



**School Board Special Meeting
Thursday, August 20, 2020, 5:00 PM
Virtual Meeting**

- I. Determination of Quorum and Call to Order**
- II. Approval of Agenda**
- III. Feedback from Stakeholders about 2020-21 School Year**
- IV. Discussion**
 - A. Legislative Action Committee

Description: At its August 10, 2020 work session, the Board suggested that it review the Legislative Action Committee (LAC).
Presenter(s): Board Governance Committee
 - B. Board Meeting Agendas Review

Description: This agenda item gives the Board the opportunity to comment and ask questions about the proposed Board meeting agenda topics and how they are scheduled.
Presenter(s): Board Governance Committee
 - C. 2020-2021 School Year Planning

Description: See Action item V.B.
Presenter(s): Dr. Randy Smasal, Assistant Superintendent; District Leadership
- V. Action**
 - A. Early Release Days, 2020-21

Description: For the 2020-2021 school year, teachers will be planning and receiving professional development one day/week, which will be a virtual day for students. Because of this schedule, there is no need for the October 14, December 8, February 5, or April 22 early release days.
Presenter(s): Dr. Randy Smasal, Assistant Superintendent
Recommendation: Approve the removal of these early release days from the 2020-2021 school district calendar.
 - B. 2020-2021 School Year Planning

Description: As the Governor of Minnesota has provided direction to develop 3 models for the 2020-2021 school year and provided methodology for determining what model with which to begin the year, Edina leaders have been working to create the 3 models to accommodate the need to move between these models during the pandemic. On July 30, the Minnesota Departments of Education and Health directed Hennepin County Schools, based on the COVID-19 virus 14-day case average, to begin the school year in hybrid learning at the elementary and secondary levels. This report provides the learning models and their schedules, how services will be provided, physical plant safety, and safety protocols. This report will also ask the Board to approve a resolution that approves the learning models and the plan as presented. This report also provides Board reports from the July 13, July 27 and August 6 Board Meetings.

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; District Leadership

Recommendation: Approved the attached resolution

VI. Information

A. Policy 308 Appendix I – Face Coverings

B. Board Recommendations to the 2020-2021 Learning Models – *walked in*

VII. Leadership Updates



Board Meeting Date: 8/20/2020 Special Meeting

TITLE: Legislative Action Committee

TYPE: Discussion

PRESENTER(S): Edina School Board

BACKGROUND: At its August 10, 2020 work session, the Board suggested that it review the Legislative Action Committee (LAC). Attached to this cover page are the Legislative Action Committee Bylaws and Policy 217 - Legislative Involvement.

RECOMMENDATION: None: Discussion

PRIMARY ISSUE(S) TO CONSIDER: Legislative Action Committee

ATTACHMENTS:

1. Legislative Action Committee Bylaws
2. Policy 217 - Legislative Involvement

BYLAWS of Edina Public Schools

Legislative Action Committee

ARTICLE I: LEGISLATIVE ACTION COMMITTEE

The name of this organization will be the Edina Public Schools Legislative Action Committee (LAC). The LAC will assist the Edina Public Schools District (District) with overseeing the various levels of advocacy efforts throughout the District. These bylaws pertain to the LAC as stipulated in the LAC Project Charter and approved by the Board.

ARTICLE II: PURPOSE

The purpose of the LAC is to serve as an advisory committee, to assist the Edina Public Schools' School Board (Board) in advocacy for education-related legislation. The LAC coordinates these advocacy efforts throughout the District by developing, proposing, and advocating for Board-approved legislative positions designed to advance the cause of excellent schools in Edina and Minnesota. The activities of the LAC are subject to Board approval. To fulfill this purpose, the LAC's activities may include, but will not be limited to, the following: soliciting information on legislative activity that might affect the District; developing positions and priorities, including an annual legislative platform; proposing positions and priorities to the Board for approval; developing a work plan for advocacy of the approved positions; communicating with elected officials and running public informational events to assist the Board in increasing awareness of legislative issues throughout the District; communicating to the Board on a regular basis as to the progress of the LAC's work; and advocating at the local, state, and federal levels those positions identified by the LAC and approved by the Board.

ARTICLE III: POLICIES

A. LAC meeting dates and advocacy efforts will be available to the public on the District website.

B. The LAC will carry out its responsibilities as outlined in the LAC Policy on Membership and Conduct.

ARTICLE IV: MEMBERSHIP

A. All LAC members will abide by the LAC Policy on Membership and Conduct, which is part of these bylaws. All members of the LAC must sign the Policy on Membership and Conduct annually. All members must live in the District. Service on the LAC is a one-year commitment.

ARTICLE V: OFFICES AND DUTIES

A. Chair: One Board member will serve as chair of the LAC. The LAC steering committee will vote on a vice-chair, who can be either another Board member or a community member of the LAC. ***ALL Board member designees serve at the discretion of the Board.*** The chair will create meeting agendas and preside over meetings, communicate on behalf of the Board, and generally oversee the activities of the LAC in representing the District and Board in advocacy efforts.

B. Steering Committee: A maximum of nine community members and up to three Board members comprise the Steering Committee. Members of the steering committee are selected by two designated Board members for a term of one year. The Steering Committee sets the legislative platform with Board approval, as well as fulfills needed positions, which may include:

1. Vice-Chair - Support the Chair as needed
2. Secretary - Record and distribute meeting minutes
3. Candidate Position Chair - Organize all aspects of informing the community of candidates' positions on legislation affecting EPS; possibly organizing a forum
4. Regional Legislative Liaison - Communicate with surrounding LACs
5. Bill Tracker - Follow bills through legislative process and alert LAC
6. Meet Our Legislators Event(s) Chair - Organize all aspects of event(s) for the community and LAC to meet our Legislators in Edina
7. Communications Chair/Edina Public Schools Liaison - Communicate events, positions and platforms in coordination with the District communications team
8. School Liaisons Chair: School Liaisons facilitate efforts at the District school sites
9. Visit(s) to the Capitol Chair - Organize opportunities for LAC and community members to appear at Minnesota State committee meetings and visit legislators at the state Capitol

ARTICLE VI: MEETINGS and EXPECTATIONS

A. The LAC strives to meet twice a month during the school year, with a concentrated meeting commitment during the Fall to draft the platforms and priorities of the session. The Chair may call special meetings, as necessary, to deal with such items as platform development or meetings with legislators.

B. In addition to regular LAC meetings, members should expect to attend:

1. The Board meeting or work session presenting the LAC platform recommendation to the Board.

2. The annual Legislative Gathering where the platform is presented to state legislators representing the District.
3. Other functions such as legislative candidate forums or advocacy events sponsored by the LAC.

B. Attempts will be made to reach consensus in establishing advocacy positions. For procedural issues and where consensus cannot be reached, simple majority will prevail.

C. LAC members will prepare for each meeting by reviewing the meeting minutes or agenda materials prior to each meeting, and will keep abreast of local, state, and federal public education issues.

D. LAC members will be expected to attend LAC meetings, legislators meetings at the Capitol, and other advocacy events sponsored by the LAC. Members should be prepared to attend at least one Education Committee hearing in either legislative body or legislative floor debate on a public education bill. In certain instances, an LAC member may be called upon to testify on behalf of Edina Public Schools at a legislative committee hearing.

E. Once the Board has approved the positions and priorities set forth by the LAC, each LAC member will agree to have his/her name included, as a member of the LAC, in any communications pertaining to those positions and priorities that are sent out on behalf of the LAC, including letters to the editor and letters to legislators or other elected officials. All communications will be approved by the Board.

F. Each LAC member must uphold and support the views established by the LAC and approved by the Board when communicating as a member of the LAC.

G. Members are asked to contact the Chair if unable to attend a meeting or event.

ARTICLE VII: AMENDMENTS

These bylaws may be amended at any meeting of the LAC by a majority vote of the all of the members present, provided a written or electronic notice of the proposed amendment will have been sent to all members at least seven (7) calendar days in advance. The Board needs to approve all actions of the LAC, including amending these bylaws.

LAC Policy on Membership and Conduct

A. The LAC welcomes members of all backgrounds and identities. This includes, but is not limited to, members of any sexual orientation, gender identity and expression, race, ethnicity, culture, national origin, social and economic class, educational level, color, immigration status, sex, age, size, family status, political belief, religion, and mental and physical ability.

B. Attempts will be made to have committee membership reflect the demographic profile of the Edina Public Schools District (District). All members must live in the District.

C. The LAC will include at least one Edina School Board (Board) member appointed by the Board.

D. LAC members must have a commitment to the Edina Public Schools' mission and the legislative positions adopted by the LAC and the Board.

E. LAC members must be interested in the legislative process, grassroots advocacy, have good communication skills, be willing to compromise, and work well with other members.

F. The LAC will be noncommercial and nonpartisan. To maintain the non-partisan integrity of the LAC, any member who has filed or is a declared candidate for partisan office, or becomes a partisan office holder, or works as paid staff for a partisan campaign or partisan office holder, must resign from the LAC.

G. As a representative of the District, the LAC and its members must maintain a high level of professional conduct, including confidentiality, objectivity, respectful dialogue, and professional behavior.

H. All members of the LAC must sign the Policy on Membership and Conduct annually.

I. The LAC Chair, with Board approval, retains the authority to deny or dismiss LAC membership to those persons who are in violation of the LAC Policy on Membership and Conduct, Board policies, or the policy and mission of the District.

Signature of LAC Steering Committee Member

School Board

Legislative Involvement

I. Purpose

This policy defines the school district's advocacy role in state and national legislation related to education.

II. General Statement of Policy

Edina Public Schools recognizes the importance of district involvement in shaping educational policy, funding, programs and laws at the state and national level. The school board and district administration are involved at the state and national level, especially with federal and state elected officials representing Edina Public Schools.

III. Legislative Action

- A. The school district will develop legislative initiatives to pursue. These initiatives will align with the district's mission and the needs of the state and metropolitan region.
- B. Once the school board adopts its legislative initiatives, board members and employees may publicly speak on behalf of those initiatives in compliance with Policy 107 – Public Relations and School Communications.
- C. The district will be a member of educational organizations that promote and lobby for educational priorities that align with the district's mission. The district will have active representation in these organizations.
- D. As needed, the district may work with stakeholders, including employees, parents and community members, to serve in an advisory and/or advocacy capacity with respect to legislative issues. Issues for which such a group would be organized will directly relate to the district's mission. Coordination of legislative advisory or advocacy groups will be the responsibility of the superintendent or designee.
- E. For issues not adopted as legislative initiatives, a board member or district employee may use his or her title while speaking in support of issues that adhere to and promote the district's mission, as long as the employee or school board member makes it clear that his or her position does not represent the district's legislative position.

Policy
 adopted: 6/22/09
 Revised: 3/13/13
 Revised: 1/28/19

INDEPENDENT SCHOOL DISTRICT 273
 Edina, Minnesota



Board Meeting Date: 8/20/2020 Special Meeting

TITLE: 2020-2021 Board Meeting Agendas Review

TYPE: Discussion

PRESENTER(S): Chair Erica Allenburg and Dr. John W. Schultz, Superintendent

BACKGROUND: This agenda item gives the opportunity for the Board to comment and ask questions about the proposed Board meeting agenda topics and how they are scheduled. The current schedule of topics is attached.

