



**Future Ready. Community Strong.**

## **Special Meeting Agenda**

Diamondhead Education Center

August 6, 2020

8:00 AM

The meeting will take place via teleconference or other electronic means pursuant to Minnesota Statute 13.D.021. Please visit our website at [www.isd191.org](http://www.isd191.org) for viewing details.

### Strategic Directions

- Close gaps and raise achievement for all students
- Create a culturally proficient school system
- Maximize resources for optimal student learning
- Increase the capacity for partnership with community

#### I. Call to Order

- A. Welcome
- B. Pledge of Allegiance

#### II. Approval of Agenda

#### III. Business Meeting

##### A. Consent Agenda (Maximize resources for optimal student learning)

Although Board action is required, it is generally unnecessary to hold discussion on these items. In the event a Board member wishes to discuss an item, that item will be moved for separate consideration.

##### 1. Approve Minutes

#### IV. One91 Fall Learning Plan (Maximize resources for optimal student learning)

Dr. Theresa Battle, Superintendent, Imina Oftedahl, Director of Curriculum, Instruction and Assessment, Stephanie White, Director of Student Support Services, and Lisa Rider, Executive Director of Business Services

#### V. Online Learning Virtual Academy Possibility (Create a culturally proficient school system)

Brian Gersich, Assistant Superintendent, and Rachel Gorton, Director of Technology

#### VI. Adjourn

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District 191 welcomes members of the public to attend Board of Education meetings, work sessions and other public gatherings. However, public participation is allowed only during listening sessions, which are held before regular board meetings. Community members who wish to share their thoughts and opinions on meeting topics should contact the Superintendent's office at 952-707-2005 to schedule a meeting with the Superintendent or member of her leadership team.

School Board Minutes  
INDEPENDENT SCHOOL DISTRICT 191  
July 8, 2020

The special meeting of the Board of Education was called to order by Chair Alt at 8:00 a.m. The meeting took place via electronic means pursuant to Minnesota Statute 13.D.021.

Call to Order

Members present: Chester, Hume, Miller, Currier, Schatz, and Chair Alt. Holweger was absent. Others in attendance were Superintendent Battle, Stacey Sovine, Lisa Rider, Aaron Tinklenberg and Jami Kenney.

Attendance

Alt welcomed people who were watching and asked Chester to lead the Pledge of Allegiance.

Pledge

Moved by Schatz, seconded by Hume, to approve the agenda. A roll call vote was taken and the motion carried unanimously (6,0 with Alt, Currier, Chester, Schatz, Miller, and Hume voting in favor and none voting against).

Agenda

Moved by Schatz, seconded by Hume, to approve the consent agenda:

-Approve minutes of the special board meeting on June 23, 2020.

-Approve personnel recommendations for Nina Jacobson, Laura Ngeh, Hailey Busker, Jarrod Leake, Rachel Gorton, and Isis Buchanan.

A roll call vote was taken and the motion carried unanimously (6,0 with Alt, Currier, Chester, Schatz, Hume and Miller voting in favor and none voting against).

Consent Agenda  
Minutes  
Personnel

The meeting adjourned at 8:02 a.m.

Adjourn

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DeeDee Currier, clerk

Date Approved



**Agenda IV.  
August 6, 2020**

**To:** Board of Education

**From:** Dr. Theresa Battle, Superintendent, Imina Oftedahl, Director of Curriculum, Instruction and Assessment, Stephanie White, Director of Student Support Services, and Lisa Rider, Executive Director of Business Services

**Date:** August 3, 2020

**Re:** One91 Fall Learning Plan (Maximize resources for optimal student learning)

One91



# Forward to Fall 2020 One91 Learning Plan

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August, 6 2020

# Forward to Fall

- Lead and operate with health and safety of students and staff first in mind
- Deliver effective instructional programs and support services
- Provide essential human resource and finance functions
- Support Board of Education work
- Provide school meals
- Provide Childcare

# Communication & Engagement

- June 15-16 - Principals and BLTs, Directors
- July 13 - Hybrid models and schedule options:  
School Improvement and Student Achievement Dept
- July 15 - Conversation with bargaining unit leaders
- July 28 - Discussion with BEA representatives
- July 30 - Parent conversations
- April & July - Family surveys
- April, June & July - Staff surveys
- July 31 - Staffing survey

