

Red Wing Public Schools
2451 Eagle Ridge Drive
Red Wing, MN 55066



Phone 651.385.4500

www.rwps.org

School Board Meeting Agenda Item

Topic: COVID Update
Contact(s):
Presenter(s): Building and District Leaders

Nature of Action Requested by Board

Board action
Board information or scheduled report

Background Information

This update includes a variety of topics related to COVID. Board members will be reviewing this information prior to the meeting. No formal presentations are planned, but contacts will be available to answer questions.

Decision-Making for Changes in Learning Models

Karsten Anderson, Superintendent, will answer questions.

There are several groups involved with making recommendations for decision-making about learning models in Red Wing Public Schools:

- The COVID Response Team (Director of Community Education and Recreation, Licensed School Nurse, and Health and Safety Consultant) focus on contact tracing and safety protocols.
- School officials meet regularly with Goodhue County Public Health and the Minnesota Department of Health about a variety of issues.
- District Directors and Building Leaders meet regularly to review issues in their department as well as educational needs and planning.

County COVID Rates and COVID Data

Joni Gorman, the district's Licensed School Nurse, will answer questions.

The latest available reports show actual and projected county COVID rates, positivity rates, city counts, number of students and staff quarantined or isolated, and other school-specific information.

Changes to Quarantine Guidelines

Joni Gorman, the district's Licensed School Nurse, will answer questions.

As summarized by the Minnesota Rural Education Association, the "Minnesota Department of Health (MDH) released new guidance that allows for a quarantine of less than 14 days in certain situations. Both MDH and the Minnesota Department of Education continue to encourage 14 days as the safest action.

The Department of Health has identified circumstances when a quarantine can be 7 or 10 days. Schools need to assess the protocols when doing quarantines of less than 14 days."

The district's COVID Response Team will consider implementing the new MDH guidance for people who are close contacts of a COVID case after holiday break. Hopefully, MDH will provide more information as it pertains to schools, including an updated decision tree for schools. If a change is made, the COVID Response Team will:

- Revise exclusion forms for students and staff
- Revise student and staff trackers
- Education building attendance personnel and building COVID Response Team leaders.
- Prepare an email to educate families and staff

Vaccinations

Joni Gorman, the district's Licensed School Nurse, will answer questions.

The school district plans to partner with Goodhue County Public Health to administer vaccinations to staff members as soon as vaccinations are available. Many details will be worked out, but—ideally—vaccinations will be given in school buildings immediately before or after regular school days.

Accountability Plan for Teachers

Jen Grove, Burnside Principal, will answer questions.

Using iObservation, teacher observation and evaluation continues:

- 3 observations and summative evaluation for probationary teachers with the second observation due by 1/22/21.
- 1 observation and summative evaluation for continuing contract teachers

Teachers shared their Google Classrooms and Go Guardians with their building leaders, including assistant principals and student support coordinators. Elementary teachers also shared them with their administrative professional learning community (PLC) lead.

During In-Person Learning, administrators routinely visit classrooms to observe students and employees. Similarly, during Distance Learning, administrators developed rotations to "drop-in" to Google Classrooms. Supervising administrators follow-up if there are questions or concerns.

At the elementary level, administrators also meet weekly with their assigned specific grade-level PLC.

Teacher Preparation Time

Jen Grove, Burnside Principal, will answer questions about grades K-6.

George Nemanich, RWHS Principal, will answer questions about grades 7-12.

As per state guidelines, district teachers are entitled to an additional 30 minutes per day of preparation time during Distance or Hybrid Learning.

During Distance Learning:

- At Colvill, teachers meet the weekly requirement on Fridays.
- Teacher preparation time is individualized based on a teacher's schedule.
- At the high school, additional preparation time immediately follows lunch.

During Hybrid Learning:

- Building leaders were recently reminded of the need to provide 2.5 hours per week of additional prep time during Hybrid Learning. This will likely occur on Wednesdays when Hybrid students are learning remotely.

Accountability Plan for Students During Testing

Jen Grove, Burnside Principal, will answer questions about grades K-6.

Jason Kjos, RWHS Assistant Principal, will answer questions about grades 7-12.

At a recent meeting with directors, Jess Whitcomb learned that other Big 9 schools are also dealing with issues involving academic dishonesty.