RECOMMENDATION: None, Discussion Only

PRIMARY ISSUE(S) TO CONSIDER: 2020-2021 Proposed Board Agenda Topics

ATTACHMENTS:

1. 2020-21 Proposed Board Agenda Topics, v8-19-20 (next page)

2020-21 School Year - all dates/topics subject to change

| <u>CurrentMonth</u> | Regular mtg | Pre-Mtg Work Session | Add'l WS #1 | Add'l Special Mtg / TOPICS for Future Mtgs | Add'l Special Mtg / TOPICS for Future Mtgs |
|---------------------|---|---|---|---|---|
| JULY | Mon July 13; 7PM | Mon July 13; 5PM | Wed July 22; 5PM | Mon, July 27; 5PM | |
| Disc/Rpt | COVID Policy Board Norms Fall Learning Plan (update) (RS) Policies - rapid review 526, 520, 610 (removed fr process), 529, 533, 534, 619, 632 Policies - regular discussion 213, 617, 618, 604, 612, 620, 635, 636 HR Cmte name change | District Priorities, Board & Supt Goals Fall Learning Plan Board Liaison Appointments COVID policy | Equity Discussion - Forbes | District 20-21 plans prior to Gov's announcement (RS, MW, SB, MH) | ON HOLD: District Priorities Superintendent Goals Board Goals Board Liaison Appts. |
| Consent | NWEA Contract (DR) Staff laptop purchase (SB) Music purchases (JD) MSBA Membership (JS) AMSD Membership | | | | |
| Action | COVID Policy Policy 209 Policies 203, 505, 806 | | | | |
| Info | (Supt Eval overview provided verbally by Chair) | | | | |
| AUGUST | Mon, Aug 10; 7PM | Mon, Aug 10; 5PM | Thurs, Aug 6; 5PM | SPECIAL: Thurs, Aug 20; 5PM | SPECIAL: Fri, Aug 21; 5PM |
| Disc/Rpt | <u>Report</u> CES Summer/Program -VB <u>Disc</u> Policy 601, others Strategic Priorities-Board/Supt Goals | Strategic Priorities: Supt/Bd GoalsSun C | 20-21 plan Update (RS, MW, SB, MH, et al) | LAC Discussion Review Board Meeting Agendas Hybrid and EVA Plans/Resolution | Hybrid and EVA Plans |
| Consent | Revised 20-21 Bd mtg dates (JS) Revised 21-22 academic cal (NT) Audit Contract w/MMKR (JT) Sun Current Bd ltr (EA) Bd Cmte Appointment Schedule (HR) EE Retirement agreement (NT) | | | | |
| Action | GO Bonds Refunding (JT) GO Bonds (JR) Revised 20-21 academic cal - 1st day school, etc (RS) Board Norms (JS) HR to Governance Name Change (JS) Policies | | | Removal of 20-21 Early Release Days Hybrid and EVA Plans (RS) [Enrollment Update] | |
| Info | Discrimination form (appendix I to multiple policies) | | | Appendix I to 308 (face masks) | |
| SEPTEMBER | Mon, Sept 14; 7PM | Mon, Sept 14; 5PM | Tues, Sept 22; 5PM | | |
| Disc/Rpt | <u>Excellence in Action</u> : Robotics <u>Presentation</u> : Start of School Year <u>Discussion</u> | School Year Update Technology Plan Input | Literacy Plan Input (JD) Equity Leadership Plans Governing the Strategic Plan and Learning Models (20-21) | Student Voice Summit | Monitoring of strategic plan/metrics (?) |
| Consent | | | | | |
| Action | Board GoalsSuperintendent GoalsPolicy 601/Pathways/Background | | | | |

| | | | | | |
|----------------------|--|--|---|--|--|
| Info | 19-20 AP Summary Rpt (DR) | | | | |
| OCTOBER | Mon, Oct 12; 7PM | Mon, Oct 12; 5PM | Tues, Oct 20; 5PM | | |
| Disc/Rpt | New Course Proposals, including Art and Music at MS (JD) | School Year Update Enrollment presentation (JT, RS) | Tech Levy- Program & Referendum (JT) Language Arts Curr Review Input | | |
| Consent | ERC & CVP program transfers (VB) | | | | |
| Action | | | | | |
| Info | | | | | |
| NOVEMBER | Mon, Nov 16; 7PM | Mon Nov 16; 5:45PM; Nat'l Merit | Tues Dec 1; 5PM | | |
| Disc/Rpt | | | Intervention Update (JJ and JD) Enrollment (JT, RS) Magnet School Disc (??) | | |
| Consent | Facilities Fees (VB) | | | | |
| Action | New Course Proposals, incl Art & Music at MS (JD) | | | | |
| Info/ HEARING | WBWF Public Hearing (DR) (independent of board mtg) | | | | |
| DECEMBER | Mon, Dec 14; 7PM | Mon, Dec 14; 5PM | NONE | | |
| Disc/Rpt | | Equity Team Presentation (JS) | | | |
| Consent | | | | | |
| Action | | WBWF Report (DR) | | | |
| Info | | | | | |
| JAN - ORG | Mon, Jan 4; 7PM | Mon, Jan 4; 6:30PM - Photos | NONE | | |
| Disc/Rpt | | Teacher Contract Parameters (NT) | | | |
| Consent | Acceptance and Oath of Office (JS) Reaffirmation of Policies (JS) Board Compensation (JS) Appointments - Auditor, Attys, Architects (JT) Credit Cards (JT) Delegations of Auth (JT) Designations - Depositories, Paper, Resp Authorities, Signatories (JT) | | | | |
| Action | Annual Election Chair (JS) Annual Election Officers (JS) | | | | |
| Info | | | | | |
| JAN - REG | Mon, Jan 11; 7PM | Mon, Jan 11; 5PM | Tues, Jan 19; 5PM | | |
| Disc/Rpt | Lang Arts Curriculum Review (JD) | Budget Parameters (JT) | | | |
| Consent | Erate contract acceptance (SB) Lease Agreements (VB) | | | | |
| Action | | | | | |
| Info | | | | | |
| FEBRUARY | Mon, Feb 8; 7PM | Mon, Feb 8; 5PM | Tues, Feb 16; 5PM | | |
| Disc/Rpt | Budget Proposal (JT) | Budget Proposal (JT) | Technology Referendum | | |
| Consent | | | | | |
| Action | Language Arts Curriculum Review (JD) | | | | |
| Info | | | | | |

| MARCH | | Mon, Mar 8; 7PM | Mon, Mar 9, 5PM | Tues, Mar 16; 5PM | |
|----------|--|---------------------------|---------------------------------|--------------------------------|--|
| Disc/Rpt | | | | Literacy Plan (JD) | |
| Consent | Class size guidelines (RS) | | | | |
| Action | Prelim 2021-22 Budget Approval (JT) Call for a Referendum (SB/JT) | | | | |
| Info | | | | | |
| APRIL | | Mon, Apr 12; 7PM | Mon, Apr 12; 5PM | Tues, Apr 20; 5PM | |
| Disc/Rpt | | | | Literacy Study Recommendations | |
| Consent | | | | | |
| Action | | | | | |
| Info | | | | | |
| MAY | | Mon, May 10; 7PM | Mon, May 10; 5PM | Tues, May 18; 5PM | |
| Disc/Rpt | | | | | |
| Consent | | | | | |
| Action | | Technology purchases (SB) | | | |
| Info | | | | | |
| JUNE | | Mon, June 7; 7PM | June 7; 5PM | Special, TBD | |
| Disc/Rpt | | | | | |
| Consent | | | | | |
| Action | | Technology Purchases (SB) | Acceptance of graduates (AB/MP) | | |
| Info | | | | | |



Board Meeting Date: 8/20/2020 Special Meeting

TITLE: Early Release Days, 2020-2021

TYPE: Action

PRESENTER(S): Dr. Randy Smasal, Assistant Superintendent

BACKGROUND: For the 2020-2021 school year, teachers will be planning and receiving professional development one day/week, which will be a virtual day for students. Because of this schedule, there is no need for the October 14, December 8, February 5, or April 22 early release days.

RECOMMENDATION: That the Board approve the removal of these early release days from the 2020-2021 school district calendar.

PRIMARY ISSUE(S) TO CONSIDER: Early Release Days

ATTACHMENTS:

1. None



Board Meeting Date: 8/20/2020 Special Meeting

TITLE: 2020-2021 School Models

TYPE: Action

PRESENTER(S): John W. Schultz, Superintendent and District Administrators

BACKGROUND: As the Governor of Minnesota has provided direction to develop 3 models for the 2020-2021 school year and provided methodology for determining what model with which to begin the year, Edina leaders have been working to create the 3 models to accommodate the need to move between these models during the pandemic. On July 30, the Minnesota Departments of Education and Health directed Hennepin County Schools, based on the COVID-19 virus 14-day case average, to begin the school year in hybrid learning at the elementary and secondary levels. This report provides the learning models and their schedules, how services will be provided, physical plant safety, and safety protocols. This report will also ask the Board to approve a resolution that approves the learning models and the plan as presented. This report also provides Board reports from the July 13, July 27 and August 6 Board Meetings.

RECOMMENDATION: Approve Attached Resolution

PRIMARY ISSUE(S) TO CONSIDER: Learning Models for Elementary and Secondary for the 2020-2021 School Year

ATTACHMENTS:

1. Report (next page)
2. Resolution
3. Appendix 1: August 6, 2020 Board Report
4. Appendix 2: July 27, 2020 Board Report
5. Appendix 3: July 13, 2020 Board Report

Background

On March 15, 2020 in response to the COVID-19 virus pandemic, the Governor directed school leaders to deliver curriculum through a distance learning model, allowing students, teachers and staff to conduct schooling during the stay-at-home-order. Edina leaders, teachers, and professional staff mobilized, shifting curriculum to content management systems See-Saw and Schoology. Edina Public Schools staff distributed and/or delivered electronic devices and curriculum materials to students for their learning from March 30 to the end of the school year. Students and teachers worked hard to complete the curriculum, which was new to many students and teachers in Edina schools.

As the school year came to an end, the Governor directed schools to plan for three different possible scenarios for schooling for the 2020-2021 school year: Distance Learning; Hybrid (Distance and Face to face); and Face to Face. Edina administrators and digital teaching teams worked through the summer looking at the opportunities and the challenges each brought to an Edina student.

On July 30, the Governor detailed how school districts will determine a [Safe Learning Plan for the 2020-2021 School Year](#). Key to this plan is Hennepin County's 14-day COVID Case Rate. The case rate for Hennepin County from July 19-August 1 is **23.76 Cases/10,000**. Using the table below, the State is recommending that we implement a Hybrid model:

| Range (Cases/10,000 People) | Policy Option |
|-----------------------------|---|
| 0 to less than 10 | In-person learning for all students. |
| 10 to less than 20 | Elementary in-person, Middle/high school Hybrid |
| 20 to less than 30 | Both Hybrid |
| 30 to less than 50 | Elementary Hybrid, Middle/high school distance |
| 50 or more | All levels distance |

See [Minnesota Case Rates by County](#) and Minnesota Department of Health [2020-2021 Planning Guide for Minnesota Schools](#).

Learning Models for Edina Schools and Programs for the 2020-2021 School Year

Early Childhood - UPDATED

Phase I

- We will begin with serving our 3 and 4-year-old preschool school students in September. Classes defined (2 all sections 9:00-2:30, and all other sections 9:00-12:00)
- ECSE students will be integrated into current sections proposed, served in Community Preschools and B-3 in natural environments, according to MDE Guidelines.
- Additional ECSE sections to be added during the 9:00-12:00 time frame to ensure small groups and access to special education services even if Comm. Ed. Preschool sections do not open (due to enrollment)
- Feedback about our plans was solicited from the following in July
 - *Parents *Staff *School Nurse (Anna S) and *School Readiness Manager

- Tight safety protocols to include: limiting access to the building, non-mixing cohorts, PPE for staff, appropriate social distancing, access to gyms and playground equipment for small groups.
 - Parents will be responsible for checking their child's health before attending school. State statutes do not require students under 5 to wear to wear a mask. Parents may have students wear a mask. All staff will be required to wear a mask.
- Technology need for ECSE students to include SEESAW
- Open House to be determined
- Pyramid work will continue to support classroom teams (SEL development) for F2F, Hybrid and Distance Learning
- First weeks of school focusing on relationships, parent communications, and technology support/learning for parents (digital component to F2F face learning so that we can more easily move between models)

Phase II (Oct) –

- Build back in our ECCE components
 - Parenting your baby – Online with ECCE teacher (PE)
 - Parenting your toddler – Online with ECCE teacher (PE)
 - A Taste of Preschool in early evening 6-7 or 7-8
 - Beyond ECCE classes led by Parent Educators – on-line
- If we need to pivot to DL we will use our experience from our summer pilot where we served our young learners. Our teachers used a variety of virtual platforms combined with activities that are developmentally appropriate for students ages.

Edina Public Schools Hybrid Model

- The Hybrid schedule will include on site days with cohort AA attending Monday and Tuesday, and cohort BB attending Thursday and Friday.
- Wednesday is an asynchronous online learning day for all.
- The AA group will consist of students with alphabetical last names A-K.
- The BB group will consist of students with alphabetical last names L-Z.
- Orientation Week will provide an opportunity for students, teachers and families to connect. It will be an opportunity to set students up for success with either the Hybrid or the Edina Virtual Academy. Students and families will receive training on the technology to be used this year. Each site will work to distribute materials including Chromebooks and iPads, textbooks, workbooks, instruments, novels and other course or grade level materials.

