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Eden Prairie School Board Members,

It is my pleasure to present to you a report detailing the hard work that has been done by several teams over the course of Spring 2020 and this summer to prepare for a successful start to the school year. Last week with the Governor's announcement, the decision on how we start the school year changed from an anticipated directive (which would have required managerial implementation) to a local decision. In discussion with board leadership, we believe that Executive Limitation 2.7.10, under our governance model, makes this a board level decision since I may not close or repurpose schools. Anything less than a decision to start the school year with in-person learning could be construed as repurposing a school. The following report lays out the information used to arrive at my recommendation. We will present any additional information that we learn and considerations or possible impacts on Monday night when we present the information to you.

To prepare the school board to make an informed decision, cabinet members have outlined the process that has been used to gather information, evolve designs, and review relevant data. Descriptions of discussion, analysis, considerations, designs, requirements, and explanations about why recommendations are being made are spread throughout the report. In addition to the report, additional documents have been provided that are referenced or provide guidance that has been considered. A table of contents is below to help you navigate the report. Throughout this process there has continually been a focus on how we meet the needs of each stakeholder (students, families, staff, and community), while continuing our tradition of excellence as an educational institution and meeting the requirements required within the models that have been created.

We look forward to working through this with you and answering questions you may have. I am incredibly proud of our staff, leaders, and community. We have had: strong engagement throughout this process; hours upon hours of dialogue, design, and iteration; and commitment by our teachers, administrators, and staff to provide the best experience possible for students and families as we begin this fall. We will continue to work toward realizing our mission to inspire each student every day.

We are all in this together and it will take our community working together to overcome this pandemic and keep our students, families, staff, and community healthy and safe during this time.

Dr. Josh Swanson

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Process & Models

During the summer of 2020 Eden Prairie Schools used a collaborative process to develop a return to school plan that outlines scenarios for in-person, hybrid, and full distance learning.

Per the SafeSchoolsMN school guide for returning to school, the key elements of each plan should include social distancing (scaffolded approach depending on the model scenario), a plan to limit the amount of intermixing, face coverings, student support service delivery, and distance learning component for families who do not want their students to return to brick and mortar setting.

A team of stakeholders was brought together to analyze data, review current research and develop learning model prototypes. Collectively, the design team dedicated 600+ hours in planning and development.

Design Team Composition

School Representation

30 Teachers (classroom, special education, elective/exploratory, elementary & secondary)

17 Administrators

Department Representation

Accounting

Building & Grounds

Food Service

Personalized Learning

Student Support Services (English Learner, Special Education & MTSS)

Technology

Transportation

Design Team Process

The design team met in June and July to review literature provided by the Minnesota Department of Health, Minnesota Department of Education, and the Centers for Disease Control to sufficiently ground themselves in understanding the three contingency plans that districts were directed to develop - (1) In person, (2) Hybrid, and (3) Distance Learning. In addition, the team reviewed & debriefed articles from the journals that focused on providing culturally responsive learning experiences in our context of COVID-19.

The In-Person & Distance Learning models were the most familiar, and thus the easiest to generate. An overview of the recommended models are provided below.

In Person Model

- All K-12 student attend school learning in person each day
- Create as much space between students and teachers as is feasible during the day, not required to strictly enforce 6 feet of physical distancing
- Signage posted and walking routes marked
- Face coverings required or medical waiver
- Personal Protective Equipment for students and staff

- Temperature checks
- Hygiene protocols (additional hand sanitizer stations added to each school)
- Modified instructional delivery model to minimize transitions
- Staggered recess & lunch schedules to reduce mixing of student groups
- Frequent cleaning of high touch surfaces
- Non-essential visitors limited
- Discontinue or modify large gatherings such as assemblies
- COVID-19 Coordinator

Distance Learning Model

- Students will learn at home
- Standards based curriculum delivered through Schoology Learning Management System & SeeSaw
- Each student has a device
- Additional hotspots for families with more than 3 students
- Daily interactive lessons provided by all teachers
- Synchronous learning provided multiple times per week
- Opportunities for students to collaborate via virtual break out rooms
- Intentional weekly teacher outreach to students/families
- Social Emotional Learning components embedded daily
- COVID-19 Coordinator

Due to the complexity of the hybrid model, the majority of design planning focused on this scenario. All of the precautions under the in person model would be in place, and the Hybrid model requires schools to limit the overall number of people in school facilities to 50% maximum occupancy. Social distancing with a minimum of 6 feet between students and staff is required. When social distancing cannot be met in a space, the number of occupants must be reduced. Schools must also limit the overall number of people on transportation vehicles to 50% maximum occupancy. Schools must have plans for contactless pick-up and/or delivery of meals and school materials for days that students and staff are not in the school building, and provide a school-age care program for critical workers. (MDH StaySafeMN Planning Guide for Schools, June, 2020)

An iterative process was used as team members developed multiple models that were vetted by parents and staff. Parent & staff input was garnered in the form of survey feedback & review and comment. In addition, parent & staff correspondence submitted directly to the superintendent and associate superintendent was reviewed and considered. Summer programming ran concurrent with design team planning. This allowed the design team to take what was learned during the summer program launch and implementation, and determine what was needed to take a hybrid model to scale in each of our schools.

Data Analysis

In addition to the quantitative data collected with surveys and review & comment, the design team reviewed the qualitative data provided in those surveys. The design team carried out a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) of the Spring Distance Learning experience based on the many parent comments included in the surveys. This helped to inform the virtual component of a hybrid model. Team members lifted up the largely positive

comments and gratitude from parents, as well as the frequent response seeking more direct communication with teachers in a distance learning model. The team also analyzed the comments and identified confirmations and contradictions that were presented across the data sources and individual perspectives, including the desire of many for face to face instruction balanced with concerns parents presented regarding in-person experiences.

The design team contributed by providing data that qualitatively impacted the evolution of the model designs. In preparation for a possible hybrid (50% capacity) model, the team developed ideas for how to address the following aspects of a school day: arrival and departure procedures, student transitions, breakfast and lunch, recess considerations, use of classroom space, scheduling options, addressing unique learner needs, supporting mental health and social-emotional learning, technology use, instructional opportunities, childcare needs, and the possibility of intermittent closures. The design team considered all of these elements in the context of elementary and secondary programming. The elements were reviewed in multiple sessions as the feasibility of various elements were reviewed and clarified by department leaders. The team also provided qualitative feedback around the “burning questions” that need to be addressed in our models and in our communication with staff and families.

