



DEFINING EXCELLENCE

School Board Special Meeting

Virtual Meeting

Thursday, August 6, 5:00 PM

- I. Determination of Quorum, Call to Order and Approval of Agenda**
- II. Discussion**
 - A. 2020-21 School Year Planning Update**
 - a. Description: District Leadership will discuss planning for the 2020-21 school year to date.
 - b. Presenters: District Leadership
- III. Leadership Updates**



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:

1. Report (next page)
2. 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.

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](#).

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

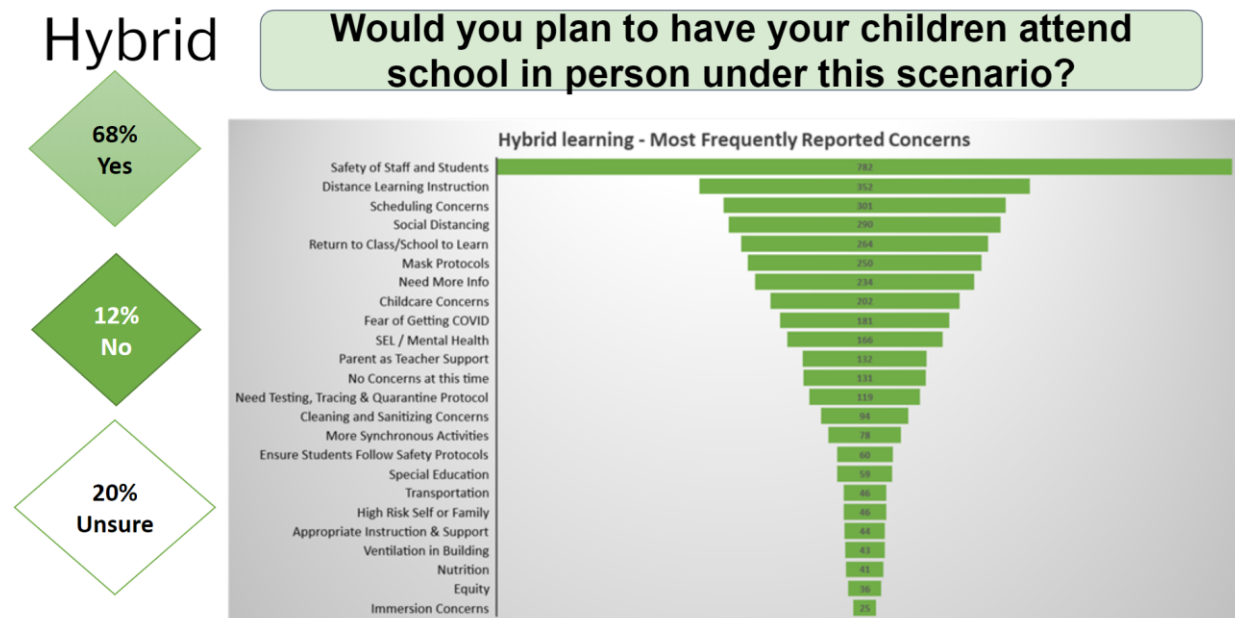
Planning for Hybrid Models

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:

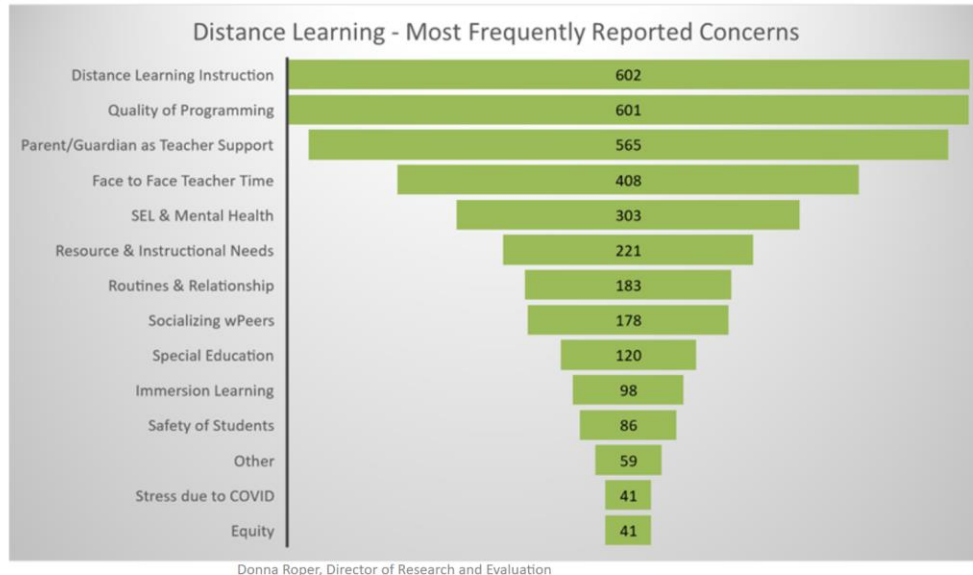


Donna Roper, Director of Research and Evaluation

Distance Learning



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



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 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 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.

