



**School Board Work Session**  
**Monday, October 12, 2020, 5:00 PM**  
**Virtual and In Person at 5701 Normandale, Edina**

**I. Determination of Quorum and Call to Order**

**II. Discussion**

A. Learning Models Review

**Description:** This report provides a framework for collecting data for use in making the decision to turn to a different learning model.

**Presenter(s):** Erica Allenburg, Board Chair; Dr. John W. Schultz, Superintendent; Dr. Randy Smasal, Assistant Superintendent

B. Technology Elements in the Strategic Plan

**Description:** As part of the 2020-25 Strategic Plan, district administration will be conducting action work around Strategy C, Foster Positive Learning Environments and Whole Student Support.

**Presenter:** Steve Buettner, Director of District Media and Technology Services

**III. Leadership Updates**



**Board Meeting Date:** 10/12/2020 Work Session

**TITLE:** Learning Models Review

**TYPE:** Discussion

**PRESENTER(S):** Erica Allenburg, Board Chair; John W. Schultz, Superintendent; and Randy Smasal, Assistant Superintendent.

**BACKGROUND:** The State of Minnesota, through the Governor's Order 20-82, stated: "On June 18, 2020, the Minnesota Department of Education ("MDE") and the Minnesota Department of Health ("MDH") issued guidance to help school districts and charter schools plan for the 2020-21 school year in light of the COVID-19 pandemic. MDE and MDH directed public school districts and charter schools to create three educational delivery plans based on different instructional models: in-person learning for all students; hybrid learning with strict social distancing and capacity limits; and distance learning only. Districts and schools were directed to do this planning because it is imperative that, as this pandemic evolves, our schools are prepared to turn the dial in response to any changing environment during the 2020-21 school year." This report provides a framework for collecting data to use to make the decision to turn to a different learning model.

**RECOMMENDATION:** None

**PRIMARY ISSUE(S) TO CONSIDER:** Framework for Data and Information Used to Consider a Change to a new Model.

**ATTACHMENTS:**

1. Report (next page)

## Background

The Minnesota Department of Health in their planning guide for schools directed districts to plan for the following three scenarios:

**Scenario 1: In-person learning for all students.** In this planning scenario, schools should create as much space between students and teachers as is feasible during the day, but will not be held strictly to enforcing 6 feet of social distancing during primary instructional time in the classroom. Activities and extracurricular programming should continue to follow the COVID-19 Prevention Guidance for Youth and Student Programs

([www.health.state.mn.us/diseases/coronavirus/schools/socialdistance.pdf](http://www.health.state.mn.us/diseases/coronavirus/schools/socialdistance.pdf)). This scenario may be implemented if state COVID-19 metrics continue to stabilize and/or improve. All requirements in this guidance apply to scenario 1.

**Scenario 2: Hybrid model with strict social distancing and capacity limits.** In this planning scenario, schools must limit the overall number of people in school facilities to 50% maximum occupancy. Sufficient social distancing with at least 6 feet between people must occur at all times. If distancing cannot be achieved in a space, the number of occupants must be reduced. Schools must also limit the overall number of people on transportation vehicles to 50% maximum occupancy. Schools must include plans for contactless pick-up and/or delivery of meals and school materials for days that students and staff are not in the school building, as well as implementation of a school-age care program for critical workers. This scenario may be implemented if COVID-19 metrics worsen at the local, regional, or statewide level. Scenario 2 may also be implemented within a school if they experience clusters of cases within a classroom or the school. All requirements in this guidance apply to scenario 2, with additional requirements noted in the Social Distancing and Minimizing Exposure section noted for scenario 2 only.

**Scenario 3: Distance learning only.** This scenario may be implemented if local, regional, or statewide COVID-19 metrics worsen significantly enough to require the suspension of in-person learning. The requirements in this guidance regarding in-person protections would not apply to the general school community, as students and staff would be utilizing distance learning and would not be gathering in groups on school grounds. However, schools may be open to provide emergency child care or other functions.