Elementary Schedule

- **Week one: Orientation (Details TBA)**
 - Week activities will include meeting teachers, building relationships, open house/conferences, assessments of learners, distribution of technology, and training of students and families on the two models

- **Week two: Launch Hybrid and Edina Virtual Academy**

For the Hybrid:

- All grades A-K: Monday and Tuesday
- Wednesday (OL-day)
- All grades L-Z: Thursday and Friday
- All Kindergarten students would attend 4 days per week: Mon., Tues., Thurs., Fri.; phased-in, to begin week 3
- Daily schedule:
 - Staggered Arrivals: 7:25-7:50 am (Normandale 8:25-8:40)
 - Instruction, specialist time, lunch, play: 7:50-10:45am (Normandale 8:40-3:10)
 - Lunch/cleaning procedures: 10:45-11:30am
 - Instruction, specialist time, lunch, play: 11:30am-2:15pm
 - Staggered Dismissal: 2:15-2:30pm (Normandale 3:10-3:15)

Middle School Schedule

- **Week one: Orientation**

Day 1:

- 6th grade A-K will be in person
- 7th grade A-K will be in person
- Remaining 7th & 8th grade students - Independent Learning: profiles, synchronous activities, etc.

Day 2:

- 6TH grade L-Z will be in person
- 7TH grade L-Z will be in person
- Remaining 7th & 8th grade students - Independent Learning: profiles, synchronous activities, etc.

Day 3:

- 6TH grade A-K will be in person
- 8TH grade A-K will be in person
- Remaining 7th & 8th grade students - Independent Learning: profiles, synchronous activities, etc.

Day 4:

- 6TH grade L-Z will be in person
- 8TH grade L-Z will be in person
- Remaining 7th & 8th grade students - Independent Learning: profiles, synchronous activities, etc.

Lunch provided each day

- **Week two: Launch Hybrid and Edina Virtual Academy**

For the Hybrid:

- All grades A-K: Monday (A-day)
- All grades A-K: Tuesday (B-day)
- Wednesday (OL-day)
- All grades L-Z: Thursday (A-day)
- All grades L-Z: Friday (B-day)
- Lunch provided each day

High School Schedule

- **Week one: Orientation (Details TBA)**
 - First week of school is ½ days with students divided into four groups
 - Day 1 and 3:
 - Morning: All students A-E
 - Afternoon: All students F-K
 - Day 2 and 4:
 - All students L-Q
 - All students R-Z
 - No lunch provided at the HS
- **Week two: Launch Hybrid and Edina Virtual Academy**
For the Hybrid:
 - All grades A-K: Monday and Tuesday
 - Wednesday (OL-day)
 - All grades L-Z: Thursday and Friday

Special Education Update

Special Education programming in the Hybrid model will have a strong focus on re-establishing and maintaining our relationships with students and families, maximizing direct service time with students and providing supplemental activities and services to assist students in regaining any progress that may have been lost. Parents will have the choice of participating fully in the Edina Virtual Learning Academy or may elect to attend via the District's Hybrid service model.

Special education service providers will be reaching out to parents to re-connect, explore concerns and design programming to meet the specific needs of our students. Regardless of the service model chosen, the school team will provide services in the most effective format possible to ensure students are progressing towards the accomplishment of their individual goals. Students attending the Hybrid Model will be considered individually, through the IEP Team process, to determine the amount of face-to-face services they will require beyond those hours/days available to their non-disabled peers. Similarly, students attending the Edina Virtual Learning Academy will also be considered individually to discuss the mechanisms by which the student will be most effectively served in a virtual learning model.

Social Emotional Learning Update

The District is preparing for the return of students with the knowledge that the prolonged separation from school, peers, family and friends has had a negative impact on the social and emotional health of our students, families and the staff that seeks to serve them. The District must also consider the fear surrounding the COVID-19 Virus and the social unrest following the killing of George Floyd as we plan for students and staff that may also be struggling with trauma related concerns.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has provided districts across the nation resources to assist schools in preparing for the return of students. EPS will

implement following four CASEL Critical Practices in its efforts to effectively address the needs of our students and staff:

1. Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.
 - This practice emphasizes the need to elevate student and family voice, encourages the use of two-way communications strategies and will help the district in assessing the impact of our interventions.
2. Design opportunities where adults can connect, heal, and build their capacity to support students.
 - This practice emphasizes the need to take care of our staff by providing them with tools and supports to meet their personal wellness needs.
3. Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.
 - This practice emphasizes the need to build adult-student and peer relationships. Trusting relationships lead to open discussion of fears and frustrations and assist with the healing process.
4. Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.
 - This practice emphasizes the need to examine our efforts through the regular collection of data to refine our intervention practices with the end goal of improving our students' experiences.

These practices will be in addition to the continuum of services currently available to our students in the form of embedded mental health practitioners at every site, access to our school-based mental health providers and community partners.

Talent Development Services

The Advanced Academic Math and Reading teachers are well positioned to meet the needs of learners in both the virtual and hybrid learning models. For many years the teachers have collaborated across sites and used a common learning system (Schoology) to deliver content.

This year will be no different.

At this point in time, here are the features of Advanced Academics for the 2020-21 school year:

- AA math and AA reading service will be virtual
- Learners who have selected the Edina Virtual Academy will synchronously participate with learners who have selected the hybrid learning model
- In the hybrid learning model, learners will remain in their homeroom class during their math and/or reading block and have access to the AA teacher virtually
- Advanced content will be delivered through Schoology
- Rigor and accelerated pacing will continue
- The AA teachers will deliver live/synchronous lessons during the math or reading block and confer with individual learners
- Asynchronous videos will offer additional support outside of the math or reading block
- Learners will meet in virtual peer groups to work on projects/discussions
- AA Teachers will be actively pursuing opportunities for face-to-face interaction

Child Care Services

Working with the six elementary schools we are coordinating care for both our Essential Workers during traditional school hours and our Edina school families after school and on Wednesdays.

Community Education's Role:

- Community Education will be providing after-school care for children in grades K – 5 on both the AA and BB days. (Monday and Tuesday for A families and Thursday and Friday for B families). We will provide this care at all six elementary sites.
 - Care will be provided from 2:30 - 5:30 p.m.
 - Care will be provided for approximately 125 students per site
- Community Education will also be providing care for both Essential Workers and for other working families on Wednesday – our district designated DL day for all families.
 - Care will be provided from 7:30 – 2:30 for Essential Workers
 - Care will be provided after traditional school hours for Essential Workers from 2:30 – 5:30 pm.
 - Care will be provided, as space is available, for non-Essential Care working families from 7:30 – 5:30 p.m.

Elementary Site's Role:

- Essential Care for Tier 1 staff will be provided by para-professionals and integrated into each elementary sites for traditional school hours (7:30 – 2:30) on AA and BB days. This care is being managed and coordinated by building Deans and building Principal's
- Executive Order 20-82 <https://mn.gov/governor/news/executiveorders.jsp> indicates that a school district or charter school that operates a hybrid or distance learning model "must provide school-aged care for Eligible Children at no cost during the time those children are not receiving instruction in the school building during regular school hours."

Staffing Process

To begin staffing our instructional employees, we asked our teachers whether the teacher had a preference of teaching in our EVA learning model or our hybrid learning model. We received over 650 preference forms. Using the family student election information obtained last week by the district, our building principals, in collaboration with district office employees, began building these new staffing models based on family preference, employee preference, and any employee accommodation requests. Our building administration notified teachers of their placements on Wednesday. The human resources department notified all employees of their general assignment in hybrid learning later in the day on Wednesday.

Paraprofessional Needs

Schools will be deploying paraprofessionals to support instruction and safety protocols at all sites. Every kindergarten section will have a paraprofessional and one paraprofessional will be assigned to every grade level 1-5 at all sites.

Physical Plant Modifications

- Hand sanitizer dispensers in building vestibules for use by visitors;
- Plexiglass barriers at service desks and high traffic areas, such as front desks;
- Floor markings to indicate proper social distancing;
- Drinking fountains are off, water bottle fill stations continue to operate.
- All financial transactions will be contactless, meaning payments will be accepted on the portal fee payment option only. (No cash or checks.)

Classrooms

- Classroom occupancy will be no more than 50%, maintaining 6 feet of physical distancing between desks. It should be noted that 50% occupancy is not the same as 50% enrollment.
- Students will not share items such as technology, books, toys, learning aids.
- Classes will be organized for group distancing, with students in small groupings that are kept separate from other classroom groupings. Goal is to minimize the number of interactions students and teachers have each day to limit potential exposure.

Outdoor Spaces

- Social distancing encouraged; face coverings when consistent social distancing not possible. Students will wash hands before returning to classrooms as fixed playground equipment is not cleaned.

Cleaning Regimen

- EPS follows MDH recommended regimen using Environmental Protection Agency-approved disinfectant and green seal certified cleaning agents.
- Classroom surfaces will be cleaned using Suprox, a green-certified hydrogen peroxide-based cleaner, daily and as needed.
- Custodial staff will disinfect high touch areas nightly

Ventilation

- Mechanical systems are set to maximize fresh air intake, with increased run times.
- Building air filters are set for maximum filtration.

Safety Protocols

- *Face covering:* All students, staff and other people present in school buildings and district offices or riding on school transportation vehicles are required to wear a face covering.
 - Face coverings should not be placed on anyone under age 2, anyone who has trouble breathing or unconscious or otherwise unable to remove the face

- covering without assistance, or anyone who cannot tolerate a face covering due to a developmental, medical or behavioral health condition.
 - Face coverings worn at school are subject to [Board Policy 504](#), Student Dress and Appearance.
- *Cover a cough* - When you sneeze or cough, sneeze into your face covering or mask. It is important to still sneeze into your elbow with the face covering on.
- *Wash your hands regularly* - preferably with soap and water for at least 20 seconds, or use hand sanitizer. Wash especially after using the restroom and before preparing or consuming food.

Social Distancing at School

- To maintain social distancing during arrival and dismissal, traffic patterns will be adjusted.
- Students will not be allowed to congregate in common areas.
- Social distance will be maintained in common spaces such as hallways, restrooms, media center, entry lobbies.
- We will monitor hallways, entryways and other areas to determine if protocols for traffic need to be implemented

Parents/Guardians in Schools

Schools are closed to visitors and volunteers. Parents and guardians may come to school when invited to meet in a designated space, or it is necessary to pick up a student. Before entering the office they must:

- Use hand sanitizer found in the vestibule;
- Wear a face covering while in the school building;
- Review the [screening form](#) posted in the vestibule

Managing COVID at Sites

The State of Minnesota requires us to have a COVID Team at the District and site levels. These teams will work with students and staff on safety protocols and be a team to facilitate the follow up of any viral activity in the building. The principal, school health professionals, and buildings and grounds personnel are members of this team.

Recommendation: Resolution on Next Page



Resolution for the Adoption of a Base Learning Model for the 2020-2021 School Year and Other COVID-19 Related Matters

WHEREAS, Minnesota Statutes Section 123B.09 vests the care, management, and control of independent districts in the school board; and

WHEREAS, the Superintendent of Independent School District 273 (“Superintendent”) is responsible for the management of the schools, the administration of all School District policies, and is directly accountable to the School Board; and

WHEREAS, when responsibilities are not specifically prescribed nor School District policy applicable, the Superintendent uses professional judgment, subject to review by the School Board, pursuant to School District Policy 302: School Superintendent;

WHEREAS, on March 13, 2020, Minnesota Governor Tim Walz issued Emergency Executive Order 20-01, which declared a peacetime emergency in Minnesota in response to the COVID-19 pandemic; and

WHEREAS, on July 30, 2020, Minnesota Governor Tim Walz issued Emergency Executive Order 20-82 and the [Safe Learning Plan for 2020-2021 \(“Safe Learning Plan”\)](#), which set forth five Learning Models ((1) in-person learning for all, (2) in-person learning for elementary students and hybrid learning for secondary students, (3) hybrid learning for all students, (4) hybrid learning for elementary students and distance learning for secondary students, and (5) distance learning for all students) and authorized all school districts in the State of Minnesota to select and implement an appropriate base Learning Model in accordance with, and subject to, the Safe Learning Plan; and

WHEREAS, the Minnesota Department of Education (“MDE”) has issued and may continue to issue written guidance for Minnesota schools on educational issues related to COVID-19; and

WHEREAS, the Minnesota Department of Health (“MDH”) has issued and may continue to issue written guidance for Minnesota schools on public health issues related to COVID-19; and

WHEREAS, the Superintendent and other district administration have conferred with the School Board regarding the available Learning Models, the current MDE and MDH requirements for each, and other relevant information; and

WHEREAS, based upon the collective consideration of these factors, the Superintendent has recommended to the School Board that Learning Models consistent with those outlined above be prepared for possible implementation during the school year and in accordance with the [Minnesota Department of Health Model Parameters as outlined below](#).

