

School Board Work Session
Monday, June 20, 2022; 5:00 PM
ECC Room 350 and Virtual*

I. Determination of Quorum and Call to Order

II. Discussion

A. COVID Update

Description: As part of the ongoing monitoring of COVID management the administration is providing a situational update.

Presenter(s): Dr. Stacie Stanley, Superintendent; and Anna Sunday, Health Services Supervisor

B. EHS Mathematics

Description: The discussion and presentation will articulate some of the Pandemic learning loss issues that teachers anticipated, some of the lessons learned by EPS Mathematics instructors and plans by the department, the high school administration and district administration for addressing student needs in mathematics in the future.

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; Jody De St. Hubert, Director of Teaching and Learning; and Andy Beaton, Edina High School Principal

C. EPS Calendar for 2024-2025 School Year

Description: The Calendar Committee will continue to meet annually to establish a rolling calendar that is 2 years ahead of the current school year. This will provide staff and families ample planning time to organize family, life and community activities. A set of parameters for the calendar committee to consider has been drafted and is referred to as the [*Guiding Change for the 2024-25 EPS Calendar*](#). Administration is asking for board discussion and later approval on the parameters to guide the work of the committee, which will begin to meet weekly in August of 2022.

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; and Sonya Sailer, Director of Human Resources

III. Board Chair Updates

IV. Superintendent Updates

V. Adjournment

* One Board member will participate virtually from 28 Rue Monsieur le Prince, Paris, France



Board Meeting Date: 6/16/2022

TITLE: End of Year COVID update and mitigation recommendation

TYPE: Discussion

PRESENTER(S): Dr. Stacie Stanley, Superintendent; and Anna Sunday, Health Services Supervisor

BACKGROUND: As part of our ongoing monitoring of COVID management the administration is providing a situational update and mitigation recommendation.

RECOMMENDATION: Receive the report and consider the mitigation recommendations

Desired Outcomes from the Board: Thoroughly review the written overview to ensure there is a common knowledge and background on the topic. Have questions prepared for the administration.

ATTACHMENTS:

Overview narrative



June 16, 2022

Edina School Board Directors:

On August 9, 2021, the administration presented a COVID-19 return to school plan, which was designed for students to experience the academic and social emotional benefits of in person learning, with limited need for quarantine. The plan was modified to meet the various COVID-19 conditions that occurred throughout the school year, and the board received numerous updates on COVID mitigation protocols throughout the school year. Overall, the plan was successful, as Edina Public Schools students were not moved to a distance learning model during the 2021-2022 school year.

This end of the 2021-2022 school year report is intended to provide a summary of most recent efforts, current context, and administrative recommendations moving forward. It is important to note that this report is based on knowledge, status protocols and information from the CDC and MDH to date.

Sincerely,

Dr. Stacie Stanley
Superintendent of Edina Public Schools

Edina Public Schools COVID-19 Update

Background:

Several key changes took place in the spring of 2022 that impacted the tenability of Edina Public Schools' COVID-19 management strategy and protocol for handling a positive case of COVID-19.

On February 25, 2022, the Centers for Disease Control and Prevention (CDC) issued new Indicators for Monitoring COVID-19 Community Levels and COVID-19 and Implementing COVID-19 Prevention Strategies. These indicators and prevention strategies shift away from a “zero-transmission” model of COVID-19 management toward a model focused on preventing severe illness, protecting the most vulnerable, and minimizing the impact on the healthcare system.

The CDC identified high community vaccination rates, booster availability, infection-based protection in the unvaccinated, and access to testing and COVID-19 therapies as factors reducing the risk of severe illness and death among infected people.

In response to the updated February 2022, CDC recommendations Edina Public Schools began offering a Test-to-Stay program to support the district's goal of keeping students in the classroom to the greatest extent possible. This program increased options for exposed, unvaccinated students and staff by allowing them to remain in school following a one-time COVID-19 exposure as long as they remained asymptomatic, wore a face covering, and participated in serial testing at recommended intervals during the 10-day quarantine period. Licensed School Nurses, Health Service Associates, building administrators, and office staff made every effort to implement this program with fidelity and keep students in school and learning following exposures to COVID-19.

Edina Public Schools also downgraded its masking expectations for students and staff to “strongly recommended” effective February 23, 2022. This change resulted in an increase in the number of students and staff directed to quarantine or participate in the Test-to-Stay program, because the Minnesota Department of Health's exemption from quarantine rule for masked students and staff was no longer applicable. Additionally, the new Omicron subvariants resulted in surging case rates in the community in the late spring, causing a sharp increase in exposures at school.