The Executive Order also states that “Districts have the ability to dial back or dial forward activities consistent with the latest data, guidance, and parameters set forth in the Safe Learning Plan. Our state agencies, along with local and regional partners, will provide our local education agencies the proper guidance and parameters to support them in making these important determinations for their communities. In collaboration with community partners, educators, families, and students, a school district or charter school may choose to be more restrictive than what is recommended by the most up-to-date parameters set forth in the Safe Learning Plan. We will also ensure that distance learning continues to be a widespread option for families concerned about in-person learning, and this option must meet the needs We will also ensure that distance learning continues to be a widespread option for families concerned about in-person learning, and this option must meet the needs of all students who choose it.”

Edina Public Schools chose the current learning models based on the guidance of the department of health. With COVID rates at greater than 20 cases/10,000 of people in the population, Edina Schools offered a hybrid model at 1-12, with a distance learning option (Edina Virtual Academy-EVA). Below is the Minnesota Department of Health's parameters for the learning models:

### **Learning Model Parameters (Number of cases per 10,000 over 14 days, by county of residence)**

#### **Learning Model:**

- 0-9 In-person learning for all students
- 10-19 In-person learning for elementary students; hybrid learning for secondary students
- 20-29 Hybrid learning for all students
- 30-49 Hybrid learning for elementary students; distance learning for secondary students
- 50+ Distance learning for all students

The State of Minnesota expects school districts to provide a Learning Model under the COVID parameters and to implement the protocols of social distancing and masking. Other environmental protocols were also implemented which included, but not limited to, ventilation, plexiglass, hand sanitation, food distribution, and signage.

### **Thoughts about Changing Models**

Hennepin County cases per 10,000 have decreased since school started but showed an uptick last week from the previous, hovering between 15 and 20. After discussion with Bloomington Public Health and Metro ECSU Regional Support Team Leader, Bianca Virnig, it is suggested that we collect data around the following variables: 1) County Case Rates; 2) City Case Rates, 3) Family Feedback; 4) Staff Feedback; 5) Staffing Information (How Deep is the Bench); 6) Operational Consideration 7) Ability to Mitigate Spread 8) Impact on Vulnerable Communities 9) Capacity to Isolate. Public health leaders have shared that making the learning model less restrictive can potentially increase the spread of the virus, as well as increase the number of students who must be isolated from school due to potential spread of the virus. It is important to determine if the school system can mitigate any viral transmission if models are changed.

The information in the table outlines the variables that will be examined when considering a change to the learning model. The variables collected from State, county, and local sources, as well as surveys of parents and staff, information will be reviewed by the Incident Command Team. The Incident Command Team is advisory to the Superintendent who will make a recommendation to the District to change models.

|                    |   |
|--------------------|---|
| Erica Allenburg    | Edina Public Schools Board Chair          |
| Steve Buettner     | Director of Technology and Media Services |
| Thomas Connell     | President of Education Minnesota-Edina    |
| Jody De St. Hubert | Director of Teaching and Learning         |
| Mary Heiman        | District Health Coordinator               |
| Jeff Jorgensen     | Director of Special Services              |

|                 |   |
|-----------------|---|
| Nick Kelley     | Bloomington Public Health, Epidemiologist               |
| Sarah Schandle  | Assistant to the Superintendent                         |
| Randy Smasal    | Assistant Superintendent                                |
| Nicole Tuescher | Director of Human Resources and Administrative Services |
| Bianca Virnig   | Metro ECSU Regional Health Leader                       |
| Mary Woitte     | Director of Communications                              |

