# School Board Special Meeting

**Virtual Meeting**

**Monday, July 27, 2020, 5:00 PM**

## I. Determination of Quorum, Call to Order and Approval of Agenda

## II. Discussion

### A. 2020-21 School Year Planning Update

a. Description: Guidance from the Minnesota Department of Education for the fall of 2020 includes preparation for three scenarios: Face to Face Learning, Distance Learning, and a Hybrid of the first two. The School Board and school leaders discussed Edina's plans for the three scenarios on July 13, 2020. The Minnesota Governor is planning to announce public education's plans for the 2020-2021 school year this week. This report provides an update of the work Edina school leadership has conducted in preparation for that announcement.

This report has three components:

i. Update to the July 13, 2020 Operational and Instructional Planning, including the results of a parent and staff survey.

ii. Communication Calendar

iii. Report and slide deck from the July 13, 2020 Board Work session, which is being provided as background only.

This update is intended to briefly revisit the three scenarios and update the Board on the work and planning conducted since their July 13, 2020 work Session. No scenarios are finalized, and this update is intended for information only. We would like to thank the many teachers, staff, administrators, parents and students for their participation to date.

b. Presenters: Dr. John W. Schultz, Superintendent; Dr. Randy Smasal, Assistant Superintendent; Steve Buettner, Director of District Media and Technology Services; Mary Woitte, Director of Communications; Mary Heiman, Health Services Coordinator

## III. Leadership Updates

**Board Meeting Date: July 27, 2020 Work Session**

**TITLE: 2020-21 School Year Planning Update**

**TYPE: Report**

**PRESENTER(S): Dr. John W. Schultz, Superintendent; Dr. Randy Smasal, Assistant Superintendent; Steve Buettner, Director of District Media and Technology Services; Mary Woitte, Director of Communications; Mary Heiman, Health Services Coordinator.**

**BACKGROUND:** Guidance from the Minnesota Department of Education for the fall of 2020 includes preparation for three scenarios: Face to Face Learning, Distance Learning, and a Hybrid of the first two. The School Board and school leaders discussed Edina's plans for the three scenarios on July 13, 2020. The Minnesota Governor is planning to announce public education's plans for the 2020-2021 school year this week. This report provides an update of the work Edina school leadership has conducted in preparation for that announcement.

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2) Communication Calendar
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**RECOMMENDATION:** For School Board information

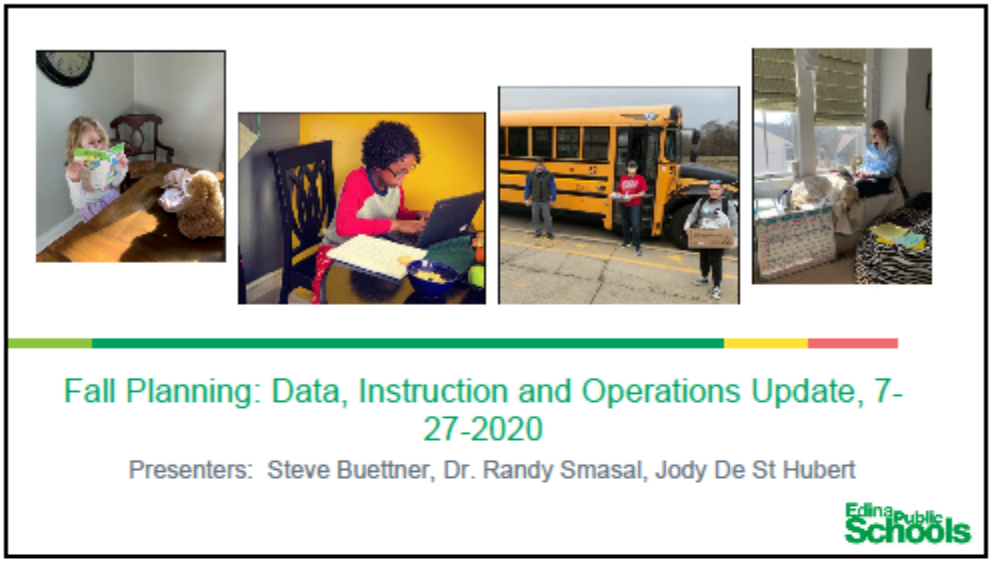
**PRIMARY ISSUE(S) TO CONSIDER:** Consider the Continued Planning for the 2020-2021 School Year.

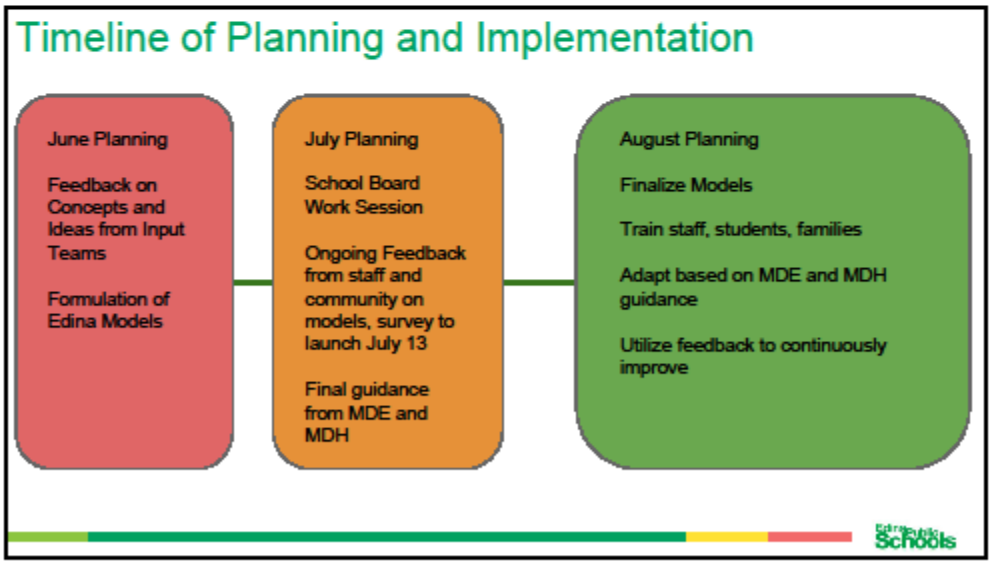
**ATTACHMENTS:**

1. Updated Planning Information, including Survey Results
2. Proposed Communications Calendar
3. July 13, 2020 Report on the 3 Scenarios Planning

# Updated Planning Information, including Survey Results

7/23/2020



7/23/2020

## The Priorities:

- Safety
- Relationship Building
- High levels of learning with guidance and feedback
- Social and Emotional support
- Continuity and Consistency
- Ongoing Improvement

## Ongoing problem solving for the Hybrid model:

Studying occupancy limits

Identification of students who have more dependent needs
Determine transportation needs for each site

Determine staffing Determine
family intentions

Exploring use of live stream technology Exploring
child care space needs

Discussing expectation TBD for daily synchronous activity We
will have to be responsive and be able to flexible.

