



Jordan School District #717
Health & Safety Meeting Agenda

Monday, October 26, 2020 at 6:30 PM
Workshop Meeting
CERC Multi-purpose Room
500 Sunset Drive; Suite 3
Jordan, MN 55352

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1. COVID-19 Update: Learning Models, Processes, & County Data

2

Safe Learning Plan

October 26, 2020
Board Work Session
Jordan Public Schools

MN Department of Ed Direction and Timeline

Governor Walz released the state's Executive Order 20-82 and the **Safe Learning Plan** for 2020-21.

The on-going decision-making framework allows for flexibility and **local control within a framework** based on county level health care data **and each district's ability to implement required mitigation best practices.**

Team Member Involvement

District Level Leadership Team Members

Ranae Case Evenson
Chad Williams
Erin Hjelmeland
Kat Pass

Joe Perkl
Anne Jans
Steven Jensen
Jenna Wendorff
Stephen Damlo

Andrea Schaak
Amy Hafeman
Tim Bisek
Sheila Jenc

Site Level Leadership Team Members

Melissa Barnett and Greg Dietel
Ben Bakeberg and Ansley Peters
Jeff Vizenor and Kevin Gutzmer

Expanded Feedback

Jordan Staff
Jordan4Community
Health and Safety Committee
Jordan School Board



Quick Overview of the Safe Learning Plan Process:

1. **Consult the MDH learning model selection parameters** as indicated by county-level data to determine the base learning model
2. **Consult with health officials (local public health and/or state officials) as needed** to examine the local epidemiology behind county-level data to assess whether increases or higher numbers of cases are likely the result of isolated outbreaks or whether they may be indicative of more widespread community transmission.
 - a. Districts electing to implement a less restrictive learning plan than what MDH has determined as the base model for their county, must have a consultation before making that decision.
3. **Evaluate the ability to implement required and recommended health best practices** to inform decision-making at the school or district level.
4. **Determine the learning model to begin the school year.**
5. **Monitor the community and school-level impact of COVID-19 on a regular basis** in consultation with public health to determine if adjustments are needed.

What data is used to determine a BASE LEARNING MODEL?

- Jordan Public Schools use Scott County Data.
 - The number of **positive COVID-19 cases per 10,000 residents at the county level** over a 14 day period will establish a recommended learning model;
 - Current **by county data**
- Superintendents will consult with local health care officials to examine local epidemiology for isolated outbreaks or community-wide transmission;
 - Local Service Cooperatives are our resource.
- Jordan began the school year in a **HYBRID Base Learning Plan Model**.

Can the **BASE LEARNING MODEL** change throughout the school year?

- Yes
- Community and school-level data will be **monitored on an ongoing basis** by school and public health officials on a regular basis and they will **make adjustments to the learning model if needed.**
- BASE LEARNING PLANS are **subject to change** based on COVID-19 metrics.
 - At the district level
 - At the building level
- **It has been shared that MDE/MDH believe most districts will move through multiple models this school year.**

What else helps determine what model can be implemented for a BASE LEARNING PLAN?

Schools, working with their incident command team (Leadership Team) will evaluate ability to implement the required and recommended mitigation best practices.

Requirements for Hybrid Models

- ✓ Social distancing of 6 feet at all times in school buildings
- ✓ School facilities at 50% capacity
- ✓ Transportation at 50% capacity
- ✓ Sufficient staffing levels to meet requirements of model

Requirements for In-Person and Hybrid Models

- ✓ Masking Policy
- ✓ PPE for direct support services
- ✓ Build routines of hygiene education and practices
- ✓ Daily and frequent cleaning of high touch surfaces throughout day
- ✓ Building level COVID-19 Coordinator
- ✓ Limit non-essential visitors/volunteers/external groups
- ✓ Discontinue large gatherings/activities that do not allow social distancing
- ✓ Monitor and exclude for illness

What else is important to consider?

- Schools may choose to implement strategies that are more restrictive, but schools **may not choose to implement less restrictive plans without permission.**
- Regardless of the learning model, **schools must offer an equitable distance learning option** to all families.
- In the case of a disagreement, the **Commissioners of Education and Health have the authority to restrict in-person learning.**



ACADEMIC

We will provide opportunities and academic support to maximize the potential of all students and find courageous and innovative ways to meet the needs of all learners.



WELLNESS

We will commit to supporting healthy minds through social emotional, mental health, and equity supports for our all within our school community.



OPERATIONS

We will design and implement thoughtful systems and safe operations based on the best knowledge and guidance from local, state, and federal experts.

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**Mid-Semester Covid-19
and
Learning Model Update**

How is Jordan's Safe Learning Plan Going?