**Minnesota Department of Health Model Parameters
Number of Cases/10,000 Residents over 14 Days, By County of Residence**

| # of Cases | Learning Model based on MDH Parameters |
|------------|--|
| | |
| 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 |

WHEREAS, implementing the prescribed Learning Models in the 2020-2021 school year in a quality fashion will require additional classroom preparation, professional development, and operational planning to help ensure a safe and welcoming environment for students and employees.

NOW, THEREFORE, BE IT RESOLVED, by the School Board of Independent School District No. 273 that...

Section 1: based on the Minnesota Department of Health Model Parameters data for Hennepin County as of the date of this Resolution, the Superintendent is hereby directed to implement the following base Learning Model to open the 2020-2021 school year: Hybrid learning for all students as outlined in the attached document (see attachment) presented at the Thursday, August 20, 2020 School Board work session.

Section 2: the Superintendent is authorized, after consultation with the School Board Chair and notification to the School Board, to select and implement a different Learning Model for the School District or any specific school buildings without formal School Board action if the Superintendent reasonably believes that prompt implementation of a different Learning Model is necessary, and that constraints of time and public health considerations render it impractical to hold a School Board meeting to approve the implementation. The Learning Model selected and implemented by the Superintendent continues in effect unless and until the School Board, in consultation with the Superintendent and appropriate school district employees and public health officials, deems it in the best interest of the School District and its students to implement a different Learning Model. In the event the entire District shifts, the Superintendent will have a meeting of the School Board within four calendar days.

Section 3: the Superintendent is authorized to work with school principals in determining best practices for implementing a developmentally appropriate and possibly a measured roll-out of the in-person learning component of the Hybrid Learning Model.

Section 4: the Superintendent is directed to continue developing and refining the Hybrid learning model and the Distance learning model to include further detail responsive to applicable guidance. The school district will continue its continuous improvement focus within the Teaching and Learning Department to deliver an effective curriculum and instructional practices.

Section 5: the Superintendent is directed to use the Lead Team and the Health Coordinator to serve as a pandemic response advisory team. The purpose of this team is to review instructional and operational implementation of the Learning Models and provide input and constructive feedback to the Superintendent and School Board to assist in the determination of the most appropriate Learning Model given the circumstances at that time. The input and feedback are especially important in situations such as when the Hennepin County COVID-19 case data is trending strongly, in either direction, towards a learning model transition point as defined in the Minnesota Department of Health Model Parameters. This advisory team will seek to continuously improve the instructional delivery and operational excellence of the program implementation while considering inputs from employees, parents and students.



Board Meeting Date: 8/6/2020 Special Meeting

TITLE: 2020-2021 School Year Planning

TYPE: Report

PRESENTERS: Dr. Randy Smasal, Assistant Superintendent; District Leadership

BACKGROUND: On March 15, 2020 in response to the COVID-19 virus pandemic, the Governor directed school leaders to deliver curriculum through a distance learning model, allowing students, teachers and staff to conduct schooling during the stay-at-home-order. Edina leaders, teachers, and professional staff mobilized, shifting curriculum to content management systems See-Saw and Schoology. Edina Public Schools staff distributed and/or delivered electronic devices and curriculum materials to students for their learning from March 30 to the end of the school year. Students and teachers worked hard to complete the curriculum, which was new to many students and teachers in Edina schools.

As the school year came to an end, the Governor directed schools to plan for three different possible scenarios for schooling for the 2020-2021 school year: Distance Learning; Hybrid (Distance and Face to face); and Face to Face. Edina administrators and digital teaching teams worked through the summer looking at the opportunities and the challenges each brought to an Edina student.

On July 30, the Governor detailed how school districts will determine a [Safe Learning Plan for the 2020-2021 School Year](#). Key to this plan is Hennepin County's 14-day COVID Case Rate. The case rate for Hennepin County from July 5-July 18 is **20.93 Cases/10,000**. Using the table below, the State is recommending that we implement a Hybrid model:

| Range (<i>Cases/10,000 People</i>) | Policy Option |
|--------------------------------------|---|
| 0 to less than 10 | In-person learning for all students. |
| 10 to less than 20 | Elementary in-person, Middle/high school Hybrid |
| 20 to less than 30 | Both Hybrid |
| 30 to less than 50 | Elementary Hybrid, Middle/high school distance |
| 50 or more | All levels distance |

See [Minnesota Case Rates by County](#) and Minnesota Department of Health [2020-2021 Planning Guide for Minnesota Schools](#).

RECOMMENDATION: Consider the continued planning for the 2020-2021 School Year, presented for School Board information.

ATTACHMENTS:

6. Report (next page)
7. 2020-2021 School Year Update from July 27, 2020 work session

Background

On March 15, 2020 in response to the COVID-19 virus pandemic, the Governor directed school leaders to deliver curriculum through a distance learning model, which allowed students, teachers and staff to conduct schooling during the stay-at-home-order. Edina leaders, teachers, and professional staff mobilized, and shifted curriculum to the content management systems called See-Saw and Schoology. Edina Public Schools staff distributed and/or delivered electronic devices and curriculum materials to students for their learning from March 30 to the end of the school year. Students and teachers worked hard to complete the curriculum, which was new to many students and teachers in Edina schools.

As the school year came to an end, the Governor directed schools to plan for three different possible scenarios for schooling for the 2020-2021 school year: Distance Learning; Hybrid (Distance and Face to face); and Face to Face. Edina administrators and digital teaching teams worked through the summer looking at the opportunities and the challenges each brought to an Edina student.

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| 0 to less than 10 | In-person learning for all students. |
| 10 to less than 20 | Elementary in-person, Middle/high school Hybrid |
| 20 to less than 30 | Both Hybrid |
| 30 to less than 50 | Elementary Hybrid, Middle/high school distance |
| 50 or more | All levels distance |

See [Minnesota Case Rates by County](#) and Minnesota Department of Health [2020-2021 Planning Guide for Minnesota Schools](#).

Monitoring COVID-19 Virus and Partnership: Bloomington Public Health

Edina Public Schools will follow the guidelines below to monitor the COVID 19 virus:

EPS has the following protocols in place at all district sites to monitor for illness and manage suspected and confirmed cases of COVID-19. Click here for more details about the EPS COVID-19 Monitoring Protocols [Link to COVID Monitoring].

- **Screening:** Students and staff will complete an [At-Home COVID-19 Screening](#) every day before coming to school.
- **On-Site Monitoring:** Staff will monitor students for signs and symptoms of COVID-19 and encourage self-monitoring throughout the school day. Students and staff who develop signs or symptoms of COVID-19 during the day will be moved to a designated space for assessment. Those with symptoms consistent with COVID-19 will be sent home.

- **Exclusion Criteria:** EPS will follow the Minnesota Department of Health's [Decision Tree for People with COVID-19 Symptoms](#) to determine when a student, staff member, or household member must stay home and when they may return to school.
- **Potential Exposures:** In the event of a lab-confirmed case of COVID-19 in a student or staff member, the Minnesota Department of Health will work with EPS to conduct a case investigation to determine whether any exposures may have occurred in the school setting. EPS will notify all identified close contacts of their exposure to a confirmed case of COVID-19, while maintaining confidentiality in accordance with state and federal law.
- **Quarantine of Close Contacts:** EPS will follow Minnesota Department of Health guidelines for determining when exposed students and staff members may return to school.

Bloomington Public Health Nick Kelley will be present to share how the partnership between Edina Public Schools and Bloomington Public Health will be utilized in the management of the COVID Pandemic

Planning for Hybrid Models

Edina School Board reviewed and approved a Pandemic Policy. Throughout the summer, under the Governor's directive, leadership developed plans for in-person, Hybrid, and distance learning. These plans were presented at a Board work session on July 27, which is appended to this report.

Review of Survey Data

Throughout June and July information was collected from parents and staff to learn more about the program offered to students and families. Below are coded comments from the survey in June. A portion of this survey was presented to the School Board on July 27. As indicated earlier, the July 27 report is appended.

Coding of comments from July family input surveys:

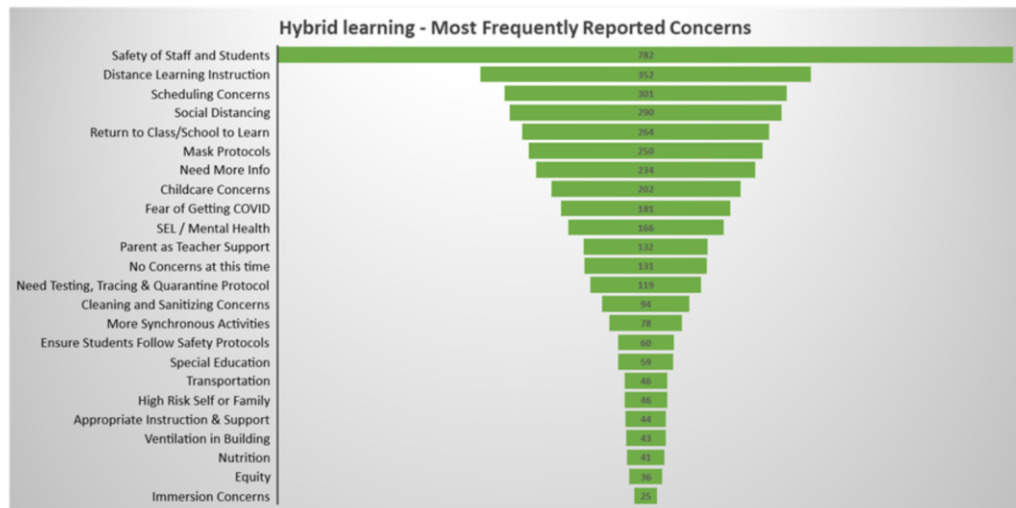
Hybrid

68%
Yes

12%
No

20%
Unsure

Would you plan to have your children attend school in person under this scenario?



Donna Roper, Director of Research and Evaluation

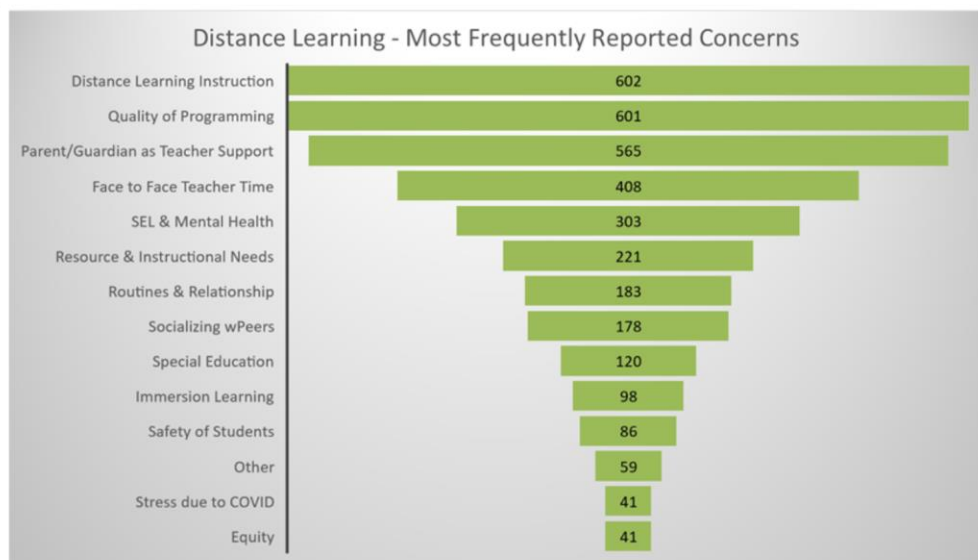
Distance Learning

36%
Yes

48%
No

16%
Unsure

Would this be a preference for your child(ren) under this scenario?



Donna Roper, Director of Research and Evaluation

Edina Public Schools will launch two models for educational delivery this school year, the Hybrid and the Edina Virtual Academy. The Hybrid will consist of a blend of on-site face to face and online learning. The Edina Virtual Academy will consist of only online learning. Families will have the choice to opt out of the Hybrid learning model and into the Virtual Academy. Families opting for the Virtual Academy would be

making that commitment for a minimum of one semester or one half of the school year. Most of this report will focus on elements of the Hybrid model. Future reports to the Board will include additional details for the Virtual Academy.

