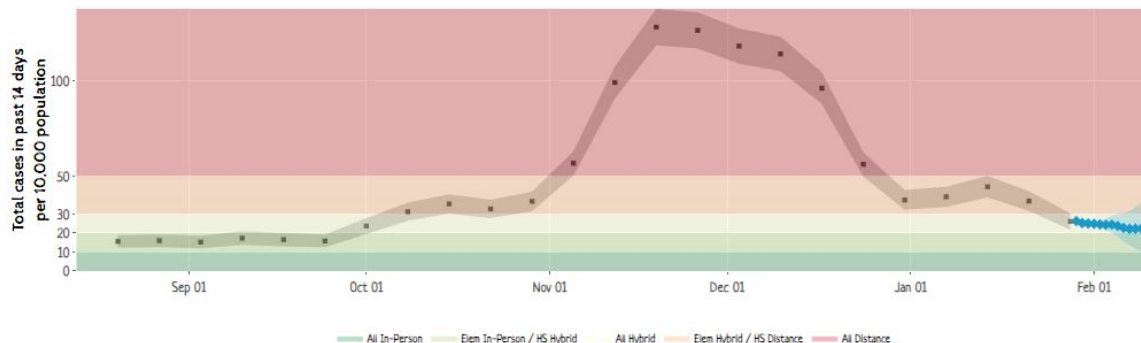
(excludes ZIP codes where less than 0.25 square miles of land area is within district boundaries)

Data as of January 28, 2021

☒ Show forecast



Forecasts (blue diamonds) are based on a population-weighted average of 14-day rates for counties overlapping this district: Hennepin (100%)





COVID-19 testing and vaccine pilot

On-site saliva testing

- We facilitated on-site saliva testing for elementary staff on Thursday, January 28. The next on-site saliva testing date is scheduled for Thursday, February 25.

Community COVID-19 vaccine program pilot

- The state site in Minneapolis served educators and school staff in the metro area, and those invited were pulled from the waitlist generated in week two of the pilot program. Invitations were communicated on Wednesday, February 3 via email or text message. Appointments were not be guaranteed.
- The state is partnering with a new vendor and those metro educators and school staff invited from the waitlist received communication directly from the vendor for vaccine appointments at the state site in Minneapolis. The information was shared in an individualized link that only worked for the staff member that received the communication.



Transitioning students in grades 6-12 to hybrid

Middle & High School

The Middle School and High School will follow the same protocol and parameters listed in steps one through five of the Safe Learning Plan to determine their learning models.

Learning Model Parameters

Number of cases per 10,000 over 14 days, by county of residence	Learning Model
0-9	In-person learning for all students
10-19	In-person learning for elementary students; hybrid learning for secondary students
20-29	Hybrid learning for all students
30-49	Hybrid learning for elementary students; distance learning for secondary students
50+	Distance learning for all students

How do schools determine their safe learning model?

STEP 1

Minnesota Department of Health (MDH) will use data from counties to determine a base learning model for public schools.

STEP 2

Minnesota Department of Education (MDE) will share county data and the consultative process for public schools to engage with education and public health experts to review their county health data and safe learning plans.

STEP 3

Public schools, with their incident command team, will evaluate their ability to implement required and recommended health best practices.

STEP 4

Public schools, in consultation with public health, will determine a learning model to begin the school year and communicate that decision with their school community.*

STEP 5

Public schools and MDH will monitor the community and school-level impact of COVID-19 on a regular basis. Adjustments will be made to the learning model if needed.





Leave of absence request

School	Assignment	FTE
High School	English Teacher	1.00
High School	Science	0.80
High School	Spanish Teacher	0.80
High School	Science	1.00
High School	Business	1.100
Middle School	English Teacher	1.00
Middle School	Cook	0.69

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Hybrid model

50% hybrid model at both the Middle and High School. Within each grade level there will be three cohorts of students.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A					
Cohort B					
Cohort C					

In-Person Learning

Distance Learning



Secondary Transition Timeline

ST. LOUIS PARK PUBLIC SCHOOLS Secondary Transition Timeline

NOTE: HYBRID LEARNING & DISTANCE LEARNING SCHEDULES FOR MS & HS STUDENTS IN GRADES 6-12
WILL BE SHARED WITH STUDENTS AND FAMILIES BY FEBRUARY 17.