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

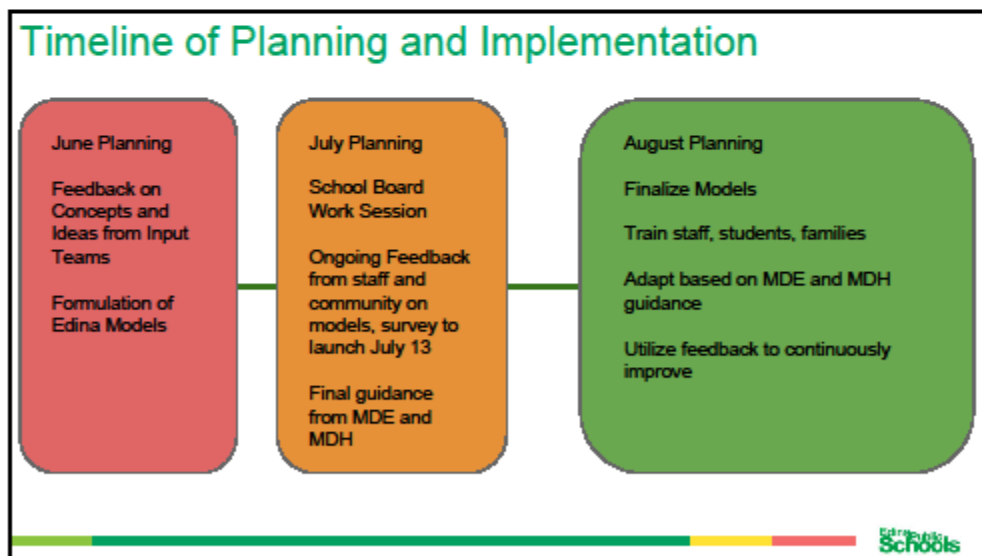
7/23/2020

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

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

Edina Public Schools



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

Edina Public
Schools

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

Edina Public
Schools

7/23/2020

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

The logo for Edina Public Schools, featuring the text "Edina Public Schools" in a green, sans-serif font. Above the text is a horizontal bar composed of four colored segments: green, yellow, red, and blue.