Grades K-6

This has not been a significant issues for students in grades 2-6, but some parents of our youngest learners help their children significantly during lessons. When testing, students are encouraged to participate through Google Meets with their cameras turned on, teachers can monitor student screens using GoGuardian, and teachers are encouraged to remind parents of expectations.

Grades 7-12

Some schools in Minnesota are using pass/fail grading, but Red Wing continues to use letter grades to report on learning the standards. In preparation for Hybrid and Distance Learning, high school administrators emphasized to view summative assessment practices differently, and the practices of some teachers have shifted since COVID. Attached are some of the tools, processes, and strategies currently being used to assess students and minimize academic dishonesty while students learn remotely.

Local, State and National Assessments

Chris Palmatier, Twin Bluff Principal, will answer questions about use of FastBridge.

Robin Pagel, District Assessment Coordinator, will answer other questions.

Grades K-6

If grades 2-6 are in Distance Learning, the elementary administrative team will administer Winter FastBridge online. For students in grades K-1, we will delay winter testing as long as possible to see if they can be completed in person when school adults are nearby. If they are learning remotely at the end of the testing period, the tests will be done remotely. Teachers will stress the importance of students working independently, ask students to be live with cameras on in Google Classroom while they test, and monitor via Go Guardian while students test to ensure no other tabs are opened.

Grades 7-12

- Winter Fastbridge testing of 7th and 8th graders will be completed remotely;
- The ACT will be administered in-person on Tuesday, March 30th (so the RWHS will be in Distance Learning on that day);
- Minnesota Comprehensive Assessments will be administered on Wednesdays beginning March 10th; and
- The administration of Advanced Placement tests will be determined by the College Board.

Attendance

Jen Grove, Burnside Principal, will answer questions about grades K-6.

Jay Kjos, RWHS Assistant Principal, will answer questions about grades 7-12

Because of the grade configuration changes in the elementary schools, comparisons with last year are only included for the high school. Attendance rates are likely skewed due to student ability to report their attendance but not remain or participate in class.

Jefferson	2020-21
9/8-11/13 (In-Person)	89.36%
11/16-12/18 (Distance)	91.27

Sunnyside	2020-21
9/8-11/13 (In-Person)	91.28
11/16-12/18 (Distance)	93.30

Burnside	2020-21
9/8-11/13 (In-Person)	92.16
11/16-12/18 (Distance)	92.72

Twin Bluff	2020-21
9/8-11/13 (In-Person)	89.38
11/16-12/18 (Distance)	91.25

RWHS	2019-20 Grades 8-12	2020-21 Grades 7-12
	<u>1st Semester</u> 90.68% <u>2nd Semester</u> 1/28-3/13 (In-Person): 88.93 3/30-6/5 (Distance): 92.27	9/8/-11/13 (Hybrid): 91.94% 11/16-12/15 (Distance): 91.58%

Grades / Failure Rates

Jen Grove, Burnside Elementary Principal, will answer questions about grades K-6.

Jay Kjos, RWHS Assistant Principal, will answer questions about grades 7-12.

Grades K-6

Grades for students in K-4 are standards-based, so data is not included in this section. After the end of second quarter, additional reporting will be available for grades 5 and 6.

There are differences between the years for the following reasons:

- Teachers taught in only one model last year during 1st quarter. This year, the Hybrid Learning Model did not allow for the same level of attention and reciprocal feedback that occurs in a one-model classroom;
- 5th and 6th grade teachers are teaching all subjects this year rather than specializing in one or two area; and
- Art, computers, music, and physical education are not being graded as we have done in previous years.

5 th Grade	2019-20 1 st Quarter	2020-21 1 st Quarter
Ds	23	19
Fs	5	11

6 th Grade	2019-20 1 st Quarter	2020-21 1 st Quarter
Ds	45	31
Fs	26	32

Grades 7-12

Grades 7-12	2019-20 Grades 8-12	2020-21 Grades 7-12
	<u>1st Semester</u> 657 failures 215 students	<u>1st Quarter</u> 461 failures 237 students
	<u>2nd Semester</u> 555 failures 198 students	<u>2nd Quarter</u> Mid-term data available on December 16 th .

This data is similar to data over the past 6 semesters. There are 450-650 failures per semester involving 190-240 students.