- Formal Input and Feedback
 - Semester 1 Surveys

- Monitor and Adjust as needed
 - Public Health Data
 - New Guidance- MDE, MDH, MSHSL
 - Initial Input and Feedback
 - Students, Staff, Families
 - Elementary School
 - Middle School
 - High School

Monitoring and Adjusting- Elementary School

- Monitoring and Reviewing current Hybrid Model
 - Questions and concerns discussed at building advisory committee meetings (master schedule, health/safety guidelines, facilities, enrollment numbers)
 - K-4 students now have devices; Google Classroom common platform (K-2 students scan a QR Code to log in)
- Feedback from Staff
 - Weekly and daily feedback collected from staff via Google Meet, email, or in-person conversations
- Feedback from Families and Students
 - Families are glad to have K-4 students on-site every day (Back to School Conference conversations, emails, face-to-face meetings in school and in the community)
 - Informal conversations with students in classrooms- they are very excited to be in school every day and really like going outside more often for learning (and for mask breaks)
 - Wish they could see friends from other classrooms

Monitoring and Adjusting- Middle School

- Reviewing Guidelines for In-Person Instruction Opportunities within the Current Hybrid Model and a Potential Distance Learning Model.
 - Considerations for each grade level / content area
 - Balancing the multiple responsibilities of staff
 - JVA, On-Site, At-Home
- Student Support/SPED
 - Increasing pull-out support in addition to push-in support
 - Small group breakout sessions
- Feedback from Students and Families
 - Families and students are happy to be in school
 - Would like to move more often and be with friends
 - Staff communicated with each Advisory family during conferences (email, phone call, or Zoom) based on family choice

Monitoring and Adjusting- High School

- Reviewing Guidelines for In-Person Instruction Opportunities within the Current Hybrid Model and a Potential Distance Learning Model.
 - Considerations for each grade level.
 - Balancing the multiple responsibilities of staff
 - JVA, On-Site, At-Home
- Feedback from Families and Students
 - Families are glad to have students back 2-3 days a week. (Through emails, face-to-face meetings in school and in the community)
 - Informal conversations with students in classrooms -they are very happy to be in school. They have liked the “power hour” lunch format.
 - Wish they could see friends from the other half of the alphabet.
- Feedback from Staff
 - Feedback collected from staff via Zoom, email, or in-person conversations. They appreciate the opportunity to see students in person.
 - Invite Conferences-we reached over 160 students.

Covid-19: What Does It Look Like When There Are Possible or Confirmed Cases?

- Communication to School Building Nurses
- Communication to COVID-19 Coordinator
 - District Survey Report
- Red Cap Report - Completed by District COVID Coordinator
- Communication and Guidance from Scott County Public Health/MDH/Regional Support Team
- Communication and Any Additional Action as Directed
 - Contact Tracing
 - Quarantine/Isolation Communication
 - Watch for Signs and Symptoms Communication
 - Learning Model Considerations
- Why not COVID-19 dashboards? (HIPPA Laws)

Where is Scott County's most recent data?

14-day case rate per 10,000 people by date of specimen collection

8/16- 8/29	8/23- 9/5	8/30- 9/12	9/6- 9/19	9/13- 9/26	9/20- 10/3	9/27- 10/10	10/4- 10/17
18.48	17.65	15.14	19.46	24.97	22.25	22.60	29.15

Recommended policy options based on 14-day case rate range

Policy Option	Range (14-day case / per 10,000 people)
In-person learning for all students	0 to less than 10
Elementary in-person, secondary hybrid	10 to less than 20
Both hybrid	20 to less than 30
Elementary hybrid, secondary distance	30 to less than 50
Both distance	50 or more

Defining Elementary and Secondary

- What is elementary? What is Secondary?
 - 120A.05 defines elementary and secondary
 - Elementary PreK-6 or any portion thereof
 - Secondary 7-12
 - Uncertainty with mixed schools
- Clarification with Regional Support and MDE
- We are interpreting based on our model
 - 5-6 is aligned to K-4 model
 - 7-8 is aligned to 9-12 model

Monitoring Potential Shifts in Jordan's Model

- Scott County Data
 - Public Health Considerations
 - Local Considerations
 - MDE/MDH/MSHSL Guidelines
- Middle School 7-8 and High School
 - Distance Learning Model
 - Athletics and Arts
- Elementary Grades K-4
 - Monitor
 - Updates to Hybrid Language
- Middle School Grades 5-6
 - Monitor
 - Updates to Hybrid Language

Secondary Model Considerations

- Grades 7-12 potential impact
 - Distance Learning Model
 - Consideration of Input and Feedback from Spring 2020
 - Defined structures for all stakeholders
 - If there is a required shift, how much time do we have to implement?
 - How long could we be in a new model?