During the last six weeks of the school year, more than 500 students chose to participate in the Test-to-Stay program rather than quarantining at home. These students and staff were able to continue attending school while asymptomatic when they would have otherwise missed up to 10 days of school per exposure. From April 23rd-June 3rd, very few of the exposed students and staff who participated in the Test-to-Stay program tested positive for COVID-19 during the 10-day period following the exposure. Exact numbers of positive cases identified through the Test-to-Stay program are not reported here due to the extremely low numbers (less than 10

individuals, which is sometimes used as a threshold for suppressing public health data) and a desire to protect student and staff privacy.

Impact of Current COVID-19 Protocol:

The Test-to-Stay program provided healthy students an opportunity to stay in school without substantially increasing the number of COVID-19 exposures for the school community. However, the program was introduced just after the end of the Omicron surge, during a time when Edina Public Schools had a universal face covering policy and COVID-19 transmission was low. When the face covering policy shifted to “strongly recommended” and community transmission rates increased, contact tracing and implementation of the Test-to-Stay program led to an unsustainable demand for the level of staff resources. Contact tracing, communication with close contacts, and enforcement of the requirements of the new Test-to-Stay program for unvaccinated students and staff became much more complicated.

Additionally, analysis of positive case data during the last six weeks of the school year shows that vaccination status is no longer a reliable indicator for which students and staff are most at risk for testing positive for COVID-19. Instead, case rates in vaccinated and unvaccinated students and staff closely align with the overall vaccination rates in the community (an estimated 87% for ages 5+ in the city of Edina), suggesting that vaccinated and unvaccinated people in Edina are contracting COVID-19 at about the same rate.

Positive COVID-19 Cases (Students) Reported to Edina Health Services for Weeks 35-40:

	% Vaccinated	% Unvaccinated / Undervaccinated / Unknown
Positive Students, 4/23-4/29	88.5%	11.5%
Positive Students, 4/30-5/6	81.5%	18.5%
Positive Students, 5/7-5/13	87.5%	12.5%
Positive Students, 5/14-5/20	83.4%	16.6%
Positive Students, 5/21-5/27	89.2%	10.8%
Positive Students, 5/28-6/3	89.5%	10.5%

The consequences of COVID-19 exposures have disproportionately affected unvaccinated students and staff, even though vaccinated people have tested positive for COVID-19 at a similar rate. For unvaccinated students with one-time exposures at school or in the community, this has resulted in making a choice between frequent participation in the Test-to-Stay program or quarantining at home. For unvaccinated students with household members who test positive for COVID-19, this means up to 15 days quarantined at home, depending on the student’s ability to wear a well-fitting face covering upon return. Per public health guidelines, vaccinated

students and staff in similar situations are permitted to continue attending school unmasked during this period, despite the similar infection rate in vaccinated and unvaccinated people. These lengthy absences for unvaccinated students—particularly the district’s youngest learners—affect the ability of students and teachers to form relationships and develop routines, result in loss of wages or jobs for those caregivers unable to work from home, and sometimes negatively affect mental health.

Mandatory participation in quarantine and/or the test-to-stay program also produced unintended health data privacy implications. As fewer students and staff in our buildings continued to voluntarily wear face coverings, the enforcement of face coverings for a select group of students and staff following a COVID-19 exposure became a way of identifying vaccinated students/staff from unvaccinated students/staff. Making face coverings mandatory for students participating in the Test-to-Stay program and not for their vaccinated peers has been difficult for classroom and administrative staff to enforce and has resulted in confusion for our youngest students, especially those who struggle with wearing a mask and therefore at times had to leave the classroom.

For the last two years, Edina’s Health Services Team has focused on COVID-19 at the expense of other public health priorities that impact our students’ opportunity to fully engage in their learning. COVID-19 management is one of several responsibilities of our health services staff. Licensed School Nurses also support the district’s strategic plan in the following ways:

- Ensuring compliance with state and district health requirements (e.g., seizure training and required immunizations)
- Planning for safe medication management, storage, and administration in the school setting and on field trips
- Training unlicensed staff to monitor and respond to health-related emergencies
- Tracking and mitigating the spread of other communicable diseases, such as norovirus
- Organizing and conducting on-site hearing and vision screening
- Care and case management of students with chronic health conditions
- Promoting independence for students managing chronic health conditions
- Collaboration with 504 and IEP teams to address health-related barriers to accessing education
- Providing support to families accessing community health resources

Many of these important tasks have received less attention than required in the wake of the COVID-19 pandemic. With this in mind, it is important to consider each of the district’s COVID-19 mitigation efforts in terms of its inputs as well as its impact and to align with the district’s overall goal of “fostering a caring school environment, where students feel safe physically and emotionally, in order to be fully engaged in their academic, personal and social growth” (EPS 2020-2027 strategic plan priority C). Levels of community transmission will fluctuate as new variants emerge; mitigation efforts should be targeted, and families should be provided with the information they need to make informed decisions.