FEBRUARY 2021

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
14	15 K-12 NO SCHOOL (PRESIDENTS' DAY)	16 Gr. 6-12 Distance Learning (ALL STUDENTS ATTEND ALL CLASSES)	17 MS Flex Day HS Student Feedback Day	18 Gr. 6-12 NO SCHOOL (TEACHER TRANSITION DAY)	19 Gr. K-12 NO SCHOOL (K-5 PROFESSIONAL DEVELOPMENT DAY; 6-12 TEACHER TRANSITION DAY)	20
21	22 MS Students (Gr. 6-8) & HS Students (Gr. 9 and 12) begin Hybrid Learning or continue Distance Learning Gr. 10-11 Distance Learning	23 MS Students (Gr. 6-8) & HS Students (Gr. 9 and 12) Hybrid Learning or continue Distance Learning Gr. 10-11 Distance Learning	24 MS Flex Day HS Student Feedback Day	25 MS Students (Gr. 6-8) & HS Students (Gr. 9 and 12) Hybrid Learning or continue Distance Learning Gr. 10-11 Distance Learning	26 MS Students (Gr. 6-8) & HS Students (Gr. 9 and 12) Hybrid Learning or continue Distance Learning Gr. 10-11 Distance Learning	27

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Secondary Safe Learning Plan

Date	Transition Event
February 22, 2021	Implement 50% capacity hybrid learning model for students in grades 6-8 at the Middle School
February 22, 2021	Implement 50% capacity hybrid learning model for students in grades 9 and 12 at the High School
March 8, 2021	Implement 50% capacity hybrid learning model for students in grades 10 and 11 at the High School

Please note: this recommendation is contingent on the county COVID-19 case rate data meeting the learning model parameter expectations of 29 or less cases per 10,000 and our ability to successfully meet all of our district's educational delivery model considerations.

INDEPENDENT SCHOOL DISTRICT 283

SECTION/FILE: 808

DATE OF ADOPTION 09/14/20
REVISED:

TITLE COVID-19 Face Covering

I. PURPOSE

The purpose of this policy is to establish requirements for employees, students, and other persons (including visitors, guests, contractors, etc.) present on school property to wear face coverings in classrooms, ~~preschool~~, child care settings and other indoor areas, as well as outdoor areas where a physical distance of 6 feet cannot be maintained between persons, in order to minimize exposure to COVID-19.

II. GENERAL OF STATEMENT OF POLICY

- A. The policy of the school district is to comply with **Executive Order 21-01**, **Executive Order 20-103**, Executive Order 20-81, Executive Order 20-82, and applicable face covering requirements from the Minnesota Department of Health and the Minnesota Department of Education. The policy will remain in effect as long as these Executive Orders remain active.
- B. Face coverings are meant to protect other people in case the wearer does not know they are infected.
- C. Unless an exception described in Part IV below applies, all students, staff, and other people present indoors in school buildings and district offices or riding on school transportation vehicles are required to wear a face covering at all times.
- D. Unless an exception described in Part IV below applies, staff present indoors in school buildings and district offices or riding on school transportation vehicles are required to wear a face shield in addition to a face covering at all times.
- ~~D~~ E. A violation of this policy occurs when any student, staff, or other person present in a school building, in the school district office, or on a school transportation vehicle fails to wear a face covering, unless an enumerated exception applies.