# Guiding Change

- Healthy and safe students & staff
- Positive relationships
- High quality learning
- Consistency
- Social and emotional learning
- Support
- Personalized

[https://docs.google.com/document/d/1mqBwLeweFw\\_IBDDSNDc0ki1J4rAKryxUzQEIKzfP3KU/edit](https://docs.google.com/document/d/1mqBwLeweFw_IBDDSNDc0ki1J4rAKryxUzQEIKzfP3KU/edit)

# Leading with an Equity Lens

We must not be willing to accept inequity

- Identify disparities and barriers
- Look for practices that perpetuate inequities
- Listen
- Implement adaptive practices allowing for flexibility

# Overview

- MDE Scenarios
- Health and Safety
- Instructional Models and Technology
- Operations
- Next Steps

# MDE Scenarios

In-Person: Students would return to school as usual, but with increased health precautions.

Distance Learning 2.0: Continue with distance learning for all students with some changes based on what we learned in the spring thanks to feedback from students, teachers and families.

Hybrid Model: A combination of in-person and distance learning.

# MDE Recommended Scenario

July 30  
State provided  
direction to  
districts

**STAY SAFE MN** 2020-21 SCHOOL YEAR

## How do schools determine their safe learning model?

### STEP 1

Minnesota Department of Health (MDH) will use data from counties to determine a base learning model for public schools.

### STEP 2

Minnesota Department of Education (MDE) will share county data and the consultative process for public schools to engage with education and public health experts to review their county health data and safe learning plans.

### STEP 3

Public schools, with their incident command team, will evaluate their ability to implement required and recommended health best practices.

### STEP 4

Public schools, in consultation with public health, will determine a learning model to begin the school year and communicate that decision with their school community.\*

### STEP 5

Public schools and MDH will monitor the community and school-level impact of COVID-19 on a regular basis. Adjustments will be made to the learning model if needed.

**m** MINNESOTA

## Safe learning models:



Distance learning



Hybrid learning



In-person learning



\* Regardless of learning model, all public schools must offer an equitable distance learning option to all families.