Ultimately, seven themes that emerged in this process were used to develop and refine proposed models:

1. More face -to-face is critical for primary grades to support foundational skill development and social emotional learning.
2. Maximizing the feasible face-to-face time for intermediate grades is important to allow for social emotional learning & academic skill development through a combination of in person & distance learning.
3. Concerns were expressed related to teaching face-to-face & having students in [distance learning] at the same time.
4. Students in secondary grades experienced greater success with distance learning in the spring.
5. Families want more synchronous learning in any [distance learning model], as well as an opportunity for more teacher interaction in general.
6. Students with unique needs need access to greater face-to-face learning opportunities.
7. Some families want distance learning only.

Hybrid Models Reviewed by Stakeholders

Hybrid option 1A:

Half of K-12 students (Group A) will learn in person on Monday & Tuesday. Wednesday would be a Distance Learning day for all K-12 students. The other half of K-12 students (Group B) would learn in person on Thursday & Friday. When students are not learning in person, they will have distance learning assignments.

Hybrid option 1B:

Half of K-12 students (Group A) will learn in person on Monday & Tuesday. The other half of K-12 students (Group B) will learn in person on Wednesday & Thursday. Friday would be a [distance learning day] for all K-12 students. When students are not learning in person, they would have [distance learning] assignments.

Hybrid option 2: Alternating Wednesdays

Half of the K-12 students would alternate learning in person for an additional day (Wednesday). As a result, students will learn in person 2 or 3 days a week depending on the group (A or B) to which they are assigned. When students are not learning in person, they will have distance learning assignments.

Value	Percent	Responses
Hybrid option 1A: Half of K-12 students (Group A) will learn in person on Monday & Tuesday. Wednesday would be a Distance Learning day for all K-12 students. The other half of K-12 students (Group B) will learn in person on Thursday & Friday. When students are not learning in person, they will have distance learning assignments.	16.2%	816
Hybrid option 1B: Half of K-12 students (Group A) will learn in person on Monday & Tuesday. The other half of K-12 students (Group B) will learn in person on Wednesday & Thursday. Friday would be a Distance Learning day for all K-12 students. When students are not learning in person, they will have distance learning assignments.	37.8%	1,909
Hybrid option 2: Half of K-12 students will alternate learning in person for an additional day (Wednesday). As a result, students will learn in person 2 or 3 days a week depending on the group (A or B) to which they are assigned. When students are not learning in person, they will have distance learning assignments.	46.1%	2,326
Totals:		5,051

Parent/Guardian feedback on models

Grade-level Hybrid Option: A Developmentally Responsive Approach

Students in kindergarten - 3rd grade will attend school daily to engage in instruction that is aligned with the Minnesota State Standards and supports acquisition of foundational literacy and numeracy skills.

Students in 4th - 8th grade will have a combination of in-person learning and [distance learning] experiences.

- Students assigned to a Cohort A or Cohort B.
- Students in Cohort A will learn in person on Monday & Tuesday and remotely on Wednesday & Thursday.

- Students in Cohort B will learn remotely on Monday & Tuesday and in person on Wednesday & Thursday.
- All 4th - 8th grade students will learn virtually on Fridays
- Additional live-streamed, online learning directly with teachers

Students in 9th -12th grade will have in-person learning once per week and engage in [distance learning] the other days of the week.

- Older students adapted more quickly to virtual learning and would benefit from in-person learning added to their week.
- Additional live-streamed, online learning directly with teachers

2. After you have reviewed the grade-level hybrid model outlined above, to what extent does this model support the goal of:

	Strongly supports	Supports	Does not support	Responses
Maximizing in-person learning for grades K-3 Count Row %	156 51.8%	117 38.9%	28 9.3%	301
Striking a balance for 4th- to 8th-grade students who need direct support with their level of independence and use of technology Count Row %	81 26.8%	168 55.6%	53 17.5%	302
Providing grades 9-12, access to school resources and in-person learning, while leveraging the power of technology Count Row %	82 27.1%	146 48.2%	75 24.8%	303
Responding appropriately to the different developmental needs of K-12 students Count Row %	85 28.1%	144 47.7%	73 24.2%	302

Staff

	Strongly supports	Supports	Does not support	Responses
Maximizing in-person learning for grades K-3 Count Row %	1,601 60.3%	665 25.0%	390 14.7%	2,656
Striking a balance for 4th- to 8th-grade students who need direct support with their level of independence and use of technology Count Row %	770 29.2%	1,303 49.5%	560 21.3%	2,633
For grades 9-12, provides access to school resources and in-person learning, while leveraging the power of technology Count Row %	677 25.6%	1,050 39.8%	914 34.6%	2,641
Responding appropriately to the different developmental needs of K-12 students Count Row %	889 33.3%	943 35.4%	834 31.3%	2,666

Parent/Guardian

Based on the final data review, and in alignment with the aforementioned seven themes, the Grade Level Hybrid model was adapted. The recommended hybrid learning model, outlined below, allows for in-person experiences for Kindergarten through 12th grade students. The model allows for our youngest learners to attend school each day, which is developmentally appropriate and aligns with research on COVID-19 infection rates for younger children. In addition, in the event that metrics require a class, school or the entire district to move to a more or less restrictive learning plan this model allows for a nimble transition.

Recommended Hybrid Model

Kindergarten and First Grade students would attend in-person 5 days per week. Utilizing a two group or cohort model, 2nd through 12th grade students would attend school on an AA/BB/VL schedule. When group A is in school on Monday and Tuesday, group B would be at home learning virtually. When group B is in person group A would be at home learning virtually, and on Friday all 2nd through 12th grade students would be in virtual learning.

Personalized Learning

Instructional Delivery of the Models

The instructional delivery within the three models was designed in response to the aforementioned data from stakeholders and themes which emerged in the design process. The instructional delivery model was built specifically around the themes that focused around the need for more face-to-face learning for primary grades to support foundational skill development, the need for more teacher interaction when students are learning virtually, the importance of social emotional learning and academic skill development and the concerns related to planning and teaching face-to-face while having students learn virtually.

In-Person Learning Model

Within this model, all students will join in-person instruction daily. The instructional delivery of this model will look very similar to how instruction was delivered prior to COVID-19. However there would be modifications to the delivery of instruction to minimize transitions, reduce student intermixing, and maximize social distancing as feasible.