Current Context

In the Twin Cities area, we have seen increased access to Paxlovid (an antiviral therapy to treat COVID-19 for those who meet specific age or health-related criteria) as well as the opening of the new Test-to-Treat facility in Brooklyn Center. In addition, on June 15 2022, the FDA approved Pfizer and Moderna vaccinations for children under 5 years of age.

As society learns to live with the reality of COVID-19, it is recommended that the district take into consideration the now available medical resources including antiviral therapies and vaccinations for students under the age of 5, to modify our mitigation protocols per recommendations below. This will also allow us to recommit to other public health priorities with demonstrated impacts on student learning.

Recommendations:

The following recommendations, take into consideration the current context with COVID-19 mitigation and response. The recommendations addressed in the summary below are consistent also with the procedures being followed in other Lake Conference districts for handling positive cases of COVID-19 (see attached tables for comparison):

1. Discontinue the current test-to-stay program.

Although the Test-to-Stay program allowed most of the students who were identified as close contacts to remain in school, the program had unintended consequences that impacted student and staff privacy and affected student well-being and relationships with teachers and peers. As the rate of infection increased among vaccinated individuals, the program inadvertently led to feelings of being singled out or isolated. This program requires significant staff resources and testing supplies while showing little evidence of decreasing COVID-19 transmission at school.

2. Discontinue the current quarantine requirements; strongly recommend testing and well-fitting face coverings for those who have had a known exposure to COVID-19, regardless of vaccination status.

Vaccination status is no longer a reliable indicator for the likelihood of a student or staff member testing positive for COVID-19, and a quarantine protocol based on vaccination status is no longer an effective means of preventing COVID-19 transmission at school. Although there is some evidence of possible in-school COVID-19 transmission, these occurrences are generally seen when community transmission rates are very high and people are potentially exposed to COVID-19 in multiple settings.

Excluding asymptomatic people from school is a high-cost mitigation strategy; the administration recognizes the impact of quarantine requirements on student performance and mental health as well as the ability to maintain safe staffing levels. Pivoting to an isolation policy that requires students and staff to only stay home if they are symptomatic and/or test positive for COVID-19 is

consistent with the way the district manages other infectious diseases, such as norovirus, influenza, and strep throat.

3. Pause mandatory surveillance testing program for unvaccinated staff.

This program requires significant staff resources and testing supplies while identifying few additional cases of COVID-19 that would not be identified through other measures (such as isolation and testing for staff with symptoms of COVID-19, which will remain in place). According to our EPS records, the group of underreported/unvaccinated staff is not currently testing positive for COVID-19 at a higher rate than vaccinated staff. A pause in the mandatory surveillance testing program for unvaccinated staff would allow the school district to immediately redirect significant resources to other important needs while continuing to monitor the situation should a return to the program be deemed prudent in the future.

4. Continue to follow isolation protocols for symptomatic students and staff and those who test positive for COVID-19 per Minnesota Department of Health (MDH) guidelines.

Although society is largely treating COVID-19 as endemic, we continue to see surges in case rates locally and globally. Keeping as many students as possible in school and learning requires strict adherence to the [Minnesota Department of Health's Isolation Guide](#) for those experiencing symptoms of COVID-19 and those who have tested positive for COVID-19. MDH guidelines require COVID-19 testing for those with symptoms of COVID-19, regardless of vaccination status, and isolation for those with positive tests. The administration recommends making at-home COVID-19 tests available to families through the 2022-23 school year and continuing to require well-fitting face coverings for those returning from shortened isolation per MDH guidelines. The administration recommends making face coverings available to students and staff for this purpose while supplies last.

5. Continue positive COVID-19 case notification and testing recommendations as follows:

- a. Distribute COVID-19 exposure notifications to exposed classrooms (E-5) with a maximum of 2 notifications per month; publish numbers of positive cases on the COVID dashboard for grades E-5 and 6-12.
- b. At-home test kits will be available in the health office upon request for all exposed students and staff at E-12 school sites while supplies last.