| Strategic Goal  | Plan  | Expected Outcomes   | Instrument  | Review Date                                 | Data Analysis   | Adjustment Needed, Action Item and Resources, including   | Impact to Learning Model   |
|---|---|---|---|---|---|---|--|
| <b>Safety</b>   |   |   |   |   |   |   |  |
| <b>Limiting risks to public health:</b> Oversight of safe learning environment for students and staff that adheres to CDC and MDH safety regulations in order to reduce virus-transmission rates within the school setting and protect the health and safety of students and staff. | Monitor spread of virus within community and school district.               | County Numbers align with MDH Learning Model state guidelines | Hennepin County Data Edina Community Partnerships   | Weekly in community dashboard; monthly here | Case count Data per 10,000 by Hennepin County<br><br>Oct 8, 2020--<br><b>21.42 Cases/10,000</b> | 0-9 All In Person<br>10-19 In-Person Elem Sec Hybrid<br>20-29 Elem and Sec Hybrid<br>30-49 Elem Hybrid Sec Distance<br>50+ All Distance   | Learning model implications: The data from MDH supports maintaining hybrid.  |
|   | Track teacher infections/spread within school system                        |   |   | Data Internally Monthly in Dashboard        | Teacher Data:   | Adjust Staffing per Teacher Absence   | Hybrid and In Person Staffing Required to Implement Models   |
|   | Track student infections/spread within school system                        |   |   | Daily internally; Monthly in this dashboard | Student Data:   | Student Transmission May Lead to Change in Model  | Shift Model Per Student Transmission   |
|   | Monitor and track impact of virus symptom quarantine on staff and students. |   |   | Daily internally; Monthly in this dashboard | Student Data:   | The number of primary students that will have to be quarantined for symptoms and potential spread will likely increase at the primary level if/when social distancing requirements are not enforced for an in person model. | Shift Model Per Viral Transmission   |
|   | Train staff, students and parents on safety protocols.                      | Awareness for staff and students around safety protocols.     | Training and PD Report Building Observations Student and Staff Survey<br><br>Walk through Data 9/30 |   | Daily internally; Monthly in this dashboard<br><br>October 22, 2020                             | Teacher Data:<br><br>10 out of 11 of staff checked randomly across 11 sites were clear on COVID protocols. (10-6-20)  | Will be updated at board meeting.<br><br>Suggestions for Improvements: Congregated parents masking during drop off, space for with weather change?, Another communication round on protocols |

| <b>Strategic Goal</b>                                    | <b>Plan</b>   | <b>Expected Outcomes</b>  | <b>Instrument</b>  | <b>Review Date</b> | <b>Data Analysis</b>  | <b>Adjustment Needed, Action Item and Resources, including</b>  | <b>Impact to Learning Model</b>  |
|--|---|---|--|--------------------|---|---|--|
|  | Develop, implement and monitor protocols for safe learning and transportation spaces throughout the district. Behavioral compliance with safety protocols; mitigation of COVID spread within school system. | Social distancing, masking, plexiglass, markers,                | Student and Staff Survey<br>Observations that PPE is Appropriately Used<br><br>Walkthrough Data 9/30           | October 22, 2020   | <b>Signage:</b> 28 out of 30 signs in place across ten sites. (10-6-20)<br><br><b>Masking:</b> 9 buses-100% compliance<br><b>Masking:</b> 65 classrooms-86%<br>"Everyone," 14%<br>"Most Everyone" (10-6-20)   | Add 1 entry sign and check all hallways for signage<br><br>If/when move to in person in elementary school, 6 foot social distancing will no longer be accommodated. Impacts virus tracking. | Maintain Low Viral Transmission<br><br>Maintain Low Viral Transmission |
| <b>Plexiglass</b>  |   |   |  |                    | All requests from teachers have been fulfilled  | Maintain Low Viral Transmission   |  |
| <b>Social Distancing</b>                                 |   |   |  |                    | May need additional space for PE as weather changes colder; If/when move to in person in elementary school, 6 foot social distancing will no longer be accommodated. Impacts virus tracking. Communicate with parents the importance of wearing a mask if they are congregating during pick up or drop off. Learning model implications: The data from MDH and Edina support moving the model to in person at the elementary school but not at the secondary. | Maintain Low Viral Transmission   |  |
| Building infrastructure is prepared for the given model. | Prepare buildings to limit COVID transmission.  | Buildings Provide Environment for Implementing Safety Protocols | Building Data, including ventilations reports, cleaning statistics and implementation and protocol management. | October 22, 2020   | <b>Ventilation</b>  | To Maintain Maximum Air Exchange  | Maintain Low Viral Transmission  |
|  |   |   |  |                    | <b>Cleaning</b>   | To Maintain Low Viral Count on Surfaces   | Maintain Low Viral Transmission  |