Recommended Hybrid Learning Model

With a traditional Hybrid model, at school learning would include interaction with the teacher whereas learning virtually would include asynchronous or independent learning with some teacher interaction. Also, in a traditional Hybrid model, teachers would prepare asynchronous or independent learning separate from and in addition to the lessons they are preparing for the students learning at school. This traditional Hybrid model does not support the themes from the stakeholder feedback and design team input. In an effort to be responsive to families, students and teachers, the following Hybrid model has been designed specifically for the Eden Prairie Schools community.

Within the Eden Prairie Schools model, students in Kindergarten and first grade will engage in learning each day, in-person with their classroom teacher. Daily instruction will focus on necessary foundational skills for literacy and numeracy and develop social emotional learning necessary for our early learners. Because of the investment in our K - 1 class sizes by the community, we are able to meet the strict social distancing requirements and keep each student in school.

Within the Eden Prairie Schools model, cohorts of grades 2-12 students will alternate between joining in-person or engaging in virtual learning opportunities. The cohort of students learning virtually will be provided opportunities throughout their day to participate in the learning happening in the classroom through a live-streaming platform. This synchronous, real-time learning with teachers will occur at the beginning of each subject area class. The purpose will be to introduce the learning, to provide some direct instruction on the subject, and to give directions for the practice and application of the learning students will engage in afterwards. This time will also be used to engage as a full class and answer any questions students may have. This part of the lesson will be called the "Lesson Launch" and it is anticipated this lesson launch will last approximately 30-40 minutes for each subject area or class. Live-streamed

sessions will be recorded and uploaded to Schoology, providing access to content if a student is unable to join the real-time learning remotely.

Students will also engage in live streamed virtual learning activities with peers groups. These virtual peer group sessions may include students from either cohort, those learning at school or those learning remotely. An example might be having learners from both cohorts interact with peers in breakout rooms within the live-streaming platform. In addition, students will have the opportunity to join morning meetings, and other areas of the day to engage socially with peers.

On Fridays within the Hybrid learning model, 2nd - 12th grade students will engage in virtual learning activities throughout the day. Teachers will use these days to responsively schedule time for individual or small group instruction as needed to support students' learning development. Additionally, teachers will initiate communication with students and families to connect on student progress, provide feedback and collaborate to ensure a successful student experience.

Additionally, grades 2-12 Professional Learning Community (PLC) teams will convene on this virtual learning Friday for collaboration and planning. This time will include meeting to triangulate data to engage in tiered decision-making processes to improve learning and achievement for each student. PLC teams will meet to develop instructional plans grounded in student assessment data.

Virtual Learning Fridays Guidance:

- **Student Responsiveness:** Individual or small group instruction facilitated by teacher via live streaming platform (3 hours)
- **Home-School Communication:** Teachers will initiate communication with students and families, connect on student progress, provide feedback and collaborate to ensure a successful experience (1 hour)
- **Professional Learning Community:** Collegial collaboration to develop instructional plans, analyze student data, and create targeted instructional matches grounded in student assessment data (3.5 hours)

The K-1 in Person/Hybrid Model for Eden Prairie Schools is a responsive design. For grades K-1 this model provides face-to-face instruction that is critical to support early learners with foundational skill development and social emotional learning.

For students in grades 2-12, this model of learning increases the daily teacher interaction with students who are learning virtually. It creates opportunities for students to interact virtually with their classmates and teacher, supporting the importance of social emotional learning and academic skill development. This model allows teachers to engage in daily lesson planning to deliver instruction simultaneously to students at school and those learning virtually rather than planning separately for two cohorts of students. Additionally, Virtual Learning Fridays provide time for teachers to be responsive to student needs and increase the home to school communication, and for staff to engage in collegial collaboration to increase student achievement.

Distance Learning Model

Within this model, all K-12 students will engage in distance learning opportunities virtually each day. The Distance Learning model will follow a similar design and schedule as the hybrid learning model, students will engage in live-streamed lesson launches in each subject area or class on Mondays through Thursdays and in self-paced learning on Fridays.

Curriculum

Regardless of which aforementioned Learning Model is utilized throughout the year, teachers will continue to follow our Eden Prairie Schools district curriculum in each academic content area, including language arts, math, science, social studies, physical education, health, music, art, world languages, and other elective areas. District curriculum is aligned to state and/or national standards and ensures that students are mastering the essential learning targets necessary for future readiness. Any modifications to the scope, sequence, or pacing of district curricula will only be made in conjunction with school leadership to ensure guaranteed and viable learning outcomes for all students.

Instructional Goals

Eden Prairie Schools will leverage the 4C's (communication, collaboration, critical thinking and creativity) while integrating the following instructional structures in order to best meet students' academic and social needs.

Collaboration

The hybrid and distance learning settings will include intentionally designed opportunities for students to engage in work with their peers. Collaboration is a vital 21st century skill that builds both social and academic skills. This will be facilitated through technology tools that will allow for virtual collaboration with peers, mimicking a real world experience. Within the hybrid model, this collaboration will occur virtually between teachers and students at school and those learning remotely. Within the distance learning model, this collaboration will occur in real time among students and teachers using the live streaming platform.

Examples of Technology Tools for Collaboration:

- Live Streaming Platform
- Schoology discussion boards
- Schoology media album
- SeeSaw
- Google Suite (Docs, Jamboard)
- Padlet
- FlipGrid

Critical Thinking

The hybrid and distance learning models will integrate a variety of sources to ensure multiple perspectives are brought forward. Learning to ask questions and gather varying sources, formats, and perspectives naturally leads to critical thinking as our students determine authors'

perspectives, consider the impact of different media, identify possible bias, and analyze information.

The use of technology in our hybrid and distance learning model supports student learning through a variety of media such as reading from a resource, listening to a podcast on current events, or watching a short instructional video. As students consume information from multiple sources they are able to synthesize the information gathered into new or deeper insights. This effective gathering of information also provides the foundation for creation with digital tools that lead to application, collaboration, deepened understanding, and connecting work to authentic audiences.

Communication

Each of these learning experiences will lead students to share insights, ideas, opinions, and learning with a variety of peers and audiences in multiple ways. Our hybrid and distance models will capitalize on virtual opportunities to communicate verbally, in writing, and through varying presentation formats for differing informal and formal audiences. Communication among teachers and students will occur in real time and throughout the school day via the live streaming platform and technology tools. Within the hybrid model, the use of live streaming will allow for seamless communication between students at school and those learning remotely.

Creativity

Students will be given opportunities to generate innovative products or solutions through virtual experiences that reflect thoughtful consideration of an academic challenge, persistent refinement throughout the design process, and courage to explore unconventional ideas. With the use of technology tools students will have opportunities to create products to showcase their learning.