III. DEFINITION OF FACE COVERING

- A. A face covering must be worn to cover the nose and mouth completely, should not be overly tight or restrictive, and should feel comfortable to wear. Face

coverings should not be shared and should only be utilized by one individual. The following are included in the definition of face covering:

1. Paper or disposable mask;
2. Cloth face mask;
3. Scarf;
4. Neck gaiter;
5. Bandana;
6. Religious face covering;
7. Medical-grade masks and respirators;
8. Transparent face mask

This policy recommends the use of a multi-layered cloth mask as the preferred option, as this has been recommended by the Center for Disease Control (CDC), as the best method for preventing the spread of COVID-19. Bandanas and neck gaiters are generally not recommended by the CDC, but are not expressly prohibited, thus all face coverings listed above are acceptable. Any face coverings that are made of only one layer of cloth material are recommended to be worn folded over to provide two layers of cloth.

- B. A face shield is a clear plastic barrier that covers the face and allows visibility of facial expressions and lip movements for speech perception. A face shield should extend below the chin anteriorly, to the ears laterally, and there should be no exposed gap between the forehead and the shield's headpiece. A face shield does not meet the definition of a face covering and is not ~~recommended~~ to be used in place of a face covering. ~~The best use of a face shield is in addition to a face covering as a secondary layer of protection.~~
- C. Masks that incorporate a valve designed to facilitate easy exhaling, mesh masks, or masks with openings, holes, visible gaps in the design or material, or vents are not sufficient face coverings because they allow exhaled droplets to be released into the air.

IV. EXCEPTIONS AND ALTERNATIVES; TEMPORARY REMOVAL OF FACE COVERING

- A. Face coverings should not be placed on anyone under age 2, anyone who has trouble breathing or is unconscious, anyone who is incapacitated or otherwise unable to remove the face covering without assistance.
- B. A face shield may be used as an alternative to a face covering in the following situations:

1. Individuals who cannot tolerate a face covering due to a documented medical condition or documented disability related condition may be permitted to utilize alternative options such as a face shield or other reasonable accommodation.
 2. If a transparent face mask is not available, a teacher of any grade level may wear a face shield when wearing a face covering may impede the educational process. This may only occur when the teacher is able to remain at least 6 feet away from all other individuals. For example, a teacher teaching phonics in early grades might need students to observe lip motions to appropriately learn the content. In this example, the teacher would need to teach from a 6 foot distance and wear a face covering if moving closer than 6 feet to the students.
 3. If a transparent face mask is not available, staff providing direct support student services may wear a face shield instead of a face covering when a face covering would impede the service being provided. This may only occur when the staff member is able to remain at least 6 feet away from all other individuals. For example, in a special education session where a student is learning to identify emotions, they may need to see facial expressions to appropriately learn the content. In this example, the staff member would need to teach from a 6 foot distance and wear a face covering if moving closer than 6 feet to the students.
- C. Staff, students, and other people present in school buildings or in district offices may temporarily remove their face covering or face shield in the following situations:
1. When engaging in classes or activities conducted outdoors, though people participating in these activities should maintain six feet of distance to the extent possible. Staff are encouraged to consider outdoor breaks to support successful mask usage during indoor learning time.
 2. During specific activities that the Minnesota State High School League has identified as exceptions to mask/face covering requirements;
 2. ~~During activities, such as swimming or showering, where the face covering will get wet;~~

3. While receiving a service, including nursing, medical, or personal care services, that cannot be performed or is difficult to perform when the individual receiving the service is wearing a face covering;
4. During indoor practices or performances involving singing, acting, public speaking, or playing musical instruments where a face covering cannot be used while playing the instrument, though people participating in these activities should maintain six feet of distance and utilize functional personal protective equipment to the extent possible;
5. When required by school staff for the purposes of identification;
6. Staff working alone in their offices, classrooms, vehicles, or job locations that have no person-to-person interaction;
7. Staff working in communal spaces that have barriers such as Plexiglass or cubicle walls between employees that are above face level, provided that six feet of distance is maintained;or
8. When communicating with a person who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with a face covering difficult, provided that six feet of social distancing is maintained to the extent possible.