Hybrid and Edina Virtual Academy staffing process:

To begin the scheduling process, Principals will

1. Assume Hybrid registrations for all students
2. Consider additional time for students receiving specialized services, ML, and Gr. K. As the fall progresses safely, administration will continue to explore additional face to face time for students, pending available space.
3. Make adjustments to sections based on family Hybrid opt out requests collected in Infinite Campus (Opting out of the Hybrid model and into the Edina Virtual Academy)
4. Draft Hybrid and Edina Virtual Academy sections
5. Assume and communicate a Hybrid staffing assignment for all teachers
6. Request that teachers complete a preferences form for preferred assignment, Hybrid or Edina Virtual Academy
7. Staff the Hybrid and Virtual Academy sections
8. Make necessary accommodations for staff based on COVID guidelines for employers
9. Finalize teaching assignments to sections using class limit guidelines
 - a. May need to pool sections across schools
 - b. May need to move teachers across grade levels, disciplines
 - c. May need to request with rationale a staffing enhancement for additional teachers and or para professionals
 - d. Communicate to families and staff

Plans for Edina Schools

These schedules are predicated on making a request to the Board to start school after Labor Day, on September 8, 2020. The details of this request can be found at the end of the document in Next Steps.

Early Childhood

- Starting with 3 and 4-year-old preschool school classes defined (2 all sections 9:30-2:30, and all other sections 9:00-12:00)
- ECSE students will be integrated into current sections proposed, served in Community Preschools and B-3 in natural environments, according to MDE Guidelines.
- Additional ECSE sections to be added during the 9:00-12:00 time frame to ensure small groups and access to special education services even if Comm. Ed. Preschool sections do not open (due to enrollment)
- Parent Education Virtual
- Tight safety protocols to include: limiting access to the building, non-mixing cohorts, PPE for staff, appropriate social distancing, access to gyms and playground equipment for small groups.
 - Parents will be responsible for checking their child's health before attending school. State statutes do not require students under 5 to wear to wear a mask. Parents may have students wear a mask. All staff will be required to wear a mask.
- Technology need for ECSE students to include SEESAW

- Open House to be determined
- Pyramid work will continue to support classroom teams (SEL development) for F2F, Hybrid and Distance Learning
- First weeks of school focusing on relationships, parent communications, and technology support/learning for parents (digital component to F2F face learning so that we can more easily move between models)

Edina Public Schools Hybrid Model

- The Hybrid schedule will include on site days with cohort AA attending Monday and Tuesday, and cohort BB attending Thursday and Friday.
- Wednesday is an asynchronous online learning day for all.
- The AA group will consist of students with alphabetical last names A-K.
- The BB group will consist of students with alphabetical last names L-Z.
- Orientation Week will provide an opportunity for students, teachers and families to connect. It will be an opportunity to set students up for success with either the Hybrid or the Edina Virtual Academy. Students and families will receive training on the technology to be used this year. Each site will work to distribute materials including Chromebooks and iPads, textbooks, workbooks, instruments, novels and other course or grade level materials.

Elementary Schedule

- **Week one: Orientation (Details TBA)**
 - Week activities will include meeting teachers, building relationships, open house/conferences, assessments of learners, distribution of technology, and training of students and families on the two models
- **Week two: Launch Hybrid and Edina Virtual Academy**
For the Hybrid:
 - All grades A-K: Monday and Tuesday
 - Wednesday (OL-day)
 - All grades L-Z: Thursday and Friday
 - All Kindergarten students would attend 4 days per week: Mon., Tues., Thurs., Fri.; phased-in, to begin week 3
 - Daily schedule:
 - Staggered Arrivals: 7:25-7:50am
 - Instruction, specialist time, lunch, play: 7:50-10:45am
 - Lunch/cleaning procedures: 10:45-11:30am
 - Instruction, specialist time, lunch, play: 11:30am-2:15pm
 - Staggered Dismissal: 2:15-2:30pm

Middle School Schedule

- **Week one: Orientation**
 Day 1:
 - 6th grade A-K will be in person
 - 7th grade A-K will be in person
 - Remaining 7th & 8th grade students - Independent Learning: profiles, synchronous activities, etc.

Day 2:

- 6TH grade L-Z will be in person
- 7TH grade L-Z will be in person
- Remaining 7th & 8th grade students - Independent Learning: profiles, synchronous activities, etc.

Day 3:

- 6TH grade A-K will be in person
- 8TH grade A-K will be in person
- Remaining 7th & 8th grade students - Independent Learning: profiles, synchronous activities, etc.

Day 4:

- 6TH grade L-Z will be in person
- 8TH grade L-Z will be in person
- Remaining 7th & 8th grade students - Independent Learning: profiles, synchronous activities, etc.

Lunch provided each day

- **Week two: Launch Hybrid and Edina Virtual Academy**

For the Hybrid:

- All grades A-K: Monday (A-day)
- All grades A-K: Tuesday (B-day)
- Wednesday (OL-day)
- All grades L-Z: Thursday (A-day)
- All grades L-Z: Friday (B-day)
- Lunch provided each day

High School Schedule

- **Week one: Orientation (Details TBA)**

- First week of school is ½ days with students divided into four groups
- Day 1 and 3:
 - Morning: All students A-E
 - Afternoon: All students F-K
- Day 2 and 4:
 - All students L-Q
 - All students R-Z
- No lunch provided at the HS

- **Week two: Launch Hybrid and Edina Virtual Academy**

For the Hybrid:

- All grades A-K: Monday and Tuesday
- Wednesday (OL-day)
- All grades L-Z: Thursday and Friday

Special Education Update

Special Education programming in the Hybrid model will have a strong focus on re-establishing and maintaining our relationships with students and families, maximizing direct service time with students and providing supplemental activities and services to assist students in regaining any progress that may

have be lost. Parents will have the choice of participating fully in the Edina Virtual Learning Academy or may elect to attend via the District's Hybrid service model.

Special education service providers will be reaching out to parents to re-connect, explore concerns and design programming to meet the specific needs of our students. Regardless of the service model chosen, the school team will provide services in the most effective format possible to ensure students are progressing towards the accomplishment of their individual goals. Students attending the Hybrid Model will be considered individually, through the IEP Team process, to determine the amount of face-to-face services they will require beyond those hours/days available to their non-disabled peers. Similarly, students attending the Edina Virtual Learning Academy will also be considered individually to discuss the mechanisms by which the student will be most effectively served in a virtual learning model.

Social Emotional Learning Update

The District is preparing for the return of students with the knowledge that the prolonged separation from school, peers, family and friends has had a negative impact on the social and emotional health of our students, families and the staff that seeks to serve them. The District must also consider the fear surrounding the COVID-19 Virus and the social unrest following the killing of George Floyd as we plan for students and staff that may also be struggling with trauma related concerns.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has provided districts across the nation resources to assist schools in preparing for the return of students. EPS will implement following four CASEL Critical Practices in its efforts to effectively address the needs of our students and staff:

5. Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.
 - This practice emphasizes the need to elevate student and family voice, encourages the use of two-way communications strategies and will help the district in assessing the impact of our interventions.
6. Design opportunities where adults can connect, heal, and build their capacity to support students.
 - This practice emphasizes the need to take care of our staff by providing them with tools and supports to meet their personal wellness needs.
7. Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.
 - This practice emphasizes the need to build adult-student and peer relationships. Trusting relationships lead to open discussion of fears and frustrations and assist with the healing process.
8. Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.
 - This practice emphasizes the need to examine our efforts through the regular collection of data to refine our intervention practices with the end goal of improving our students' experiences.

These practices will be in addition to the continuum of services currently available to our students in the form of embedded mental health practitioners at every site, access to our school-based mental health providers and community partners.

Childcare Planning for 2020-2021 School Year

In collaboration with our elementary Principals – we have allocated dedicated spaces in all six elementary buildings for both our Tier 1 Essential workers and a limited amount of our working families who are registered for our program after school.

Our plan involves the following for Phase One, which begins the second week of school:

- Support the Hybrid Care model for up to 4 days a week after school for both Tier 1 Essential Care Workers and larger community. Planning for up to 100 families at each elementary school site.

Looking ahead, our hope is to move to a Phase Two implementation at or around October 1st:

- Working with Community partners from the City of Edina and the Chamber, and with our building heads, we are working on additional spaces to support more working families in our community at an off-site location by October 1, 2020

We continue to collaborate with our District colleagues on other problem-solving tactics.

- Funding for Staff
- Staffing for our program
- Additional spaces and transportation if necessary
- Continued due diligence to cleaning and health and safety protocols

Transportation

District leadership met with Transportation and shared the schedules for each program and level. As of this date, transportation will set routes after students are registered. Preliminary review shows that the schedule is feasible.

Food Service

Chartwells will continue to prepare breakfast and lunch for all students whether in the Hybrid or the Edina Virtual Academy. For the first few months until safety protocols are in place, cold lunches will be served in elementary classrooms and in socially distanced lunchrooms at the middle and high schools.

Safe Learning Spaces

Preventing the spread of COVID requires a collaborative approach that relies on everyone - students, staff and the community - to be diligent. Helping to keep schools open and safe for everyone is the collective responsibility of all who occupy the building. We must all do our part to prevent the spread of COVID-19. By following the guidance of MDH we are building a model with a strong preventive approach. Doing just one thing isn't effective, our approach is multilayered.

Since you were last in EPS schools, some changes have been made in our facilities and practices to create the safest possible learning space for students and working space for staff. Here are some things you will notice:

Facilities

- Hand sanitizer dispensers in building vestibules for use by visitors;
- Plexiglass barriers at service desks and high traffic areas, such as front desks;
- Floor markings to indicate proper social distancing;
- Drinking fountains are off, water bottle fill stations continue to operate.
- All financial transactions will be contactless, meaning payments will be accepted on the [Portal fee payment option](#) only. (No cash or checks.)

Classrooms

- Classroom occupancy will be no more than 50%, maintaining 6 feet of physical distancing between desks. All desks will face the same direction.
- Students will not share items such as technology, books, toys, learning aids.
- Classes will be organized for group distancing, with students in small groupings that are kept separate from other classroom groupings. Goal is to minimize the number of interactions students and teachers have each day to limit potential exposure.

Outdoor Spaces

- Social distancing encouraged; face coverings when consistent social distancing not possible. Students will wash hands before returning to classrooms as fixed playground equipment is not cleaned.

Cleaning Regimens

- EPS follows MDH recommended regimen using Environmental Protection Agency-approved disinfectant and green seal certified cleaning agents.
- Classroom surfaces will be cleaned using a hydrogen peroxide-based cleaner, daily and as needed.
- Custodial staff will disinfect high touch areas nightly

Ventilation

- Mechanical systems are set to maximize fresh air intake, with increased run times.
- Building air filters are set for maximum filtration.

Personal Safety Protocols for Students and Staff at School

- **Face covering:** All students, staff and other people present in school buildings and district offices or riding on school transportation vehicles are required to wear a face covering.
 - Face coverings should not be placed on anyone under age 2, anyone who has trouble breathing or unconscious or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a face covering due to a developmental, medical or behavioral health condition.
- **Cover a cough** - When you sneeze or cough, sneeze into your face covering or mask. It is important to still sneeze into your elbow with the face covering on.

- **Wash your hands regularly** - preferably with soap and water for at least 20 seconds, or use hand sanitizer. Wash especially after using the restroom and before preparing or consuming food.

Social Distancing at School

- Traffic patterns will be adjusted to maintain social distancing during arrival and dismissal.
- Students will not be allowed to congregate in common areas.
- Social distance will be maintained in common spaces such as hallways, restrooms, media centers, and entry lobbies.
- We will monitor hallways, entryways and other areas to determine if traffic protocols need to be implemented.

Parents/Guardians in Schools

Schools are closed to visitors and volunteers. Parents and guardians may come to school when invited to meet in a designated space, or if it is necessary to pick up a student. Before entering the office, they must:

- Use hand sanitizer found in the vestibule;
- Review the [screening form](#) posted in the vestibule; and
- Wear a face covering while in the school building.