Instructional Design and Delivery

Eden Prairie Schools will focus on the design, delivery and assessment and feedback of instruction by incorporating the following practices in the hybrid and distance learning models.

Content & Design

- Integration of varied activities and modalities for participation in academic content with intentional incorporation of social emotional learning opportunities and reflection
- Communicate intended purpose and directions for the day/activity
- Technology is used for creation purposes, and students share their voice through writing, voice recordings, drawings, and videos (Padlet, iMovie, Pic Collage, FlipGrid)
- Learning is personally interesting for students and is connected to real life experiences

Delivery

- Directions and content are offered in multiple ways (video, audio, written, pictorial) in order to meet the linguistic, cultural, and academic needs of each student
- Critical thinking is fostered when students can engage in digital discourse through various platforms (Video Conferencing, Discussion Boards, Padlet, and FlipGrid)
- Communication and collaboration using a variety of technology tools

- Students use creativity to develop original and unique solutions using writing, voice recordings, drawings, and videos.

Assessment for Learning

The Eden Prairie Balanced Assessment System fosters the careful selection of the right assessment at the right time in a tiered decision-making process to improve learning and achievement for each student. Elements include:

- Formative Assessments are ongoing, frequent and varied assessments which continuously confirm that specific learning has taken place and provide data to inform instruction. Examples of formative assessments include observational or discussion notes, exit/admit slips, learning journals, self-assessments, diagnostic assessments, and visual representations all which can be done with technology tools or through a live streamed experience. There are multiple ways for students to demonstrate learning such as discussion board posts, reports, projects, video/slideshow presentation in the hybrid and distance learning setting.
- Interim Assessments measure students' progress toward standards or benchmarks indicating if learning is on-track to reach end-of-course or end-of-year goals. Typically taking place three times a year, these universal screenings help determine which standards are students still working to master and which students may be demonstrating an instructional gap. Examples of interim assessments include standardized universal screeners such as FastBridge aReading, aMath, CBM Reading, earlyReading and earlyMath. Examples of universal screening measures include grading, attendance and/or 4C's data. These interim assessments can be administered in both the hybrid and distance learning model using our technology tools.
- Summative Assessments evaluate, certify, and/or grade learning at the end of a specific period of instruction. Common examples include end-of-course final assessments. These assessments can be administered in both the hybrid and distance learning model using the Schoology Learning Management System.

These assessments remain vitally important in both hybrid and distance learning settings and with slight modifications can continue to obtain important insights to ensure student learning in varied settings.

Student Support Services

The design team considered unique student needs throughout the design process. The input provided, supported the consideration of some additional face-to-face time for students who have the most significant learning needs when their grade level peers are in a hybrid learning environment. For example,

- If a student would typically access special education or EL services for more than half of their instructional day, an opportunity will be provided to that student to access additional face-to-face service in a hybrid model.
- Students who receive special education or EL services, but who primarily receive their instruction in general education classrooms, will typically access their specialized services within the same in-person or virtual learning schedule as their grade level peers.

- Individualized service decisions and decisions about unique adaptations will be discussed by individual student teams to ensure accessibility to learning across all 3 models, honoring the building and transportation capacity limits in any hybrid model and honoring in-person restrictions if a distance learning model is required.

Staff and parents of students who access special education, English Learner services, or other unique student support services will work together to determine the “Contingency Learning Plan” for the student. This plan will address the instructional needs and adaptations needed in either an In Person, Hybrid, or Distance Learning model. Therefore, if changes to the district model need to occur throughout the school year, parents and staff will have clarity about how to meet the needs of each student. These decisions will be based on the needs of the student and the building capacity (in the case of the hybrid required 50% capacity). The student plans will be finalized by teachers and parents during the week of August 24th.

Mental health supports provided by district staff and provided by partner agencies will be included in each instructional model, with some modifications to the format and schedule of services depending on the required model. Social-emotional learning for every student is a priority that was identified by the design team. This includes supporting students in specific social emotional skills such as self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. It also includes the daily check in that occurs between staff and students to ensure that each student feels seen and heard as they have opportunities to share their feelings and their reactions to their personal experiences. In addition, site teams have been working on their plans to ensure that students feel welcomed back into our school community, that restorative practices are at the center of our problem-solving work with students, and that culturally proficient, restorative practices are embedded in the professional development that staff receive throughout the school year.

Health Services is another critical component of the supports provided to our school community. School Nurses and Health Aides will work with site and district administration to ensure that our sites have the information they need to respond to questions related to COVID 19, in addition to the services they regularly provide. Spaces will be identified at each site where students who become ill can comfortably wait for parent or guardian pick up without having contact with other students. Communication protocols are being developed in collaboration with MDH for any COVID 19 related illness or exposure.

Human Resources

Employee Support & Labor Relations

We understand that our employees are responding to this pandemic in different ways. We are providing communication to staff regarding safety measures we have in place at all the sites, communicating updates from the state & federal level as we become aware, and collaborating with the local union leaders through both listening, sharing, and problem-solving. A COVID-19 website has been developed for staff so they have resources to understand their rights to request accommodation and leave through the following new laws:

- FFCRA (Families First Coronavirus Response Act) entitles an employee to take leave related to COVID-19 if the employee is unable to work, including unable to telework, because the employee:

- a. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
 - b. has been advised by a health care provider to self-quarantine related to COVID-19;
 - c. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;
 - d. is caring for an individual subject to an order described in (1) or self-quarantine as described in (2);
 - e. is caring for his or her child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons.
- Emergency FMLA (Family Medical Leave Act) for employees who need to take a leave to care for their child due to the closure of their daycare or the closure of their school
 - In addition, staff may also apply for standard FMLA and request a reasonable accommodation due to a disability under the Americans with Disability Act (ADA)
 - The school district continues to offer an Employee Assistance Program to all staff where they can receive, no-cost, confidential support for a wide variety of needs and concerns.

We are meeting with our local union leaders to discuss items of concern such as health and safety, benefits and workload, contract language, and programmatic changes. Our union leaders are working collaboratively with district administration to bring issues and concerns to our attention and offering solutions to support students and staff.

Supervisor Training & Communication

Principals, Directors and Supervisors are being provided additional training and resources to assist with staff, parent, and student questions. These training materials and documents were developed through guidance from the Minnesota Department of Health. Supervisors have been trained in the protocols of how to respond and report: a positive test case of COVID-19, symptoms of COVID-19, and when an individual has been in close contact with someone who has COVID-19. This includes how long an individual needs to remain in quarantine or isolation when there is a possible exposure and/or a positive test (or when the individual has the symptoms of COVID-19). All positive test cases are reported to the Minnesota Department of Health per state statute. The school district then takes guidance from MDH related to isolation requirements, quarantining, and contact tracing.