# MDE Recommended Scenario

## Selecting a learning model for school opening

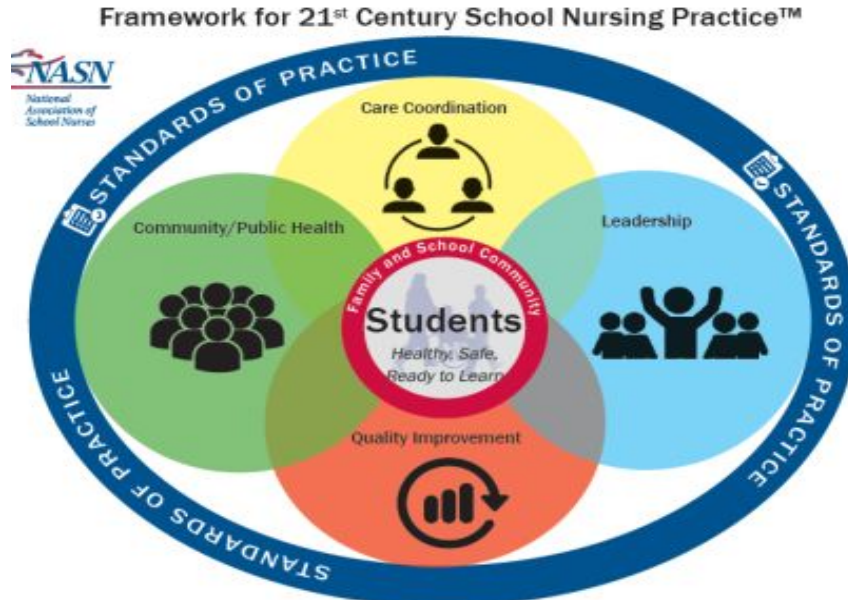
STAY SAFE MN

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

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# Health and Safety

## Caring For Learning



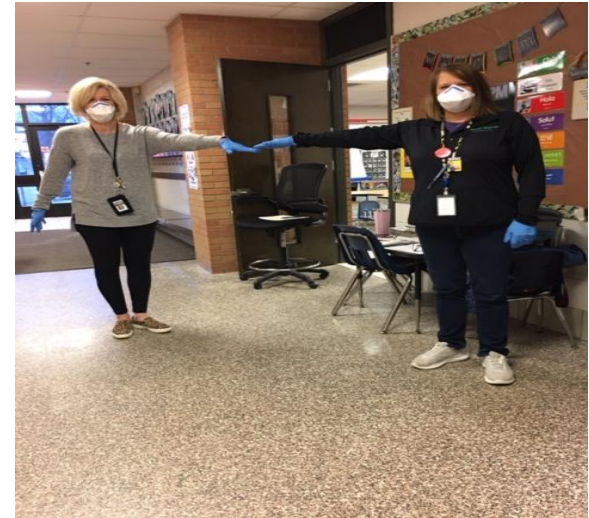
National Association of School Nurses, 2015

BETTER HEALTH. BETTER LEARNING.™

Rev. 10/6/15

# Health and Safety

- Social distancing and minimizing exposure
- Face coverings
- Protecting vulnerable populations
- Hygiene practices
- Cleaning and materials handling



# Health and Safety

- Monitoring and excluding for illness
- Handling suspected or confirmed positive cases of COVID-19
- Water and ventilation systems
- Transportation
- Support mental health and wellness



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# Family Survey Results

## To what extent do you support or oppose the following models?

The greatest support (strong+somewhat) was for a hybrid model, with 62% of parents showing at least some support for that model.

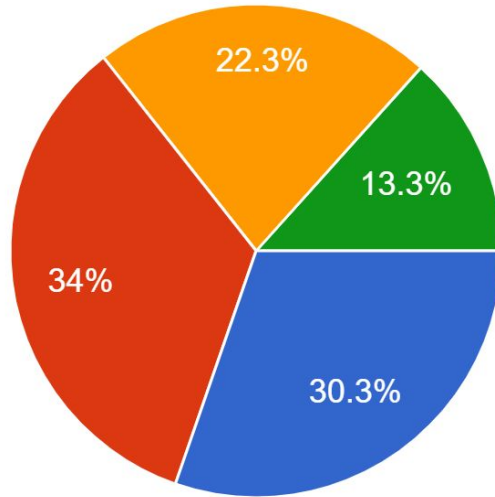
Total Responses = 2,481

Model	Strongly oppose	Somewhat oppose	Neither oppose nor support	Somewhat support	Strongly support
100% In Person	34%	17%	8%	17%	24%
Hybrid	13%	15%	10%	36%	26%
100% Distance Learning	28%	15%	9%	17%	30%

# Staff Survey Results

How comfortable are you returning to your school/workplace on a normal schedule?

488 responses



- Very uncomfortable
- Somewhat uncomfortable
- Somewhat comfortable
- Very comfortable

# Distance Learning 2.0

- Interact with licensed teacher each day
- Posted teacher office hours
- At least 120 minutes of synchronous instruction
- Flexible grouping
- Online tools for independent practice
- Differentiation & accommodations
- Districtwide benchmarking assessments
- Evaluation of student work reported
- Common expectations for Schoology and SeeSaw
- Focused/streamlined communication with families/students

# Constraints for Hybrid

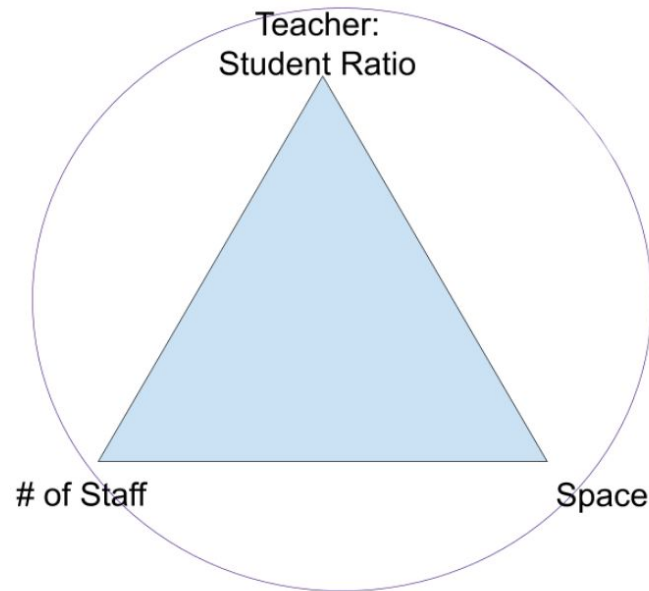
Each point is a constraint

Each point can be adjusted to a certain degree

Each adjustment impacts another constraint

Outer circle is the limit

- Flexibility in the # of staff available but to a limit
- Flexibility in the space available but to a limit
- Flexibility in the ratio determined by MDH guidelines