Edina Staff Input

N = ~900

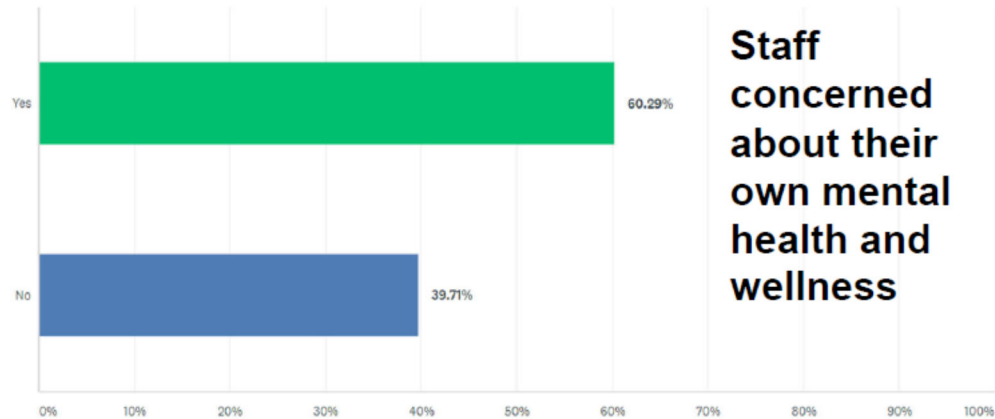
July 2020

7/23/2020

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

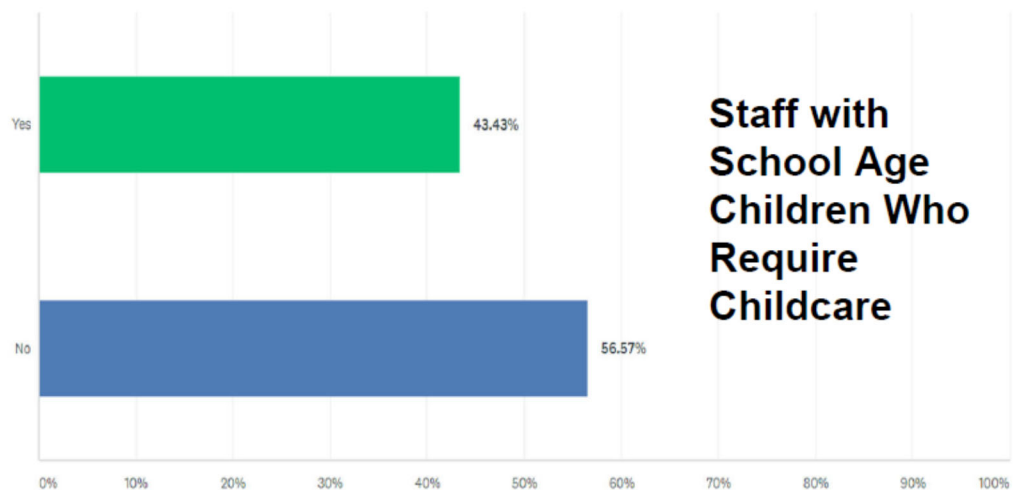
Are you concerned about your own overall mental health and wellness?

Answered: 763 Skipped: 133

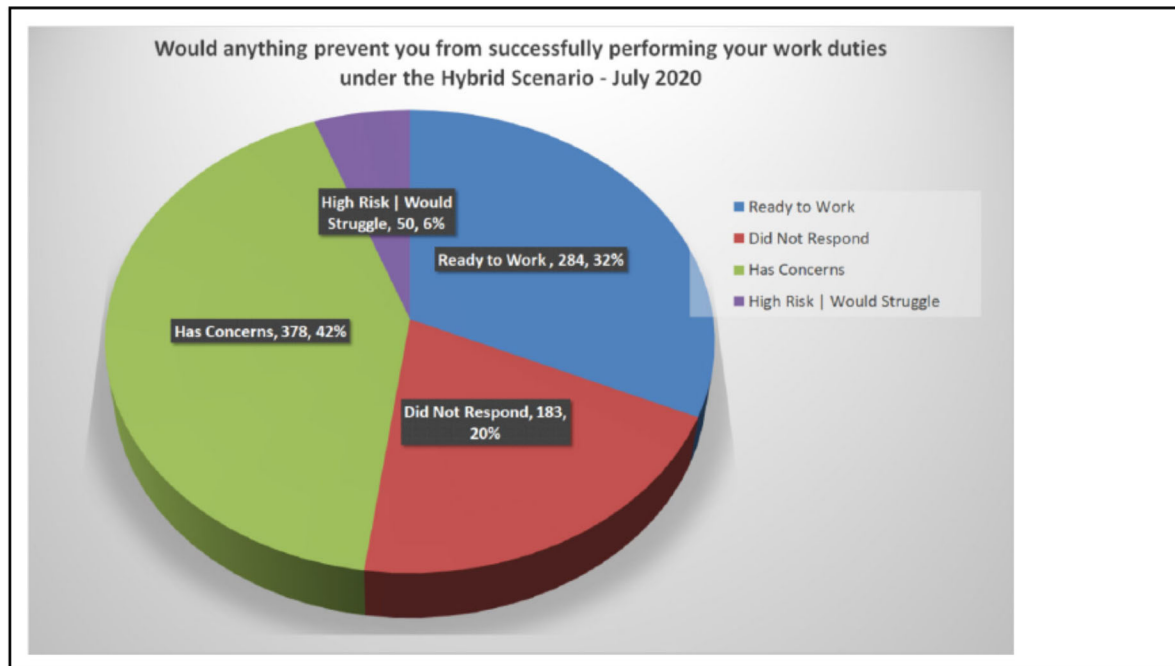


Do you have schoolage children at home?