V. IMPLEMENTATION

- A. This policy will be conspicuously posted in each school building and administrative office and communicated to students, staff, families, and potential visitors to the school building.
- B. The school district will provide face coverings and/or face shields to employees and students. Employees and students may choose to wear their own face covering as long as it covers the nose and mouth. To the extent practicable, the school district will maintain an extra supply of face coverings for people who forget to bring their face covering.
- C. The school district will teach and reinforce the use of face coverings and/or face shields for students and staff throughout the school day, including on transportation vehicles, inside school buildings, and generally when on school grounds.
- D. Individuals who cannot tolerate a face covering due to a medical condition or disability related condition may be permitted to utilize alternative options such as a face shield or other reasonable accommodation. The Superintendent or designee

shall have discretion to determine whether an employee, parent, or community member qualifies for a reasonable accommodation and the accommodation to be provided. For a student with a medical condition or disability, the student's education team (i.e. IEP team, Section 504 team, health plan team) will determine whether the student qualifies for a reasonable accommodation and the accommodation to be provided. As a condition to granting a reasonable accommodation, the school district may require an individual to provide a physician's note and/or other relevant information or with respect to the condition or circumstance. Requests for reasonable accommodations from the face covering requirement shall be assessed on a case-by-case basis in accordance with applicable federal and state law.

- E. All face coverings shall meet the requirements of applicable dress code policies and/or codes of conduct.
 - 1. Face coverings promoting products or activities that are illegal for use by minors are not acceptable.
 - 2. Face coverings with any of the following will not be tolerated: Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in School Board Policy 102 pertaining to "Racial, Religious and Sexual Harassment and Violence."
 - 3. It is not the intention of this policy to infringe on the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, do not advocate violence or harassment against others or do not create a substantial disruption of the learning environment.
- F. The school district will make available distance learning to all enrolled students as an option.
- G. Students and staff should not engage in any indoor physical activity where the level of exertion makes wearing a face covering difficult.

VI. ENFORCEMENT; CONSEQUENCES FOR NON-COMPLIANCE

- A. In order to promote the health and safety of employees, students and members of the community, and make available a safe environment that is conducive to learning, compliance with this policy is necessary.

- B. Employees who fail or refuse to comply with this policy may be subject to discipline, as appropriate, up to and including the termination of employment. Accommodation will be made for employees with specific health conditions that prevent them from wearing face coverings.
- C. Students who fail or refuse to comply with this policy will engage in restorative practices to re-engage into their learning communities and/or may be subject to discipline in accordance with Policy 506 Student Discipline. Accommodation will be made for students with specific health or special education concerns that prevent them from wearing face coverings.

Legal References: Emergency Executive Order 20-81
 Emergency Executive Order 20-82
 Emergency Executive Order 20-103
 Minn. Stat. § 12.45 (Governor's Orders and Rules, Effect)
 Minn. Stat. § 12.45 (Violations; Penalties)

Cross References: MSBA/MASA Model Policy 807 (Health and Safety Policy)
 MSBA/MASA Model Policy 504 (Student Dress and Appearance)

St. Louis Park Public Schools
Minutes of the Regular School Board Meeting
Monday, November 23, 2020 – 6:30 p.m.
Online Meeting

The regular meeting of the School Board of Independent School District No. 283 of St. Louis Park, Hennepin County, Minnesota, convened at 6:30 p.m. on Monday, October 26, 2020 via online meeting platform. Present were Board Members Mary Tomback, Karen Waters, Anne Casey, Heather Wilsey, Laura McClendon, C. Colin Cox and Superintendent Astein Osei. Director Ken Morrison was absent. Also present were members of the Superintendent's Cabinet.

CALL TO ORDER

Board Chair Mary Tomback called the meeting to order at 6:32 p.m.

APPROVAL OF AGENDA

A motion was made by Tomback, seconded by Waters to amend the agenda to remove item 4.D. Policy Development - First Reading 515 Protection and Privacy of Pupil Records as the version in the board packet was not the most updated version of the policy. By means of roll call vote, the motion to amend the agenda passed 6-0. A motion was made by Wilsey, seconded by Casey to approve the agenda, as amended. By means of roll call vote, motion passed 6-0.