Face-to-Face Interaction

Kim Cory, Dean of Students, will answer questions about grades K-6.

Isaac Matzek, RWHS Assistant Principal, will answer questions about grades 7-12.

Grades K-6

- Students in grades K-6 average around two hours of live instruction time from their teacher...more at the upper grades and a bit less at the lower grades. In addition, teachers are live and available for support via Google Meet for most of the day as students work on assignments. Teachers are often working with individual students or small groups to support students during the times they are not directly teaching, and many voluntarily give up their preparation time to work individually with students. Teacher to student interaction has not been a concern for building leaders in the elementary schools.
- As for student-to-student interaction, all K-6 teachers hold a morning meeting with strong interaction between students. Many also hold an end-of-day closing meeting as well, and some even host a live lunch meet for students to socialize while they eat. More teachers now are beginning to utilize breakout rooms to give students time to collaborate on activities in small groups.
- Depending on the teacher, most students leave their video on during live instruction. Most teachers clearly communicated that expectation while working individually with students who may need to have camera time off for various reasons (limited bandwidth, issues at home, etc.).

Grades 7-12

At the high school, due to a low level of face-to-face interaction in Google Classrooms:

- Teachers who have increased face-to-face interactions during lessons will present lessons to their colleagues.
- George Nemanich will work with teachers to find ways to encourage students to turn on their video.
- Students will be encouraged (perhaps through Student Council) to encourage all students to turn on their video and interact with the teacher and each other.

At a recent meeting of directors of teaching and learning, Jess Whitcomb learned that no Big 9 schools require students to leave their cameras on during distance learning.

Online-Only Students Returning Second Semester

Kayla Bell & Carley Seifert will answer questions about grades K-6.

Jay Kjos, RWHS Assistant Principal, will answer questions about grades 7-12.

Parents of students who chose Online-Only during first semester were asked their preferences for second semester. This has significant impact due to room capacity limits due to COVID. The following table includes parent responses for what model they prefer their child(ren) to continue in. Families indicated if they wanted to stay in Online-Only, move to In-Person/Hybrid, or undecided.

Grade	Semester 1 Online-Only Students	Projected Semester 2 Online-Only Students
K	18	15
1 st	25	23
2 nd	42	40
3 rd	31	27
4 th	33	25
5 th	36	32
6 th	44	38

Food Service Meal Numbers

Brent Lexvold, Nutrition Services Director, will answer questions.

	*Average Daily Meal Count 2019-20	Average Daily Meal Count 2020-21
<i>September</i>	<i>587 Breakfast 1579 Lunch</i>	<i>712 Breakfast 865 Lunch</i>
<i>October</i>	<i>669 Breakfast 1589 Lunch</i>	<i>877 Breakfast 881 Lunch</i>
<i>November</i>	<i>686 Breakfast 1620 Lunch</i>	<i>894 Breakfast 929 Lunch</i>
<i>December</i>	<i>652 Breakfast 1612 Lunch</i>	<i>As of December 13th 803 Breakfast 845 Lunch</i>
<i>January</i>	<i>641 Breakfast 1575 Lunch</i>	<i>Not applicable</i>
<i>February</i>	<i>665 Breakfast 1538 Lunch</i>	<i>Not applicable</i>
<i>Beginning of Crisis Learning until end of year (99 days of meal distribution)</i>	<i><u>Total</u> 109,996 Breakfasts Served 108,622 Lunches Served <u>Daily Average</u> 1110 Breakfasts 1097 Lunches</i>	<i>Not applicable</i>

**Meal counts include Tower View but not Colvill or River Bluff.*

Although daily meal participation is down from last year, note that the breakfast counts are higher and the food service program is under the Summer Food Service Program (SFSP). Both have resulted in higher meal distribution from Federal and State governments. Food service is seeing higher participation in Distance Learning compared to In-Person/Hybrid Learning this year. It is difficult to compare years due to COVID and its uncertain variables such as lower number of in-person students, families outside of district boundaries may not use the program, lower district enrollment, program can serve all children 18 and under, and different meals/menus for in-person and distance models.

Mental Health Support

Cherie Johnson, GCED Executive Director, will answer questions.