[The Minnesota Department of Health's Best Practices for Handling a Confirmed Case of COVID-19](#) indicate that programs should continue to notify close contacts of COVID-19 exposures even if they are not recommending quarantine. Distributing exposure notifications to exposed classrooms and publishing numbers of positive cases at the early ed/elementary and secondary levels is a low-input mitigation strategy that provides parents, students and staff with the information they need to make informed decisions about the level of transmission in the school setting and allows them to consider additional layers of personal protection. The administration recommends distributing COVID-19 exposure notifications to exposed classrooms (E-5) in consultation with the program's Licensed School Nurse, with a maximum of

2 notifications per month per classroom in order to balance the need to provide families with information about potential exposures with the psychological well-being of the affected students and families. The administration also recommends making high-quality respiratory protection (KN95 masks) and at-home test kits available for all students and staff upon request.

6. Strongly recommend vaccinations and boosters for all eligible students and staff.

As of June 6, 2022, current vaccination rates for Edina Public Schools students are 76.78% (K-5), 82.97% (6-8) and 88.0% (9-12). On June 15, 2022, the FDA approved Pfizer and Moderna vaccinations for children under 5 years of age. Although vaccination status has not been a reliable predictor for testing positive for COVID-19, it remains a reliable predictor of hospitalization. Hospitalization rates are 1.7x higher for unvaccinated children 5-11 years of age, 2.5x higher for unvaccinated children 12-17 years of age (compared to those who have been vaccinated and boosted), and 4.9x higher for those 18 years of age and older (compared to those who have been vaccinated and boosted). Recommending vaccinations and boosters for all students and staff is another low-input, high-impact mitigation strategy to reduce the risk of severe illness for the members of our school community.

7. Modification of masking expectations to:

- (1) *Optional* well-fitting face coverings for all students and staff &
- (2) *Strongly Recommended* well-fitting face coverings for those who have had a known exposure to COVID-19, regardless of vaccination status. Face coverings will be available at school while supplies last.

Students and staff are currently wearing face coverings at very low rates in the K-12 setting (participation is much higher in the Early Learning Center). The current “strongly recommended” face covering policy does not provide flexibility for any other status than universal masking when additional personal protections may be warranted. An “optional” face covering policy is consistent with the current CDC COVID-19 Community Level recommendation. This also allows health services to “strongly recommend” face coverings based on a change in the CDC COVID-19 Community Level, in the event of an individual’s exposure to COVID-19, or if evidence of spread of COVID-19 is present in a classroom. High quality face coverings (adult and child-sized KN95 masks) have been purchased for this purpose and are available to students and staff upon request while supplies last.

8. Additional low-input, high-impact mitigation strategies will include: continued use of HEPA filters in K-12 classrooms and nursing offices, Monitoring students for the signs and symptoms of infectious disease like influenza and COVID-19, and promoting Hygiene protocols; provide hand-sanitizer stations, and signage provided throughout the school.

Table 1: Current COVID-19 Protocols by District

	<u>Edina (Current)</u>	<u>Hopkins</u>	<u>Minnetonka</u>	<u>Wayzata</u>	<u>Eden Prairie</u>	<u>Buffalo</u>	<u>St. Michael Albertville</u>
Isolation for Positive COVID-19 Test	Minimum of 5 days (per MDH)	Minimum of 5 days (10 days for early childhood)	Minimum of 5 days (per MDH)	Minimum of 5 days (per MDH)	Minimum of 5 days (per MDH)	Minimum of 5 days (per MDH)	Minimum of 5 days (per MDH)
Quarantine for Close Contacts	Yes, if unvaccinated and no COVID in 90 days (per MDH). TTS option for non-household members.	Household members, if unvaccinated and no COVID in 90 days (10 days).	No, may come to school if asymptomatic.	Household members, if unvaccinated and no COVID in 90 days.	No, may come to school if asymptomatic.	No, may come to school if asymptomatic.	No, may come to school if asymptomatic.
Notifications	Classroom (E-5). E-5 & 6-12 numbers on dashboard	Classroom (E-5), 6-12 numbers on dashboard	Classroom (E-5), E-12 numbers on dashboard by school	Classroom (K-5) if cases >3, Early learning 1 case in a classroom. E-5: no more than 2 notices will go out per month. 6-12 numbers on dashboard	Notifications per COVID coordinator; E-12 numbers on dashboard	Classroom (E-5) and KidCare, rare at secondary	Classroom (E-4) if cases >3, school (5-12) if cases >5%
Symptoms of COVID-19	Stay home and test before attending	Stay home and test before attending	Stay home and test before attending	Stay home and test before attending	Stay home and test before attending	Stay home and test before attending	Stay home and test before attending
Face Coverings	Strongly recommended	Recommended	Optional	Based on CDC community level: optional for low/medium, recommended for high	Optional. Strongly recommended for those returning from isolation/quarantine	Optional	Optional
Surveillance Testing	Weekly testing for unvaccinated staff; at-home test kits available upon request for all	Weekly saliva testing offered (staff only now), home rapid kits as needed	Weekly testing optional; at-home test kits upon request	At-home test kits available upon request	At-home test kits available upon request	At-home test kits available upon request	None