All district staff will be required to complete a short health screen daily to ensure another level of safety for the school community. This health screen will be sent to the staff member's phone via text message and/or to their email account. This short health screen will only take seconds to complete and the results are immediately sent back to the district. It will ask the employee to check the box if they answer "Yes" or "No" to these questions:

1. Yes, I have a new fever of 100.4 F or higher
2. Yes, I have a new onset of cough or shortness of breath
3. Yes, I have two of the following symptoms: fever (100.4°F or higher), chills, muscle pain, sore throat, loss of sense of smell or taste, and gastrointestinal symptoms of diarrhea, vomiting, or nausea.
4. Yes, I have had contact with someone who tested positive for COVID-19.
5. No, I do not have any symptoms listed above and I have not had contact with anyone who tested positive for COVID-19.

Any “Yes” answer above will immediately direct the employee to not report to work, to notify their supervisor, and to seek care from a health care provider.

Facilities, Health & Safety

In order to prevent the spread of COVID-19 infection in the district, facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. The district has a Facility Cleaning Methods and Considerations document which has been prepared in consultation with the Institute for Environmental Assessment (IEA). This document provides guidance to district custodial staff on the frequency and products to be used to ensure consistent and appropriate cleaning practices. All district custodial staff have been trained and have been using these methods during the summer months.

We recognize increased ventilation can help prevent the spread of COVID-19. The CDC recommends schools “Ensure ventilations systems operate properly and increase circulation of outdoor air as much as possible.” The district is required to follow certain ventilation, temperature, and humidity standards as identified by the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE). It is believed that airborne exposure of COVID-19 can be controlled. The district will maintain adequate, code-required ventilation as designed and to the greatest extent possible and reasonable, the district will increase ventilation with outdoor air while maintaining health and safety protocols.

The district has been able to procure adequate supplies to support healthy hygiene behaviors by providing soap, hand sanitizer with at least 60 percent alcohol, paper towels, tissues and disinfectant wipes. The district will also have in place hand sanitizing stations at all main entrances, common areas, and throughout the building. Additionally, we have hand wipes and disinfectant spray bottles available for staff to utilize throughout the day. Social distancing floor stickers will be placed in all buildings in areas where students and staff create lines.

The district will provide each employee with a reusable face covering, face shield, and gaiter. Staff will be required to wear one of these items while on site. The district will also provide each student age 5+ with a minimum of one reusable face covering. We have face shields and clear face coverings available for students that need an alternate face covering. The district has sufficient quantities of disposable face coverings available for any visitor, staff, or student to enter the building. Students will be required to wear a face covering while on site.

The district has procured transaction barriers for staff and some for students in designated areas. Additional requests for these barriers can be made. The district will also provide transaction barriers on stands for the music area as needed. We also know that additional guidance is still coming for the music instruction area.

The district has increased signage in highly visible locations that promote everyday protective measures, how to stop the spread of germs, and proper hand washing techniques. Communication of these items will continue throughout the school day.

Temperature checks will be required for all students each day as they enter the building. Hands free temperature monitors will be placed at all main entrances along with handheld temperature

monitors also available to ensure students can enter the building in an efficient manner. Staff will also be required to have their temperatures taken each day. They will have the ability to utilize these temperature monitors as well or they can take their temperatures at home each morning before arriving at school.

The district has utilized guidance from the Minnesota Department of Public Safety State Fire Marshal Division to calculate the occupancy loads of each space within all district buildings. The guidelines were created specifically for school occupant loads under COVID-19 restrictions. The intent is to identify 50% maximum capacity per classroom and building, restrictions on space have been identified and addressed individually.

The district is temporarily removing the bubbler spout on drinking fountains in common spaces to limit transmission of COVID-19. Bottle filling stations are still operable, and disposable cups will be available for individuals who forget to bring a water bottle.

The district will limit nonessential visitors and volunteers within the buildings as reasonable. We will pursue virtual group events, gatherings, or meetings where possible and promote social distancing if events are held. We will pursue virtual activities and events in lieu of field trips, student assemblies, special performances, and school-wide parent meetings, when possible. We will also pursue options to convene sporting events and participation in sports activities in ways that minimize the risk of transmission of COVID-19 to players, families, coaches, and the Eden Prairie community.

The district has created a COVID-19 Preparedness Plan and posted it to the district's website. This plan follows the Centers for Disease Control and Prevention (CDC) and Minnesota Department of Health (MDH) guidelines, as well as federal Occupational Safety and Health Administration (OSHA) standards related to COVID-19. The intent is to guide facility users on the protections and protocols in place in the following areas: Hygiene, respiratory etiquette, social distancing, cleaning, food and drink, screening procedures, self-assessment, illness tracking, return to the facility after an illness, and communications and training for staff and participants.

Outside renters or user groups are required to create their own Preparedness Plan along with following Eden Prairie Schools Preparedness Plan. The district will allow rentals as long as students are in-person or in a hybrid learning model. We will also consider:

- Reopen starting September 7, 2020 (or 1 week after students return to buildings)
- Consolidate the number of buildings utilized as well as wings within each building, while keeping renters in separate spaces (with separate entrances/bathrooms, etc.)

Transportation

Safe transportation to and from school via school bus remains available to Eden Prairie Schools students. Prior to the start of the 2020-21 school year, the district will be asking parents to complete a form verifying their need for daily school-provided transportation for their children or opting to provide transportation themselves for their children. After confirming the number of

students who require daily transportation, the district will adjust transportation routes and schedules to accommodate reduced capacity on each bus.

The district will conduct transportation activities that are consistent with Minnesota Department of Health and Department of Education standards. In hybrid learning each bus will operate at no more than 50% capacity. Capacity is determined by the number of passengers allowed per bus (E.g. 72 passenger bus will operate with no more than 36 students). Social distancing is desired and will be encouraged where possible.

Students and staff will be required to wear acceptable face coverings at all times on the school buses and should maintain appropriate social distancing to the extent possible and practicable. Students of the same household may be seated next to each other. All bus drivers will maintain a supply of disposable face coverings that they will distribute to students who attempt to board the school bus without a face covering.

Students who are able will be required to wear face coverings on the bus; however, students whose physical or mental health would be impaired will not be required to wear a face covering, but must be appropriately socially distanced.