Training and support for staff, families

## Operational Updates

All three scenarios will also have planning to address the following:

- PPE
- Getting to and From School
- Social distancing
- Food Service
- Cleaning and disinfecting the protocols
- Protocols for monitoring and identification
- Childcare
- Large class and extra curricular activities

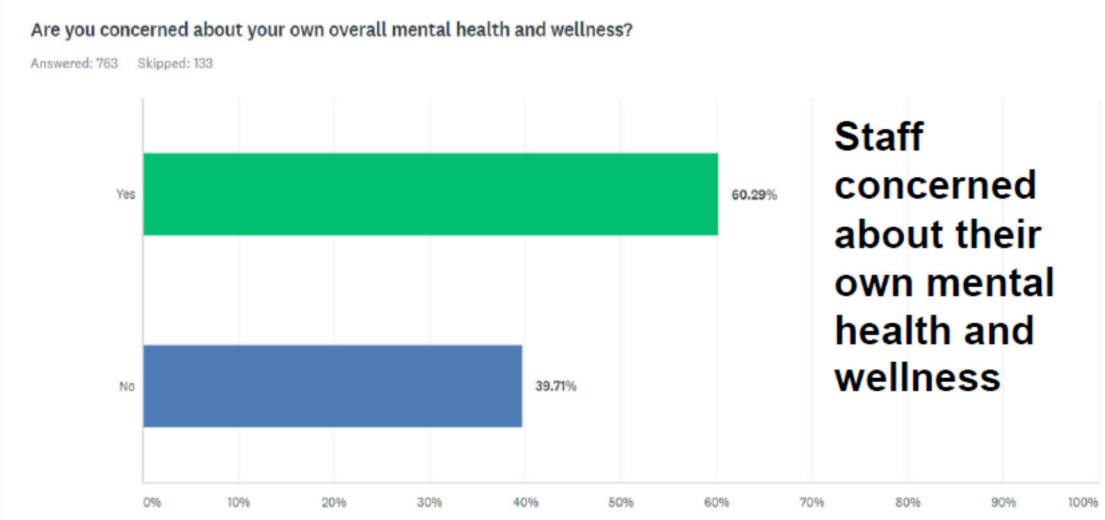
Edina Public Schools

## Edina Staff Input
## N = ~900

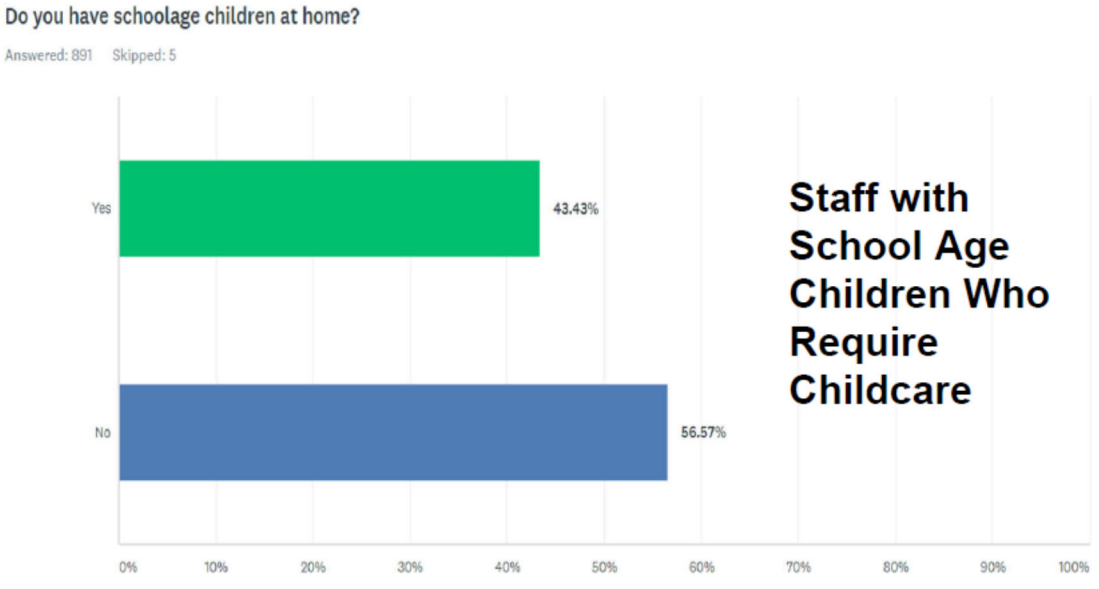
July 2020

7/23/2020

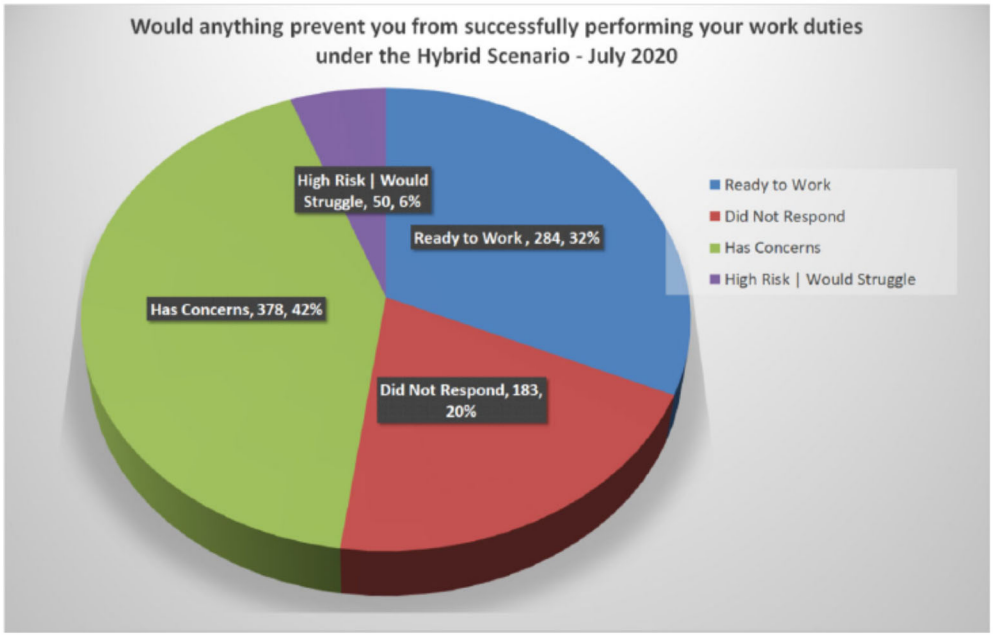
This report acknowledges the challenges we face with covid-19 and the importance of the overall well-being of adults and students.