# Hybrid Learning (In person and Distance Learning)

1. As many students as possible for as much time as possible
2. Health and safety protocols
3. Reduce/mitigate exposure
4. Maintain strict 6 foot social distance
5. Utilize all building spaces
6. Match activities best for face to face and those for online
7. Distance learning for all: develop independence and capacity



*Full distance learning  
option for students  
available*

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# Hybrid Learning (In person and Distance Learning)

- PreK-Gr 2: 4 days/wk in person, 1 day/wk distance learning
- Gr 3-5: 2 days/wk in person, 3 days/wk distance learning
- Gr 6-12: 2 days/wk in person, 3 days/wk distance learning
- BAHS: 4 day/wk in person or 2 days/wk in person



*Full distance learning  
option for students  
available*

# In Person Learning

- All students attend each day in person
- Health and safety protocols in place
  - Handwashing, masks/shields, no large group activities
- Social distancing whenever possible



*Full distance learning  
option for students  
available*

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# Supports for Families and Students

- Clear path for families to get support/person they need
- District Supports: Pantry 191, Brainpower in a Backpack,
- Community Partners (YMCA, home childcare centers, Open Door Food Pantry, Headway, Isuroon, Children's Dental, Dakota/Scott County Health, Park Nicollet: Diamondhead Clinic, Growing w/Grief, Teletherapy.)
- Information For All Families - [Broadband Internet Service in Your Home](#)
- Technology support for students

# Operations in Partnership with Families:

- Food and Nutrition - Access to school meals
  - State/federal actions may make other options available
- Transportation - asking parents to opt-out
- Routers awaiting enrollment groups
- Custodial cleaning
- Personal Protective Equipment (PPE)
- Childcare before and after school will be available district wide.

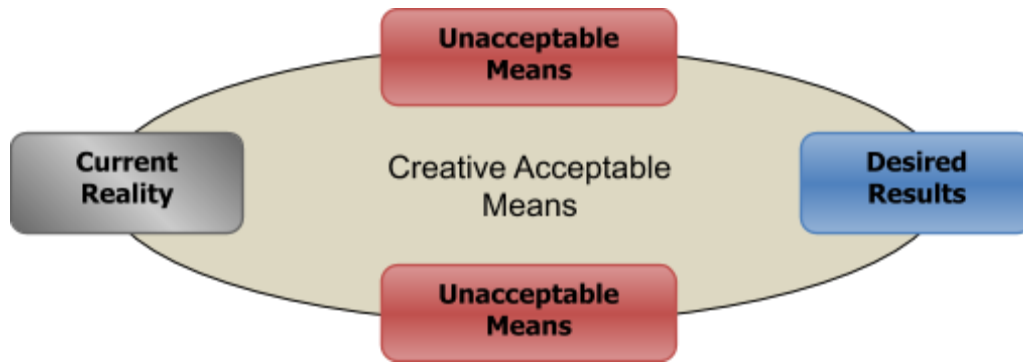
# Next Steps

- Possible school calendar adjustment
- Athletics and activities
- Ongoing Engagement: Student conversations, listening to family responses, staff involved with planning
- Present plan at Aug. 13 BOE meeting
- Continue to monitor COVID-19 cases; provide update at Aug. 27 Board meeting



# GUIDING CHANGE DOCUMENT

Return to School 2020-21



**Driving Question:** How will District 191 develop plans for delivering effective education during the 2020-21 school year in response to the needs related to the COVID-19 pandemic?