Answered: 891 Skipped: 5



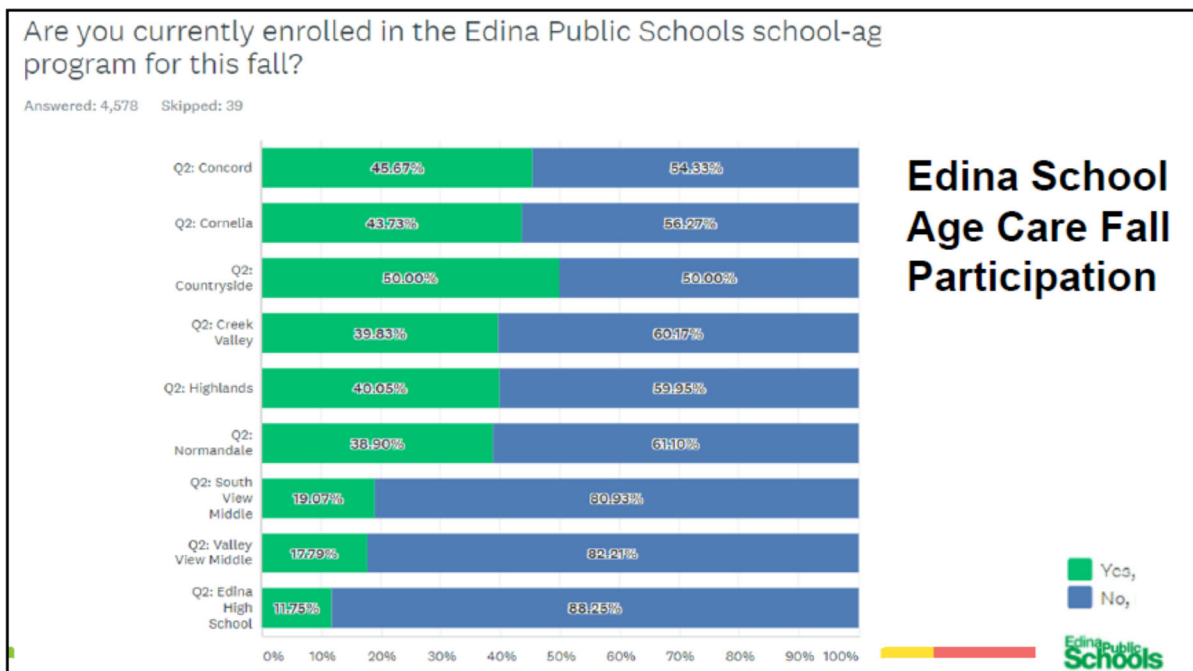
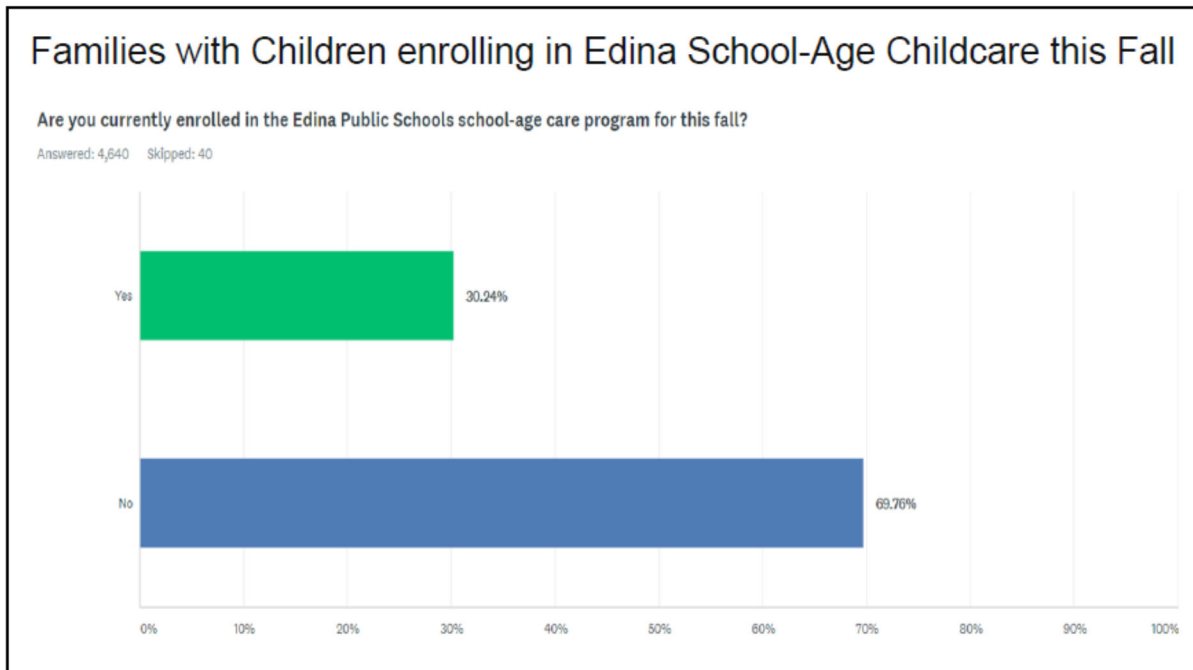
7/23/2020