Table 2: PROPOSED CHANGES - highlighted in yellow

	EPS (proposal)	Hopkins	Minnetonka	Wayzata	Eden Prairie	Buffalo	St. Michael Albertville
Isolation for Positive COVID-19 Test	Minimum of 5 days (per MDH)	Minimum of 5 days (10 days for early childhood)	Minimum of 5 days (per MDH)	Minimum of 5 days (per MDH)	Minimum of 5 days (per MDH)	Minimum of 5 days (per MDH)	Minimum of 5 days (per MDH)
Quarantine for Close Contacts	No, may come to school if asymptomatic.	Household members, if unvaccinated and no COVID in 90 days (10 days).	No, may come to school if asymptomatic.	Household members, if unvaccinated and no COVID in 90 days.	No, may come to school if asymptomatic.	No, may come to school if asymptomatic.	No, may come to school if asymptomatic.
Notifications	Classroom (E-5), max 2 per month. E-5 & 6-12 numbers on dashboard	Classroom (E-5), 6-12 numbers on dashboard	Classroom (E-5), E-12 numbers on dashboard by school	Classroom case (Early Ed), cases >3 (K-5), 6-12 numbers on dashboard	Notifications per COVID coordinator; E-12 numbers on dashboard	Classroom (E-5) and KidCare, rare at secondary	Classroom (E-4) if cases >3, school (5-12) if cases >5%
Symptoms of COVID-19	Stay home and test before attending	Stay home and test before attending	Stay home and test before attending	Stay home and test before attending	Stay home and test before attending	Stay home and test before attending	Stay home and test before attending
Face Coverings	Optional for low/medium CDC level, strongly recommended for high CDC level, exposure, or >3 cases in class	Recommended	Optional	Based on CDC community level: optional for low/medium, recommended for high	Optional. Strongly recommended for those returning from isolation/quarantine.	Optional	Optional
Surveillance Testing	At-home test kits available upon request	Weekly saliva testing optional for staff, home rapid kits upon request	Weekly testing optional; home rapid kits as needed	At-home test kits available upon request	At-home test kits available upon request	At-home test kits available upon request	None



Board Work Session: June 20, 2022

TITLE: EHS Mathematics

TYPE: Discussion

PRESENTER(S): Dr. Randy Smasal, Assistant Superintendent; Jody De St Hubert, Director of Teaching and Learning; Andy Beaton; EHS Principal; and Jennifer Stone, EHS Mathematics Teacher

BACKGROUND: The attached materials articulate some of the Pandemic learning loss issues that teachers anticipated, some of the lessons learned by our Mathematics instructors and plans by the department, the high school administration and district administration for addressing student needs in mathematics in the future.

RECOMMENDATION: No recommendation is being made to the board at this meeting.

DESIRED OUTCOME FROM THE BOARD:

- Upon review of the attached slides please bring your questions and comments to the school board work session for discussion.

ATTACHMENTS:

- See Attached Slide Deck

Math Learning EHS: Board Presentation School Board Work Session

Monday, June 20, 2022

Dr. Randy Smasal, Jody De St. Hubert, Andy Beaton, Jennifer Stone

Overview

- Anticipation of Needs
- Lessons Learned
- Moving Forward

Anticipation of student needs

- The linearity of mathematics posed unique challenges
- Gaps in student learning
- Frontloading of knowledge and skills would be needed
- Additional time for learning would be needed
- AP Curriculum Timeline for course content will be a challenge

Lessons Learned

- Scope and Sequence Change to Secondary Mathematics
- Student Performance Data:
 - 5 year grade history in math courses
 - Calculus end of Semester Grades
- Surveyed students in AP Calc AB