Communications

As this remains a fluid situation, dates are subject to change and additional communication may be needed based on the situation. Below are significant communications and dates:

| Approximate Date | Activity |
|-------------------|---|
| August 3 | Overview of Hybrid and DL; Open dashboard pages (Wellness, Safe Learning Spaces, Transportation); Preview program choice and transportation decisions |
| August 4 | Employee preference form, FAQ and Flowchart; intro staff dashboard |
| August 5 | Direct to portal to make program choice, transportation, nutrition, other BTS |
| August 6 | Learning model choice; promo Dashboards - open more pages (COVID Monitoring, Nutrition Services) |
| Week of August 10 | Back to School Information Prepared Promote Virtual Q and A Announce Outcome of Board Meeting |
| Week of August 17 | Professional Development Plans |
| August 20 | Virtual Academy Announcements |

Board Related Decision-Making Next Steps

August 6

Discuss the Model as Outlined in this Document

Approve Administrative Calendar Recommendations:

In order to create a successful launch of the school year, administration has developed the following calendar recommendations:

- Move three professional development days from the school year calendar to the beginning of the school year which would make Sept. 28, Feb. 16 and Mar. 12 student contact days.
- Add two additional professional development days. To remain budget neutral this would require a reduction adjustment to the calendar year of two student contact days.
- Launch an orientation week on Tues. Sept. 8th to prepare learners for the Hybrid or Edina Virtual Academy. Week activities will include meeting teachers, building relationships, open house/conferences, assessments of learners, distribution of technology, and training of students and families on the two models. This would in effect create a post Labor Day start to the school year for students.
- Launch the full Hybrid and Edina Virtual Learning academy models on Monday, Sept. 14th
For the Hybrid model all students will be divided into cohort groupings by alphabet last name. The first group called cohort A will attend school on Monday and Tuesday. Wednesday will be an asynchronous day to provide deep cleaning of buildings, collaboration and ongoing training of staff. The B cohort will attend school on Thursday and Friday. Students receiving specialized services through special education and or Multi-lingual programming may have additional face to face time. Administration is working with principals to finalize a schedule that will provide 2 additional face to face in school days for Kindergarten students.
- The Hybrid cohort schedule would be adjusted for two- and three-day weeks so that each cohort is provided an even amount of in school face to face days. This would apply to the shortened weeks of the MEA break, Thanksgiving and President's Day.

August 13-24

Staffing in the Hybrid and Edina Virtual Academy

Although the administration will continue to work under the budget allocation set by the Board in June, there may be a need for the Board to adjust the 2020-2021 budget to hire more staff. It is our assumption that we will be staffing up to the time school starts. An anticipated date to this would be no later than the week of August 24.

August 17

School Board gives final approval to the model.

August-September

School Board Review of Policies Impacted by Learning Model Changes

The School Board and administration will examine policies to guide the Hybrid and Edina Virtual Academy programming. Policies include, but not limited to, attendance, grading, and attendance.



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.

This report has three components:

- 1) Update to the July 13, 2020 Operational and Instructional Planning, including the results of a parent and staff survey.
- 2) Communication Calendar
- 3) 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.

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



Fall Planning: Data, Instruction and Operations Update, 7-27-2020

Presenters: Steve Buettner, Dr. Randy Smasal, Jody De St Hubert

Edina Public
Schools

Timeline of Planning and Implementation

June Planning

Feedback on
Concepts and
Ideas from Input
Teams

Formulation of
Edina Models

July Planning

School Board
Work Session

Ongoing Feedback
from staff and
community on
models, survey to
launch July 13

Final guidance
from MDE and
MDH

August Planning

Finalize Models

Train staff, students, families

Adapt based on MDE and MDH
guidance

Utilize feedback to continuously
improve

Edina Public
Schools

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

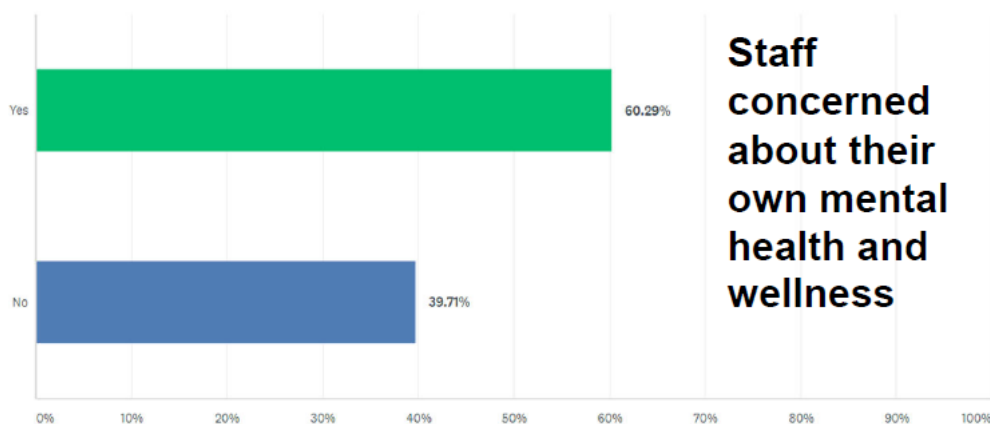
Edina Staff Input
N = ~900

July 2020

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

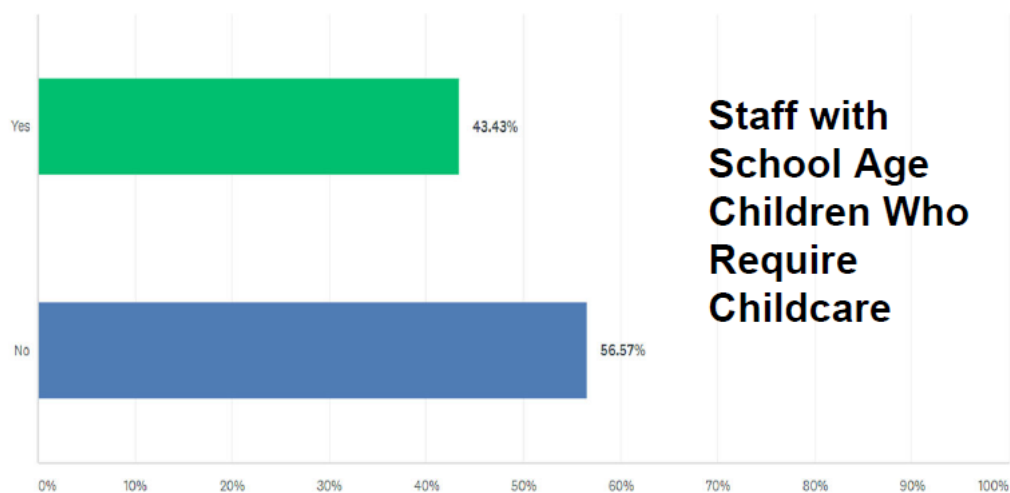
Are you concerned about your own overall mental health and wellness?

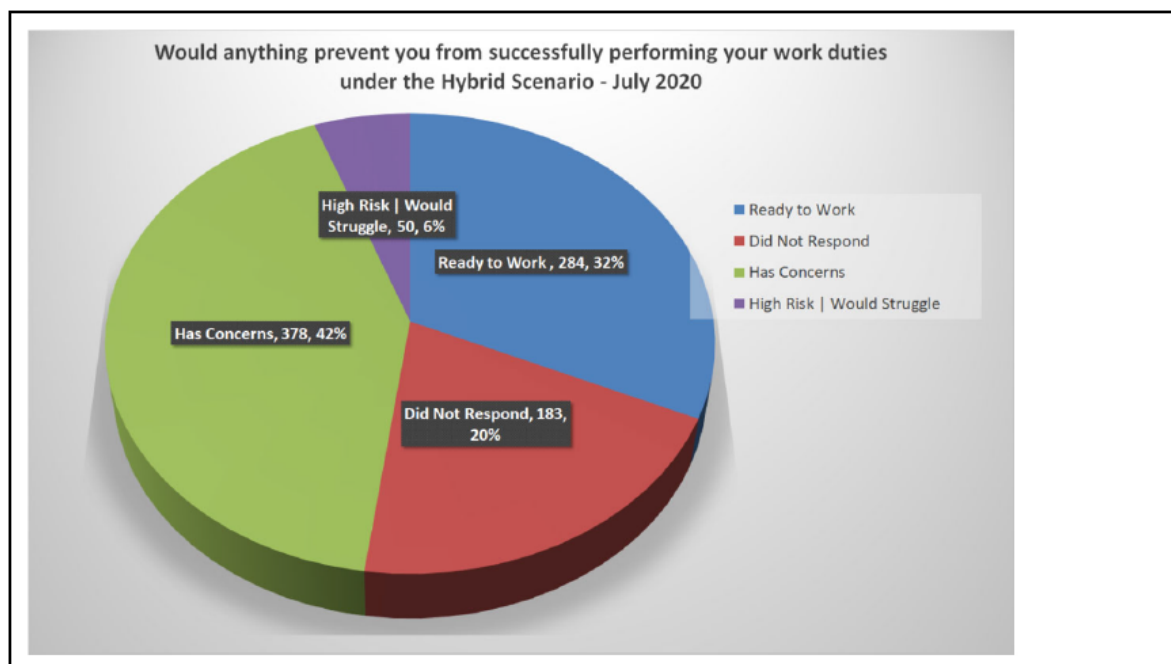
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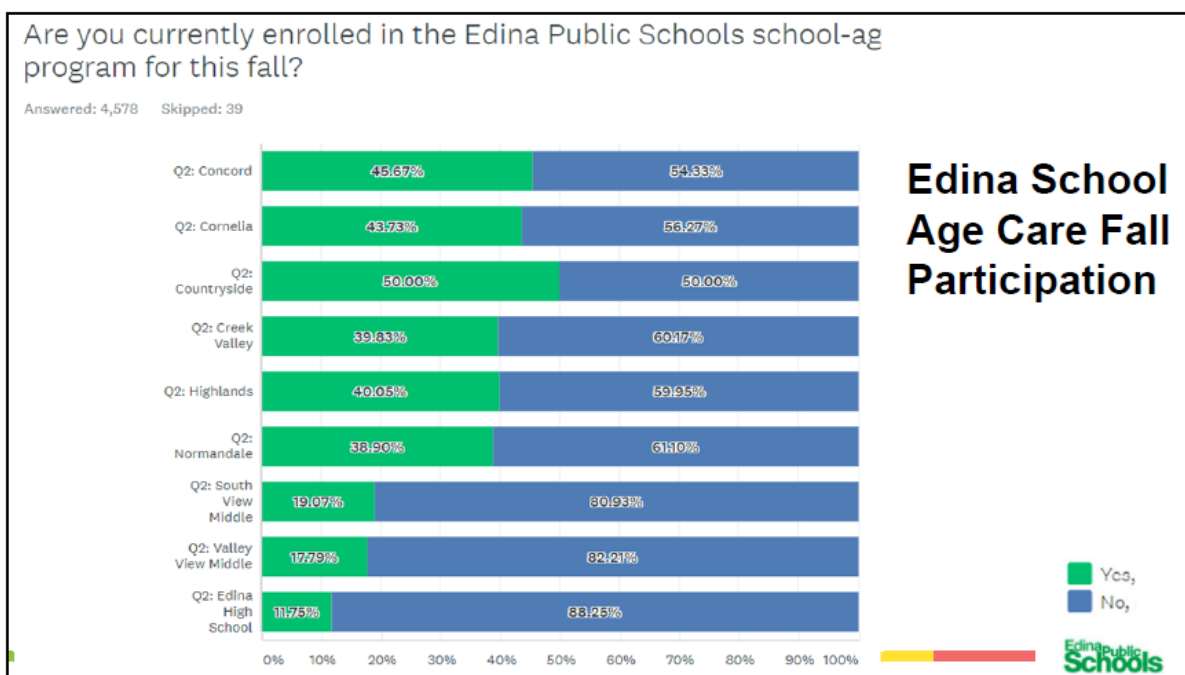
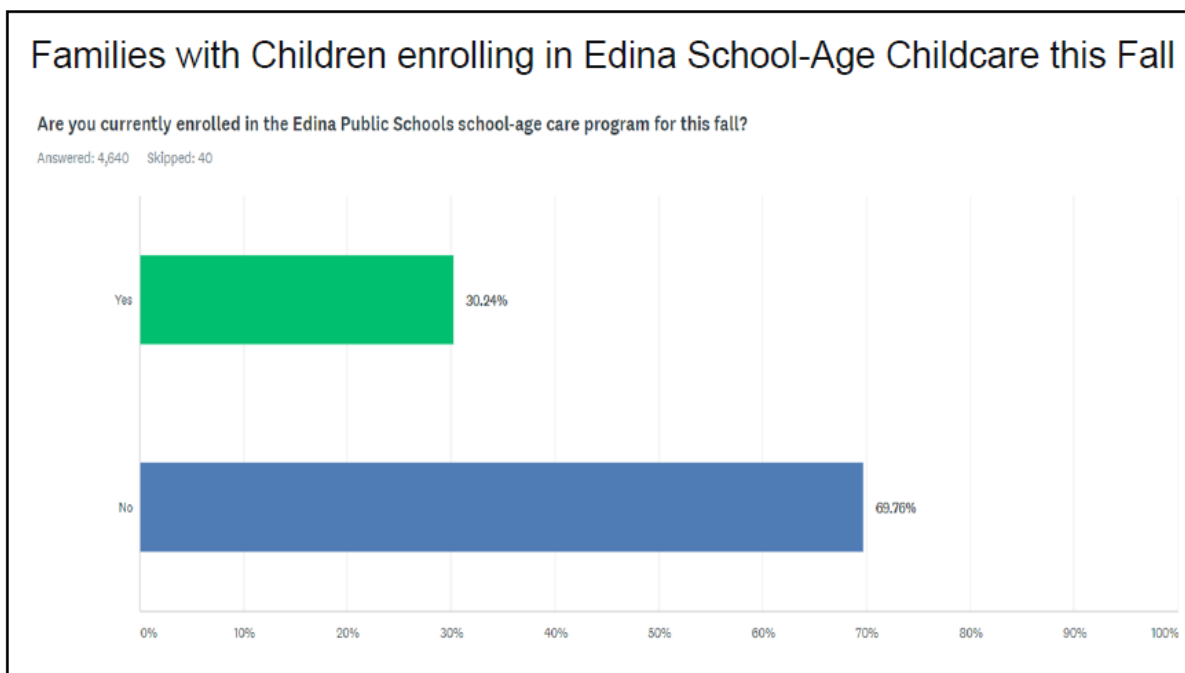
Do you have schoolage children at home?