In Executive Order 20-94, the Governor provided the following information on mental health services:

“School districts are strongly encouraged to ensure that students have access to mental health and telehealth services and supports on their school-issued devices. They are also strongly encouraged to ensure that such services are fully accessible on students’ school-issued devices. School districts and charter schools also must prioritize student mental health needs by implementing the MDE 2020-21 Planning Guidance on mental health and well-being, school climate, trauma-informed practices and social-emotional learning, available at MDE’s COVID-10 website. This may include providing information and resources to students and families on mental health and mental health services and supports, providing continuity of care with school-linked mental health, collaborating with community organizations to streamline referrals and resources for students in need of mental health supports, and providing training and support to school teachers and staff in identifying signs of mental health distress and options for supporting student mental wellbeing and access to supports.”

Cherie Johnson met with Fernbrook, which oversees our school-linked mental health (SLMH) services, about the status of mental health supports, caseloads, and needs:

- The SLMH Therapists would like the ability to have parents bring their students to the building for individual sessions. Administrators would work with therapists on logistics. For instance, parents could remain in their cars, the therapist could meet students at a specific door, and the therapist could escort students to and from meeting locations.
- SLMH Therapists and classroom teachers are coordinating to make sure students can seamlessly exit and/or enter a synchronous lesson in order for them to participate in the therapies.
- SLMH Therapists are also conducting some of the therapy in student homes.

Examples of Other Support

Jen Grove, Burnside Elementary Principal, will answer questions.

Grades K-6

- Counselors and social workers are working closely together at each school. Services include visiting homes, reviewing student schedules with parents, connecting families and older students with resources such as holiday baskets through the Elks, Shop with a Cop, and Packing for the Weekend. Professional learning communities are developing Wellness Wednesdays that can be accessed from the district specials site.
- Meetings occur regularly to review attendance and then social workers and counselors follow-up with students and families.
- Teachers of English Learners provide direct support for students and their families.
- Special education paraprofessionals provide support for students they serve

Grades 7-12

- Attendance concerns are reviewed with counselors, School-Home Liaison for Native American Programming, Spanish Interpreter/Translator, and others.
- Staff members are following-up with “at-home visits” and “curriculum drop-off.”
- Counselors set up a gift card drop sponsored by the Elks Club for students in need.
- Three general education paraprofessionals check-in one or two times per week with nearly 80 at-risk students via phone call, email, or Google Meet to check on their well-being and academic progress.
- Each Wednesday, high school administrators meet with Every Hand Joined, Youth Outreach, Hispanic Outreach, Hope Coalition, UM Extension Office, Prairie Island Indian Community, Goodhue County Social Services, CDEAP, Red Wing Arts, and two local churches to work cooperatively to help students.

In addition, the Community Distance Learning Program (CDEAP), a program not affiliated with the district, provides support for about 40 students in grades 7-12.

Human Resources

Amy French, Human Resources Manager, will answer questions.

Vacant Positions: Title I teacher, 6 general education paraprofessionals, 1 special education paraprofessionals, 1 custodian, 3 food service workers, and 1 secretary. Additional staff members may request accommodations.

Substitute Availability: The district contracted 4 permanent substitutes and would like to contract through Teachers on Call for an additional 4 permanent substitutes.

Potential Teacher Needs: The district may need to hire additional classroom teachers to accommodate social distancing guidelines. Up to 5 teachers (one per grade) might be needed for the remainder of the year.

Plan to Hire: In addition to increased marketing efforts, the district is planning to hire 4 additional permanent substitutes and continue to offer \$200 per day for substitutes. Individuals with special education licensure subbing for special education personnel may be offered more, and student teachers will be contacted to gauge their interest. Amy will draft verbiage on how individuals can become subs so the district and individuals can help recruit.

Expenditures and Revenues Related to Preparing for In-Person Learning

Jackie Paradis, Business Manager, will answer questions.

Keeping students in-person or hybrid comes with additional costs. At this time, Jackie estimates additional expenditures at \$1.992 million with additional revenue of \$1,312 to help pay for the costs. Summary information is included as an attachment.

Activities

Paul Hartmann, Activities Director, will answer questions.

Community Use of Facilities

Dawn Wettern, Director of Community Education and Recreation, will answer questions.

Childcare

Dawn Wettern, Director of Community Education and Recreation, will answer questions.

Colvill Family Center

Dawn Wettern, Director of Community Education and Recreation, will answer questions.