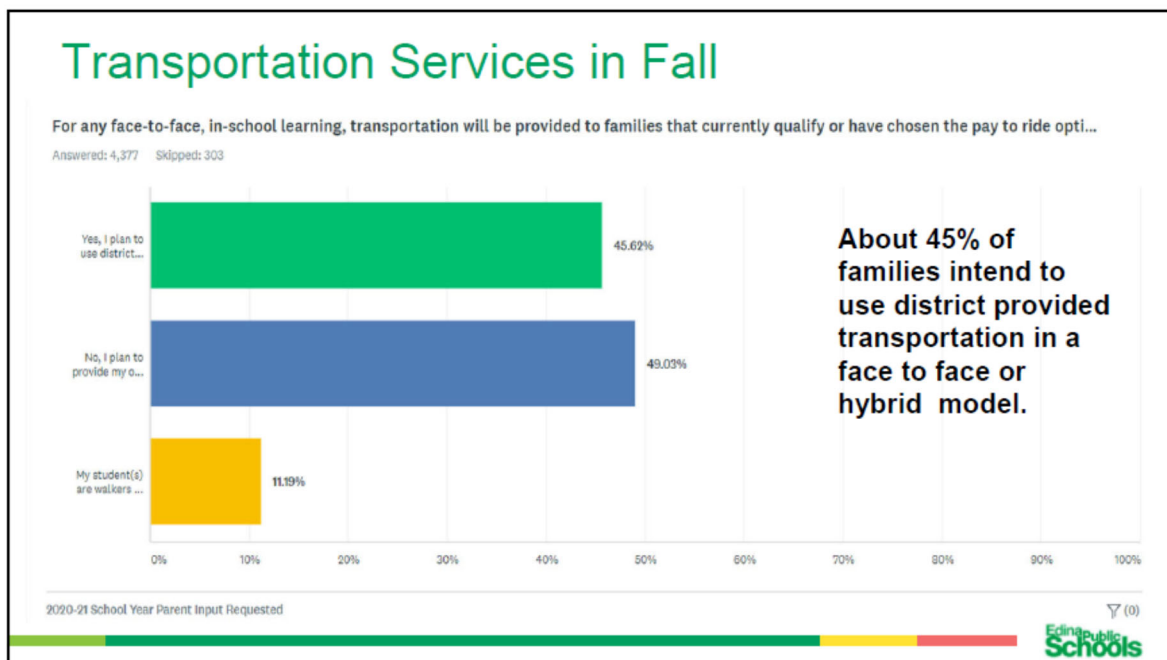
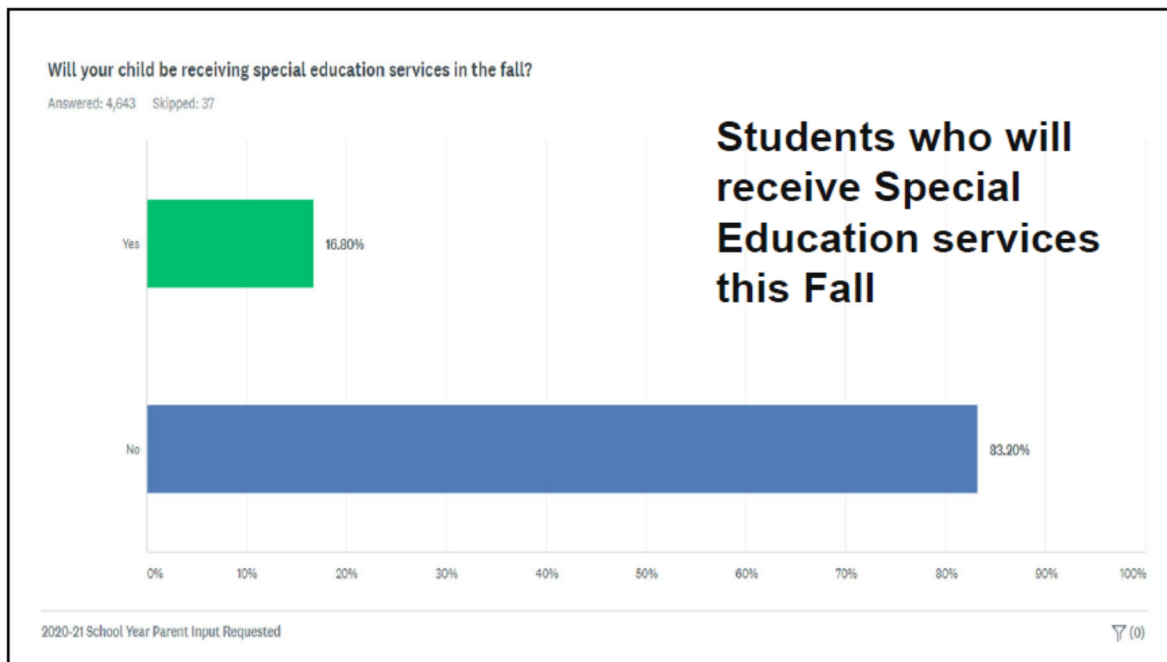
Edina Parent / Guardian
Input
N = ~4700