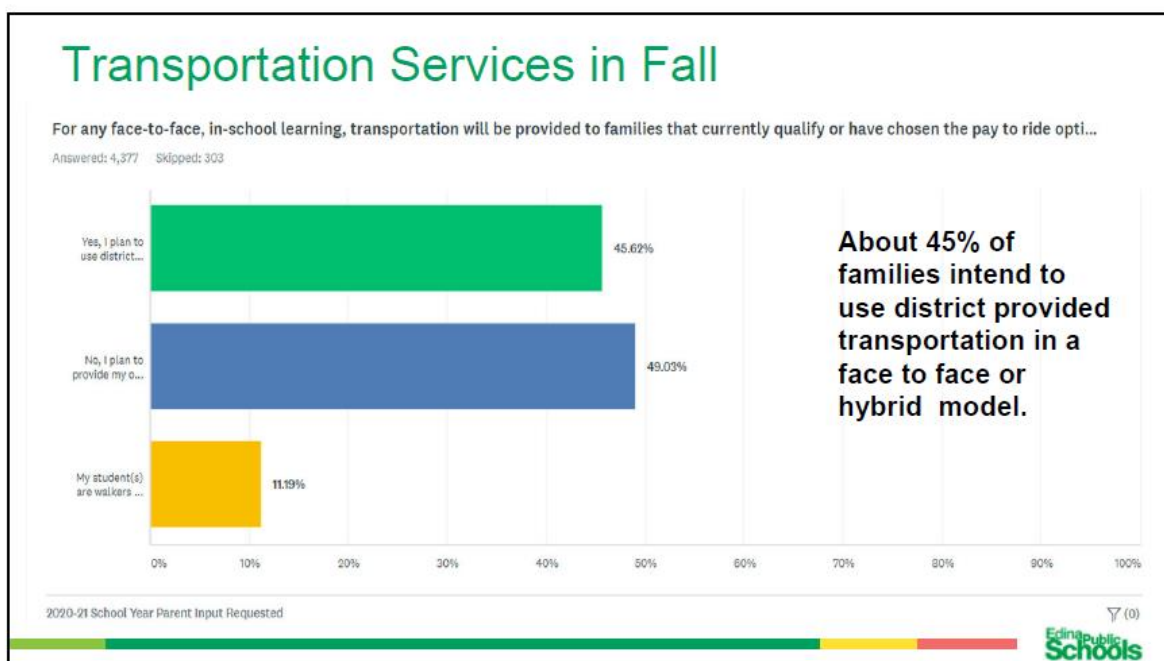
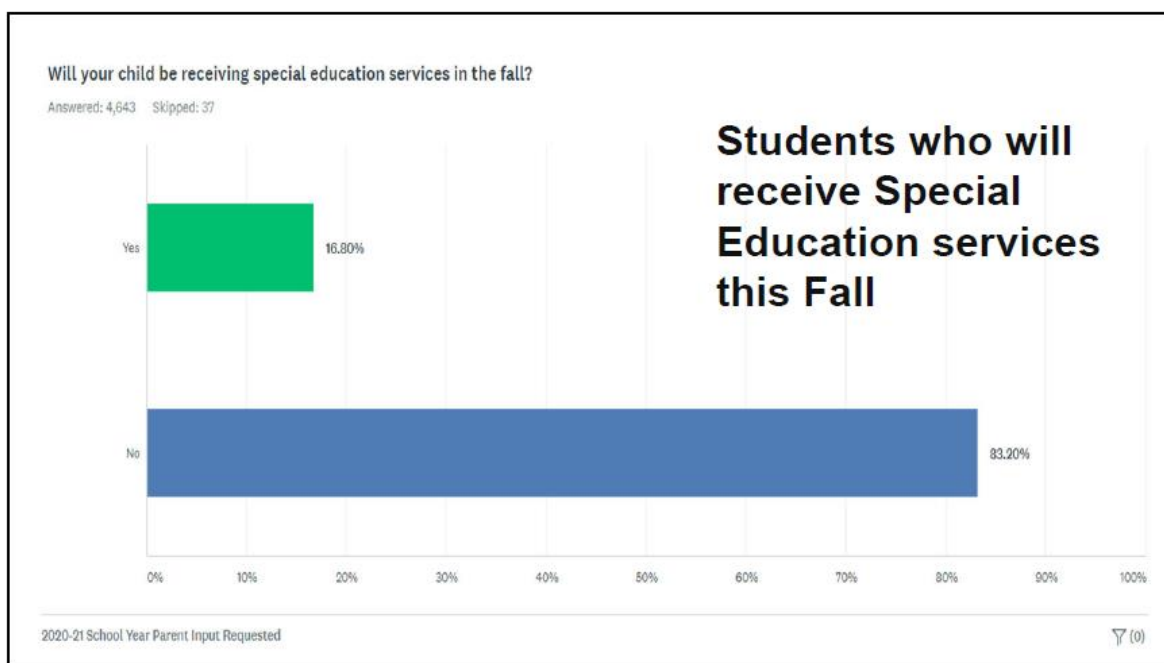
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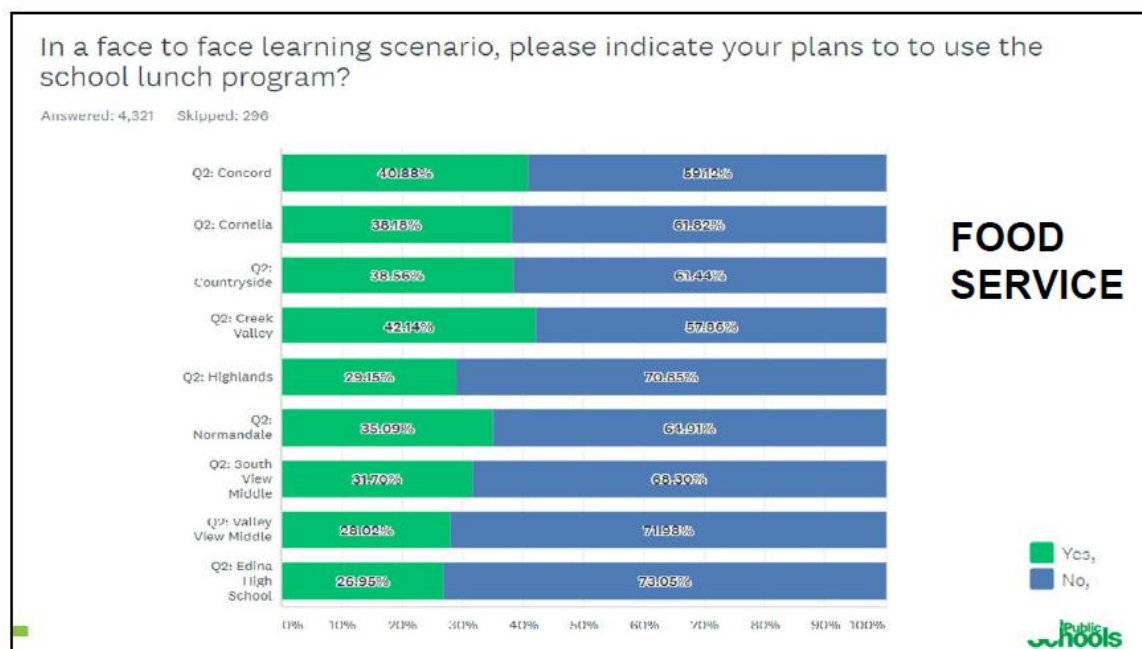
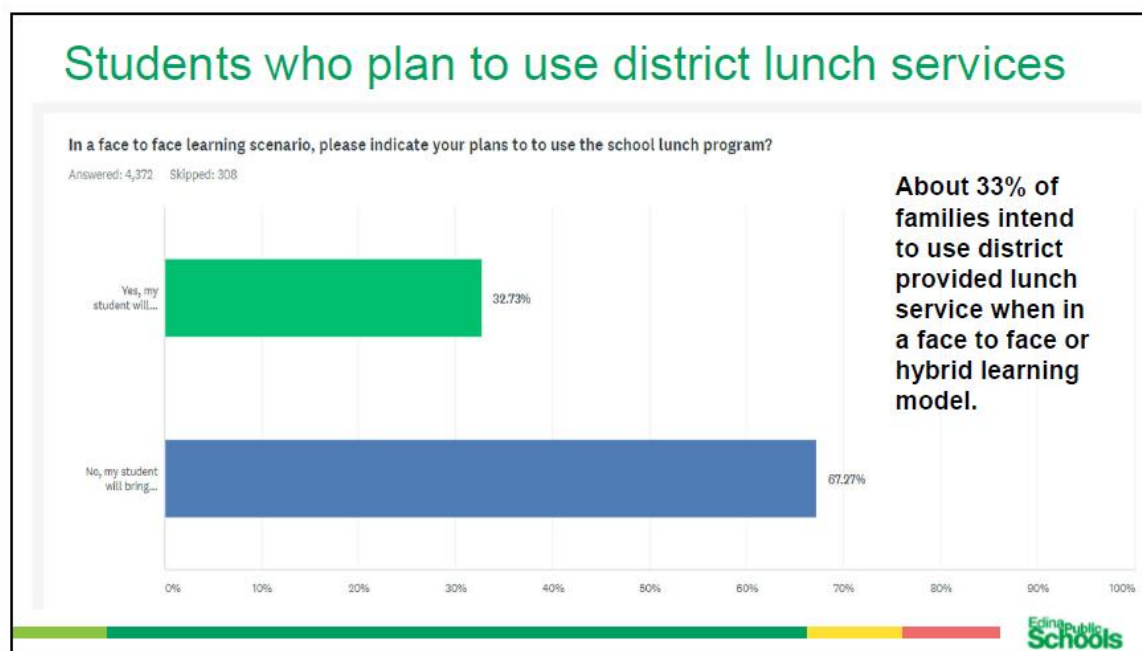