**Staff concerned about their own mental health and wellness**




**Staff with School Age Children Who Require Childcare**

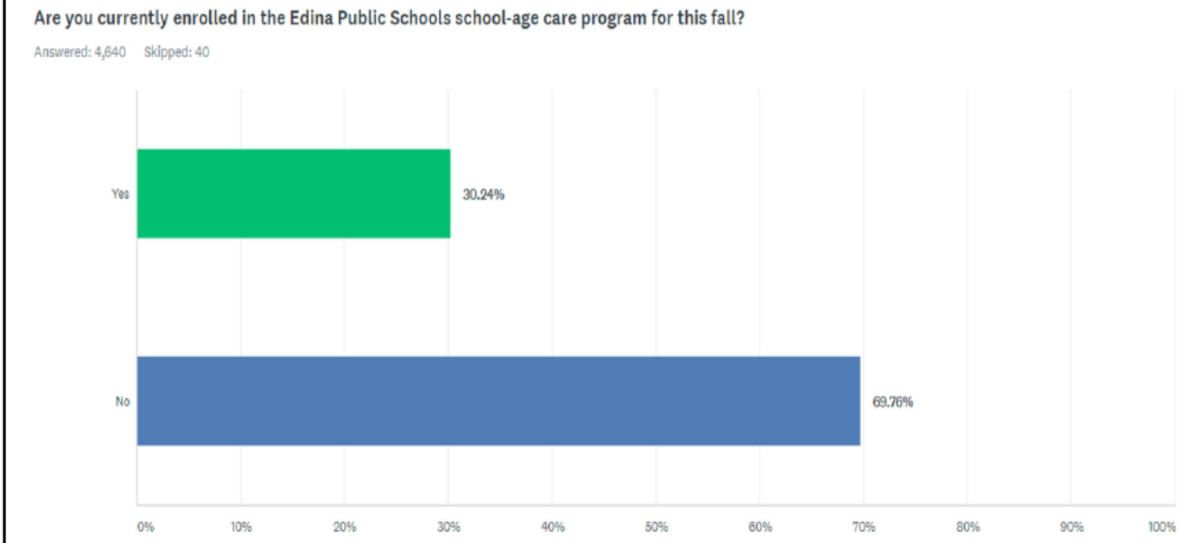


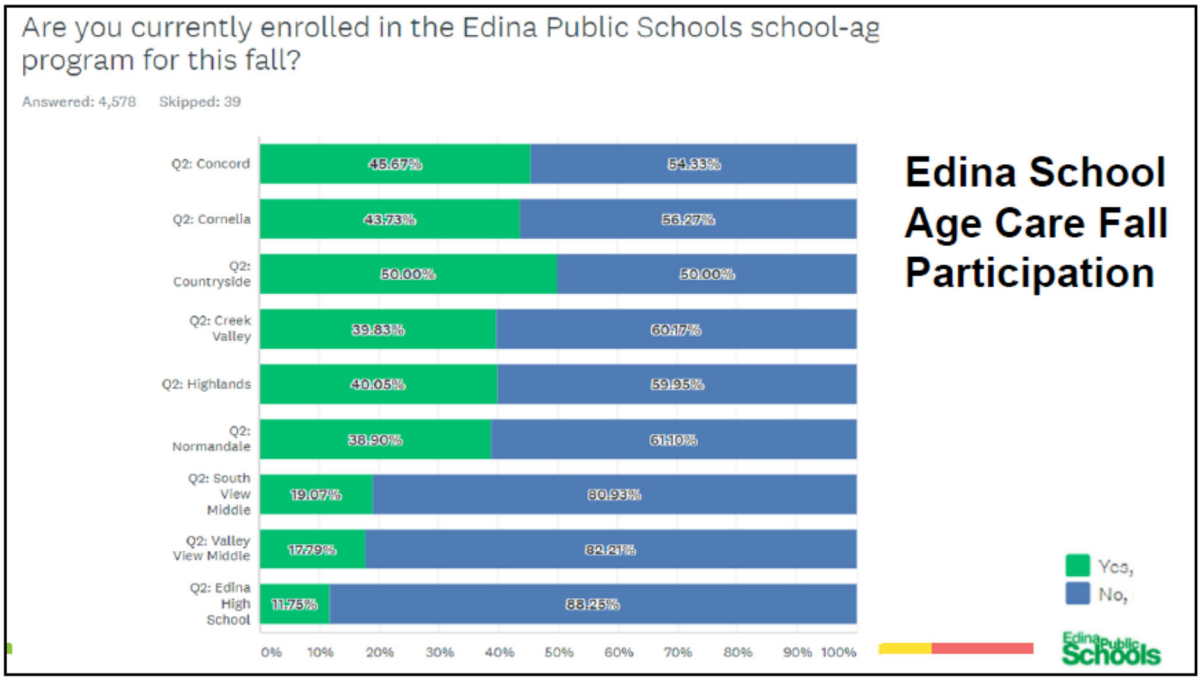

# Edina Parent / Guardian Input
# N = ~4700

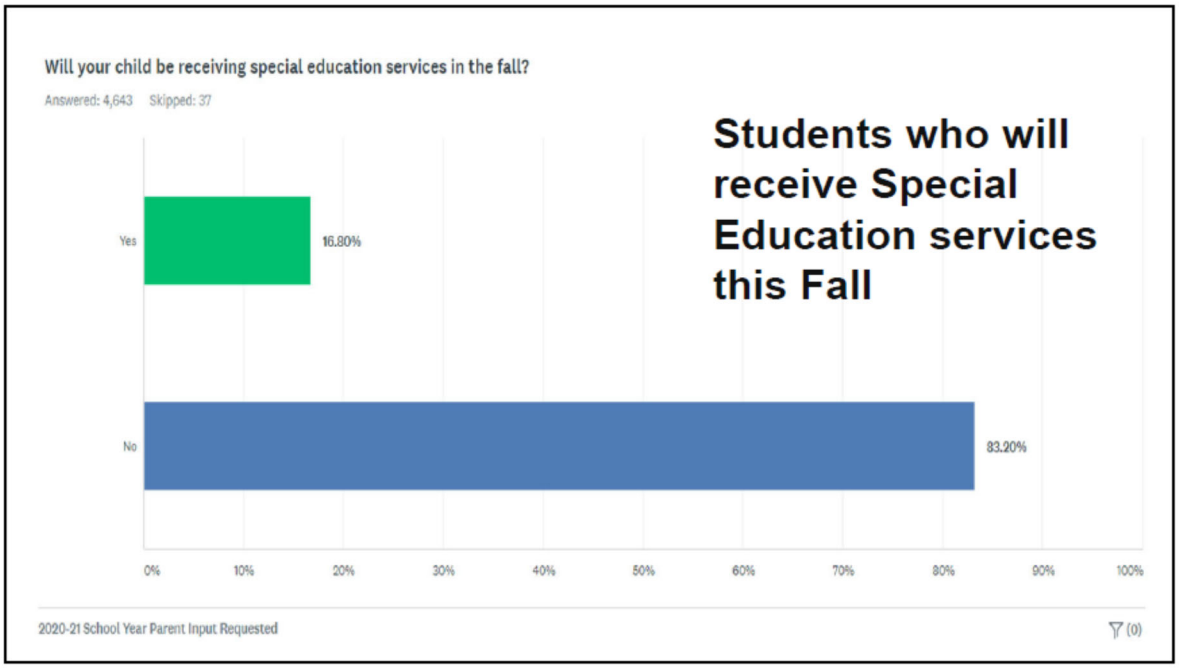
July 2020

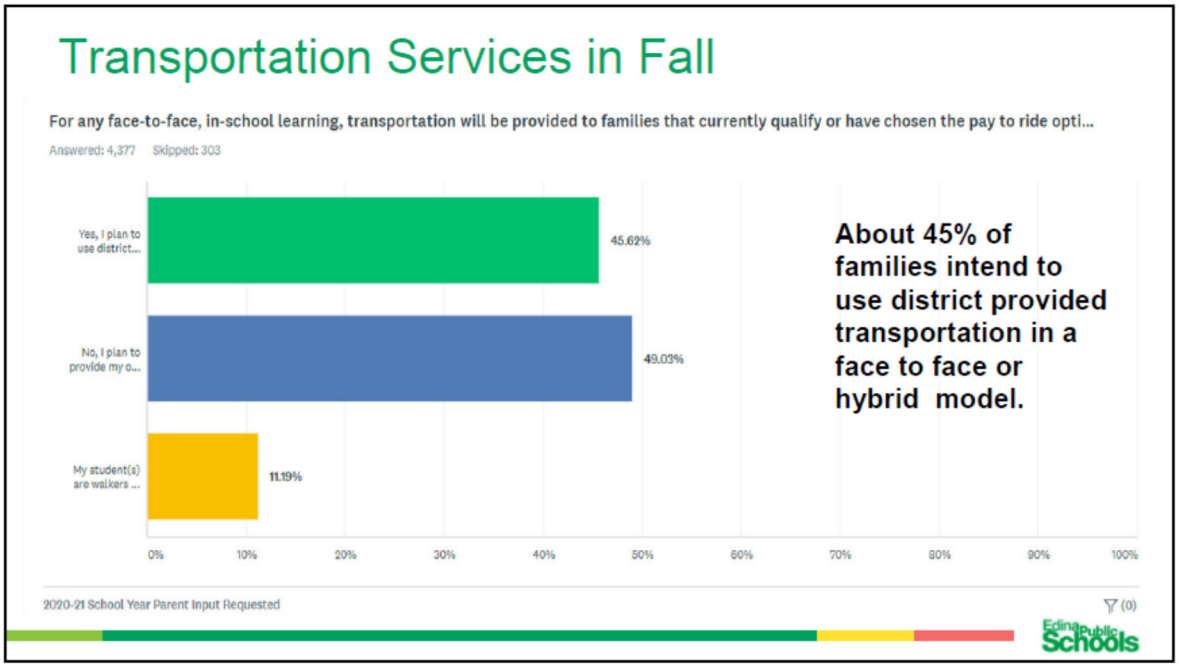
7/23/2020

## Families with Children enrolling in Edina School-Age Childcare this Fall

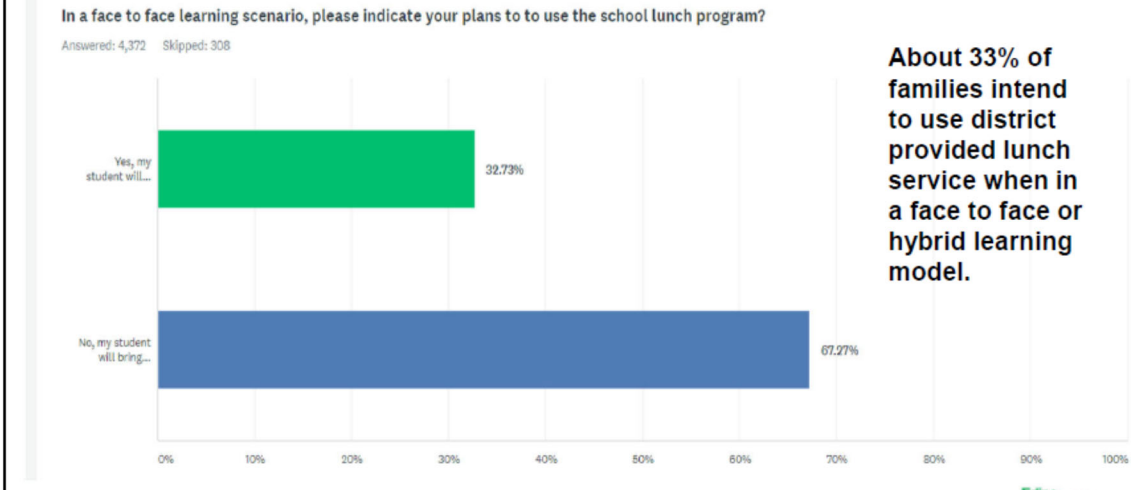


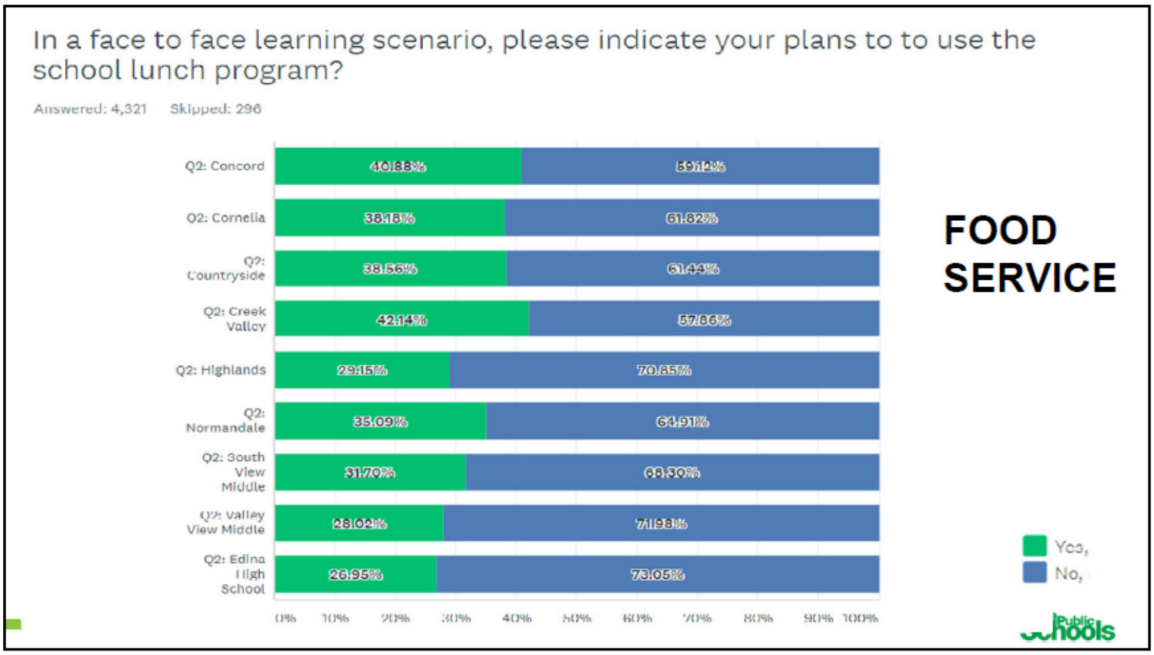

Will your child be receiving special education services in the fall?
Answered: 4,643 Skipped: 37
Yes
16.80%
No
83.20%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
2020-21 School Year Parent Input Requested
(0)
Students who will receive Special Education services this Fall


Transportation Services in Fall
For any face-to-face, in-school learning, transportation will be provided to families that currently qualify or have chosen the pay to ride opti...
Answered: 4,377 Skipped: 303
Yes, I plan to use district...
45.62%
No, I plan to provide my o...
49.03%
My student(s) are walkers ...
11.19%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
2020-21 School Year Parent Input Requested
(0)
About 45% of families intend to use district provided transportation in a face to face or hybrid model.