SUPERINTENDENT'S REPORT

Superintendent Osei provided an update on the District's Safe Learning Plan highlighting that the District will postpone the implementation of Distance Learning Academy and full-day hybrid model for students in grades K-5, students in grades E-5 transitioned to distance learning on November 23, 2020, students in grades 6-12 transitioned to distance learning on November 16, 2020, and that the Safe Learning Plan will be re-evaluated at the January 11, 2021 School Board meeting. He also shared an update connected to Executive Order 20-99 which will dial back certain activities to slow the spread of COVID-19. Athletics and activities will be paused as will facilities rentals.

DISCUSSION ITEMS

Review 2021-2022 & 2022-2023 School Calendars

Richard Kreyer, Director of Human Resources reviewed the 2021-2022 and the 2022-2023 tentative calendars. The 2021-2022 calendar was approved at the March 9, 2020 School Board Meeting and a notable change is that the first day of school will be on Wednesday, September 8, 2021 for grades 1-12 and Thursday, September 9, 2021 for Kindergarten. Historically, the first day of school is on the Tuesday after Labor Day but in 2021, Rosh Hashanah falls on Tuesday, September 7, 2021 and so the Board approved starting a day later. Two drafts were presented for the 2022-2023 school year.

Budget Update & Preview of Levy Certification

Patricia Magnuson, Director of Business Services provided a budget update and a preview of the Levy Certification in preparation for the Truth in Taxation hearing which will be held at 6:00pm on December 14, 2020. Items discussed were the budget timeline, projected fund balances through June 30, 2020 pending final audit approval and a preview of the final 2020 levy payable

in 2021. The levy preview included an overview of the levy, the general fund, the community service fund and debt service fund, and an overview of the declining pay 2021 tax rate with sample tax impact. The levy will be certified by the Board at the December 14, 2021 meeting.

School Board Listening Session Recap

C. Colin Cox, Board Director provided a recap of the School Board Listening Session held virtually on November 16, 2020. Directors Cox and Morrison led the session and they heard from about seven community members. Some themes that emerged were concerns or lack of clarity around curriculum and challenges in distance learning, amongst others.

Policy Development - Second Reading 410 Family and Medical Leave, 413 Harassment and Violence, 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse, 415 Mandated Reporting of Maltreatment of Vulnerable Adults

The School Board reviewed policies 410 Family and Medical Leave, 413 Harassment and Violence, 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse, and 415 Mandated Reporting of Maltreatment of Vulnerable Adults as a second reading.

CONSENT AGENDA

A motion was then made by Casey, seconded by Waters to approve the following Consent Agenda items:

1. Payroll for October 15, 2020 in the amount of 1,580,109.43 and October 30, 2020 in the amount of 1,615,525.67
2. Recap of Expenditures
3. Electronic Fund Transfers
4. Accounts Payable Disbursements
5. Investment Holdings
6. Donations
7. Minutes
8. Personnel

By means of roll call vote, motion passed 6-0.

ACTION AGENDA

Approval of Second Reading of Policies 410 Family and Medical Leave, 413 Harassment and Violence, 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse, 415 Mandated Reporting of Maltreatment of Vulnerable Adults

A motion was made by McClendon, seconded by Tomback to approve the second reading of policies 410 Family and Medical Leave, 413 Harassment and Violence, 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse, and 415 Mandated Reporting of Maltreatment of Vulnerable Adults, as presented. By means of roll call vote, motion passed 6-0.

COMMUNICATIONS AND TRANSMITTALS

ADJOURNMENT

A motion was made by Waters, seconded by Wilsey to adjourn. By means of roll call vote, motion passed 6-0. The meeting adjourned at 7:44 p.m.

Respectfully submitted:

Approved:

Laura McClendon, Clerk

Mary Tomback, Chair

Minutes prepared by Flower M. Krutina