Upon arrival at the school, district staff will instruct students to unload buses one at a time to maintain social distancing and direct them to enter the school, grab breakfast if desired, and walk directly to their classrooms. Students will be required to wash their hands with soap and water or use hand sanitizer before entering their classroom. At the end of the school day, students will be called to board their buses one bus at a time to minimize hallway traffic and help ensure social distancing.

All buses that are used will be cleaned and disinfected at least once a day. High-contact areas, including handrails, will be wiped down after each bus run.

When outside temperatures are above 45F, school buses will transport passengers with windows and roof hatches slightly open to provide increased air flow, as weather permits.

Child Nutrition

For students on site, meals will be provided while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced.

The district will ensure social distancing between individuals while eating breakfast and lunch. Meals may be served or eaten in alternate areas (e.g., classrooms) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students.

Menus have been simplified and fewer options will be offered to accommodate the various learning models. All self-serve options have been removed to help prevent the spread of COVID-19. We are committed to keeping district staff safe while preparing multiple meal service options. The sharing of food and beverages (e.g., buffet-style meals, snacks) is prohibited, unless individuals are members of the same household. Adequate space will be

reserved for students, faculty, and staff to observe social distancing while eating meals. During meal times, supervising teachers and support staff will monitor students to maintain social distancing and discourage the sharing of food and beverages.

Students will be instructed to wash or sanitize their hands both before and after eating. School meals will be served to students in individual containers (i.e., bags, clam shells or boxes). Members of the district's health services team will alert the food services team to any food allergies, and members of the food services team will use established procedures and precautions to prepare and package food for students with food allergies.

District staff will clean and disinfect common dining areas (e.g., cafeteria) between each cohort of students. Touchless point of sale stations will be established at all buildings.

Meals are also available to students in both distance learning and hybrid learning models. Under a hybrid model, students will pick up food for their virtual learning days on the last day they attend school in-person before their virtual learning days begin. We will provide multiple days' worth of breakfasts and lunches for students on these days. Under a full distance learning model, students will pick up 5 lunches and 5 breakfasts at district designated locations once per week. Unlike the spring 2020 meal distribution, all meals now must be charged to each student's meal account based on their benefit eligibility.

Families who lack transportation and cannot travel to the school to pick up meals may request district staff deliver the meals to their homes.

Eden Prairie Schools will continue to comply with all Child Nutrition Program requirements.

Eagle Zone (EZ)

[CDC Guidance for Child Care Programs](#)

Multiple program structures have been designed to meet the various childcare needs.

GENERAL PROGRAM DESIGN - PROGRAM STRUCTURE, Season Structure

Eagle Zone will continue serving Eden Prairie elementary school students currently enrolled in grades K-6 across six elementary schools in five buildings.

- 6 sites offering Eagle Zone with Before and After school options
- 6 sites offering school-day childcare led by Eagle Zone Program Leads, staffed by district paraprofessionals.

Structured as a fall season only, with two new seasons being created.

- Fall 2020 Eagle Zone (ALL FEE BASED)
 - All five sites for before/after (Monday-Friday)
 - Non-School Days (16 days, non-instructional days from 2020-2021 academic calendar)
 - Friday Full-Day Care for families who are not qualified for Tier 1 essential care.
- School Day Care for Tier 1 Essential Qualified Families (NON-FEE BASED)
 - Monday - Friday care provided during the school day only.
 - Opens 15 minutes before school starts and closes 15 minutes after the school day ends.

GENERAL PROGRAM DESIGN - PROGRAM STRUCTURE, Site Structure

Site Structures will not be affected by this new model of programming. All five sites will be open Monday through Friday for before and after care. Essential childcare will also be provided at all five sites Monday through Friday.

GENERAL PROGRAM DESIGN - PROGRAM STRUCTURE, Daily Structure - EZ Childcare

AA/BB schedule

- A Days = 50% students in school Monday & Tuesday
 - Offer free EZ to B students of Tier 1 families on their distance learning days based on attending school start time. We estimate being able to serve up to 100-125 students daily across all locations.
 - Offer fee-based Before and After school care for A students attending school and B students enrolled in EZ during the school day. Based on attending school start time. We estimate being able to serve 450 students daily across all locations.
 - Before School: 6:30-Start Time = \$15.00-17.00 (based on start times)
 - After School 4:00-6:00 = \$15.00-17.00 (based on end times)

Schedule (continued):

- B Days = 50% students in school Thursday & Friday
 - Offer free EZ to Tier 1 families on their distance learning days We estimate being able to serve up to 100-125 students daily across all locations.
 - Offer fee-based Before and After care for B students attending school and A students enrolled in EZ. Based on attending school start time. We estimate being able to serve 200-250 students daily across all locations.
 - Before School: 6:30-Start Time = \$15.00-17.00 (based on start times)
 - After School 4:00-6:00 = \$15.00-17.00 (based on end times)
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GENERAL PROGRAM DESIGN - REGISTRATION, Registration Options Available

The following registration options are available for families:

	Monday	Tuesday	Wednesday	Thursday	Friday
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Before School Care (Fee Based)	A Students (2-6) Essential - Tier 1 (Paid) K-1 Students	A Students (2-6) Essential - Tier 1 (Paid) K-1 Students	B Students (2-6) Essential - Tier 1 (Paid) K-1 Students	B Students (2-6) Essential - Tier 1 (Paid) K-1 Students	Essential - Tier 1 (Paid) K-1 Students
School Day Care (Free)	Essential - Tier 1 (FREE)	Essential - Tier 1 (FREE)	Essential - Tier 1 (FREE)	Essential - Tier 1 (FREE)	Essential - Tier 1 (FREE)
After School Care (Fee Based)	A Students (2-6) Essential - Tier 1 (Paid) K-1 Students	A Students (2-6) Essential - Tier 1 (Paid) K-1 Students	B Students (2-6) Essential - Tier 1 (Paid) K-1 Students	B Students (2-6) Essential - Tier 1 (Paid) K-1 Students	Essential - Tier 1 (Paid) K-1 Students
Full-Day Care (Fee Based)	Not Available	Not Available	Not Available	Not Available	A, B

GENERAL PROGRAM DESIGN - REGISTRATION, Eagle Zone Fee Structure

As of now, the plan is to keep fee structures close to what they were going to be prior to the pandemic. However, due to an expected decrease in enrollment, we will be increasing the fees by a slight margin.