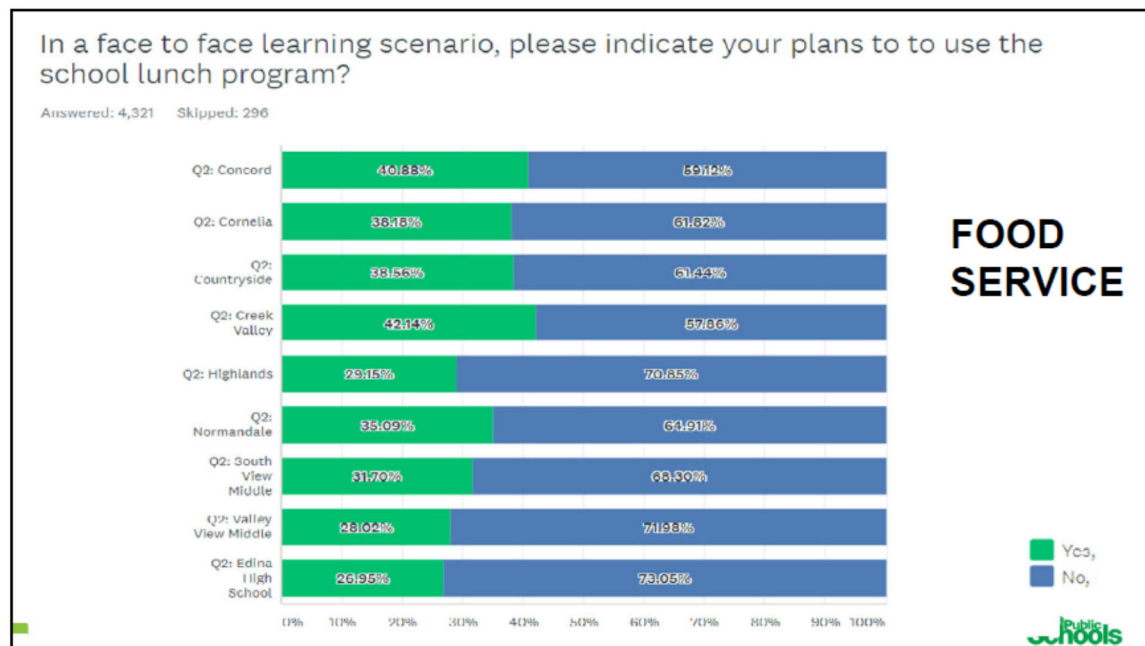
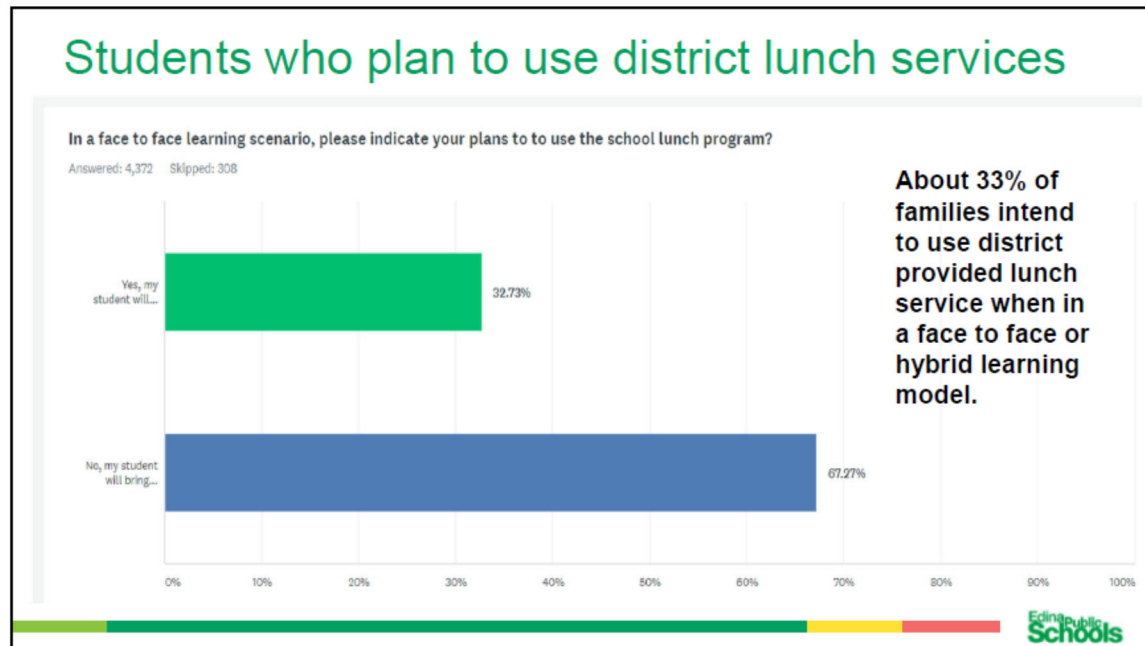
July 2020