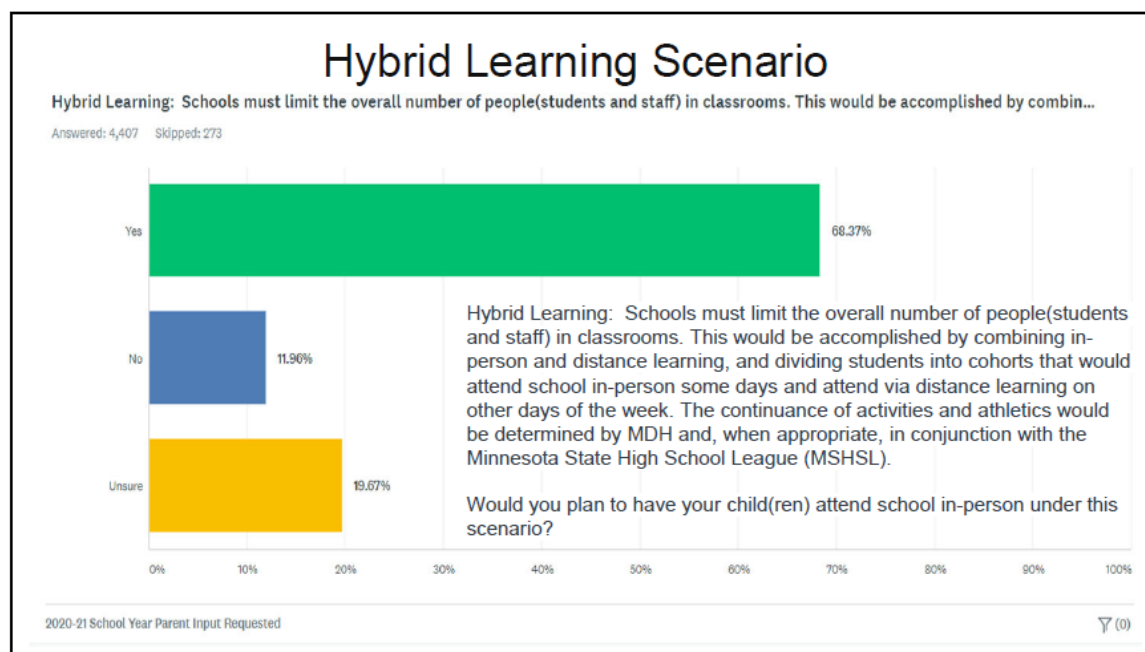
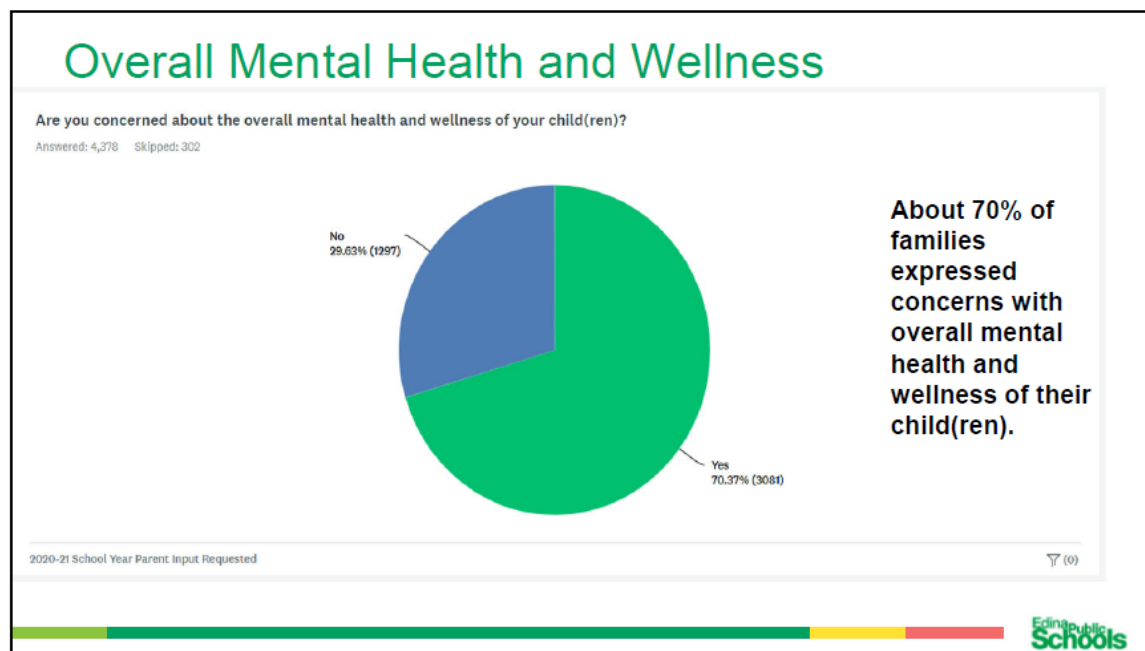


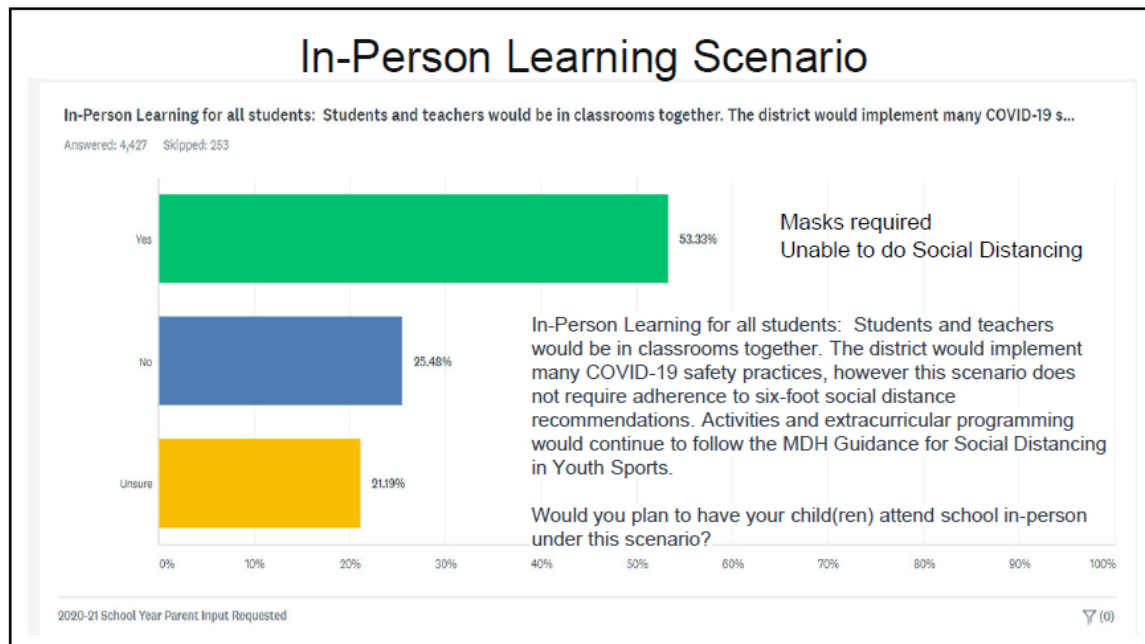
Edina Parent / Guardian
Input
N = ~4700
July 2020











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 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 Open website dashboard (buttons added as information finalized) | Dashboard buttons: <ul style="list-style-type: none"> • Academics • Technology • Safety protocols (facilities and personal) • Operations (bus, nutrition svcs.) • COVID exposure protocols • Mental wellness • Childcare • FAQs • Resources |
| | Virtual Return to Learn Q&A (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.



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



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



Timeline of Planning and Implementation

June Planning

Feedback on
Concepts and
Ideas from Input
Teams

Formulation of
Edina Models

July PlanningAugust Planning

School Board Work
Session

Train staff, students, families

Ongoing Feedback

from staff and
Adapt based on MDE and MDH
community on guidance

models, survey to

launch July 13 Utilize feedback to continuously improve

Final guidance from

MDE and MDH

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 employment outside of the home

Challenges:

- Most challenging for families due to
 - 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?



Board Meeting Date: 8/20/2020 Special Meeting

TITLE: New Appendix I (Face Masks) to Policy 308 (Pandemic Response)

TYPE: Information

PRESENTER(S): Nicole Tuescher, Director of Human Resources & Administrative Services

BACKGROUND: The district complies with 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. Face coverings are meant to protect people, and unless an exception as described in the attached Appendix I applies, each student, employee, or other person present inside a district building or using district transportation vehicles is required to wear a face covering.

ATTACHMENTS:

1. Appendix I to Policy 308 (next page)

Appendix I
FACE COVERINGS

I. GENERAL PRINCIPLES

- A. The district complies with 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.
- B. Face coverings are meant to protect people.
- C. Unless an exception described in Section III below applies, each student, employee, or other person present inside a district building or using district transportation vehicles is required to wear a face covering.
- D. A violation of this policy occurs when a student, employee, or other person present in a district building or using district transportation vehicles fails to wear a face covering, unless an enumerated exception applies.

II. DEFINITIONS

- A. A face covering must be worn to cover the nose and mouth completely. 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; and
 - 7. Medical-grade masks and respirators.
- 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 is not a face covering.
- 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.

- D. The definition of face covering is governed by Executive Order 80-21, as amended.

III. EXCEPTIONS; TEMPORARY REMOVAL OF FACE COVERING

- A. Face coverings should not be placed on (1) anyone under age 2, (2) anyone who has trouble breathing or is unconscious, (3) anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or (4) anyone who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.
- B. A face shield may be used as an alternative to a face covering in the following limited situations:
 - 1. A student in grades kindergarten through eighth grade may wear a face shield when wearing a face covering is problematic, as determined by the district;
 - 2. A teacher may wear a face shield when wearing a face covering may impede the educational process;
 - 3. Employees, students, or visitors who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition may wear a face shield instead of a face covering; and
 - 4. Employees 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.
- C. Employees, students, and other people on district property may temporarily remove their face covering in the following situations:
 - 1. When engaging in classes or activities conducted outdoors;
 - 2. When engaging in indoor physical activity where the level of exertion makes wearing a face covering difficult;
 - 3. During activities, such as swimming or showering, where the face covering will get wet;
 - 4. 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;
 - 5. Pre-kindergarten students ages 5 years and younger;
 - 6. When the wearer needs to remove the face covering to eat or drink;
 - 7. 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;

8. When required by district employees for the purposes of identification;
9. Employees working alone in their offices, classrooms, vehicles, or job locations while engaging in no person-to-person interaction;
10. Employees working in communal spaces that have barriers between employees that are above face level; and
11. When a face covering unreasonably impairs communication with a person who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that unreasonably impairs communication.

IV. IMPLEMENTATION

- A. Each district building has a posted notice that states the face covering requirement.
- B. This policy is communicated to students, employees, families, and potential visitors to school district buildings through the district website.
- C. Although the district will provide face coverings 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.
- D. A person 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.
 1. The Superintendent or designee has discretion to determine whether an employee, parent, or other person qualifies for a reasonable accommodation and the accommodation to be provided.
 2. For a student with a medical condition or disability, the student's education team (e.g. IEP team, Section 504 team, health plan team) will determine whether the student qualifies for a reasonable accommodation and the accommodation to be provided.
 3. As a condition to granting a reasonable accommodation, the 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 are assessed on a case-by-case basis in accordance with applicable federal and state law.

- E. All face coverings must comport with Policy 504 and any resulting district or building dress code expectations.
- F. The district has a distance learning option available to its enrolled students who may be medically vulnerable or otherwise unwilling to wear a face covering while in the district buildings.

V. ENFORCEMENT; CONSEQUENCES FOR NON-COMPLIANCE

- A. The school district will ask persons who fail to adhere to this policy to leave the district building.
- B. The district may, in its discretion, report violators of this policy to law enforcement.

Legal References:

Emergency Executive Order 20-81

Emergency Executive Order 20-82

Minn. Stat. § 12.45 (Governor's Orders and Rules, Effect)

Minn. Stat. § 12.45 (Violations; Penalties)



Board Meeting Date: 8/21/2020

TITLE: Board Recommendations to the 2020-2021 Learning Models

TYPE: Information – *walked in*

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

BACKGROUND: At the August 20, 2020 Board meeting, the School Board presented the 4 attached recommendations for the Administration to complete.

RECOMMENDATION: None

PRIMARY ISSUE(S) TO CONSIDER: Four Board Recommendations to the 2020-2021 School Models

ATTACHMENTS:

1. Report (next page)

School Board Recommendations

1. The district sends out a communication to parents regarding safety and the hybrid model to ensure parents understand the commitments we need from them and their students to make the environment as safe as possible for teachers, students and staff.
2. The district sends communications to the city and city-based sports and activity associations explaining a needed shared community commitment to follow recommended CDC safety rules such as masking and social distancing.
3. The district is given the option of utilizing a measured roll-out of the hybrid model. We suggest giving teachers and administrators an additional week to work on safety protocols and the option to ramp up grades and students gradually, with the expectation that our hybrid program will be fully operational by the week of September 21. This can give us the opportunity to relieve pressure on the system in general and ensure protocols are working before bringing all students in at the same time.
4. Based on feedback we received we believe a broader definition is appropriate to accommodate teacher preferences.