- Before School Care - \$15.75
- After School Care - \$15.75
- Full Day Care on Fridays - \$55
- Non-School Day Care - \$55

GENERAL PROGRAM DESIGN - REGISTRATION, Tier 1 Priority

Tier 1 Essential workers must be actively employed in a position that is included in the state’s guidance document that defines and provides details as to what is considered a Tier 1 occupation. [That detailed document can be found at this link.](#)

Delivery Model Decision Making

Governor’s Executive Order

The Governor’s Executive order significantly shifted our work in the last week. We were anticipating a decision about how we were going to start the school year and instead received a process that we needed to go through to make a local decision. Teams have been working over the past several days to work through that process and ensure that each component, requirement, and recommendation has been carefully and thoughtfully considered and addressed using the most up to date information we have.

We continue to keep the health and safety of our students, staff, families, and community as a top priority, while also considering the potential impacts of implementing the three models that we were directed to create. Each model took into careful consideration: health and safety; guidance from MDE, MDH, and the CDC; what we learned last spring during distance learning; feedback from families, students, and staff; possible educational impacts as it relates to being able to achieve the ENDS and work within the Executive Limitations; and feasibility within our unique context. I appreciate the professionalism and care of our teachers, administrators, and

staff who engaged in this complex work, while capturing data from those we serve in multiple ways to inform an iterative process. The Safe Learning Plan developed will allow us to implement in a highly professional way. We believe it will offer the best learning experience possible, within the constraints we may experience throughout the year as our community navigates a pandemic and protects public health in a responsible way.

Our intent is to be able to offer the least restrictive learning setting, while also remaining responsible, prudent and stable. We will be able to offer choice for our families who may not want to return. If we are utilizing an in-person model, we will be able to offer choice to our families who may not want to return through EP Online. To make a careful assessment and come to a recommendation, we have thoughtfully reviewed the frameworks, looked at our localized data, engaged multiple stakeholder groups throughout the summer, consulted with the public health department, and met with our incident command team.

Frameworks to Consider

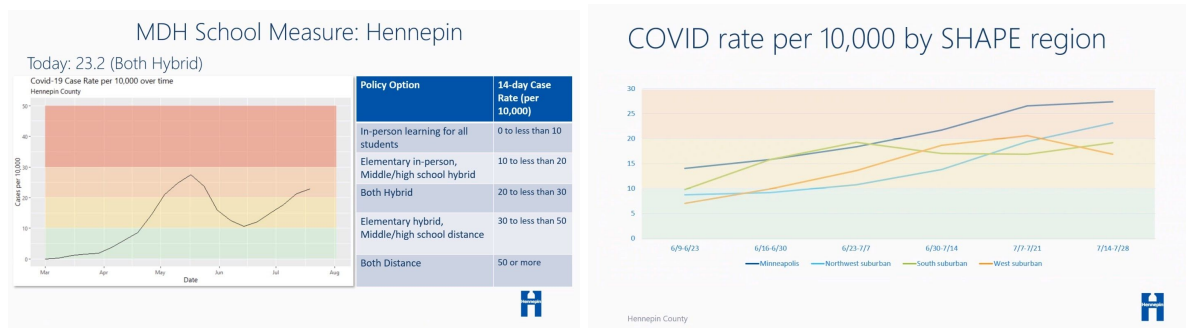
The safe learning plan for the 2020-21 school year that we have been directed to use includes five goals: 1) Prioritize the safety of students and staff, 2) Prioritize in-person learning, especially for younger learners and those with most need, 3) Recognize differences in potential spread among different ages, 4) Support planning, while permitting flexibility for districts, and 5) Take into account disease prevalence at a local level. To accomplish this the Minnesota Department of Health determined a base level by county based on a formula, which is a 14-Day County Level Case Rate per 10,000. That case rate data then would indicate what model you might start in.

If that rate is under 10, all students could be in school in person, if between 10-20 elementary students could be in person and secondary could be in Hybrid, if between 20-30 all students would be in Hybrid, if between 30-49 elementary students could be in Hybrid and secondary students could be in distance learning and if 50+ all students could be in distance learning. This model also adds the need to be highly adaptable and flexible in your design as various levels could fluidly move the schools and districts between models throughout the school year.

Number of cases per 10,000 over 14 days, by county of residence	Learning model
0-9	In-person learning for all students
10-19	In person learning for elementary students; hybrid learning for secondary students
20-29	Hybrid learning for all students
30-49	Hybrid learning for elementary students; distance learning for secondary students
50+	Distance learning for all students

Latest Localized Data

The Minnesota Department of Health and Hennepin County continue to update data as the pandemic and infection rates evolve. It is important to note, the data being presented is the most recent we had at the time of publication of this report. Beyond just the county level data that MDH provides Hennepin County has now broken the county down into regions. Eden Prairie falls into the Southern region as defined by Hennepin County. The latest county level 14-Day/10,000 data available shows Hennepin County at 23.7. The south region of Hennepin County 14-Day/10,000 data shows us at 19.2. Both of these numbers have increased since last week and the county shows an upward trend. Eden Prairie borders the West Region so it would also be relevant to consider that data. Up until last week they have been higher than us, but this week they dropped to 16.9. That may be an anomaly as each county region has shown a steady trend upward since June 9, 2020 in their 14-Day/10,000 residents data.



We also have access to city level data that we have received from the city and county officials. I'd like to acknowledge our partnership with the city and our appreciation for support by the staff and elected officials. I was informed on August 6th that the county will not be calculating a 14-Day/10,000 rate at the city level because the sample sizes are too small to provide accurate information due to data integrity. We have calculated that number with the help of the city so you have that data. The latest city level data we have calculated indicates a 14-Day/10,000 rate of 10.77 and 15.38, but has been up and down week to week and the data is a bit suspect. We still do not have data from this week at a local level, but if it follows our region we could anticipate it may go up. That said, there is not really a good trend line in this data due to the small sample size, which allows for greater variance. I would caution our sole use of this data as approximately 20% of our student body would not be represented, a high percentage of our staff live outside the city of Eden Prairie, and for the reasons the county states. We would need to look at our surrounding cities and areas as well, which is what the region data is intended to provide. We have also included the trend line data for the surrounding counties. With those included, the data captures over 99% of our student body.

Consultation with MDH

We had a consultation call with a representative from the Minnesota Department of Health on August 6, 2020. On that call it was made clear that MDH will not stand in our way of making a local decision unless it is egregious, but also shared trends, possible risks, considerations. It was clarified that the data they are using has been scrubbed to ensure the use of the specimen data as opposed to the positive test date result which is a much better indicator of incubation and possible virus transmission periods. This is often the explanation to why various data sets

may look slightly different. If an entity is using unscrubbed data it could contain duplicates, different reporting periods, and may not represent what is actually going on inside of a community.