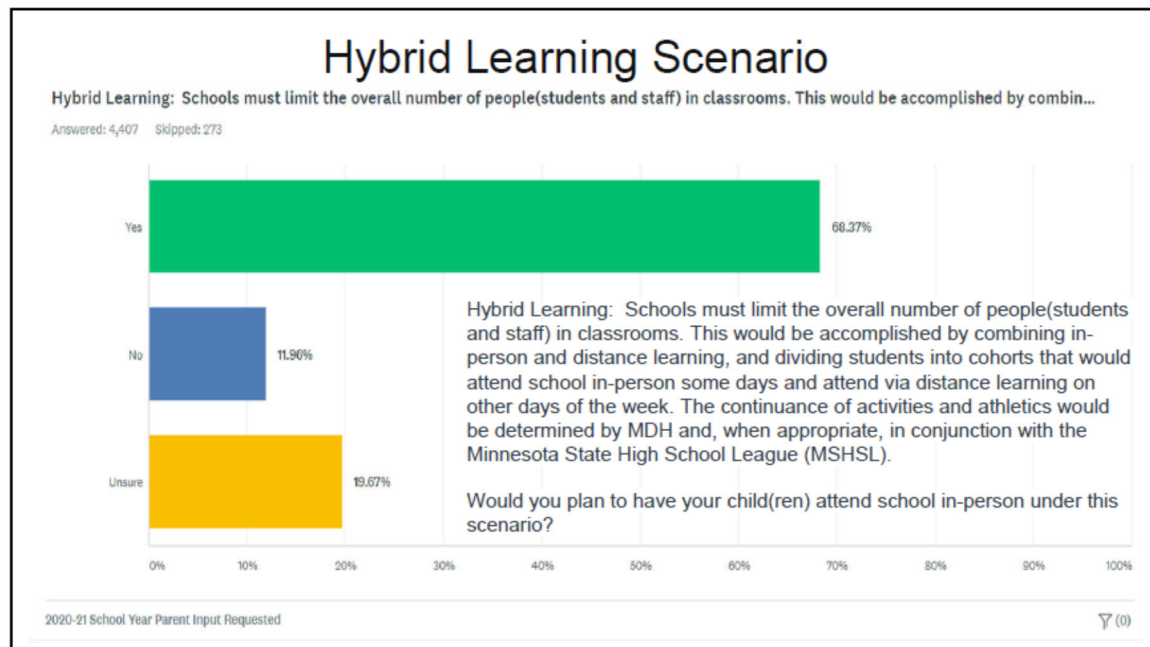
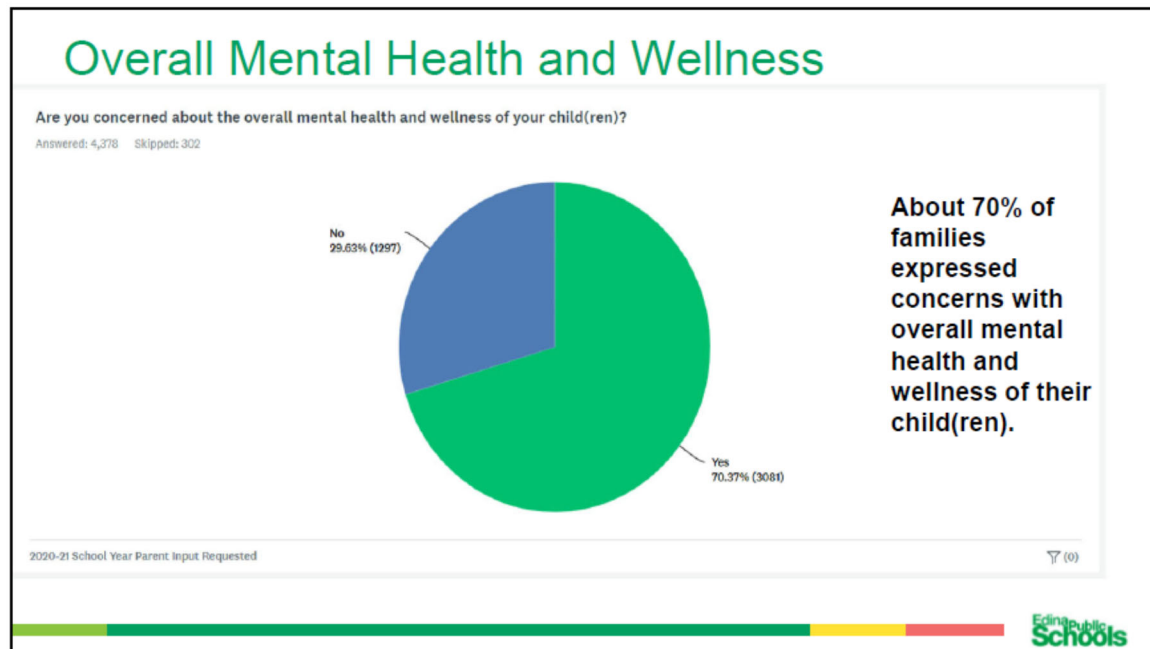
7/23/2020