## Students who plan to use district lunch services

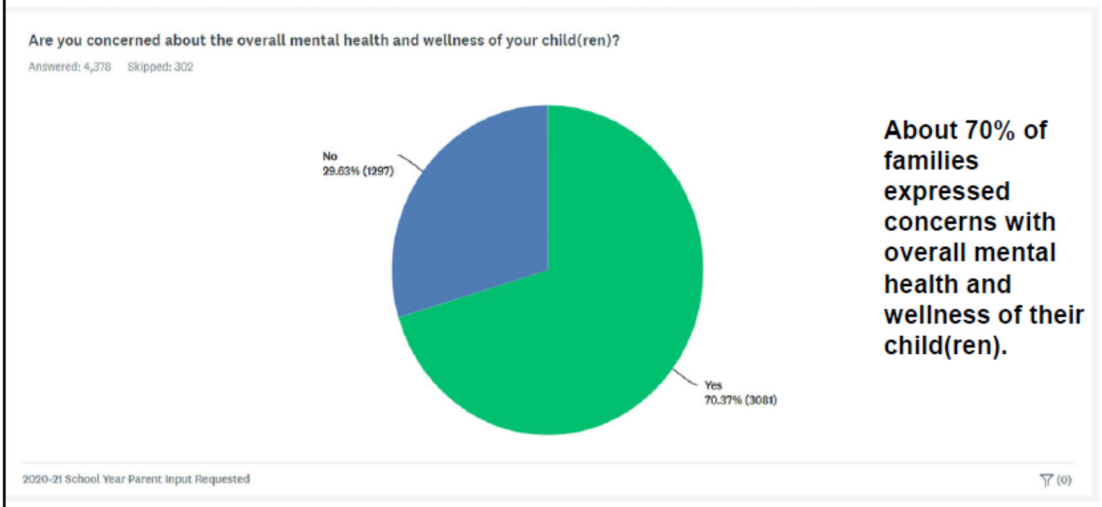



**About 33% of families intend to use district provided lunch service when in a face to face or hybrid learning model.**

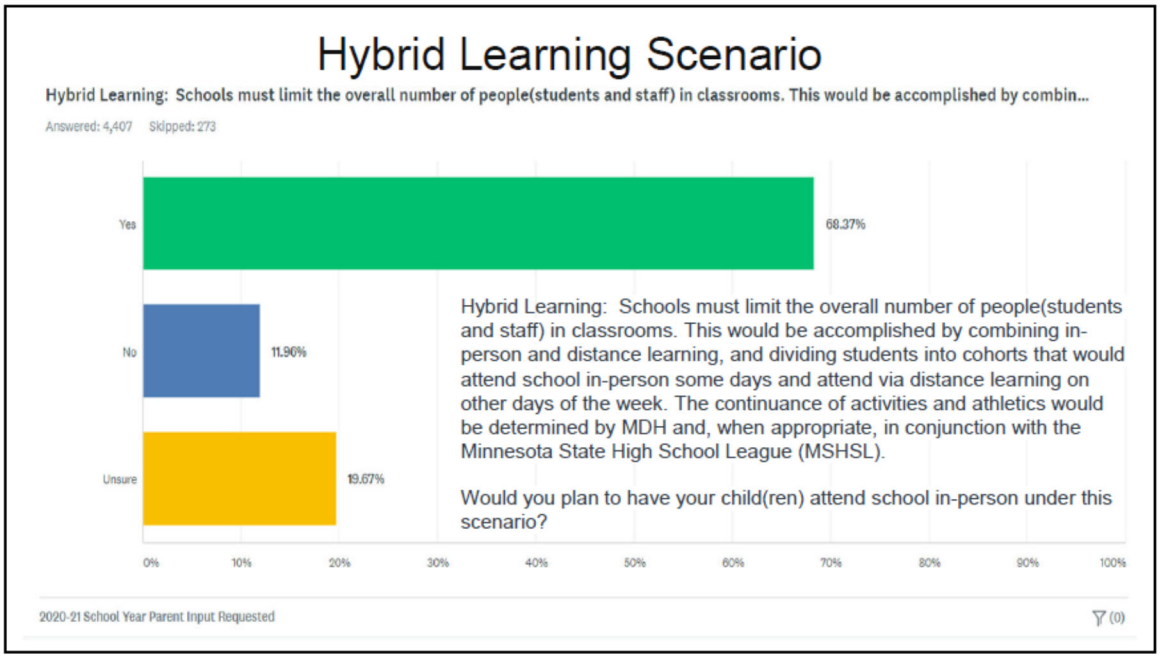



**FOOD SERVICE**

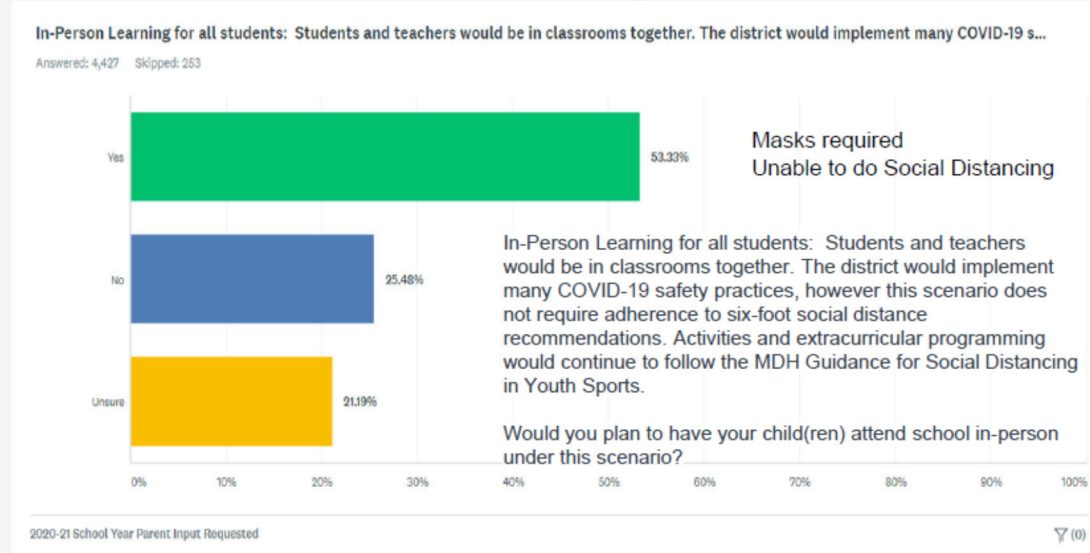
# Overall Mental Health and Wellness




# Hybrid Learning Scenario



# In-Person Learning Scenario




Masks required
Unable to do Social Distancing

In-Person Learning for all students: Students and teachers would be in classrooms together. The district would implement many COVID-19 safety practices, however this scenario does not require adherence to six-foot social distance recommendations. Activities and extracurricular programming would continue to follow the MDH Guidance for Social Distancing in Youth Sports.

Would you plan to have your child(ren) attend school in-person under this scenario?

# Summary

**Here is some of what we learned:**

- **Of family respondents, 68.4% indicated they would send students to school in a Hybrid model. 12% indicated they would not send students to school in a Hybrid model.**
- **In an In-Person for All scenario, 53.3% said they would send students to school, while 25.5% said they would not.**
- **An average of 20% of respondents are unsure of what they may decide for either of those scenarios.**
- **Staff Input Forms helped us gather questions and concerns about each learning scenario from the district's many staffing roles.**
- **More than half of parent and staff respondents indicated mental health and wellness as a concern.**

**We are:**

- **Coding all input**
- **Utilizing suggestions for improvements**
- **Some examples we are discussing**
  - **Live streaming using technology**
  - **Parent/Guardian support resources**
  - **More face to face time for more dependent learners**

**More specific information on our direction coming for staff and families, we will need specific information from staff and families as well.**

**We know intentions of families may shift—once our models are finalized**

# Proposed Post-Announcement Communications Calendar

| | | |
|---|---|---|
| **Week of July 27** | Email: Supt to families and staff | Reiterate Governor's decision; status update; when to expect more information |
| **Early August** | School and District BTS webpages<br><br>E-newsletters resume | Usual information: supply lists, vaccination reminders, FRL apps; BTS events (if planning completed) |
| | Email: from District to families | Intent to enroll in DL (if in-person/hybrid option in place) |
| **Mid-August** | Email<br><br>Open website dashboard (buttons added as information finalized) | Dashboard buttons:<br>● Academics<br>● Technology<br>● Safety protocols (facilities and personal)<br>● Operations (bus, nutrition svs.)<br>● COVID exposure protocols<br>● Mental wellness<br>● Childcare<br>● FAQs<br>● Resources |
| | Virtual Return to Learn Q&A<br>(Wk of Aug. 17?) | Panel of administrators will answer pre-submitted questions; live stream and record for posting on YouTube page |

# July 13, 2020 Report on the Three Scenarios Planning

## The Why

The Minnesota Department of Education (MDE) and the Minnesota Department of Health (MDH) have developed guidance around three scenarios to help plan for the 2020-21 school year:

- Scenario 1: In-person learning for all students
- Scenario 2: Hybrid learning with strict social distancing and capacity limits
- Scenario 3: Distance learning only

School districts and charter schools must adhere to the health requirements and recommendations in MDH 2020-21 Planning Guidance for Schools and should consult MDE 2020-21 Planning Guidance for Minnesota Public Schools as plans for each scenario are developed. Decisions around the fall may change as we learn more about which scenario will be in the best interest of public health, and specifically the health and safety of our school communities. -MDE, June 2020

MDE's next guidance will come on July 27, 2020. As a school district we recognize that a lot of planning and preparation is needed prior to this. Thus we have initiated data collection and analysis, instructional and operations planning. Design teams for each of these three areas have been created and we are working in partnership with our staff, students and community to flesh out the three scenarios offered from MDE to determine the impact and logistics of how those models could function in Edina Public Schools this fall.