MDH does not anticipate that we are at our peak and although they cannot guarantee anything the belief is that our case rate numbers will continue to increase. They also stated that what is happening in the communities in which our staff and students live is what we can anticipate in our schools, if we open in any face to face capacity. Compliance to health and safety measures within our communities is critical to being able to open schools fully and keep them open.

MDH did not make a recommendation of a starting point for the school year, but confirmed that the county data would have us starting in a hybrid model. Through the consultative process they also stated that we could look at more regionalized data and consider it as well, but cautioned that it may not be as accurate or indicative of the actual environment as they had not seen that regional breakdown. If we were to start any schools in a face to face model they suggested that we would want to begin in a very restricted format with almost no mixing, transitions, and with maximized social distancing. They also suggested that we may consider that it might be better to start the year successfully than start, and then a week or two in be forced to close something due to an outbreak.

Consultations with the Incident Command

The incident command team is a structure that is defined within our crisis plan and we specifically have a section that relates to pandemics. The plan ensures we have necessary resources and personnel to tackle specific issues around health, safety, and possible impacts of various decisions considering input and data sources. Members of the team have specific subject matter expertise or have worked across nearly every aspect of planning, engaged closely with stakeholder groups or have analytical understandings of multiple facets of the situation. It is a team that needs to be able to convene quickly on short notice, but is not a decision making body. In this particular case, the school board will be the decision maker regarding how we begin the school year.

The incident command team met on August 7th to review the plans that have been designed through multiple iterations utilizing stakeholder feedback, the data we have, and engage in dialogue to provide feedback, suggestions, and provide counsel around school start recommendations. Following a briefing, the incident command team asked questions regarding: what happens when significant staff or students are ill, what occurs if we have a case and a class or classroom is required to close, and if the decision could move an entire school or the district to a different model? They also asked about traffic as more parents may drive, about the temperature checks process at doors, and how quickly we would need to change between models. These questions were answered and I appreciate the careful planning by staff who had previously considered these cases. During this discussion we also spoke about city level data. That has been slow to come and as of the time this is published we do not have the most current data. The city continues to work with the county and I have requested the data from the county as well. If we can get that by Monday evening, we will include it.

The team was asked, what is missing? They provided feedback that the plan and components were very thorough and thoughtful. Considerations suggested by the team included:

- The team recognized the consistent and upward trend of case rates per 10,000 should indicate a more cautious approach.
- Starting in hybrid may be easier for families who need care than if we started face to face, saw a large spike in cases, and had to quickly transition to hybrid.
- Other organizations have seen sudden loss of staff due to illness once opening up, especially after weekends when staff may not be as cautious. That may be our experience.
- Setting ourselves up to be successful and not make a decision that may result in a sudden change that is more restrictive could be wise.
- Setting a future date to review the decision and open up with a less restrictive model if we see a change in the trend or stability return.
- A joint communications campaign with the city to encourage the community to make safe and healthy decisions.
- Ensuring the Incident Command Team has regularly scheduled briefings.
- That, in-line, with MSBA's suggested resolution that following the initial starting model that the superintendent then has the authority to make decisions to transition between models during the year as the local data suggests.

When consulted, consensus among the team members was to utilize the hybrid model at both elementary and secondary and review the data frequently to hopefully be able to move to a less restrictive model.

Recommendation

I am recommending that the board direct me to begin the school year using the Hybrid model that is described above. Kindergarten and First Grade students would attend in-person 5 days per week which prioritizes our early learners. 2nd through 12th grade would attend school on an AA/BB/VL schedule. When group A is in school on Monday and Tuesday group B would be at home learning virtually. When group B is in person group A would be at home learning virtually and on Friday all 2nd through 12th grade students would engage in interactive virtual learning.

Within the hybrid model, strict social distancing will be in place ensuring a minimum of 36 square feet per student in classrooms. Social mixing and transitions will be reduced to allow for contact tracing and, in the case of transmission, reduce the likelihood of widespread transmission.

I recommend this decision is scheduled to be revisited during the board meeting on September 28th for a planful change to face-to-face, if the public health data improves. I also recommend that in-line with the MSBA recommended resolution that the board also provide me the authority to shift between the three models recommended in this report, following notification of the board chair and board, if a prompt shift is deemed necessary to protect public health.

Credits

Teacher and Administrator Design and Input Team

Mike Whipkey	Katherine Windsor	Rob Gordon	Jenn Nelson
Nickie Hager	Victor Johnson	Meagan Bennett	Clayton Ellis
Robb Virgin	Nate Swenson	Mitch Benson	Sara Rowan
Lindsay Welch	Ashley Ross	Juan Perona	Rich Larson
Dan Wright	Suzanne Fogarty,	Kerry Hallee	Brett Lobben
Stephanie Baker	Rich Mills	Felicia Thames	Ryan Rice
Joel Knorr	Paul McKay	Kathy Otos	Katy Anderson
Yzalde Chepokas	Molly Alfs	David Freeburg	Amy Kettunen-Jahnke
Julie Osborn	Maria Villavicencio	Colby Ulrich	Ali Satre
Rob Gooding	Randy Haar	Ayan Warfa	Deb Plager
Jessica Becker	Roxann Roushar	Dr. Kay Rosheim	Thomas Walters
Tim Beekman	Joe Brazil	Connie Hytjan	Dr. Mitch Hegland
Dr. Christina Bemboom	Natalie Richards	James Anderson	Hernan Moncada
Michelle Ament	Kyle Fisher	Dr. Nick Kremer	Thomas May
Jason Mutzenberger	Saul Thiesen	Brett Johnson	Dr. Shawn Hoffman-Bram
Brock Bormann	Dr. Raymond Diaz	Dr. Stacie Stanley	

Incident Command Team

Mr. Scott Gerber	Dr. Ashley Shaefer	Mr. Kyle Fisher	Mrs. Felicia Thames
Mr. Clayton Ellis	Mr. Jason Mutzenberger	Mr. Tom May	Dr. Christina Bemboom
Dr. Shawn Hoffman-Bram			Dr. Stacie Stanley

Although too many to list, I would like to acknowledge the entire administrative team, site level teams of teachers, custodians, para-professionals, nutrition service staff, clerical staff, transportation staff, community education staff, and others that have shared their learning, feedback, and expertise as we have developed plans while also continuing to serve our community. I am incredibly proud of the teams and have great appreciation for their efforts to ensure we have been and will continue to be prepared to serve our students, families, and community, while maintaining safe and healthy environments.