## Current Reality – The Why

## Unacceptable Means – The NOT How

## Desired Results – The How

The following realities necessitate the need to plan for three options for the 2020-21 school year:

- COVID-19 pandemic is a public health challenge
- We currently have an established infrastructure and skilled staff to deliver distance learning along with systems and resources to ensure access for all students.
- Distance learning exacerbated the burden on children and families disproportionately impacting communities of color, as well as indigenous immigrant, non-English speaking, special education and low-income families
- The instability in school and in learning models for children amplifies unpredictability, making employment even more challenging for families. Also, they are grappling with childcare, housing, food insecurity, and illness challenges simultaneously
- There are opportunities to create an abundance of learning avenues, infuse flexibility and innovation to create a whole-child, personalized learning experience for all students

It will be unacceptable to:

- Create inequities, especially that create or exacerbate inequities for our black, indigenous and people or communities of color.
- Fail to use the equity lens of the CPSS framework to guide our work
- Not adhere to established policies, laws, Executive orders; contracts and/or not follow the advice and guidance of the Minnesota department of health/CDC or other
- Make decisions in isolation without student, family and community partner input, without considering voices that are traditionally underrepresented
- Have specific groups who feel targeted and ignored
- Compromise student learning and opportunities
- Not utilize our funding sources thus increasing financial instability
- Fail to consider the physical, emotional, and relational needs of staff
- To ignore the different and unique needs of schools
- To blame, or hold accountable, students and families for challenging personal circumstances or limited

The outcome of the project/decision will allow for:

- Prioritization of the health and safety of our staff, students, families and our communities
- Building relationships and getting to know students will be at the foundation of learning.
- Commitment, regardless of delivery model to improve/increase/commit to giving students access to support services they need from mental health support to our counselors, social workers, etc.
- Commitment to early learning (Birth-Age 5) opportunities through Early Childhood Family Education, Preschool, Early Childhood Special Education and School Readiness programs.
- Maintaining and/or improving student opportunities and programming, community education programming
- Flexibility for students, staff and families in how the curriculum is delivered.
- Capitalization on the expertise, talents, and creativity of staff and constituents
- Establishment of a robust hybrid learning system, creating a safe, equitable, and rigorous learning

<ul style="list-style-type: none"> <li>• We have an opportunity to design a robust hybrid learning system, all in creating a safe, equitable and rigorous learning community where relationships are the foundation</li> </ul>	<p>resources. (this may include time resources, family circumstances, technology, etc.)</p> <ul style="list-style-type: none"> <li>• Fail to provide transparency in decision making</li> </ul>	<p>community where relationships with students and families are the foundation.</p> <ul style="list-style-type: none"> <li>• Application of the CPSS framework to guide all decision-making and actions including supporting linguistic and cultural diversity.</li> <li>• Transparency in decision making</li> <li>• Cost-effective use of facilities/resources</li> <li>• Stakeholders feeling heard &amp; engaged; part of the process</li> <li>• Equitable programming &amp; resources</li> <li>• Equitable process</li> <li>• Community strong/united - internal &amp; external</li> <li>• Realizing our mission/vision/strategic plan</li> <li>• Improving our reputation - we can and need to create this</li> <li>• Highlighting and branding our assets with the goal of stabilizing and/or increasing our student enrollment (by marketing our diversity strategically and intentionally)</li> <li>• Unite staff and community around this common endeavor</li> <li>• Development of enhanced community/pride in our schools</li> <li>• Limiting fear and misunderstandings</li> <li>• Providing intentional timely communication, simply and clearly</li> <li>• Meeting family linguistic and cultural needs</li> <li>• Utilize facilities and resources in the most cost-effective ways.</li> <li>• Innovate to improve student opportunities and programming, including community education programming</li> <li>• Realize our mission &amp; vision</li> <li>• Provide intentional and timely communication to promote trust, transparency and guidance.</li> <li>• Consistent, coordinated, predictable system for families</li> </ul>
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**Agenda V.  
August 6, 2020**

**To:** Board of Education

**From:** Brian Gersich, Assistant Superintendent, and Rachel Gorton, Director of Technology

**Date:** August 3, 2020

**Re:** Online Learning Virtual Academy Possibility (Create a culturally proficient school system)

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# Proposal for Virtual Academy

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August 6, 2020

# Overview

- Goal & Alignment to Strategic Plan
- Distance Learning and Virtual Academy Descriptions
- Overview of 2020-2021
- Overview of 2021-2022 and Timeline

# One91 Virtual Academy

Our goal is to provide online, high-quality, and flexible learning opportunities that offer the next generation of K-12 learning.