As a school system we will continue to gather feedback on ideas and concepts and problem solve issues that are identified around these three scenarios.

## Process

- A Leadership Planning Team (District and Site representative leaders) met on June 3rd to define the assumptions, desired results, unacceptable means and general parameters for the design work.
- The Data Team has been organizing data collection opportunities and analysis with staff and families and will continue this work.
    - Debriefed end of year DL successes and challenges with 115 teachers in early June
    - Parent Leadership Council shared their feedback.

- The Instructional Design Team consists of District leaders, PreK-12 Principals and Teacher Leaders and is providing oversight for the overall educational design models.
    - Four breakout Input Teams (ELC, Elem, MS, HS) have been seeking input and idea generation from staff and parents (Some of the google meets had as many as 100 participants from individual schools (HL))
    - Strengths, Challenges and Considerations were solicited for specific design ideas and concepts
    - Each of the Elementary schools divided further into 6 additional task forces to generate community specific feedback and reaction to some design concepts.
    - Model design concepts to include academic rigor, intentionality, safety, health, well-being, relationships, social emotional learning, choice and fluidity

- The Operational Design Team is studying the operations and logistics of operating schools given the three scenarios of face to face, hybrid or distance learning.
    - Weekly meetings to define the operational areas and gain feedback from the various grade levels, and departments
    - Taking direction from the Instructional team to understand the needs and how the operations can support the goals
    - Developing district level guidelines and practices for: hygiene, Social Distancing and Minimizing Exposure, Cloth Face Coverings and Face Shields, Protecting Vulnerable Populations, Cleaning and Materials Handling, Monitoring and Excluding for, Suspected or Confirmed Cases of COVID-19, physical plant, Water and Ventilation Systems, Transportation, and Support Mental Health and Wellness

## The Models

Scenario 1: In-person learning for all students (Face to Face = F2F)

Scenario 2: Hybrid learning with strict social distancing and capacity limits (Hybrid)

Scenario 3: Distance learning only (DL)

Important considerations:

- F2F Model: Preferred by most
    - Benefits
        - Strongest model of learners with educators
        - Most consistent
        - Most supports families who are unable to work from home
        - Greatest support for dependent learners
        - Greatest support for whole child development, social-emotional wellness

- Challenges
  - Social Distancing in a school
  - Limitation of courses, activities, to minimize exposure
  - Puts adults and students at greatest risk for exposure
  - Busing students to school with transportation limitations
  - Still may not meet needs of families and staff; we anticipate some families and staff will still want DL for safety reasons.

- Hybrid model - 50% of students at site on any given day
  - ½ day model (Elem only)
    - Benefits
      - Consistent daily
      - Could focus F2F time on Math/Reading block
    - Challenges
      - Minimizing student movement to single classrooms when possible.
      - Child care for ½ of each day: How could kids club factor into this formula?
      - Mid-day cleaning time is limited
      - Additional busing costs
      - A hybrid configuration with less than 50% of students present is considerably more complex logistically
  - 2 days F2F, 3 days offsite (Elem, MS, HS)
    - Potential schedule
      - M/T- Group A full 2 days F2F, Group B combination of asynchronous and remote synchronous learning
      - W-deep clean sites, teacher collaboration and planning, asynchronous learning
      - Th/F-Group B full 2 days F2F, Group A combination of asynchronous and remote synchronous learning
    - Benefits
      - Two full days each week f2f
      - Provides two days per week for working adults to focus only on work
      - Provides ability to keep cohorts of learners separate and clean buildings between groups
      - Consecutive days allow for teacher follow up and to prepare students for online learning
    - Challenges
      - Minimizing student movement to single classrooms when possible.
      - Managing both in class and out of class students
      - Determination of who attends A days and who attends B days

- Scheduling families with children across multiple levels/sites for the same days for F2F and DL
- Challenging for most dependent learners

- Synchronous Remote Learning
  - Exploring the use of technology to live stream with students at home
    - Benefits:
      - Simplified delivery, free up some staff, could use for morning meeting, read aloud, math/reading block, science experiment at elem, similar at other levels
      - Live streaming would allow for the continuation of the sequence of instruction to remain the same for all learners and allow for a more fluid transition from all 3 scenarios.
      - It also allows the integrity of the elementary experience and solid teacher-student relationships as staying connected to your class as a whole through all 3 scenarios.
    - Challenges:
      - Teacher managing both in and out of classroom learners.
      - Cost to install and train staff
- Childcare needs:
  1. What amount of space will be needed?
  2. How will F2F instruction work for teachers who can't come to school due to health conditions?

- DL
  - Benefits
    - Arguably the most safe for all
    - Consistent
  - Challenges
    - Most challenging for families due to employment outside of the home
    - Learning efficiency losses
    - Assessment of learning is most difficult
    - Social Emotional wellness and feelings of isolation; students miss each other and their teachers, coaches

- One asynchronous day per week for each model
  - Allocated to teacher collaboration, professional learning
  - Provide time to deep clean building
  - Weds or Friday

## Remaining Problem Solving

- Coordination across levels
- Early Childhood service model
- Expectation TBD for daily synchronous activity if in full DL, or at times for hybrid.

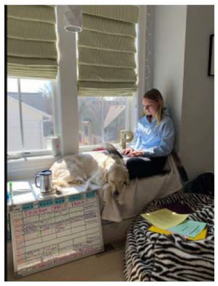
- Ability to be nimble as a site or pod of students to be responsive to a changing set of conditions
- Special Ed services model needs to be aligned to the three scenarios
- Training and support for staff, families
- Staffing needs look different in the three scenarios
- Support for families who are unable to work from home, or support their child in the daily learning activities
- Some students are more dependent than others, (age, services), varies significantly by site
- Which of our staff will need childcare? Educators are Tier 1 workers and the state has required districts to provide free childcare for enrolled students 12 and under at no cost.
- Preference of families for am-pm session if that model advances
- In Elem. Music, PE and Art fell to a distant priority in many cases with DL
- Many logistical suggestions have been offered by staff and parents to date.
- Operational plans for
    - Getting to and From School
    - Creating “Bubbles” of students in order to minimize Social contact
    - Social distancing during arrival, dismissal, in classes and between classes
    - Food Service
    - Cleaning and disinfecting the protocols
    - Large class and extra-curricular activities
- Collection of representative feedback

## Next Steps

- July 13th: Board Work Session
- July additional staff, community feedback
    - Family plans for fall
    - Staff concerns
    - Use feedback to refine the three models
- July 27th MDE additional guidance
- Aug 10th: Finalize and Launch EPS plan
- Aug.: Continue and expand training for staff, students, families

We would like to recognize all Edina staff, students, school board members and families for their amazing persistence, ideation, problem solving, creativity and grace as we proceed into a new school year.