Student Performance Data: 5 year grade history in EPS math courses

Score Data		Score ▾									
School Year ▾	A	B	C	D	F	P	I	NC	NG	W	
☰ 2018	40.48%	30.92%	17.19%	7.39%	3.28%	0.35%	0.00%	0.10%	0.29%	0.00%	
S1	40.19%	31.92%	16.50%	7.04%	3.62%	0.35%	0.00%	0.15%	0.23%	0.00%	
S2	40.78%	29.89%	17.89%	7.76%	2.93%	0.36%	0.00%	0.04%	0.36%	0.00%	
☰ 2019	38.02%	32.84%	17.34%	6.65%	2.74%	1.72%	0.00%	0.39%	0.31%	0.00%	
S1	38.14%	33.59%	16.89%	6.61%	2.45%	1.53%	0.00%	0.42%	0.38%	0.00%	
S2	37.90%	32.07%	17.79%	6.69%	3.05%	1.92%	0.00%	0.35%	0.23%	0.00%	
☰ 2020	41.35%	31.98%	14.11%	3.57%	1.33%	6.45%	0.00%	0.20%	0.99%	0.02%	
S1	36.66%	33.32%	17.91%	7.03%	2.62%	1.83%	0.00%	0.32%	0.28%	0.04%	
S2	46.19%	30.61%	10.19%	0.00%	0.00%	11.21%	0.00%	0.08%	1.72%	0.00%	
☰ 2021	42.31%	29.53%	12.41%	0.00%	0.00%	12.19%	0.00%	0.08%	3.49%	0.00%	
S1	42.98%	30.43%	11.10%	0.00%	0.00%	12.20%	0.00%	0.08%	3.22%	0.00%	
S2	41.63%	28.61%	13.74%	0.00%	0.00%	12.18%	0.00%	0.08%	3.77%	0.00%	
☰ 2022	38.82%	25.30%	13.32%	5.86%	4.32%	11.62%	0.02%	0.51%	0.24%	0.00%	
S1	39.02%	23.90%	12.03%	5.86%	4.95%	13.42%	0.00%	0.55%	0.28%	0.00%	
S2	38.60%	26.75%	14.66%	5.86%	3.67%	9.74%	0.04%	0.45%	0.21%	0.00%	
Grand Total	40.19%	30.14%	14.90%	4.71%	2.34%	6.40%	0.00%	0.25%	1.06%	0.00%	

Student Performance Data: Final Grades in EPS Calc. Courses 6-8-22

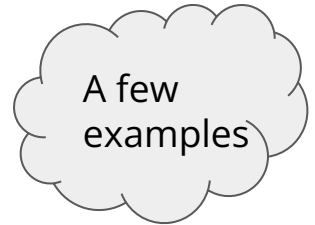
6/8/2022	Pre-Calculus				AP Calculus AB				AP Calculus BC			
	A	25%	36%	A's	A	4%	9%	A's	A	32%	42%	A's
	A-	11%			A-	5%			A-	10%		
	B+	10%	32%	B's	B+	11%	39%	B's	B+	10%	33%	B's
	B	12%			B	16%			B	12%		
	B-	10%			B-	12%			B-	12%		
	C+	7%	20%	C's	C+	13%	42%	C's	C+	8%	17%	C's
	C	7%			C	22%			C	5%		
	C-	6%			C-	6%			C-	4%		
	D+	3%	9%	D's	D+	5%	8%	D's	D+	3%	5%	D's
D	3%	D			2%	D			1%			
D-	4%	D-			1%	D-			1%			
F	3%	3%	F's	F	2%	2%	F's	F	3%	3%	F's	
>600 students				>160 students				~80 students				

Note: Calc BC has a slightly different grading scale.

Lessons Learned

- Surveyed students in AP Calc AB

- What actions did your teacher take that helped you better understand the material?
 - Expected me to write down steps to example problems(72.9%)
 - Went through difficult homework problems or questions from homework (65.6%)
 - Provided structured Notes (86.5%)
 - Went through test and quiz questions (78.1%)
- General Comments
 - “By shortening the tests it made it that if I got something wrong on even one question it made my grade bad. Even if I understand the material I still get a bad grade. More review days would have been helpful.”
 - “I wish we had more review packets and structure time in class to review the unit we had learned. We would normally be given sheets of learning targets and maybe some questions, but the units where we had more packet like reviews I always performed better on the tests.”
 - “I think taking more ap style tests (same time limit/questions) with the same grade norming as the AP test would be helpful.”

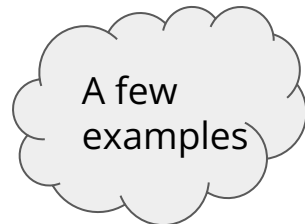


Lessons Learned

- Surveyed students in AP Calc AB

- General Comments

- “I felt like maybe the slip in learning from covid may have required more accommodation than we got early on. I think that by the end of the semester, most of the students had a pretty good grasp of the concepts, so I think the teachers did a really good job.”
 - “... it’s just the hardest class I’ve taken, I wasn’t ready for the effort I would have to put in , teaching was good.”