| <i>Strategic Goal</i>   | <i>Plan</i>   | <i>Expected Outcomes</i>   | <i>Instrument</i>  | <i>Review Date</i> | <i>Data Analysis</i>                              | <i>Adjustment Needed, Action Item and Resources, including</i>      | <i>Impact to Learning Model</i>                               |
|---|---|--|--|--------------------|---|---|---|
| <b>Teaching and Learning: Prioritize Student Learning</b>   |   |  |  |                    |   |   |   |
| All students are participating and actively engaging in chosen Tier 1 Pathway: Face to Face, Hybrid, and Distance Learning. | Provide staff with the support and resources they need to implement learning models.  |  | Student/Family Surveys<br>Staff Surveys<br>Attendance Analysis   | October 22         | Engagement Data<br>Attendance Data                | PLC and Building level actions to improve engagement and attendance | High levels of engagement are a precursor to learning         |
|   | Teachers have the necessary tools to plan for and consistently deliver curriculum and instruction.                                      | Appropriate supports and resources are adjusted, as needed.  | Report from bi-monthly MOU meetings<br>Staff Surveys<br>Observations   | October 22         | Learning Resources Available                      | Providing Resources to meet needs                                   | Student Engagement in Learning Activity                       |
| Achievement gaps are recognized and eliminated.   | Provide staff with support and resources to create and implement support systems for students not actively engaging in Tier 1 pathways. | All students are engaging in and applying learning. Appropriate interventions are adjusted for students where engagement is still low.   | Student Surveys<br>Staff Surveys<br>Attendance Analysis<br>Intervention System analysis                              | October 22         | Engagement in Learning Data in Race and Ethnicity | Intervention for Learners not Achieving                             | Talent Development and Growth for all students in given model |
| All students are making progress towards meeting or exceeding grade level standards.  | Provide staff with the support and resources they need to implement and respond to student formative and summative assessment data.     | All students are making academic growth towards or beyond grade level standards. Analysis of student need to return to in person. Students not meeting growth targets are provided appropriate intervention. | Early Literacy (Grade K-1)<br>FAST CBM Reading (Grade 2-6)<br><br>NWEA MAP Read (Grade 3)<br>NWEA MAP Math (Grade 8) | TBD                | Growth Data                                       | Interventions for Student not meeting growth targets                | Talent Development and Growth for all students in given model |
| <b>Social and Emotional Support</b>   |   |  |  |                    |   |   |   |
| The learning models will foster a caring school environment where students feel safe physically and                         | Learning Models<br>Provide Appropriate SEL Training to Teachers   | Teachers feel supported emotionally and have resources they need to  | PD Narrative<br>Teacher Survey   | October 22         | SEL Related:<br>Connected Support Network         | Access to Social Emotional Support and Services                     | Student SEL Needs are met in order to engage in model         |