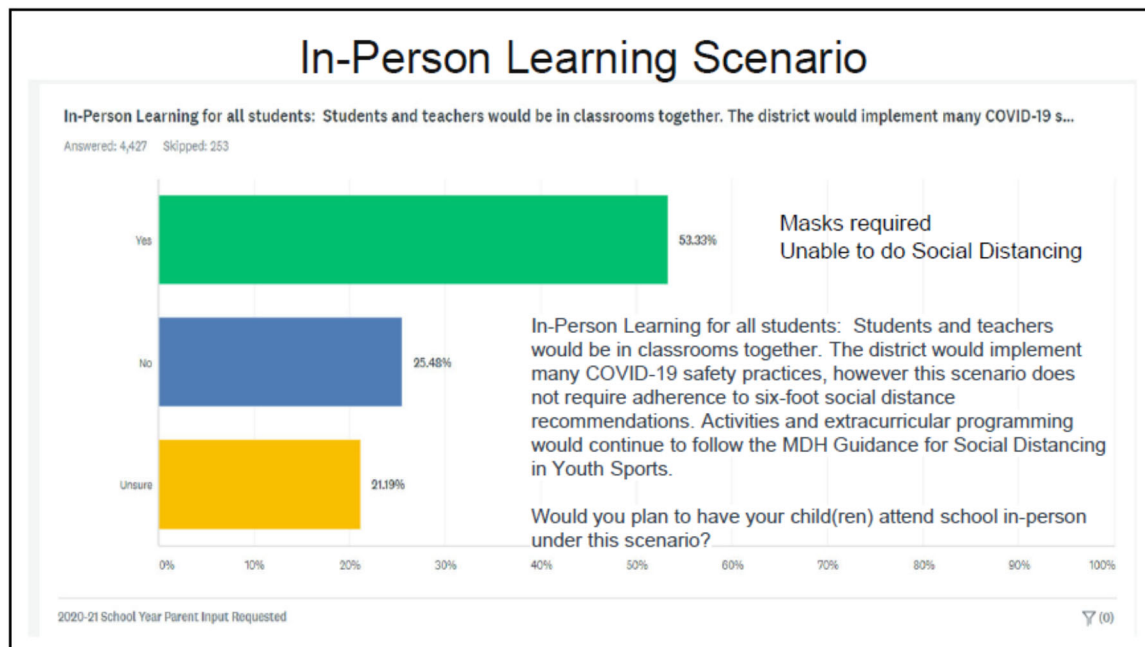


7/23/2020









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.

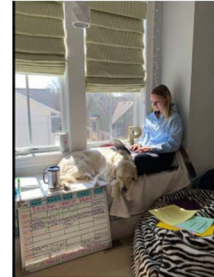
- Ability to be nimble as a site or pod of students to be responsive to a changing set of conditions
- Special Ed services model needs to be aligned to the three scenarios
- Training and support for staff, families
- Staffing needs look different in the three scenarios
- Support for families who are 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.

7/9/2020



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

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



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 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

August Planning

Finalize Models

Scenario 1: Face to Face (F2F)

Benefits:

- Strongest model of learners with educators
- Most consistent minimize exposure
- 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
- 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 employment outside of the home
- Consistent

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?