Moving Forward

- Site/District Level
 - Summer Courses - Boost opportunities
 - Scope and Sequence Changes
 - Course Registration Review and Guidance

Moving Forward: Summer Courses: 2022-23

- Summer Courses
 - Last summer
 - Transitions - To help students coming out of the Pandemic transition to EHS (2021)
 - Algebra Boost (2021)
 - This summer
 - Algebra I (2022)
 - Get Ready for Calculus (August of 2022)
 - Self Paced Pre-Calculus option utilizing Khan Academy

Mathematics Pathways

Electives towards Math Requirement

After Algebra 2

Pre-Calculus

College Algebra Prep

College Algebra

Intro to Math Sciences

AP Statistics

Discrete Math Concepts

Discrete Math Applications

AP CS JAVA programming

After Pre-Calculus

Calculus AB

Calculus BC

After Calculus BC

Multivariable Calculus

Electives

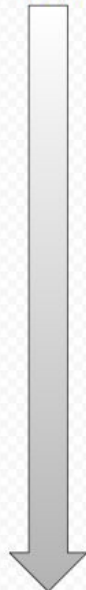
Do not meet math requirements

Algebra I

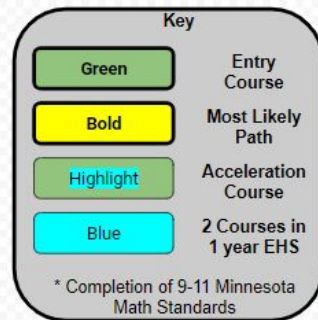
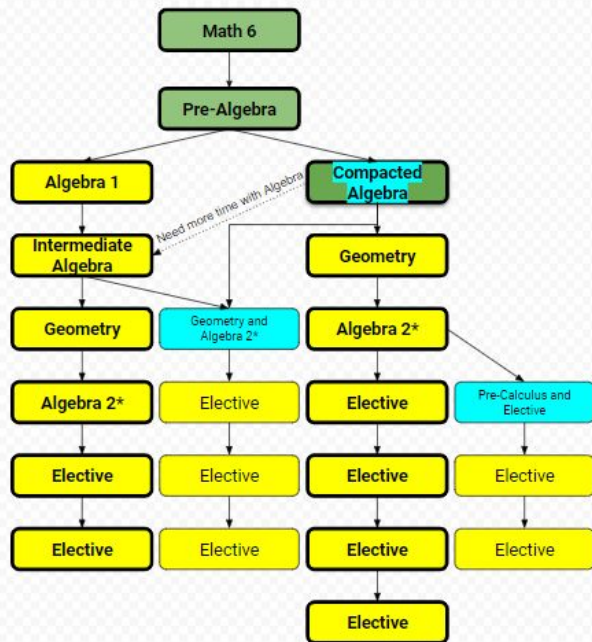
Geometry Support
(With Geometry)

Advanced Algebra Support
(With Advanced Algebra)

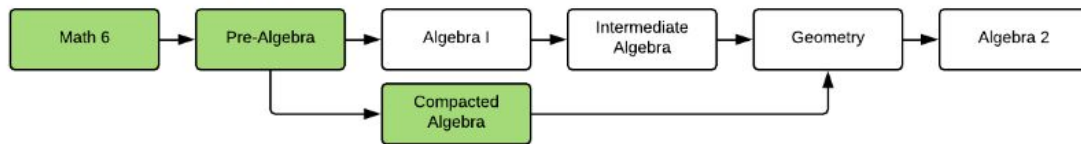
6th Grade



12th Grade



Courses to Meet MN State Standards



Moving Forward: New Course Offerings

- Concurrent Enrollment Trigonometry/College Algebra (22-23)
- Algebra 1 (22-23)
- Non-AP Calculus (23-24)- Pending School Board Approval

Moving Forward: Course Registration Review and Guidance

- Registration Review
 - Teachers examine current registration of students to ensure a good fit
- Screening
 - Utilize FastBridge to measure students' prior knowledge in mathematics
 - Provide instructional matches for gap areas

Moving Forward

- **Site/District Level**
 - Summer Courses - Boost opportunities
 - Scope and Sequence Changes
 - Registration review and guidance
 - Work group exploring attendance improvement strategies
 - Review school wide grading practices
 - Continue school wide testing protocol
 - Discontinue use of the letter grade "P" (Pass) for required or AP classes
- **Classroom Level**
 - More time to be spent on checking homework in class
 - Office hours to be organized as a Calc. Team (rather than simply individual)
 - Minimum of one Calculus teacher available for each set of office hours
 - More frequent check-ins on student learning to improve intervention effectiveness
 - More feedback to student about their math learning in real time
 - Exploring "Find out what you know Friday," use data to notify families and assign following Thursday flex intervention time

Thank you and what questions do you have?