7/9/2020



## Fall Planning: Data, Instruction and Operations, 7-13-2020

Presenters: Steve Buettner, Dr. Randy Smasal, Jody De St Hubert, Leah Byrd, Lisa Masica, Shawn Dudley, Andy Beaton, Sean Beaverson & Michael Walker

Edina Public Schools

## Overview: The Why

The Minnesota Department of Education (MDE) and the Minnesota Department of Health (MDH) have developed guidance around three scenarios to help plan for the 2020-21 school year:

Scenario 1: In-person learning for all students

Scenario 2: Hybrid learning with strict social distancing and capacity limits

Scenario 3: Distance learning only

Design concepts: Model design concepts to include academic rigor, intentionality, safety, health, well being, relationships, social emotional learning, choice and fluidity

Edina Public Schools

# Timeline of Planning and Implementation

| June Planning | July Planning | August Planning |
|---|---|---|
| Feedback on Concepts and Ideas from Input Teams | School Board Work Session<br>Train staff, students, families<br>Ongoing Feedback from staff and community on guidance models, survey to launch July 13<br>Final guidance from MDE and MDH | Finalize Models<br>Adapt based on MDE and MDH<br>Utilize feedback to continuously improve |
| Formulation of Edina Models | | |

# Scenario 1: Face to Face (F2F)

## Benefits:

- Strongest model of learners with educators
- Most consistent
- Most supports families who are unable to work from home
- Greatest support for dependent learners
- Greatest support for whole child development, social-emotional wellness

## Challenges:

- Social Distancing in a school
- Limitation of courses, activities, to minimize exposure
- Puts adults and students at greatest risk for exposure
- Busing students to school with transportation limitations
- Still may not meet needs of families and staff; we anticipate some families and staff will still want DL for safety reasons.

## Scenario 2: Hybrid (Two days F2F, Three Days DL each week)

### Benefits:

- Two full days each week f2f
- Provides two days per week where working adults can focus only on work
- Provides ability to keep cohorts of learners separate and clean buildings between groups
- Consecutive days allow for up and to prepare students for online learning

### Challenges:

- Minimizing student movement to single classrooms when possible.
- Managing both in class and out of class students
- Determination of who attends A days and who attends B days
- Scheduling families with children across multiple levels/sites for the same days teacher follow for F2F and DL
- Challenging for most dependent learners

## Scenario 3: Distance Learning

### Benefits:

- Arguably the most safe for all
- Consistent

### Challenges:

- Most challenging for families due to employment outside of the home
- Learning efficiency losses
- Assessment of learning is most difficult
- Students miss each other and their teachers

## Other Considerations for the Three Scenarios

- Continue 4+1 model (One day for teacher training and collab.)
- Live Stream Technology
- Child care needs
- Coordination across levels
- Early Childhood service model changes
- Expectation TBD for daily synchronous activity if in full DL, or at times for hybrid
- Ability to be nimble as a site or pod of students to be responsive to a changing set of conditions
- Special Ed services model needs to be aligned to the three scenarios
- Training and support for staff, families
- Staffing needs look different in the three scenarios

## Other Considerations for the Three Scenarios

- Support for families who are unable to work from home, or support their child in the daily learning activities
- Some students are more dependent than others, (age, services), varies significantly by site
- Our staff are impacted by what other districts do in terms of child care needs
- Preference of families for am,pm session if that model advances
- In Elem. Music, PE and Art fell to a distant priority in many cases with DL
- Many logistical suggestions have been offered by staff and parents to date.
- Collection of representative feedback

## Operational Considerations

All three scenarios will also have planning to address the following:

- Getting to and From School
- Creating "Bubbles" of students in order to minimize Social contact
- Social distancing during arrival, dismissal, in classes and between classes
- Food Service
- Cleaning and disinfecting the protocols
- Childcare
- Large class and extra curricular activities

## Thank you!

What questions do you have?

Edina Public Schools

**Board Meeting Date:** 7/27/2020 Work Session

**TITLE: Edina School Board COVID/2020-2021 School Year Planning Questions**

**TYPE: Information**

**PRESENTER(S): Dr. John W. Schultz, Superintendent**

**BACKGROUND:** On July 27, 2020, District leaders from the Edina School Board and professional staff discussed the planning for the 2020-2021 school year. Attached to this report are questions that were used for the discussion. This report provides answers, which are highlighted, to questions not yet discussed, which are bolded. Some questions will need to be addressed at the School Board's August 6 meeting. For example, questions about special education, multi-language learners and gifted programming will need to be addressed by District leaders after the Governor's announcement currently scheduled for July 30.

**RECOMMENDATION:** None

**PRIMARY ISSUE(S) TO CONSIDER:** COVID/2020-2021 School Year Planning

**ATTACHMENTS:**

1. Report (next page)
2. School Start Up Checklist for Head Building Engineers

# *Board Questions*
## *July 27, 2020*

### *Distance Learning*

- In what ways have we improved our DL program with respect to:
  - Consistency of delivery (across sites and classrooms)
  - Rigor
  - Consistency of expectations (across sites and classrooms)
  - Student/teacher interaction
  - Mental health of students
- Will there be synchronous delivery of distance learning content to students?
- Has the district looked into teachers dividing their work responsibilities to cover the range of tasks required?
- For mental/physical health, there is an age appropriate max number of hours a student should be on a screen each day? Does EPS have a system for making sure screen time is managed (utilizing workbooks; using school buses to pick-up/deliver written assignments for students, with assignments "quarantined" before the teacher touches it; using buses to exchange reading books; using podcasts or small group off-line phone calls for instruction)?
- Could EPS still provide equitable F2F or hybrid options to students who need extra help (eg ELL, SpEd, behind a grade, advanced learners) even if state mandates DL?

### *Hybrid/Face to Face*

- Do the current EPS plans for Hybrid option (implied YES but not clearly stated) follow CDC guidelines for social distancing?

### *Specialists*

- What will happen to specialists classes at elementary level? Can we build any specialist time into the schedule?
- What are plans for providing classes in the following areas: Physical education, Band, Orchestra, Choir, Marching band? These are not classes/activities where it is easy to social distance, and where there is considerable risk of aerosol dispersion.

### *Social Emotional Health*

- How are we supporting the social/ emotional well-being of students, parents/caregivers, and teachers?

### *Transitions*

- How will we onboard kindergarten students? What will their curriculum be (since so much kindergarten curriculum is social and behavioral)?

### *Special Services*

- **How are we supporting students with disabilities who need specialized instruction and related services?**
- **How are we supporting the needs of English language learners?**
- **Will there still be services such as gifted programming?**

***Assessment/Evaluation/Monitoring***

- How will we ascertain student academic level at the beginning of the year and progress during the year?
- How are we supporting all high school students, especially seniors, in staying on track to graduate and prepare for college and career readiness?
- On teacher surveys, assessment seems to be the most difficult to handle during distance learning. However, with the fact that this may last a long time, it is imperative to know that students are making progress. How will assessment be handled with each option? Do you plan any changes to our internal assessment schedule?
- At our last work session, Paula Forbes spoke to the Board about equity issues. One of her points was to make sure we have a beginning benchmark for our work, that we know where ALL students are at, and clearly track what is working and what is not, so that we can change to improve, and also to ensure that students don't fall through the cracks. What is the district using to monitor what is working and to ensure that no student falls through the cracks? One possible metric is to show incompletes, updated daily to dashboard, with paras systematically following-up/supporting *every* incomplete.

***Extracurricular***

- What are plans for fall sports/extracurricular? When do we expect to know what may go forward?
- Have trips been canceled for the 2020-2021 school year?

***Community Education***

- What is Community Ed planning for this next year for K-12 if DL is the option?
- What is Community Ed planning to ensure students are ready for kindergarten if there is a distance learning mandate?