# One91 Virtual Academy

District

**one91**

District 191 Strategic Roadmap 2015-2020

## OUR MISSION

***Each Student. Future Ready. Community Strong.***

## CORE VALUES

- Expectations:** I will set a high bar for myself and others in learning, behavior, commitment to do one's best and service to others and community.
- Respect:** I will honor the uniqueness of myself and others
- Integrity:** I will do the right thing, even when no one is looking
- Partnership:** I will engage in relationships and action which empowers learning for ALL

## STRATEGIC DIRECTIONS

- Close gaps and raise achievement for all students
- Create a culturally proficient school system
- Maximize resources for optimal student learning
- Increase the capacity for partnership with community

## VISION 2020

ISD 191 will become the leading and preferred source of learning and education for its students and adult learners because we:

- Utilize technology for instruction to provide rigorous, personalized learning, and maximize operational systems.
- Serve the unique needs of our students, families and communities first and foremost.
- Provide relevant and engaging student learning and enrichment leading to college and career readiness for all.
- Develop innovative, attractive and aligned academic programs, support services and opportunities.
- Invest and engage in real partnership across those with differing interests, talents, assets and opportunities aligned with District mission and core values.
- Energize and leverage our community diversity in all forms as unique and valued assets for developing true real-world ready learners and citizens.
- Attract, value, retain and develop the very best employees in education and operations to serve our students and families.

# One91 Virtual Academy

## 2 Stage Approach

1. Governor Walz Executive Order mandates 2020-2021 100% Online School to provide student and family choice during the COVID-19 pandemic.
2. Proposed Beginning 2021-2022: Comprehensive and supplemental One91 Virtual Academy K-12 to provide student and family choice.

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# One91 Virtual Academy

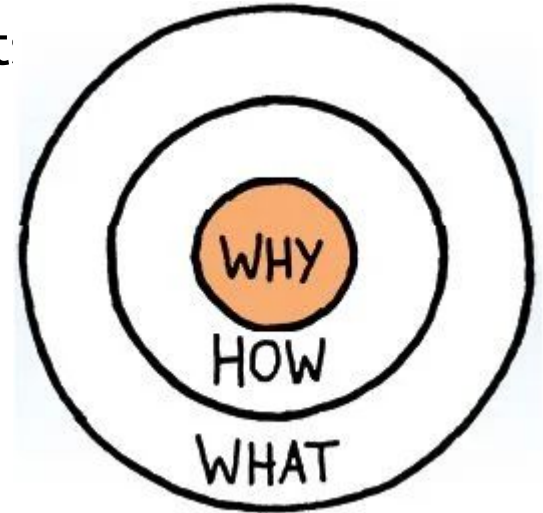
## Distance Learning 2.0 as Base

1. Students will interact with licensed teacher each day across full complement of courses
2. Each virtual learning day for K-12 will include at least 120 minutes of synchronous instruction and activities
3. Support for advanced learners, English Language learners, special ed, intervention
4. Student work will be evaluated and priority standards will be assessed
5. Districtwide benchmarking assessment administered
6. Focused/streamlined communication with families/students
7. Students will have additional access to their teachers

# One91 Virtual Academy

## Rethinking Time & Space for Learning

- to meet the unique needs of our students
- further develop our College and Career Pathways



# One91 Virtual Academy

## 2020-2021

1. One91 students have the choice to attend a 100% online school.
2. Online school is based on the Distance Learning 2.0 plan and will provide comparable learning opportunities as students who choose to attend our hybrid/distance learning option.
3. The framework of quality online programs (iNacol) will be used as we develop our online school.

# One91 Virtual Academy

## 2021-2022

1. Staff has reviewed requirements
2. We will use our experience and stakeholder feedback from spring 2020 and fall 2020 in our planning.
3. Application is collaborative process among multiple district stakeholders and with the Minnesota Department of Education (MDE).

# One91 Virtual Academy

## Timeline

If board supports a One91 authorized online school provider then here are next steps:

1. Late November 2020 - draft to School Board
2. December 2020 - Board Approval
3. January 2021 - MDE Application Submitted
4. 2021-2022 enrollment options will include Virtual Academy
5. Launch for the 2021-2022 school year

# Thank You