Board Meeting Date: June 20, 2022

TITLE: EPS Calendar for 2024-25 School Year

TYPE: Discussion

PRESENTER(S): Dr. Randy Smasal, Assistant Superintendent; Sonya Sailer, Director of Human Resources

BACKGROUND: The Calendar Committee will continue to meet annually to establish a rolling calendar that is 2 years ahead of the current school year. This will provide staff and families ample planning time to organize family, life and community activities. A set of parameters for the calendar committee to consider has been drafted and is referred to as the [Guiding Change for the 2024-25 EPS Calendar](#). Administration is asking for board discussion and later approval on the parameters to guide the work of the committee, which will begin to meet weekly in August of 2022.

RECOMMENDATION: No decision is needed at this meeting. This topic is presented for discussion at this time. A final decision on the Guiding Change parameters will be asked of the board at the July meeting.

Desired Outcomes from the Board: Review the proposed Guiding Change parameters for the 2024-25 calendar and provide feedback to administration.

ATTACHMENTS:

1. Guiding Change for the 2024-25 EPS Calendar

TOPIC: School Calendar, 2024-25

GUIDING CHANGE DOCUMENT: 2024-25 School Calendar		
Context and Reality	Unacceptable Means	Results
<ul style="list-style-type: none"> ● District has strong education tradition with a culture of innovation ● District’s vision views EPS to be among the premier school districts both nationally and internationally, including maximizing the time resource ● MN statutes places restrictions on school districts starting before Labor Day with identified exceptions: <ul style="list-style-type: none"> ○ To accommodate over \$400,000 of construction ○ A joint agreement with other districts which meets specific requirements ● Resource (funds, staff, time, facilities and technology) challenges continue to exist ● District establishes school calendars every two years by school board vote ● District has 170 student school days in the 2022-23 and 2023-24 calendars ● District has 11 days for teacher in-service & 3 data days; a minimum of 16 hours (number of days varies from site to site) for parent-student-teacher days each year ● District has several school days dedicated to required assessments at every level including new Connect and Assess days for K-5. ● District has historically prioritized a two-week winter break and one-week spring break ● Daily schedules at each site are: <ul style="list-style-type: none"> ○ VVMS/SVMS: 8 periods over 2 days (9:20 a.m.- 4:05 p.m.) ○ EHS: 7 period modified block schedule day (8:30 a.m. -3:15 p.m.) ○ Normandale: 8:40 a.m. – 3:15 p.m. ○ All other elementary schools: 7:50 a.m.- 2:25 p.m. ○ ELC 8:00 am-4:00 PM ● District offers summer academic programming in special education, intervention programs for select students and enrichment opportunities through community education ● District is projected to annually have over \$8 million dollars of summer construction over the next 8 years ● District administration has developed plans to minimize emergency closings due to extreme temperatures. 	<ol style="list-style-type: none"> 1. Create additional inequities in services among early childhood, elementary or secondary schools 2. Develop a calendar that violates district policy, work agreements or state statute 3. Exceed available funding limits or the annual budget plan 4. Recommendations developed without periodic school board updates 5. Recommendations that do not demonstrate best practices at a national level 6. Recommendations that negatively impact learning 7. Professional Learning days that are unaligned among the schools 8. Recommendations not sensitive to the cultures within the community 	<p>Develop a school calendar for the 2024-25 school year that:</p> <ol style="list-style-type: none"> A. Recognizes needs and time challenges of school construction B. Prioritizes a pre-Labor Day start for 2024-25 school year due to planned construction in the summer of 2024 C. Identifies both a winter and spring break D. Identifies a minimum of the following: <ol style="list-style-type: none"> a. Professional Learning Days = 6 full-days b. P-S-T Conference Hours = 16 c. Data Days = 2 E. Maintain distribution of professional learning throughout the school year. F. Consider district calendar impacts on students, families and staff G. Final recommendations will be brought to the school board for final decision not later than September 2022

General Process Timeline

June 20th and July 18th, 2022: School Board Discussion of Calendar Design Parameters

Aug. 2022: Calendar Committee meets weekly to review parameters, data and begin to draft the 2024-25 calendar

Sept. 2022: Calendar Committee present draft calendar to board for discussion

Oct. 2022: 2024-25 Calendar approved by School Board