**Resources (Human and Building)**

***Professional Development***

- What kind of support and professional development are we providing to school leaders and teachers, especially in schools serving students of color, students from low-income backgrounds, and students with disabilities and English learners?

***Health and Safety/COVID Management***

- What are protocols in event a student/teacher/staff tests positive for COVID?
- Are teachers/students that were exposed required to stay home for two weeks?
- Will students/staff who travel during the school year have any restrictions upon returning?
- Will we conduct temperature tests for everyone entering buildings (students, staff, etc.)?
- How will we enforce mask wearing?
- What will trigger EPS to close a school/convert to DL in the event of an outbreak?
- What criteria will allow reverting back to F2F or Hybrid after recovery from an outbreak?
- Do we have a system to ensure all staff are trained on safety protocols?
- Upon ID of an infected student/staff, does the MDH take charge of contact tracing and intervention?
- What is the district criteria for when we will call off in-person school for a bubble and when it will open it up again?

- Who is staff person responsible for responding to COVID concerns? Will we have someone for each building or districtwide?
- What percent of our classroom instruction staff are considered by the CDC to be at high risk for severe illness?

The document at this link (https://tinyurl.com/yy8g82a3) will provide background and answers to these questions. Minnesota Department of Health Protocols could change as school begins….

***Building Management***

- Do current EPS plans for F2F or Hybrid options follow CDC guidelines for providing physical barriers and guides throughout buildings?
    - How will EHS passing time be handled to maintain social distancing?
- I would ask a general question like: are you considering options such as outdoors; any other random ideas
- **Are all building ventilation systems operating properly? Do systems meet criteria for air turnover? Are we able to increase circulation of outdoor air as much as possible? Can schools operate with windows open until cold weather sets in?**

An attachment to this report provides the checklist custodians will be using for cleaning protocols.

***Transportation***

- **Do the plans for F2F and Hybrid options follow the CDC guidelines for safety on school buses? What changes would need to be made to our transportation policy and guidelines in order to be able to transport students to school while following CDC Guidelines?**

Once schedules are created for the scenario that will be implemented, transportation routes will be created to accommodate schedules. As transportation has indicated that buses can only transport approximately 30 students to social distance (50% capacity), it may be necessary to increase walking distances or ask parents to transport their kids to school.

***Systems/Technology/Access***

- Can we ensure all students have access to devices they need and high speed internet?
- Regarding a digital gap, does the district currently have or could it create a help line for parents/students to enable them to access DL?
- Parents noted frustration having to navigate multiple computer platforms. Is the district looking into a way to consolidate platforms?

***Policy/Contracts***

- **How will the schools share changes in policies or practice with families?**
- **Do we need to make changes to our teacher contract to support different learning models?**
- **Do we need to make changes to district policies?**

Changes in policy are reflected in the leadership practices at the site. Policies are communicated to parents through district communications, principals and program leaders. As the scenarios become more clear, policies and contracts may need to be changed to implement aspects of the scenario.

***Survey***

- Do we know the breakdown of the parent responses?
    - What percentage of secondary are okay with (1) hybrid, and (2) f2f?
    - What percentage of elementary or okay with (1) hybrid, and (2) f2f?
- What are results of teacher survey?
- What is the plan for teachers that do not want to return to the classroom?
- Can you provide the board with the survey result report for both surveys? Not unless full board asks for it
- What percent of classroom teachers and support staff are comfortable returning if CDC social distancing, and other health measures are enforced?

***General***

- **Will there be a distance learning only option if we implement a hybrid model?**

As we recognize a parent's desire to keep their child out of school, the staffing and feasibility of distance learning is being studied!

- Are we required to follow the state directive? For example, if the governor says to implement a hybrid model (and bars f2f), can we offer only a distance learning option?
- **Has the district looked into marketing our DL in order to create revenue?**

As school leaders have committed their time to planning for the 3 scenarios, leaders have not had the opportunity to apply to become a distance learning organization at the MDE.

- Does EPS have enough staff willing to work in their respective fields in the F2F and Hybrid model, so that EPS is able to offer these options, if MDE allows it?
    - classroom teachers and support staff
    - transportation workers
    - special ed teachers
    - MLL teachers

# SCHOOL START-UP CHECKLIST FOR HEAD BUILDING ENGINEERS

**Ventilation Maintenance Procedures:** Ensure existing systems are operating at peak Efficiency. We recommend completing the following on all building ventilation systems prior to staff and students returning to school this fall.

- ☐ Replace air handling unit filters.
- ☐ Visually inspect filter racks to ensure a tight seal to limit air by-pass.
- ☐ Visually inspect the operation of outside air dampers to ensure they are functional.
- ☐ Visually inspect the outside air path to ensure it is unobstructed.
- ☐ Visually inspect the interior of air handling units and coil surfaces for cleanliness.
- ☐ Review air delivery in each room to ensure diffusers and grilles are open and not physically obstructed.
- ☐ Modify time of day scheduling of systems to flush building areas before and after For a minimum of 2 hours. (for discussion).
- ☐ Operate the systems for a minimum of 1 week prior to the students returning to the building. The systems operation may be concurrent with staff in the building.
- ☐ Where systems have de-humidification capability, verify they are operating to maintain humidity below 60%.
- ☐ Regularly monitor key trend data as is available through the building automation system i.e. outside airflow rates, CO2, temperatures, and humidity.

**Additional Considerations for Increasing Ventilation Air:** Increasing outside air ventilation rates will further dilute indoor air and help mitigate the risk of virus transmission in enclosed indoor environments. Consider the following with the awareness that increased outside air ventilation rates will have an impact on the system operating cost.

- ☐ Disable or override ventilation demand-control strategies that reduce ventilation airflow rates. Modern systems may include CO2 measurement as a method to adjust the quantity of outside air based on the level of occupancy.
- ☐ Increase outside ventilation air beyond code minimum (up to 100%) to reduce The air re-circulated within the system. ***Implement with careful consideration of the system capacity limits and the outside air conditions.***

**Designate an Isolation Area:** If a building occupant displays symptoms indicating a possible COVID-19 infection, it will be necessary to have a policy for isolation to protect other building occupants until safely removing the individual from the site. School nurse areas are often set up as such. Verify the following features:

☐ Verify adequate ventilation air is provided.
☐ Verify exhaust systems are present and are functioning to maintain a negative pressure relative to the adjacent spaces, if possible.
☐ Eliminate the return air path such that room air does not cross contaminate adjacent spaces, if possible.

**Filter Discussion:** Work with the filter supplier and consider raising filter MERV rating,if possible.
☐ Schedule a time with our filter supplier and have him review your filters. Verify your filters are the proper MERV rating for your building systems.

**Additional Considerations for Idled Building:** The long isolation period will also have an adverse effect on the building domestic water systems. The domestic water systems likely have stood idle for a longer time than usual. Water served from the utility typically has chlorine biocide as an additive. An idle system will have reduced chlorine levels and may be at risk of microbial growth. We recommend completing the following on all domestic water systems prior to staff and students returning to school this fall. The school maintenance staff can typically perform these items.

☐ Fully flush both hot and cold systems at all fixtures. It is recommended to start the flushing process from the most remote fixture.
☐ Inspect the hot water recirculation pump for proper operation. If the pump had been disabled, enable the pump prior to starting the flushing procedure.
☐ Functionally test all flush valves and hand washing stations to ensure full Operation.

**Additional Consideration for Toilet Rooms:** Studies have shown that toilets can be a risk of generating airborne droplets and droplet residues that could contribute to the Transmission of pathogens. The following are strategies to mitigate these risks.

☐ Operate toilet room exhaust fans continuously.