| <b>Strategic Goal</b>   | <b>Plan</b>   | <b>Expected Outcomes</b>  | <b>Instrument</b>   | <b>Review Date</b>   | <b>Data Analysis</b>   | <b>Adjustment Needed, Action Item and Resources, including</b> | <b>Impact to Learning Model</b>                       |
|---|---|---|---|--|--|--|---|
| emotionally, in order to be fully engaged in their academic, personal and social growth.  |   | effectively teach in systems; stress level  |   |  |  |  |   |
| Students/Families have SEL services available   | Provide SEL Staff for all Models  | Students feel engaged   | Student/Family Survey   | October 22   | SEL Related: Connected Support Network                             | Access to Social Emotional Support and Services                | Student SEL Needs are met in order to engage in model |
| <b>Operations &amp; Sustainability</b>  |   |   |   |  |  |  |   |
| <b>Technology &amp; Media Services:</b> Ensure students are receiving instruction delivered through technology and media services                             | Students and staff have equipment, access and understanding to the technology needed to be successful in the model                                      | <i>Equipment:</i> Students and staff receive equipment and network connection needed        | Student/Family Survey Tech Support Help Desk Data Teaching & Learning Data CES Partnership/Tech Support Classes and Participation | Weekly   | Ensure Access to Device and Instructional Technology is Maintained | Provide Technology Resources to Meet Needs                     | Utilize Technology to Access Learning Resources       |
| <b>Staffing Levels:</b> Maintain sufficient staffing  | Maintain Appropriate Staffing for the Given Model   |   | Human Resources Staffing Database   | Weekly   | FTE Data   | FTE to Support In-Person, Hybrid and Virtual                   | Essential to Given Learning Model                     |
| <b>Enrollment:</b> Schools maintain enrollment  | Collect and monitor enrollment after October 1 numbers are reported.  | Stable School and District Enrollment   | Enrollment Report provided by Enrollment Office   | Monthly after Board Enrollment Report in October or November | Exit and Entry Analysis  | Adjust FTE to align to enrollment in the given models          | Essential to Given Learning Model                     |
| <b>Financial Services:</b> School District Finance plans for the 2020-2021 school year  | Review revenue and expenditure data.  | Balanced Budget   | Board report and discussion on revenue and expenditure trends, including additional revenue from federal and state                | Monthly  | Revenue and Expenditure Data                                       | Continue to align enrollment to revenue and services           | Financial Stability and Sustainability                |
| <b>Communications:</b> Effective communications with key stakeholders district-wide regarding pandemic planning and ongoing implementation of learning models | Identify key stakeholders and messages related to Pandemic planning.<br><br>Communicate to students/families and staff plan for entering into the three | Stakeholders understand the pandemic planning and ongoing implementation of learning models | Student/Family Survey Staff Survey Communications Meta-Data   | Monthly  | Perception Data on Communication                                   | Effectiveness of Communication Plan                            | Ensure current and accurate Information about Models  |

| <i>Strategic Goal</i>   | <i>Plan</i>  | <i>Expected Outcomes</i>  | <i>Instrument</i>                     | <i>Review Date</i> | <i>Data Analysis</i>                            | <i>Adjustment Needed, Action Item and Resources, including</i>        | <i>Impact to Learning Model</i>                            |
|---|--|---|---------------------------------------|--------------------|---|---|--|
|   | environments.<br>Create a communications calendar for delivering messages to all stakeholders. |   |                                       |                    |   |   |  |
| Student and families receive progress of student learning from sites and classrooms   | Principals and teachers have appropriate communication plan for each model.                    | Families are receiving information about their child's learning and classroom | School Communication Tools            | Weekly             | Perception Data of Timely Feedback on Learning  | School and classroom communication modification                       | Student and Parents are informed about learning progress   |
| <b>Transportation:</b> A transportation plan for student delivery to and from school within all learning models is viable.                              | Monitor ongoing transportation needs.  |   | Student Transportation Counts/Routing | Monthly            | Route Data to transport students in given model | Increase or Decrease Routes to transport students                     | Students have access to learning                           |
| <b>Food Services/Meals:</b> On-site meal service, including nutrition staff, on and off-site meal delivery is provided and accessible for all students. | Plan and manage food service needs for district  |   | Ongoing Needs Assessment              | Monthly            | Food Distribution Data                          | Ensure students in hybrid, in-person, and virtual have access to food | Student's Nutritional Needs are met so learning can happen |

**Proposed Timeline**

A process to make this decision is described in the schedule below. This schedule is subject to change due to the fluid nature of COVID numbers and lack of predictability of virus spread.