Secondary Model Considerations (continued)

- Grades 7-12 potential impact
 - MSHSL Athletics and Arts

Participation Connected to Learning Model

Learning Model	In-Person Participation
<u>MDE Required</u> Distance Learning	<u>No in-person</u> participation in practices or competition. (Virtual participation may occur)
<u>District Choice</u> Distance Learning	In-person participation is <u>allowed</u>
MDE Required or District Choice hybrid learning or in-person learning	In-person participation is <u>allowed</u>

*MDE Determination is based on model for secondary students.


















Updated MDE Learning Portal Language

- **Reporting In-person Learning with Hybrid Health and Safety Measures**
 - Some schools have consulted with public health officials and determined that they can meet the health and safety requirements that fit under "hybrid" while having all students fully attending in-person learning.
 - In this scenario, the school must report "All In-Person" in the Learning Model Portal.
 - In order to be reported as hybrid, there must be some mix of in-person and distance learning for each student.
- Shift in naming protocol for K-4 is required.
- Monitoring any future shifts for our elementary K-6 model.

Scenarios by School and Option(s)

K-4, 5-6 – HYBRID LEARNING PLAN OPTIONS

JES-JMS Option 1: *K-3 On-site Daily; Grades 4-6 AAAAC*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Grades K-3 (all students)					
Grade 4					
Grades 5-6					

K-3: On-site Schooling 5-Days Per Week

Grade 4: On-site Schooling 4-days Per Week

- The classrooms are at 50% capacity, following social distance recommendations and requirements. Teachers would use short-distance video conferencing across two rooms (where applicable) and circulate among their students.
- Morning and/or afternoon meetings occur each day to honor social-emotional needs, with mental health staff pushing in to offer classroom/small group support or pulling out individual students to mental health rooms.
- Special education and intervention staff will incorporate a push-in model to support academics; however, in an on-site model, support staff may be able to pull out students in larger learning spaces from multiple classrooms for interventions while maintaining health guidelines.
- Art will meet virtually, with Phy. Ed. being taught outdoors (weather permitting) and Music and Media/Tech being push-in models.
- Grade 4 distance learning one day per week.

Grades 5-6: On-site Schooling 4-Days Per Week







- 5-6 students on-site hybrid model will be in person 5 days per week. The classrooms are at 50% capacity, following social distance recommendations and requirements. Teachers would use short-distance video conferencing across multiple rooms (where applicable) and circulate among their students.
- Grades 5-6 distance learning one day per week.

Scenarios by School and Option(s)

K-4, 5-6 – HYBRID LEARNING PLAN OPTIONS

JES-JMS Option 2:

K-2 On-site Daily; Grades 3-4, 5-6 ABAB/C Rotation

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Grades K-2 (all students)					
Grades 3-4, 5-6 GROUP A					
Grades 3-4, 5-6 GROUP B					

K-2: On-site Schooling 5-Days Per Week

- The classrooms are at 50% capacity, following social distance recommendations and requirements. Teachers would use short-distance video conferencing across two rooms (where applicable) and circulate among their students.
- Morning and/or afternoon meetings occur each day to honor social-emotional needs, with mental health staff pushing in to offer classroom/small group support or pulling out individual students to mental health rooms.
- Special education and intervention staff will incorporate a push-in model to support academics; however, in an on-site model, support staff may be able to pull out students in larger learning spaces from multiple classrooms for interventions while maintaining health guidelines.
- Art will meet virtually, with Phy. Ed. being taught outdoors (weather permitting) and Music and Media/Tech being push-in models.











Grades 3-4, 5-6: Each Class / Grade is divided in half: GROUP A and GROUP B

- A Group attend on Monday and Wednesday (distance learning when not on-site)
- B Group attend on Tuesday and Thursday (distance learning when not on-site)
- C Friday = All students distance learning (may include potential interventions as needed)

Scenarios by School and Option(s)

K-4, 5-6 – HYBRID LEARNING PLAN OPTIONS

JES-JMS Option 3: *K-4, 5-6 Elementary Two Days Per Week* ABAB/C

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Grades K-4, 5-6 GROUP A					
Grades K-4, 5-6 GROUP B					

Grades K-4, 5-6: All students / Grade is divided in half: GROUP A and GROUP B

- A Group attend on Monday and Wednesday (distance learning when not on-site)
- B Group attend on Tuesday and Thursday (distance learning when not on-site)
- C Friday = All students distance learning (may include potential interventions as needed)

✓ Family groupings when possible (ie. all kids in the same family attend the same days)

Next Steps

- Continue to Monitor and Consult with Public Health
- Staff and Community Communication
- Jordan commitment to communicate as much information as we can **as soon as we can through multiple formats.**
 - Update in relation to the data, how we are monitoring, and potential learning model shifts.
 - Update in relation to registration window for second semester JVA.
- We will continue to seek stakeholder input and feedback to inform our programming.

Questions or Comments?

Thank you for all of your support!

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