- October 9 Surveys distributed to Families and Staff
- October 13 Meeting with Incident Command Team
- October 14 Survey Closes and Analysis of Results Begins
- October 19 Data is Reviewed by District Leadership
- October 20 Incident Command Team Reviews Data and Discusses Model Change
- October 22 Edina School Board Work Session-  
Model Change Decision (for Grades 1-5 only) Discussed by Edina School Board\*

*\*Hennepin County COVID numbers are not at the level Secondary is under the consideration for a different model right now.*



**Board Meeting Date:** 10/12/2020 Work Session

**TITLE: Update on Initiatives to Address Technology Related Strategic Plan Components**

**TYPE: Discussion**

**PRESENTER(S): Steve Buettner, Director of Media and Technology**

**BACKGROUND:** As part of the 2020-25 Strategic Plan, district administration will be conducting action work around Strategy C, Foster Positive Learning Environments and Whole Student Support.

**RECOMMENDATION:** Learn about the District's Action Steps with respect to the Strategic Plan's Strategy C.

**PRIMARY ISSUE(S) TO CONSIDER:**

Edina Schools administration has begun working on the Action Steps for the following strategic outcomes:

C.3 - Provide students with skills for healthy lifestyles including living effectively with technology and ensure access to participate in K -12 wellness programs.

- An identified wellness team, in collaboration with DMTS, will complete a review of research to determine healthy habits around technology use and recommend standards of practice for E-12.

C.6 - Review and develop a technology plan for students and staff.

- Partner with DMTS to inventory technology currently in use by students and staff.
- Identify the benefits and drawbacks of each category of technology utilized.
- Make recommendations around continued use of each category of technology used.

This presentation provides an update on this work and future deliverables.

**ATTACHMENT:**

1. Presentation

# Technology Elements in Strategic Plan - Update

Steve Buettner  
Director of District Media and Technology Services



## Foster Positive Learning Environments and Whole Student Support

C.3 - Provide students with skills for healthy lifestyles including living effectively with technology and ensure access to participate in K -12 wellness programs.

- An identified wellness team, in collaboration with DMTS, will complete a review of research to determine healthy habits around technology use and recommend standards of practice for E-12.

## Action: Conduct research study on habits of students Internet use

To assist us in understanding habits around technology use, Edina Public Schools has joined the GoGuardian Curious School Partner Program to co-create and research how to maximize the positive aspects and minimize the negative aspects of student technology use.

Specifically, the outcome of this Study is

1. To help understand the relationships between online browsing behavior and student academics
2. To help Edina Public Schools find and promote the most effective browsing settings for student success and healthy use of Internet.

## Foster Positive Learning Environments and Whole Student Support

C.6 - Review and develop a technology plan for students and staff

- Partner with DMTS to inventory technology currently in use by students and staff.
- Identify the benefits and drawbacks of each category of technology utilized.
- Make recommendations around continued use of each category of technology used.

## Action Conduct Peer review of technology

COSN (the Consortium for School Networking) has identified the current set of practices needed to be a successful digital school system. The review process will review the schools system to determine how a district aligns with these best practices identified by peers who have successfully converted to a digital environment.

Specifically, the outcome of this review is

1. Inventory technology currently in use by students, staff, parents and the organization.
2. Provide feedback on where Edina Public Schools is aligned to these best practices and make recommendations around practices that can be improved.

## Next Steps

### Healthy practices research study

- Announce study
- Conduct information sessions
- Provide FAQ, opt out for students and families
- Do research

### Technology Audit(COSN Peer Review)

- Provide documentation on current practices
- Do survey work
- Conduct interviews

## Deliverables

Healthy practices research study

- Phase 1 results summer of 2021
- Phase 2 and 3 TBD

Technology Audit(COSN Peer Review)

- Preliminary findings mid November

Questions?